

Master of Music Therapy ArtEZ University of the Arts

*Report on the extensive programme assessment of
Standards 10 and 11
1 July 2019*

Colophon

Programme

ArtEZ University of the Arts

Master of Music Therapy

Location: ArtEZ Conservatory in Enschede

Mode of Study: Full-time (1 year) or Part-time (2 years)

Croho: 49286

Result of Institutional Assessment: not applied for

Panel

ir. René Kloosterman, Chairperson

Prof. Jos De Backer, Domain Expert

Drs. Albert Berman, Domain Expert

Perry van Loon, Student

Wieteke Boulogne MSc, Secretary

The Panel was presented to the NVAO for approval.

The assessment was conducted under the responsibility of AeQui

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Summary

On 1 July 2019, AeQui's Assessment Committee visited the professional master's programme Master of Music Therapy of ArtEZ University of the Arts at the ArtEZ Conservatory in Enschede. This one-year full-time or two-year part-time programme provides 60 ECTS credits. The Programme is delivered in English and trains practicing music therapists in advanced clinical and research skills. The Programme was first accredited in 2016, and, therefore, an additional assessment of Standards 10 and 11 was carried out. The Committee's overall opinion is that the Programme meets both standards.

Assessment

The Committee considers that the Programme has an adequate assessment system in place. The Programme has developed a combined Education and Test Plan that clearly explains the vision on assessment, the assessment programme, and the quality assurance of assessments. The Panel appreciates the fact that the Programme uses the 4-eyes principle in all assessments.

The Programme uses various assessment types that reflect the assignments from authentic professional practice as much as possible. The Panel is impressed by the guidance that the students receive from the Programme during their studies and the graduation process. The Panel welcomes the fact that, due to the growth in student numbers, the Programme is used to attract more research tutors and assessors.

Achieved Learning Outcomes

The Committee considers the quality of the graduation works to be adequate.

Their quality is worthy of a master's degree, and the marks awarded are appropriate. The assessment forms are being completed correctly, and the Panel is positive about the comprehensive feedback that is given. The Programme intends to focus more on academic writing in English, which

is a development that the Panel welcomes. The Panel believes that the students are experiencing significant professional and personal growth during their studies and that they are being prepared well for their professional careers as Music Therapists.

Recommendations

The Committee has established that the Programme has an adequate assessment system in place and that the intended learning outcomes are being achieved. Nevertheless, there is room for improvement. In order to increase the Programme's quality even further in the future, the Committee has issued the following recommendations:

- Provide more focus in the Programme in order to further reduce the exam pressure for the students.
- Within the graduation process, pay more attention to the internal musical mechanisms (e.g. improvisation) and to the clinical skills.
- Prepare for the expected growth in student numbers, for example by expanding the team of lecturers and optimising the IT systems.
- Collaborate with external promoters/assessors for the master paper.

Both standards of the NVAO assessment framework have been assessed positively. Therefore, the Assessment Committee is awarding a positive recommendation for the accreditation of the programme.

On behalf of the entire Assessment Committee,
Utrecht, September 2019

Ir. R.S. Kloosterman
Chairperson

W. Boulogne Msc.
Secretary

Introduction

This report reflects on the assessment of Standards 10 and 11 (assessment after three years) of the professional master's programme of Music Therapy. This programme is offered by ArtEZ University of the Arts at the ArtEZ Conservatory in Enschede.

The Institute

The ArtEZ University of the Arts has around 3000 national and international students and as such is one of the largest art colleges in the Netherlands. The University is composed of an Undergraduate and Graduate School. The Master Music Therapy Programme is located in the Enschede Music Conservatory, and is a part of the Graduate School at the ArtEZ University of the Arts. The ArtEZ Music Conservatory Enschede, which houses Bachelor and Masters programmes and specialisations is a part of the music community at ArtEZ with 850 students and 300 lecturers across its three locations (Arnhem, Enschede, Zwolle) who develop competence and critique in musical practices and theories. The Graduate School is a collaborative, de-disciplined, experimental community of learning and practice that consists of 11 Masters Courses, 5 professors, and a centre of expertise that are committed to building resilient futures, equitable societies, and critical diversity. The ArtEZ University of the Arts, is located in Arnhem, Enschede, and Zwolle, and provides Bachelor and Master degrees in visual arts, architecture, fashion, design, theatre, dance, writing, and music with a vision of making change and creating impact through the arts.

The Programme

The Master of Music Therapy (MMth) programme is a one-year full-time or two-year part-time master's course with a professional orientation, is worth 60 ECTS credit, and is taught in English. The Programme started in 2016 following its accreditation by the Accreditation Organisation of the Netherlands and Flanders (NVAO). The student numbers have been growing steadily ever since. The MMth course is part of a more comprehensive educational structure for music therapy,

which includes a bachelor's programme, a pre-master's course for musicians and music teachers (preparing them to enrol on the MMth program), supported by a research fellowship and professorship (lectureship). The Programme is part of the Graduate School (GS).

Master of Music Therapy is a specialist master's programme that is aimed at further deepening of clinical music therapy, research and music therapy skills.

The Programme's vision on education is inquiry-based and student-centred education. The exploration of the own identity and area speciality as music therapists, gathering evidence on the impact of music therapy and music based interventions and the significant contribution improvement of health of clinical and non-clinical clients and communities, play a central role in the programme. The programme is organised around three educational pillars, namely Music, Music Therapy, and Research, in which the students develop their competencies.

The Assessment

ArtEZ engaged AeQui VBI to perform a quality assessment of Standards 10 (Assessment) and 11 (Achieved Learning Outcomes) of its Master of Music Therapy programme. AeQui, in close consultation with the Programme's management, set up an independent and competent Assessment Committee. A preparatory meeting with the Programme's representatives was held to exchange information and plan the date and programme of the site-visit.

Before the site visit, the Assessment Committee studied the self-evaluation report on the Programme and reviewed all the theses that had

been accepted during the last two years. The report findings and the results of the thesis reviews were used as input for the discussions during the visit.

The site visit took place on 1 July 2019 in accordance with the programme presented in Annex 2. The Committee carried out an independent assessment. At the end of the visit, the Assessment Committee's chairperson presented the Committee's initial findings to the representatives of the Programme and the Institute.

In this document, the Committee reports on its findings, considerations, and conclusions in accordance with the NVAO framework for extended programme assessment (assessment after three years, Standards 10 and 11). A draft version of the report was sent to the Programme management and its responses have resulted in this final version of the report.

Assessment

The Committee considers that the Programme has an adequate assessment system in place. The Programme has developed a combined Education and Test Plan that clearly explains the vision on assessment, the assessment programme, and the quality assurance of assessments. The Panel appreciates the fact that the Programme uses the 4-eyes principle in all assessments. The Programme uses various assessment types that reflect the assignments from authentic professional practice as much as possible. The Panel is impressed by the guidance that the students receive from the Programme during their studies and the graduation process. The Panel welcomes the fact that, due to the growth in student numbers, the Programme is used to attract more research tutors and assessors. The Panel appreciates the Programme's efforts to reduce exam pressure, but recommends to put even more focus on this in the Programme to reduce it even further.

Based on the interviews and the examination of the underlying documentation, the Assessment Committee's opinion is that the Programme **meets this standard**.

Standard 10: The programme has an adequate student assessment system in place.

Findings

Testing Policy and Test Plan

The ArtEZ University of the Arts' testing policy forms the basis for the assessment system within the Master of Music Therapy (MMth) programme. The Master of Music Therapy programme has translated this institute-wide framework into its combined Education and Test Plan, which describes its vision on the music therapy profession and its education and testing. It also gives a schematic representation of the competencies that are covered in the various courses and the testing forms that are used. The Course and Examination Regulation (OER) is revised annually and updated in consultation with faculty members, the Educational Committee, the Board of Examiners, and must be approved by the Executive Board.

Quality assurance in assessment

As stated in the self-evaluation report and the Education and Test Plan, the study programme includes the following principles to ensure the quality of the assessments:

- The study programme uses various assessment methods that reflect the authentic assignments from professional practice as

much as possible and that are in line with the students' individual study plans. Examples of assessment methods are musical presentations, power point presentations, written log-books, literature reviews, written tests, oral presentations, clinical skills presentation in role playing, video recording, and reflection papers. During the entire programme, there are two group assessments. In all other courses, the students are assessed individually on cohesion and integration of all competencies. The assessments are in line with the competencies, content, and form of the courses.

- The study programme uses formative and summative assessments. Formative assessments are mostly related to the learning objectives for each student's own study plan with the aim of encouraging students to monitor their own developments. Feedback, including peer feedback, and coaching play important roles. Summative assessments are used to determine whether students have the required knowledge, skills, and attitudes at the right levels for certain study components.
- The programme uses the 4-eyes principle in all assessments. This means that the students are assessed by two assessors for each exam in the Programme.

- All lecturers design their assessments and associated assessment forms in teams of two. They also receive feedback from their colleagues.
- The assessments are transparent to the students. Each exam is provided with an assessment form which describes the assessment criteria, the relationship with the competencies, grading methods, and a description of how the assessment takes place. In addition, the students can find all the information about the courses, assessment methods, assessment dates, and the names of assessors involved in the Virtual Learning Environment.
- Lecturers will professionalise in the area of assessment. The university-wide requirement is that by January 2021, all examiners must have the Basic Examination Qualification (BKE) certificate. The Education and Test Plan states that all MMth lecturers must have obtained their BKE certificates by the autumn of 2019-2020.

According to the evaluations (including NSE 2018 (*National Student Survey*)), the students are generally satisfied with the assessments. They feel that the assessment criteria are clear and believe that there is a good relationship between the assessments and the programme content. Moreover, they considered the quality of the assessments to be good. This image is confirmed in the student interviews during the site visit.

However, the self-evaluation report and the conversations with students and alumni also show that students experience high exam pressure (number of exams) due to the full programme. The Programme has already implemented a number of measures to combat this. First of all, students can now choose between two elective courses, namely 1. The Community Music Therapy Elective or 2. The Advanced Music Therapy Skills Elective. In the past, both courses were compulsory. These electives meet the needs of the students; it allows students to choose to either go into Community Music Therapy or into Clinical, Advanced Music Therapy Skills. At the same time,

this measure lowers the workload and, therefore, the pressure for students. In the same context, the study programme has also combined certain tests so that there are fewer assessment moments. This is the case, for example, with the assessments of the "Evidence-based Practice" and "Evidence-based Music Therapy" courses. During the discussion with the Panel, the students indicated that they appreciated the fact that the Programme is making improvements based on their feedback. They believe that the measures taken have already contributed to reducing exam pressure. Nevertheless, students indicate that they are still experiencing high workloads.

Central Board of Examiners

The ArtEZ University of the Arts has a Central Board of Examiners (*Centrale Examencommissie*) and a Board of Examiners at Academy level (Chambers). The master's programmes and, therefore, also the Master of Music Therapy fall directly under the Central Board of Examiners. The Central Board of Examiners supervises compliance with the procedures and regulations and the implementation of the testing policy and testing plans. The Committee talked to representatives of the Board of Examiners during the site visit. The Board of Examiners stated that it guarantees the quality of the assessment and assessment by monitoring and controlling the assessment programme, the assessment methods, the programme structure, the procedures used, and the quality of the examiners. In addition, the Examination Committee regularly reviews the tests (both before and after testing) of MMth on the basis of the quality criteria of validity, reliability, objectivity, transparency, and feasibility. The discussion showed that in recent years, much attention has been paid to improving the assessment quality.

Graduation programme

The students complete their master's degrees with a research product. This includes a research article, a private presentation to the faculty members and a cohort of colleagues, and a public presentation (both 30 minutes) at the Master of

Music Therapy Symposium. The public presentation is not graded. An assessment form is available for each part of the graduation. The article counts for 75% in the final mark, and the private presentation for 25%. Compensation between the two components is not possible. Both parts must be concluded with minimum grades of 5.5. The graduation works are always assessed by two assessors. Due to the growth in student numbers, the Programme will focus on recruiting more external assessors from the network and the professional field in the coming years.

During the research process, the students receive both group and individual coaching. During the Committee's conversations with the students, the students were very positive about this intensive supervision by the research tutors. According to the students, the supervisors think along with the students and offer help and coaching during the entire process. If the research tutors do not have the required expertise, lecturers with the relevant expertise will be brought in.

Considerations

The Committee considers that the Master of Music Therapy course has a well-developed and adequate assessment system.

The Panel notes that the study programme has clearly formulated its own vision of testing, its implementation in an assessment programme, and the measures to guarantee the quality of testing in an Education and Test Plan. The Panel appreciates the fact that the 4-eyes principle is applied as a standard assessment procedure for all tests.

The Panel also considers the variation in testing forms as positive. The testing forms are appropriate for the nature and content of the master's degree.

The Board of Examiners is well-positioned and, in the Panel's opinion, performs adequately.

The Panel appreciates the proper and intensive supervision that students receive during the Programme and the graduation process. The Panel welcomes the development that in the coming years, the study programme will focus on expanding the team of supervisors and assessors as a result of the growth in student numbers. According to the Panel, this is necessary to be able to continue and guarantee personal coaching within the Programme.

Based on the conversations with students, the Panel concludes that their recommendations will be pro-actively addressed by the study programme. For example, the Panel considers it positive that the study programme has already taken steps to reduce exam pressure by offering electives and combining tests. Nevertheless, the exam pressure experienced by students remains high. The Panel, therefore, recommends putting more focus into the Programme so that the workload and thus the exam pressure for the students can be reduced further.

Based on the interviews and the examination of the underlying documentation, the Assessment Committee's opinion is that the Programme **meets this standard.**

Achieved Learning Outcomes

The Committee considers the quality of the graduation works to be adequate. The level is worthy of a master's degree, and the marks awarded are appropriate. The assessment forms are properly completed, and the Panel is positive about the comprehensive feedback that is given. The Panel does, however, recommend that the study programme could pay more attention to the internal musical mechanisms in music-making (e.g. improvisation and song writing) and the clinical skills in the graduation process. The Programme intends to focus more on academic writing in English, which is a development that the Panel welcomes. The Panel believes that the students are experiencing significant professional and personal growth during their studies and that they are prepared well for their careers as Music Therapists. The Panel does advise the Programme to prepare properly for the expected growth in student numbers, for example by expanding the team of lecturers and optimising the IT systems.

Based on the interviews and the examination of the underlying documentation, the Assessment Committee's opinion is that the programme **meets this standard**.

Standard 11: The programme demonstrates that the intended learning outcomes are achieved.

Findings

Alumni

At the time of the site visit, the Master of Music Therapy course had only a few graduates (three in 2017, three in 2018, and two in June 2019 – during Summer 2019 another four students have graduated). According to the self-evaluation report, all part-time and full-time graduates are now employed as Music Therapists. They work in broad professional domains, including mental health settings (pediatrics and adult care), medical settings, educational settings (special needs), geriatric facilities, private practices, and community services (e.g. refugee camps).

During the site visit, the alumni were very positive about the study programme's impact on their clinical insight, skills and careers as Music Therapists. They stated that they have not only developed in the field of music therapy and research but also experienced major personal developments. The part-time students who were already working as Music Therapists (at bachelor level) stated that they have started to look more critically at their own therapeutic interventions. In addition, they now perform their work as Music Therapists in a more substantiated way in that

they act more evidence-based. The students feel that the Programme has been very beneficial for them, and they are proud of what they have achieved.

The Programme maintains good contacts with alumni. An alumni day is organised every year, and alumni also continue to receive the Programme's newsletter

Alumni also stay in contact with the study programme and other alumni via social media. In addition, the alumni's workplaces often serve as new internship addresses and sometimes the alumni also act as guest lecturers in the courses. The alumni confirmed the good contacts with the lectures of the study programme during the interviews. They feel involved in the Programme and experience it as a community in which they would like to stay connected.

Quality of graduation works

As stated under Standard 10, the graduation programme consists of writing a research article and giving a presentation. In the meeting with the Panel, the lecturers indicated that they were impressed by the quality of the students' graduation works and their willingness to deliver quality. They also considered the diversity of the end-products as a strong aspect of the graduation works.

The lecturers, however, pointed out that the students have difficulty writing the research articles in English. The students and the lecturers mentioned in the interview that being able to write academic English is an important skill for the students' professional development. The Programme plans to improve this by coaching students even more intensively when writing their research articles and offering extra courses in academic writing in English

Considerations

To gain insight into the final level that the students of the Master of Music Therapy course have achieved, the Committee assessed all eight graduation works prior to the site visit. Five of these were of full-time students and three of part-time students. The Panel also reviewed the corresponding assessment forms. The Panel considers the quality of the graduation works to be adequate. The marks awarded are appropriate, and the quality is worthy of a master's degree. The Committee finds it positive that the assessment forms were properly completed and provided with comprehensive feedback. As it appears from the interviews that the students are having trouble writing the research articles in English, the Panel is pleased to hear that the study programme will pay more attention to Academic writing in English.

The panel concludes that the graduation works are primarily focused on music psychology and psychological designs and to a much lesser extent on internal musical mechanisms. To maintain the initial focus on music therapy, the committee suggests including also clinical music therapists in

the supervisor team of the research graduation work.

The clinical skills of students are also barely visible in the graduation works. According to the panel, both elements are sufficiently covered in the Programme. The panel recommends paying more attention to internal musical mechanisms and clinical skills during graduation.

The Panel is pleased to observe that the MMth is a dynamic and flexible community in which students and lecturers are committed and work closely together. The Committee noted that students are given enough room for self-development and to make their own choices. In addition, the Committee believes that the students are guided to get better insights into the profession and to develop a professional vocabulary. Based on the interviews with alumni, the Panel notes that they have developed strongly both personally and professionally during their training and are well prepared for their careers as music therapists.

Finally, the Committee wants to give the study programme the advice that it is important that they prepare sufficiently for the expected growth in student numbers. This will require expansion of the team of lecturers, a properly functioning IT system, and sufficient attention from ArtEZ for the programme

Based on the interviews and the examination of the underlying documentation, the Assessment Committee is of the opinion that the programme **meets this standard.**

Annexes

Annex 1 - Assessment Committee

Ir. René S. Kloosterman zit met regelmaat visitaties voor in het hoger onderwijs

Drs. Albert Berman is muziektherapeut en voorzitter van de Nederlandse Vereniging voor Muziektherapie
Prof.dr. Jos De Backer is Fulltime Professor and coordinator of the BA and MA training program of music therapy at LUCA School of Arts.

Perry van Loon is student Liberal Arts & Sciences aan de UU. Hij volgt onder andere een minor op het gebied van onderwijskunde.

The panel was supported by Ms Wieteke Boulogne, who is trained as a Secretary by NVAO.

Annex 2 - Programme of the assessment

Date: Monday, 1 July 2019

Place: ArtEZ Conservatory,
Van Essengaarde 10, 7511 PN Enschede, Room 1.15

12.00 p.m.– 2.00 p.m. – Meeting and lunch with Assessment Committee (internal meeting)

2.00 p.m. – 2.30 p.m. – Discussion with MMth management:

- Head of ArtEZ Master of Music Therapy.
- Coordinator of Master Music Therapy course
- Lecturers

2.40 p.m. – 3.10 p.m. – Discussion with Board of Examiners:

- Chairman of the Board of Examiners of ArtEZ,
- Secretary of the Board of Examiners of ArtEZ.

3.20 p.m. – 4.30 p.m. – Discussion with lecturers, students, alumni:

- Professorship Music-based Therapies and Interventions,
- Lecturers
- Head of ArtEZ Bachelor and Pre-master Music Therapy,
- Alumni full-time Master and part-time
- Full-time and part-time master's students

4.30 p.m. – Internal follow-up discussion of Assessment Committee, followed by oral feedback in Room 2.32.

Annex 3 - Documents

- Graduation Projects of 8 students (2017: 3 full-time; 2018: 2 full-time and 1 part-time; 2019: 1 full-time and 1 part-time)
- Education and Test Plan for Master of Music Therapy 2019
- Assessment Schedule for Master of Music Therapy 2018-2019
- ArtEZ Institutional Plan 2016-2021 'here as the centre of the world'
- ArtEZ Quality Assurance Plan 2015-2021
- ArtEZ Research Policy Plan 2016-2021 "ways of research"
- ArtEZ Testing Policy 2017
- ArtEZ Board of Examiners' Regulation 2018
- Study Guide Master of Music Therapy 2018-2020
- ArtEZ Education and Examination Regulations 2018-2019
- Master of Music Therapy Education and Examination Regulations (EER/OER)
- Master of Music Therapy Competencies
- Subject Descriptions Master of Music
- Guidelines for Research
- Assessment Form Research Presentation Master Music Therapy 2018-2019
- Assessment Form Research Proposal, Article Assessment Form, Presentation Assessment Form
- Survey concerning Testing and Assessment December 2018
- Notes of Master of Music Therapy meeting December 2018 about results of the Survey
- Student files



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