

## Programme details for MA in Music Therapy

In order to view the most up to date information, please access our website:

<https://www.roehampton.ac.uk/postgraduate-courses/music-therapy/>

### MA MUSIC THERAPY PROGRAMME CONVENOR:

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### HEAD OF ARTS AND PLAY THERAPIES PROGRAMMES

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### ADMINISTRATOR

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### LOCATION

University of Roehampton, Whitelands College, Holybourne Avenue, London SW15 4JD.

Applicants can contact the Enquiries Office regarding visiting the University and to find out what life is really like studying at University of Roehampton.

The Enquiries Office, Erasmus House, University of Roehampton, Roehampton Lane, London SW15 3PU  
[enquiries@roehampton.ac.uk](mailto:enquiries@roehampton.ac.uk)

020-8392 3232

Applicants can contact the postgraduate admissions team regarding further information about programmes of study, how to apply, and the progress of their application.

Department of Recruitment, International and Admissions

Room 109 Lawrence Building, Froebel College, University of Roehampton, Roehampton Lane, London SW15 5PJ

[internationaladmissions@roehampton.ac.uk](mailto:internationaladmissions@roehampton.ac.uk)

020 8392 3314

For other queries please contact the university switchboard on 0208 392 3000

**Programme details 2020**  
**Music Therapy MA, Department of Psychology**

**The application process**

Initial selection is made through online submission of an application and music links (demonstrating musical performance and improvisation). A personal statement on applicants' experience and motives for entering the profession is required as part of the application. This gives an indication of applicants' ability to express themselves in writing and forms a basis for discussion in interview. For a full guide to making an application see guidance notes on the application/selection procedure at the end of this document.

**Entry requirements specific to the programme**

Entry requirements for the MA are:

- Applicants will normally be required to hold an honours degree, usually in music. Other clinically related disciplines such as psychology, teaching, nursing, or social work, and graduate level professional qualifications in appropriate disciplines such as the performing arts, Occupational Therapy and Social Work are also considered where music skills are demonstrably sufficient.
- Applicants need to evidence that they can meet the academic demands of a Masters degree and will be required to prepare and submit a written personal statement to support their application.
- A professional standard of proficiency on an instrument or voice, together with some keyboard skills (of at least grade 5) where piano is not the first study, and confidence with voice. The potential to use musical skills in professional Music Therapy practice and the ability to communicate musically.
- It is expected that applicants will have extensive experience either having worked professionally or having practiced extensively within their specific arts modality.
- An understanding of the nature of music therapy as a distinctive discipline (in particular as practised in the UK).
- Applicants should demonstrate a maturity of personality and self-awareness compatible with training as a therapist. Applicants need an appropriate degree of psychological mindfulness including the capacity to form and maintain appropriate empathic relationships with clients. They should also demonstrate emotional literacy, robustness and an ability to be self-reflective. This is addressed through a combination of assessments, including a health screening form, searching questions at interview related to different parts of the training course and experiential work at interview/audition.
- Applicants will be expected to have appropriate clinical experience of having worked within a setting and with clients relevant to the programme. This might include working with children, adults or older adults in the areas of learning disabilities, mental health, hospice care, dementia care, neuro-disability, homelessness etc (this is not an exhaustive list). This work can be undertaken either on a voluntary or employed basis.
- Applicants whose first language is not English will need to provide evidence that they can achieve an IELTS score of 7, with no element below 6.5 at point of graduation.
- Applicants will be required to supply the names of two referees, normally one of these should be able to comment on the applicant's academic suitability and the other the applicant's clinical suitability for the programme. References are always taken up prior to offering a place.
- In addition to these requirements, all students must be prepared to enter mandatory individual personal therapy. Payment for therapy is separate to course fees.
- All successful applicants will need to complete an enhanced Disclosure and Barring Service (DBS) check. Payment for this is separate to the course fees. A volunteer check cannot be accepted for this purpose. Any applicants who have lived outside the UK for 1 year or more will be required to provide a security check from countries where they have resided.

## Important additional information and costs

- In addition to these requirements students must be prepared to enter mandatory weekly individual personal therapy for at least one year of the training (this is paid for by the student, in addition to the course fees). Full time year 1 and part time year 2. Support from tutors is given if students require help to find a suitable therapist. Personal therapy is mandatory for this training. The costs of this vary significantly and it is not helpful to state an amount here, however applicants may wish to research this in order to have awareness of the costs involved.
- Students must also be prepared to apply for and pay for an enhanced Disclosure and Barring Service check (<http://www.homeoffice.gov.uk/agencies-public-bodies/dbs/>, £44). This applies even to students who have already undertaken a DBS check previously. You may wish to consider subscribing to the DBS update scheme. This service reduces the need to apply for multiple certificates when a recheck is required. See <https://secure.crbonline.gov.uk/crsc/apply?execution=e1s1>
- Personal indemnity insurance is required for the duration of placements, approximately £60 per year.
- The cost of travel to visits and placement should be taken into account. Placement travel is usually between £200-300 per placement.
- Occasionally as part of a placement contract it may be necessary for students to update or verify their immunisation status (including obtaining inoculations where required). Students who are not prepared to update their vaccination status may be limited in their placement opportunities.
- As part of a placement contract it may be necessary to apply for a UK National Insurance number.
- Books and learning equipment, including recording equipment may be necessary to purchase.
- Students should note that in some cases they may need to provide or purchase their own portable equipment (video or audio) for the purposes of recording sessions, including an encrypted memory stick for storage of clinical material.
- Students should be aware that role play (as both client and therapist) is an important learning and teaching method on the training. Students will be asked to give their agreement to take part in this. A combination of learning, teaching and assessment methods are during training that will require students to engage in private study, to take part in seminars through verbal/musical contributions, to give presentations and to demonstrate their musical ability through live assessments.
- Students must be prepared to allow tutors to contact their GP or other medical doctor prior to, or during the course of the training should this be necessary.
- The part time course is designed in such a way that students can complete it in 4 or 3 years. If students chose to complete the training in 3 years (which most do), they complete 120 credits in the 3<sup>rd</sup> year, with a corresponding rise in cost for this number of credits.

Students will be required to confirm their agreement with these requirements when they accept a place on the programme. These requirements link to the need to ensure students' fitness to study and fitness to practice at all times during the training.

## General credit and level rating

MA: 240 credits at Level L.

## Module coding

Module codes can look confusing so it may help to understand how they are constructed:

MUT indicates the programme: Music Therapy. The final letter indicates semester: A= Autumn, S = Spring, Y = all year. The number denotes the course: 006 = Observational studies. 010L, etc indicate number of credits and at what level of study. 010 = 10 credits, L = Masters level (pass mark 50%).

## **The aims of the MA Music Therapy**

- a. Enable students to acquire a rigorous and comprehensive training in Music Therapy, which confers eligibility to apply for the appropriate registration.
- b. Enable students to work as competent, reflective and ethically sound therapists who can provide high quality professional services in a variety of settings through the skilful and creative application of a broad range of knowledge and self-reflective practical experience.
- c. Provide students with a thorough and in-depth embodied and systematic knowledge, experience, skills and confidence to work as a professionally qualified therapist so that they can demonstrate a comprehensive understanding of therapeutic techniques and approaches as required for professional registration purposes.
- d. Provide students with a thorough in depth and systematic understanding, from specific theoretical perspectives, for the practice of Music Therapy while relating these to treatment models in other appropriate forms of psychological therapy or other forms of treatment.
- e. Provide students with appropriate clinical placements, with adequate supervision, in order to develop their capacity to work confidently, effectively and professionally in complex organisations with challenging client populations
- f. Develop students' ability to critically assess and reflect upon their role as potential reflective professional practitioners by active exploration and critical analysis of the key processes involved in therapeutic work and relationships.
- g. Provide opportunities for students to reflect and focus on their self-development, self-awareness, interpersonal sensitivities and creativity as they develop their identity as autonomous and creative therapists.
- h. Provide students with a thorough and comprehensive understanding of appropriate policy, legal and ethical issues, including equal opportunity and diversity issues related to therapeutic practice so that they can demonstrate an awareness and ability to manage the implications of complex ethical dilemmas, work pro-actively with others in the formulation and implementation of solutions and apply this understanding to complex and unpredictable situations.
- i. Develop students' skills in the critical evaluation of appropriate research, in respect to a wide range of service users in order that their eventual professional therapeutic practice is evidence based.
- j. Provide students with the opportunity to critically evaluate and examine, at Masters level, a range of research methodologies appropriate to the Arts and Play Therapies in general and, where appropriate, to conduct a research project as part of their final year project work. Thus enabling students to create new knowledge and understanding in research and practice which will contribute to the development of their profession and related fields.

## Learning outcomes and modules

Programme Learning Outcome	Modules
	Level 7
<b>Knowledge and understanding</b> Students who successfully complete this programme will be able to:	
<b>1</b> Demonstrate their knowledge and understanding of current models of Music Therapy in the UK	Music Therapy Theory and Practice 1 and 2
<b>2</b> Demonstrate their knowledge and understanding of a psychodynamic approach to Music Therapy	Music Therapy Theory and Practice 1 and 2
<b>3</b> Demonstrate an understanding of the health and care landscape and of current relevant governmental policies and guidance (eg in health, social care and education), including confidentiality and consent	Human Development and Growth Music Therapy Placement 1 Music Therapy Placement 2
<b>4</b> Demonstrate comprehensive knowledge and understanding of relevant diagnoses and disabilities	Human Development and Growth Music Therapy Placement 1 Music Therapy Placement 2
<b>5</b> Demonstrate comprehensive knowledge and understanding of the work settings within which music therapists most commonly practice	Music Therapy Theory and Practice 1 and 2 Music Therapy Placement 1 Music Therapy Placement 2
<b>6</b> Demonstrate comprehensive knowledge and understanding of the application of theory to different client groups and work settings	Music Therapy Theory and Practice 1 and 2 Music Therapy Placement 1 Music Therapy Placement 2
<b>7</b> Demonstrate comprehensive knowledge and understanding of the way in which their music can be used to meet the therapeutic needs of clients	Music Studies; Clinical Improvisation Music Studies; Clinical and musical resources Music Therapy Placement 1 Music Therapy Placement 2
<b>8</b> Be able to demonstrate their knowledge and understanding of the effects of the environment, the role of the institution on a client's well-being, and the idea of self-management and prevention	Music Therapy Placement 1 Music Therapy Placement 2 Human Development and Growth
<b>9</b> Know about research methodologies and evidence based practice in the Arts Therapies. Have a comprehensive understanding of those most appropriate to Music Therapy theory and practice in line with the HCPC Standards of Proficiency	Research Methodologies and Methods Research Project Music Therapy Placement 2
<b>10</b> Have a comprehensive understanding of the need for self-knowledge, personal development and ongoing supervision for practising therapists	Experiential process 1 Experiential process 2 Observational studies Interprofessional learning and practice
<b>11</b> Demonstrate an understanding of the	Music Therapy Placement 1

statutory requirements of the Health Professions Council and the maintenance of an ethical clinical practice	Music Therapy Placement 2 Experiential process 1 Experiential process 2
<b>Cognitive skills</b> Students who successfully complete this programme will be able to:	
<b>12</b> Use a high level of observational and analytical skills	Music studies: Clinical Improvisation Music Therapy Placement 1 Music Therapy Placement 2
<b>13</b> Conceptualise and integrate theory and practice in a systematic and creative way, and begin to develop their own working style	Music Therapy Theory and Practice 1 and 2 Music Therapy Placement 1 Music Therapy Placement 2
<b>14</b> Critically research, analyse and evaluate the theory and practice of Music Therapy	Music Therapy Theory and Practice 1 and 2 Research Methodologies and Methods Research Project
<b>15</b> Critically evaluate and synthesise Music Therapy research findings and literature, and be able to gather appropriate information	Research Methodologies and Methods Research Project
<b>16</b> Write a research proposal for a Music Therapy research project, and select and use research designs, methodologies, and techniques of analysis for a project or elements of a research project.	Research Methodologies and Methods Research Project
<b>Practical skills</b> Students who successfully complete this programme will be able to:	
<b>17</b> Use a high level of observational skills	Observational studies Music studies: Clinical Improvisation
<b>18</b> Assess, and make informed and professional judgements about client need and strengths, and complex client issues, and use appropriate assessment and treatment techniques and strategies for meeting client needs and promoting self-management	Music Therapy Placement 1 Music Therapy Placement 2
<b>19</b> Use advanced expressive, technical and interactive elements of musical improvisation skills	Music studies: Clinical Improvisation Music Studies; Clinical and musical resources
<b>20</b> Develop a therapeutic relationship with clients	Music Therapy Placement 1 Music Therapy Placement 2 Experiential process 1 Experiential process 2 Observational studies
<b>Key transferable skills</b>	

Students who successfully complete this programme will be able to:	
<b>21</b> Present their work in a well-structured and convincing way and with confidence, both orally and in writing	Music Therapy Placement 1 Music Therapy Placement 2 Research Project
<b>22</b> Use a high level of initiative and work independently	Music Therapy Placement 1 Music Therapy Placement 2 Research Project
<b>23</b> Communicate appropriately with staff and clients and within a team, showing the skills to learn with and from students and professionals in other relevant professions, and communicate information and ideas to specialist and non-specialist audiences.	Music Therapy Placement 1 Music Therapy Placement 2 Interprofessional Learning and Practice
<b>24</b> Deal with complex issues both systematically and creatively.	Music Therapy Placement 1 Music Therapy Placement 2 Research Project
<b>25</b> Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level	Music Therapy Placement 1 Music Therapy Placement 2 Research Project
<b>26</b> Use critical reflection in their own clinical work, and appreciate their own limitations as a therapist and the need for appropriate levels of supervision.	Music Therapy Placement 1 Music Therapy Placement 2 Experiential process 1 Experiential process 2 Observational studies
<b>27</b> Use research skills and make a clear presentation of their findings in a seminar setting.	Research Methodologies and Methods Research Project
<b>28</b> Undertake independent study into their clinical practice in order to make a proposal for, and carry out elements of a research project.	Research Methodologies and Methods Research Project

### **Credit Accumulation and Transfer Scheme [CATS]:**

Accreditation of Prior (Certificated) Learning [APL]. This scheme relates to applicants who have prior certificated learning which may be transferable in the form of credit to their Roehampton programme.

Due to the highly specific and integrative approach of the MA in Music Therapy this scheme will rarely be relevant and will ONLY apply to students who have accredited learning from

- i) a Music Therapy training course in the UK recognised by the UK Health Professions Council and offering recognizable transferable credits.
- ii) an overseas Music Therapy training course offering recognised transferable credits

Any CATS queries should be directed to Subah Kamran ([s.kamran@roehampton.ac.uk](mailto:s.kamran@roehampton.ac.uk)).

## **Programme outline and modules**

This course provides a professional training in music therapy, approved by the Health and Care Professions Council. Music Therapy aims to help people to develop skills and self-understanding through a primarily non-verbal relationship in music. Through the use of music the therapist facilitates the person's move towards increased well-being, using specific therapeutic aims. Music Therapy as practised in the UK is based largely on improvisation - the music being the shared, spontaneous creation of client and therapist. Other styles of music, including song writing, use of technology and pre-composed music are also used as appropriate to individual need. Essential to music therapy is the relationship between client and therapist. At Roehampton we have chosen to base our Music Therapy training programme on the use of psychoanalytic ideas to inform our understanding of the therapy process and the ways the client uses the environment, the therapist and the music. Broader theories and ways of working are also studied to equip students to meet a range of clinical need.

Music Therapists work within a wide range of clinical settings, individual and group work. They work with all ages; from infants and young children through to elderly adults. Music Therapists work within statutory services (such as the NHS, education or social services), within charities and private organisations, and in private practice. Music therapy can benefit people with a wide range of difficulties or challenges, including mental health problems, learning disabilities and autism, dementia and neurology, as well as people experiencing serious illness such as cancer or those who have experienced trauma. Music Therapists often work as part of a multi-disciplinary team, and frequently work in partnership with other disciplines.

The MA Music Therapy programme is intended to enable competent, practising musicians to train as therapists, bringing together their skills, education and other life experiences in the service of some of the most disadvantaged members of the community. The programme is designed to prepare students for work as adaptable clinicians in varied clinical areas with the ability to initiate work in an area of special interest, and to inspire engagement in lifelong learning. Graduates may go on to practice in the NHS, education, social services or the private sector. It therefore has special appeal for mature musicians and other professionals with the requisite musical ability who wish to make a career change. It is designed to prepare students for work with children and adults with a wide range of disabilities and illnesses, and placements usually include work with children, adults and older adults with learning disabilities, autism and Asperger's syndrome and mental health problems including psychosis, schizophrenia and dementia (this is not an exhaustive list). Candidates are expected to be able to demonstrate their ability to follow a postgraduate programme, and to have had some experience with one or more of the clients with whom Music Therapists commonly work.

The programme aims to encourage a questioning critical and evaluative approach to both theory and practice. There is a balance between experiential learning and rigorous academic study at an advanced level. The course emphasises the emotional development of the student practitioner together with clinical exploration through critical enquiry.

The programme may be studied full-time (4 semesters/2 academic years) or part time. The part time training is designed to be taken either in 8 semesters/4 academic years, or 6 semesters/3 academic years; if taken over 3 years there is a corresponding increase in the cost of 3<sup>rd</sup> year as more modules are studied. Since it is the MA which confers the professional qualification it is necessary to complete successfully all the modules with a total of 240 L credits.

*NB There is no intermediary or aegrotat award for this programme,  
ALL modules MUST be completed for an award to be made.*

**Current timetable requirements: all these may be subject to change**

**Monday** - is a full day all year for year one full-time and year two part time students (9.00am–5.30pm).

**Tuesday** - Students are not required at the University on Tuesdays and may find this is a useful day to arrange mother infant observation, personal therapy or self directed study. Visits and placements often fall on a Tuesday (January onwards of first year full time and second year part time training)

**Wednesday (NB during the covid situation clinical improvisation teaching has been running on a Thursday in order to minimise attendance on campus)**

Morning: Year one full-time students are divided into two small groups for clinical improvisation (autumn term only).

Year two full-time and year three part-time are divided into two small groups for supervision

Afternoon: Year two full-time and year three part-time students attend introduction to research seminars with Art Psychotherapy, Dance Movement Psychotherapy, Dramatherapy and Play Therapy students.

Placements often fall on a Wednesday (January onwards of first year full time and second year part time training)

**Thursday** - Year one full-time and year one part-time students. There are some timetable alterations within the day in both Autumn and Spring semesters, but teaching will always lie between 9.00am and 5.30pm.

**Friday** - Students are not required at the University on Fridays and may find this is a useful day to arrange mother infant observation, personal therapy or self directed study. Some visits and placements may fall on a Friday.

**Block teaching with other Arts and Play Therapies programmes**

In the autumn term (likely to be mid October) there will be 3 days of block teaching with other Arts and Play Therapies students for the module Human Development and Growth (first year part time and first year full time students). All students will be required to attend on all 3 days.

Block teaching dates for Research Methodologies and Methods (second year full time and third or fourth year part time students) is likely to take place in late September. All students will be required to attend on all 3 days.

The Interprofessional Learning and Practice module will be delivered during week days, weekday evenings and some weekends (second year for full time and third or fourth year for part time training). Students will be required to select workshops in modalities different to their own. Students will be able to select workshop dates across the year that may be different to their formal training days.

**Please read the following information relating to placements**

- Placement visits; year one full time students and year two part time students. There will be 4 or 5 visits to different work settings October – December. These are on Tuesday/Wednesday/Friday.
- From January – June/July first year full time and second year part time students will be on placement for one day a week.
- From September – February/March second year full time and third year part time students will be on placement for one day a week.
- Placements are arranged by the tutors. These are usually within the M25. Student journeys and clinical preferences are taken into account where possible, however arranging placements is complex. Students may therefore have long journeys or may not be matched with their desired clinical area. Full time students are expected to be available on all placement visit and clinical placement days. Consideration is given where possible to part time students' external commitments.

## Tuition fees

**Please note that fees rise each year in line with inflation**

*Please consult the website for up to date details.*

Fees for 2021

**PLEASE ALWAYS CHECK THE WEB PAGE FOR THE MOST UP TO DATE INFORMATION**

*Applicants should should budget for a likely increase of between 3 and 5% for each further year of study*

Home students; £765 per 10 credits (for 2021)

First year of study is 120 credits

The total programme is 240 credits

International students; £1,030 per 10 credits (for 2021)

Each year of study is 120 credits

The total programme is 240 credits

Part time students (home only)

If programme is taken in 4 years:

Year 1 (40 credits)

Year 2 (80 credits)

Year 3 (50 credits)

Year 4 (70 credits)

OR

If programme is taken in 3 years:

Year 1 (40 credits)

Year 2 (80 credits)

Year 3 (120 credits)

## Curriculum map

NB There is no intermediary or aegrotat award for this programme, ALL modules MUST be completed for an award to be made.

### Full-time mode

Code	Module Title	Level	Credits	Status	Pre-requisites
<b>YEAR ONE</b>					
MUT020L001Y	Human Development and Growth	7	20	Compulsory	
MUT020L005A	Music Therapy Theory and Practice 1 and 2	7	20	Compulsory	
MUT010L006Y	Observational Studies	7	10	Compulsory	
MUT010L009Y	Music Studies; Clinical Improvisation	7	10	Compulsory	
MUT010L010S	Music Studies; Clinical and musical resources	7	10	Compulsory	
MUT040L011Y	Music therapy placement 1	7	40	Compulsory	
MUT010L013Y	Experiential process 1	7	10	Compulsory	
<b>YEAR TWO</b>					
MUT040L012Y	Music therapy placement 2	7	40	Compulsory	Music therapy placement 1
MUT010L014Y	Experiential process 2	7	10	Compulsory	Experiential process 1
MUT020L040A	Research Methodologies and Methods	7	20	Compulsory	
MUT040L045S	Research Project	7	40	Compulsory	Research Methodologies and Methods
APT010L003Y	Interprofessional learning and practice	7	10	Compulsory	

### Part-time mode

Code	Module Title	Level	Credits	Status	Pre-requisites
<b>YEAR ONE</b>					
MUT020L001Y	Human Development and Growth	7	20	Compulsory	
MUT010L015A Currently 221	Music Therapy Theory and Practice 1	7	10	Compulsory	
MUT010L009Y	Music Studies: Clinical Improvisation	7	10	Compulsory	
<b>YEAR TWO</b>					
MUT010L006Y	Observational Studies	7	10	Compulsory	
MUT010L016A	Music Therapy Theory and Practice 2	7	10	Compulsory	Music Therapy Theory and Practice 1
MUT010L010S	Music Studies; Clinical and musical resources	7	10	Compulsory	
MUT040L011Y	Music therapy placement 1	7	40	Compulsory	
MUT010L013Y	Experiential process 1	7	10	Compulsory	
<b>YEAR THREE</b>					
MUT040L012Y	Music therapy placement 2	7	40	Compulsory	Music therapy placement 1
MUT010L014Y	Experiential process 2	7	10	Compulsory	Experiential process 1
<b>YEAR FOUR</b>					
MUT020L040A	Research Methodologies and Methods	7	20	Compulsory	
MUT040L045S	Research Project	7	40	Compulsory	Research Methodologies and Methods
APT010L003Y	Interprofessional learning and practice	7	10	Compulsory	

## Modules in Detail

### **Music Therapy Theory 1 and 2 [MUT040L220A]**

This module comprises two series of seminars focusing on the techniques, processes and effects of music therapy. These draw on the presentation of theory and central therapeutic concepts and include the analysis of audio/visual material. Through systematic presentation of casework, students examine a number of ways in which music may be used interactively to establish therapeutic relationships. From the start, students contribute their own observations and make judgements as to the effectiveness of techniques and the place of these within the ongoing process of therapy. Full-time students register for both seminars as a double module since they run concurrently during the autumn semester. Part-time students register for MUT010015A in the first year, and MUT010L016A in Year 2.  
Assessment: essay (4000 words)

### **Human Development and Growth [MUT020L001Y]**

This module introduces students to contemporary theories of human development and growth. It will provide the context for their clinical work and will describe effective communication with other professionals. The module provides a consideration of the different theoretical 'languages', perspectives and current research concerning human development: embodied, psychological, social and biological

The module will provide students with a systematic understanding of typical and atypical development. To this end, students will be introduced to: development, verbal and pre verbal communication in development, pre-symbolic and symbol formation, developmental delays and psychiatric disorders across the lifespan. Students registered on this module will receive teaching with students from all 5 Arts and Play Therapies programmes.

Assessment: 1 essay on child development and attachment (up to 2,000 words) and 1 essay on music therapy in adult mental health (1,500 words)

### **Observational Studies [MUT010L006Y]**

Students observe a care giver (usually a mother) and infant in the home setting for ten one-hour periods. The observation is discussed in a weekly series of seminars which focus upon a psychoanalytic interpretation of observed events. The observations provide the student with an opportunity to become aware of the persistence of infantile modes of behaviour into later life, particularly in states of psychological distress, and to develop their own capacity for detailed observation and to manage different states of mind in preparation for clinical placement.

Assessment: essay (2000 words and 1 sample observation)

### **Music Studies: Clinical Improvisation [MUT010L009Y]**

Clinical improvisation is designed to help the student explore and extend technical, expressive and interactional aspects of their improvisation skills and to relate these to specific theoretical concepts. All students will have a professional standard of instrumental or vocal competence and a strong musical background and in this module they will be organized in small groups to work practically on the use of their skills in clinical situations. Sessions are video recorded to assist students and tutors in considering their progress through the module.

Assessment: coursework file; continuous assessment

### **Music Studies: Clinical and musical resources [MUT010L010S]**

This module is designed to build up further musical resources through workshops in percussion and voice and in regular practical sessions. In the latter, musical examples from casework are brought for problem-solving through role play. Composition workshops encourage students to find a range of methods for communicating musical ideas to the group and for capitalizing on the groups' musical strengths.

Assessment: composition [50%], continuous assessment and 3 examples of notes from repertoire group sessions [50%]

### **Music Therapy Placement 1 [MUT040L011Y]**

Placements lie at the heart of the Music Therapy programme. In working with their own individual client and group students have the opportunity to establish a significant therapeutic relationship with clients and engage in a process that is potentially beneficial for all those involved. With supervision provided within the programme and the opportunity to share in the experiences of those students working in different settings, students are prepared for future work as professional therapists.

NB: Students should note that in most cases they will need to purchase their own portable equipment for the purposes of recording sessions.

Assessment: case summary (1500-1700 words) [50%], class presentation with audio/visual illustrations [50%], placement manager's assessment form, attendance form and continuous formative assessment through supervision.

### **Music Therapy Placement 2 [MUT040L012Y]**

This module operates on the same basis as MUT020L227Y.

Assessment: Co-working reflective essay [30%], case study (3500 words) and viva presentation [70%], placement manager's assessment form, attendance form and continuous formative assessment through supervision.

### **Experiential process 1 and 2 [MUT010L003Y and MUT010L004Y]**

Insight into personal and group processes is a cornerstone of clinical practice. Students arrange their own individual therapy weekly in accordance with professional requirements. Additionally, the programme provides a training group for one academic year, for which attendance is mandatory.

Assessment: a musical, improvised performance with reflective essay (experiential process 1), reflective essay and attendance confirmation from therapist (experiential process 2), engagement with tutorial system (both modules)

### **Research Methodologies and Methods [MUT020L040A] and Research Project [MUT040L045Y]**

The first research module provides students with an introduction to research practice and a variety of methodological research frameworks in the Arts Therapies, including qualitative, quantitative, embodied and arts based research paradigms. Through giving an overview of research approaches, including theoretical research, practice based evidence and evidence based practice, Research Methodologies and Methods module will provide students with a framework within which they can plan and write a research proposal. Students registered on this module will receive teaching with students from all 5 Arts and Play Therapies programmes.

For the Research Project module, students create a synthesis of their theoretical knowledge and clinical experience to pursue their own research interest.

Assessment: Research proposal (2,000-2,500 words) and 8,000 word independent project.

### **Interprofessional Learning and Practice [APT010L003Y]**

This module offers the opportunity to gain direct experiential knowledge about a range of disciplines within the arts and play therapies. Students are expected to demonstrate an understanding of how the different modalities can be used to explore the relationship to self, other and the creative medium. These workshops provide students with knowledge and understanding of cognate disciplines other than their own, to broaden students experience and interprofessional learning.

Assessment: Digital submission (video up to 5 minutes, no more than 1,500 words)

***Guidance notes on the application procedure***

*Please note:*

**Entry requirements are all mandatory.**

**Personal interview/audition is ALWAYS required.**

**Please read all the information carefully before deciding to apply.**

The MA constitutes the qualifying programme and takes 4 semesters/2 academic years of full-time study to complete. There is also access to the same programme for 4 part-time students each year, over 8 semesters or 4 academic years. It is possible for part time students to take the MA in 3 years (with a corresponding rise in cost as 3<sup>rd</sup> and 4<sup>th</sup> year modules are both taken in the third year). For those choosing the part time mode of study, the first year requires attendance for one full day per week (currently Thursdays). For the remaining years at least 2 days are needed per week to allow sufficient time for clinical placements and research studies (currently year two entails Monday at University and years three and four Wednesday. Visits and placements are arranged by tutors; full time students are expected to be available on all placement days. Consideration is given where possible to part time students' external commitments but flexibility is required.

To make best use of interview time and avoid unnecessary travel for some applicants we would like to make a preliminary assessment of eligibility. To help us to do this please read these notes thoroughly and send the recording and personal statement with your completed application. Giving all the submitted music and statements the attention and thought that they deserve is time consuming so you may experience some delay before you receive a response. You will then receive a response through the University online system explaining that we are not proceeding with your application, an advice letter, or we will invite you to attend audition and interview with the programme conveners, trying to give you at least two weeks' notice.

*Interviews usually take place from February through to July but as places are limited we advise early application. There is not always capacity within the interview schedule to see those who apply in June/July.*

***Please note that we are not able to give feedback to those who are not offered places as there is often a complex combination of factors involved.***

***However we would offer advice if there was a clear indication of something which could be done to make re-application more successful in future.***

Tessa Watson  
Programme Convenor  
MA Music Therapy  
Telephone: 0208 392 3423  
[tessa.watson@roehampton.ac.uk](mailto:tessa.watson@roehampton.ac.uk)

## **Electronic music links and personal statement Instructions and guidelines**

*Please follow these instructions carefully - failure to do so may result in your application not being considered*

### **Electronic music links/CD**

Please provide:

- Two contrasting pieces on your first study instrument
- One piano piece if this is not your first study instrument
- One free improvisation which may be given a title if you prefer

Total playing time should be **no more than 15 minutes**. Extracts from longer pieces are therefore acceptable.

In all your playing you should attempt to demonstrate expressive qualities, musical imagination and depth as well as technical competence. In the free improvisation you should rely on your personal musicality rather than traditional tonalities and harmonic idioms.

Do not include music where you are a member of a group, unless you can clearly be identified as soloist (for example vocalist or other soloist where you are *accompanied* by piano or small ensemble). Please give details if this is the case. A piece where you are the drummer or guitarist in a band, for example, is unlikely to allow you to provide an adequate representation of your capabilities.

Your music is an initial indication of your skills and does not need to be a recording of professional quality.

***Please title your electronic files/CD and any CD box clearly with your full name and the details and date of the performance (with the full title and composer).***

Please do not send links that require passwords or specific software to open them.

### **Short personal statement**

500-1,000 words. The personal statement should cover the following main areas:

- What has led you to wish to train as a therapist? You should demonstrate some insight into how your life experience has led to this application.
- Your musical background, including the genres and styles of music making that you have studied. (If you consider yourself to possess additional musical resources or greater versatility than demonstrated in your music you should say so here).
- Your experience of work with people, particularly with those client groups with whom music therapists generally work (such as children, adults or older adults with severe learning disabilities or autism, or mental health problems; other areas of work may also be relevant). Such experience is a mandatory pre-requisite for training.
- Your understanding, so far, of the nature of music therapy as a distinctive discipline (in particular as practised in the UK). Mention relevant courses, conferences and reading, any meetings with music or other therapists, personal therapy/development etc. Please come ready to discuss some of your reading.

The personal statement is also an indication of how well you express yourself in writing and helps us consider issues we would like to explore with you during the interview.

**Your completed application form should be submitted via the online system**

**(<https://uniofroehampton.force.com/OnlineApp>). Music files and personal statement can be attached or sent to Department of Recruitment, International & Admissions, Room 109 Lawrence Building, Froebel College, University of Roehampton, Roehampton Lane, London SW15 5PJ**

## **Training at University of Roehampton**

Music therapy trainings in the UK share the belief that the process of relating in music is essential to music therapy and all use primarily improvised music. However there are differences of emphasis and in the perspective from which the relationship is viewed. A core syllabus which is common to all trainings in the UK can be described under 7 headings: Music Therapy theory and practice, human development and growth, music skills, personal development, clinical placements, research studies, and interprofessional learning and practice. The HCPC (Health and Care Professions Council, the regulatory body in the UK; <http://www.hcpc-uk.co.uk/>) stipulates this as the pre-requisite for qualifying, expressed as their Standards of Proficiency; [http://www.hcpc-uk.org/assets/documents/100004FBStandards\\_of\\_Proficiency\\_Arts\\_Therapists.pdf](http://www.hcpc-uk.org/assets/documents/100004FBStandards_of_Proficiency_Arts_Therapists.pdf)

### **Music Therapy theory and practice**

At Roehampton this is studied through twice weekly seminars illustrated by video and audio examples of casework. Work across the programme is drawn together to provide a coherent framework for approaching clinical work. As in psychotherapy trainings, students undertake a 10 week infant observation in which, whilst learning the value and difficulties of being a non-participant observer, they experience the intensity of infantile affective states. Presentations and discussion in seminars focus on a psychoanalytical interpretation of observed events.

### **Human development and growth**

These include seminars jointly taught across the 5 Arts and Play Therapies programmes that give an overview of human development of growth. Seminars in child, adolescent and adult development and theories of mental health and intellectual disability are provided.

### **Music skills**

Students will already have professional competence on an instrument (and usually an undergraduate degree in music) these are primarily concerned with the expansion and application of existing skills. Group improvisation, clinical use of music, voice, percussion and composition workshops provide for this.

### **Personal development**

In the UK personal therapy is a mandatory training requirement for all the arts therapies professions. At Roehampton we provide an experiential group for which attendance is a requirement and the cost of which is covered in the fees. This gives opportunities for increased self-awareness and examination of personal and group processes through verbal and musical processes. Personal individual therapy is also a requirement, and has to be found outside the course and paid for by the student. Guidance and introductions to appropriate sources of therapy are provided. Either psychoanalytically informed psychotherapy or one of the arts therapies is advised.

### **Clinical placements (work experience)**

After visits to a variety of potential workplaces which offer music therapy, students begin individual and group work in two settings over six months, January to June (placement 1) and September to February (placement 2). Placements provide music therapy work experience alongside qualified Music Therapists. Small group supervision, at the University, on these placements emphasises the central nature of this experience to the programme as a whole. Students will be required to apply for, and pay for a DBS check prior to placements beginning, and arrange personal indemnity insurance throughout placement experience.

### **Research studies**

Through seminars with all 5 Arts and Play Therapies programmes, students gain an introduction to the research process and to research methodologies used in Music Therapy and Arts Therapies research. They undertake a small research project, resulting in assessment through a short research dissertation. This research project offers students the opportunity to undertake elements of the research process and demonstrate the evidence of their researching. A clinical or professional issue may provide the material for their research (research with service users is not possible). The research project enables the student to experience the research process, complete elements of a research project and thus take research skills into their future workplace.

### **Interprofessional learning and practice**

This provides opportunities for students to learn and experience the other Arts and Play Therapies modalities and to consider their own perspectives within interdisciplinary working and practice.

## Training as a Music Therapist in the UK – information for international students

- Music therapy in the UK is largely based around music improvised between client and therapist. Medical and behavioural models are not prevalent. All trainings in UK have a core syllabus to be covered but each has its own individual emphasis. At Roehampton we concentrate on a psychodynamic approach; that is one using theoretical concepts from psychoanalytic psychotherapy to give a framework for our approach. Broader theories and ways of working are also studied in order to equip students to meet a range of clinical need.
- Due to the intensive nature of study on this training, applicants must have not only the basic entry qualifications but also some knowledge of the profession obtained either by reading recent UK publications, meeting and talking with qualified therapists or perhaps undertaking an introductory course. It is often helpful to have personal experience of being in therapy. Interviews will explore applicants' knowledge of the profession and awareness of the nature of the training course before offering a place.
- We advise prospective students to join the British Association for Music Therapy. Contact details;  
BAMT, 24-27 White Lion Street, London, N1 9PD  
Telephone: 020 8441 6226  
Website [www.bamt.org](http://www.bamt.org)  
BAMT provides information about the profession and the various trainings, and organises conferences and workshops. As a member you will also receive the British Journal of Music Therapy twice annually.
- Do also consider attending one of our open evenings or days, or attending one of our short courses which give a full picture of the role and work of the Music Therapist:  
<https://www.roehampton.ac.uk/professional-development-courses/psychology-short-courses/>

## Introductory reading list

Sobey, K and J Woodcock (1999) "Psychodynamic Music Therapy: Considerations in Training" in Cattanach, A Process in the Arts Therapies, London; Jessica Kingsley Publishers.

Chapter 13 "Why Do We Become Therapists" from Pavlicevic, M (1997) Music Therapy in Context, London; Jessica Kingsley Publishers.

Pavlicevic, M (1999) Music Therapy: Intimate Notes, London; Jessica Kingsley Publishers

Darnley-Smith, R and Patey, H (2003) Music Therapy, Sage Publications

Davies, A and Richards, E. and Barwick, N (2014) Group Music Therapy: a Group Analytic Approach, London: Jessica Kingsley Publishers

Edwards, J. (Ed) (2016) Oxford Handbook of Music Therapy, Oxford: OUP

Rustin, M and L Miller (1989) Closely Observed Infants, London; Duckworth Publishers Ltd (Chapter 1 in particular)

Watson, T. (2016) "The World is Alive! Music Therapy with Adults with Learning Disabilities" in Edwards, J. (Ed) The Handbook of Music Therapy, Oxford University Press.

Watson, T (2017) "Supporting the unplanned journey: Music Therapy as a developmental resource with people with profound and multiple learning disabilities and their carers and staff" in Strange, J et al (Eds) Collaboration and Assistance in Music Therapy Practice. Roles, Relationships, Challenges, London, Jessica Kingsley Publishers

BAMT.org – this is the website of the British Association for Music Therapy which includes a wealth of information, including informative podcasts.

Do also consider attending one of our open evenings or days, or one of our short courses which give a full picture of the role and work of the Music Therapist: <https://www.roehampton.ac.uk/professional-development-courses/psychology-short-courses/>

## Frequently asked questions

### THE UNIVERSITY AND THE PROGRAMME

*What is the history of the music therapy training course at Roehampton?*

The Arts and Play Therapies trainings are well established within the programmes offered at University of Roehampton. Music Therapy is the oldest of the programmes, beginning at Southlands on Parkside in 1977 as a Nordoff Robbins training, and continuing in 1981 with its own identity. The University of Roehampton has the unique position of being the only University in the UK currently offering professional trainings in all the Arts and Play Therapies. Since 1996 Music Therapy has been regulated by the Health and Care Professions Council (HCPC). Teaching staff have professional qualifications and registration, produce internationally recognised research and continue to engage with their own clinical or research practice.

*Will the training equip me to practice as a therapist using other forms such as dance, drama or art?*

Roehampton is unique in that it offers all the arts and play therapy Programmes. While on the training, there is a module (Interprofessional Learning and Practice) that introduces the other arts and play therapy modalities through experiential workshops. However, we maintain a specialization in music therapy and do not integrate the different arts modalities.

*Can I make an appointment to visit the University and speak to someone about training as a Music Therapist?*

Unfortunately, due to this frequent request, we cannot make appointments to see individuals to discuss training options. However, we do hold Open Evenings and Days every year. This is a good opportunity to visit the University, meet the Programme staff and find answers to your questions. Open Evenings and Days usually take place in November, January and June and details will be on the website.

### ENTRY REQUIREMENTS AND FINANCE

*Can I still apply to the Programme if I don't hold a music degree?*

The majority of our candidates have a degree in music. However, we also consider applicants with a degree in a related field, such as the arts, humanities and social sciences, given that they can demonstrate a high level of musical skills (as detailed above).

*Can I still apply to the Programme if I don't hold a degree?*

On occasion, we do accept special entry applicants who do not hold a degree. Applicants without a degree need to have extensive clinical experience, a high level of music skills and demonstrate the qualities expectant of a music therapy trainee. Special entry candidates also need to demonstrate that they can manage the academic demands of an MA training.

*Are most students classically trained, and is it an issue if I am not?*

The majority of students are classically trained, however, we accept students from other backgrounds and do encourage you not to let a different background dissuade you from applying. As well as a high level of musicianship we also look for an ability to play in different styles/ways, and to use music communicatively and sensitively.

*What level should first-instrument musicianship be? Should this be, for instance, grade 8 or post-conservatoire/professional?*

Usually, our students have a music degree or have been to music college. However, some students have come through a different music route and are able to show through their performance that they have a high level of musical skill.

*Is it required that students play a second instrument, and if so what level does proficiency is needed?*

Most students have a second instrument but if piano is your first study instrument, it is not required. Keyboard skills are required for all applicants (of a level approximate to ABRSM Grade 5), and confidence with voice. Melody instruments/voice are encouraged as first study instruments.

*What level of keyboard skills are required?*

At least grade 5 (most students play at a higher level than this).

*How competitive is it to get onto the course?*

We receive approximately 50 applications each year. Preparing thoroughly is important in order to ensure that you have the required skills, abilities and experience (see the application pack).

*What is the deadline for applications?*

We do not have a deadline. However, we review applications, interview and offer places throughout April, May and June (and sometimes into July). Therefore applications are most usefully submitted before Easter (March is ideal).

*Are there any scholarships unique to this course, and if so what is success in application based on (ie musical ability or academic prowess)? Are there any other sources of funding you can recommend?*

There are no bursaries given by the University. There is a small award (£1,000 for 2 students) given once students are on the course, on the basis of need. There is a bursary given through BAMT (see BAMT.org for this, and also as a good source of information about music therapy). Students occasionally find funding through charities (often local).

*Are there any additional costs to consider?*

Yes. In addition to tuition fees, students will need to fund the following:

- Mandatory weekly individual personal therapy for at least one year of the training (this is paid for by the student, in addition to the course fees). Full time year 1 and part time year 2. The cost of this varies significantly and it is not helpful to state an amount here, however applicants may wish to research this in order to have awareness of the costs involved.
- Students must also be prepared to apply for and pay for an enhanced Disclosure and Barring Service check (<http://www.homeoffice.gov.uk/agencies-public-bodies/dbs/>, £44)
- Personal indemnity insurance is required for the duration of placements, approximately £60 per year.
- The cost of travel to placement should be taken into account, this is usually between £200-300 per placement.
- Books and learning equipment, including recording equipment may be necessary to purchase.
- Students should note that in some cases they will need to provide or purchase their own portable equipment (video or audio) for the purposes of recording sessions.
- The part time course is designed in such a way that students can complete it in 4 or 3 years. If students chose to complete the training in 3 years (which most do), they complete 120 credits in the 3<sup>rd</sup> year, with a corresponding rise in cost for this number of credits.

BAMT membership is not a requirement but that you may wish to fund this; <https://www.bamt.org/>

## **CLINICAL AND PERSONAL EXPERIENCE AND PLACEMENTS**

*Do I have enough clinical experience to apply?*

This is one of the most frequently asked questions. The Programme looks for applicants who have extensive clinical experience within a setting and with clients relevant to the Programme. This might include working with children, young people, adults and the elderly with behaviour or developmental challenges, learning difficulties, mental health or substance abuse issues, homelessness or facing life changing or threatening illnesses, trauma or displacement etc. This is not an exhaustive list. This work can either be done on a voluntary or employed basis. Applicants need to have worked face to face with people in a supporting capacity. Applicants need sufficient experience to have developed a professional attitude and insight into the nature of the client group and care institutions. Work in a mainstream school is valuable but does not constitute clinical experience.

It is noted that whilst applicants may have first hand experience of mental illness through, for example, a family member, this would not constitute clinical work. However, this would be a valuable experience for an applicant's global understanding.

Clinical experience completed several years ago will be considered, however, more recent experience will strengthen an application.

*Where can I obtain further clinical experience?*

When looking to obtain clinical experience, applicants may wish to explore clinical services that are of interest to them, near where they live, for either paid or voluntary experience. The experience should involve working face-to-face with vulnerable or difficult to reach people (see above). An excellent on-line resource for voluntary work can be found at [www.do-it.org.uk](http://www.do-it.org.uk).

*What kind of placements are available on the training?*

We aim to offer students one placement with children and one with adults. The main areas of placement work are within the clinical areas of mainstream and special schools, learning disabilities and autism, mental health, dementia care, neurodisability. Other clinical areas are also possible. Trainees should be prepared to travel for at least an hour to placement. The majority of placements are within the M25. Students will often be on placement in pairs, working with a fellow trainee. Group and individual work will be undertaken on placement.

*Can I do my placement near to where I live?*

Tutors manage and monitor placements and allocate placements to students. The Programme has extensive links to music therapy placements in and around London. Students need to be prepared to travel at least 1 hour one way to reach their placement.

*I have already had therapy do I need to have it again?*

Yes, therapy is a mandatory aspect of the training and provides an important area of exploration and support for students.

## **AUDITIONS**

*When are auditions held?*

Mostly on Wednesdays and Thursdays in April, May, June and into July.

*Could you provide me with some details on the audition?*

We ask for 2 pieces on first study, 1 on piano and 1 on voice. Then there is a series of questions relating to different areas of the course, and at the end of the interview, some improvisation. There is also a group audition (with other candidates) that gives further opportunities to use your music.

## **EMPLOYMENT**

*What percentage of alumni find subsequent employment in music therapy?*

Most students who graduated last year have found employment. Some of this work is part time. Several of last year's students have created their own work – in schools, day centres etc. Some students choose to work part time whilst maintaining other work (such as performing or teaching).

Module pathway for MA Music Therapy

Full-time mode

Code	Module Title	Level	Credits	Status
<b>YEAR ONE</b>				
MUT020L001Y	Human Development and Growth	7	20	Compulsory
MUT020L005A	Music Therapy Theory and Practice 1 and 2	7	20	Compulsory
MUT010L006Y	Observational Studies	7	10	Compulsory
MUT010L009Y	Music Studies; Clinical Improvisation	7	10	Compulsory
MUT010L010S	Music Studies; Clinical and musical resources	7	10	Compulsory
MUT040L011Y	Music therapy placement 1	7	40	Compulsory
MUT010L013Y	Experiential process 1	7	10	Compulsory
<b>YEAR TWO</b>				
MUT040L012Y	Music therapy placement 2	7	40	Compulsory
MUT010L014Y	Experiential process 2	7	10	Compulsory
MUT020L040A	Research Methodologies and Methods	7	20	Compulsory
MUT040L045S	Research Project	7	40	Compulsory
APT010L003Y	Interprofessional learning and practice	7	10	Compulsory

Part-time mode

Code	Module Title	Level	Credits	Status
<b>YEAR ONE</b>				
MUT020L001Y	Human Development and Growth	7	20	Compulsory
MUT010L015A	Music Therapy Theory and Practice 1	7	10	Compulsory
MUT010L009Y	Music Studies; Clinical Improvisation	7	10	Compulsory
<b>YEAR TWO</b>				
MUT010L016A	Music Therapy Theory and Practice 2		10	Compulsory
MUT010L006Y	Observational Studies	7	10	Compulsory
MUT010L010S Currently 225	Music Studies; Clinical and musical resources	7	10	Compulsory
MUT040L011Y	Music therapy placement 1	7	40	Compulsory
MUT010L013Y	Experiential process 1	7	10	Compulsory
<b>YEAR THREE</b>				
MUT040L012Y	Music therapy placement 2	7	40	Compulsory
MUT010L014Y	Experiential process 2	7	10	Compulsory
<b>YEAR FOUR</b>				
APT010L003Y	Interprofessional learning and practice	7	10	Compulsory
MUT020L040A	Research Methodologies and Methods	7	20	Compulsory
MUT040L045S	Research Project	7	40	Compulsory