

**Health Professions Council  
Approvals Panel - 6 July 2006**

**University of Essex - MSc Speech and Language Therapy  
Programme Approval**

**Executive Summary and Recommendations**

**Introduction**

The MSc Speech and Language Therapy programme at the University of Essex was first visited by the HPC on 13 and 14 June 2005. The HPC panel set a number of conditions at the Visit.

The University submitted a response to the Visitor's report which was considered at the September 2005 meeting of the HPC Approvals Committee. Minor amendments were made to the report by the Committee in light of the representations.

In the process of meeting the conditions set out in the original report, the University of Essex made what the Visitors considered to be major changes to the curriculum. This resulted in a number of the original conditions being superseded and new questions being raised. The Visitors thus recommended that a further, SET-specific, Visit would be required in order to further investigate the new curriculum and its impact on the programme.

The follow-up Visit, which involved the original HPC Visitors, took place on 21 April 2006.

A new Visitors report, relating specifically to the follow-up Visit was then written. Since that time, the University has been given 28 days to respond to the report and has submitted documentation which the Visitors now deem to have met the conditions set. The report is attached to this paper for approval.

**Decision**

**The Panel is asked to:**

- 1) Approve the Visitor's report from the April 2006 visit; and,
- 2) Approve the MSc Speech and Language Therapy programme at the University of Essex in line with the Visitors' recommendation that the programme now meets the Standards of Education and Training.

**Background information**

None

**Resource implications**

None

**Financial implications**

None

**Background papers**

None

**Appendices**

Visitor report for the Visit dated 13&14 June 2005

Visitor report for the Visit dated 21 April 2006

**Date of paper**

20 June 2006

**Health Professions Council  
Department of Education and Policy**

**Visitors report**

<b>Name of education provider</b>	University of Essex
<b>Name and titles of programme(s)</b>	MSc Speech and Language Therapy (pre-registration)
<b>Date of event</b>	13 <sup>th</sup> and 14 <sup>th</sup> June 2005
<b>Proposed date of approval to commence</b>	September 2005
<b>Name of HPC visitors attending (including member type and professional area)</b>	Jenny Ford, Registrant Partner, SLT Martin Duckworth, Registrant Partner, SLT
<b>HPC Executive officer(s) (in attendance)</b>	Sharon Woolf, Education Manager (Approvals and Monitoring)
<b>Joint panel members in attendance (name and delegation):</b>	Prof Nigel Short (Chair) Geraldine Davis (Senior Lecturer, MSc Adult Nursing, Pre-Registration) Rosalind Rogers (Royal College of Speech & Language Therapists' Representative)

**Scope of visit (please tick)**

<b>New programme</b>	<input checked="" type="checkbox"/>
<b>Major change to existing programme</b>	<input type="checkbox"/>
<b>Visit initiated through Annual Monitoring</b>	<input type="checkbox"/>

**Part 1.**

**1.1 Confirmation of meetings held**

	<b>yes</b>	<b>no</b>	<b>n/a</b>
Senior personnel of provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme planning team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1.2 Confirmation of facilities inspected**

	<b>yes</b>	<b>No</b>
Library learning centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IT facilities	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**1.3 Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee that have been explored e.g. specific aspects arising from annual monitoring reports.**

Requirement (please insert detail)	yes	No	n/a
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Proposed student cohort intake number please state	20
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The following summarises the key outcomes of the approvals event and provides reasons for the decision.

## CONDITIONS

### **SET 2 Programme admissions**

The admission procedures must:

2.1 give both the applicant and the education provider the information they require to make an informed choice about whether to make, or take up the offer of a place on a programme

**Condition:**

**Clarify the information that will be given to applicant about the content of the programme to ensure that applicants from different academic backgrounds know what will be expected of them**

**Reason:**

No evidence was provided to indicate what information will be available prior to application and at the time of admission. The entry criteria indicate that applicants with very different academic backgrounds will be accepted. Applicants must be aware that, from the outset they will be required to study unfamiliar subjects at a high level (e.g. linguistics at M Level for applicants with no background in this subject).

2.2.2 apply selection and entry criteria including criminal convictions checks;

**Condition:**

**Put in place a system for monitoring CRB checks during the programme, e.g. an annual self declaration**

**Reason:**

No evidence was provided as to the process for dealing with enhanced CRB disclosure on admission or for monitoring the status of continuing students.

2.2.3 apply selection and entry criteria including compliance with any health requirements

**Condition:**

**Put in place a system for monitoring student health during the programme, e.g. an annual self declaration**

**Reason:**

No evidence was provided as to the process for assessing the health status on admission or for monitoring the status of continuing students.

**SET 3. Programme management and resource standards**

3.1 The programme must have a secure place in the education provider's business plan.

**Condition:**

**Clarify the place of the programme in the business plan to include evidence of its financial sustainability**

**Reason:**

- (i) There were conflicting accounts of the contribution of the fees to the teaching of linguistics ranging between one third and something less than one sixth of the total per capita income.
- (ii) There were concerns that the intake of 20 students per year would leave little scope for future course development and higher intakes would place increased pressure on clinical placements.

3.4 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

**Condition:**

**The Education Provider must demonstrate how expertise will be made available to deliver and manage the programme and how members of staff will be supported**

**Reason:**

There are plans to recruit two further full time members of staff but no time scale was provided. This could mean that the current single member of staff from the SLT section of the HPC Register would be involved in organising and teaching on the SLT components as well as undertaking the duties of the programme leader. This single person would also be responsible for undertaking professionally related personal tutoring and for setting up the first clinical placements. In view of the onerous demands this would place upon a single person and the level of support students on this programme would require the panel felt that the student experience would be compromised unless additional SLT staff were available before the first cohort arrived.

The Panel were concerned that no one on the Proposing Team had experience of SLT education. There were assumptions that it would be similar to nursing and physiotherapy though the course itself appeared to be similar to neither of these not least because for the unusual (for a pre registration programme) decision to include four separate post registration level modules, i.e. the linguistics courses.

3.5 Subject areas must be taught by staff with relevant specialist expertise and knowledge.

**Condition:**

**CVs are required for all new staff and for visiting lecturers to ensure that they have the relevant expertise and knowledge, including knowledge in core speech and language therapy disciplines**

**Reason:**

The CVs provided at the approval event included only one member of staff with any knowledge of speech and language therapy. It is not possible for a single member of staff to cover all core

speech and language therapy disciplines as well as other essential support such as co-ordinating clinical learning. Teaching in all the core disciplines will be needed from the outset by the first cohort of students.

3.6 A programme for staff development must be in place to ensure continuing professional and research development.

**Condition:**

**There must be a programme for training in PBL for all staff delivering this element before the programme starts**

**Reason:**

PBL forms a central and essential component of teaching and learning throughout the programme. As this is the main means by which the core speech and language therapy disciplines will be taught it is essential that speech and language therapy staff are competent to deliver this element of the programme from the outset.

3.7 The resources to support student learning in all settings must be used effectively.

**Condition:**

- (i) **there must be a student Handbook specifically for SLT students**
- (ii) **technical support for the IT lab who can demonstrate the ability to support the specialist equipment must be identified**

**(iii) The education provider is required to facilitate access to the clinical test resources**

**Reason:**

- (i) The tabled 2004/05 Handbook contained only generic information for a number of programmes in the School. The students will need a detailed guide on their programme covering the relationship between academic and clinical work, and the relationship between academic and PBL modules within the programme. There would need to be an explanation of how their PBL programme will work and how the core disciplines within the SLT SoPs would be covered.
- (ii) The Panel were pleased to see the establishment of a specialist IT laboratory and noted that the equipment is to include coverage of acoustic hardware and software. This instrumentation is essential but requires specialised introduction and support. The Panel need to be reassured that there will be technical support for students using this from technicians who are suitably trained.
- (iii) The Panel were informed that tests would be purchased and that they would be housed within the areas being rebuilt. However, no information was given about how this collection is to be catalogued, accessed or monitored. Mention was made of the use of existing administrative staff, however the demands that students and staff make on these resources is considerable. The Panel needed to be assured that there will be opportunities for appropriate access to this collection during the day and that space will be available for students to familiarise themselves with the material.

3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

**Condition:**

**The consent form must be revised to reflect the SLT needs and risks, e.g. the risks involved in interpersonal interactions**

**Reason:**

The consent form in Appendix 6 of the Approval Document listed physical conditions which needed to be declared. The Panel were of the opinion that this may reflect the demands of the

existing programmes rather than those encountered by SLT students. Practical sessions for these students would be more likely to place demands on their preparedness to engage in role plays where their interpersonal robustness was more of an issue than their physical well being.

3.10 A system of academic and pastoral student support must be in place.

**Condition:**

**There must be an adequate number of tutors from the SLT section of the HPC register to support students before the start of the course**

**Reason:**

At present there is only one member of staff from the SLT section of the HPC register however the student support activities identified during the approval visit (e.g. personal tutoring, placements co-ordination, tutorial support during placements, support with professional issues) which would need an SLT tutor could not be carried by a single member of staff. See also 3.4

3.13 The learning resources, including the stock of periodicals and subject books, and IT facilities, including internet access, must be appropriate to the curriculum and must be readily available to students and staff.

**Condition:**

- (i) **There must be a strategy for implementing e learning (e.g. the use of Web CT specifically for SLT students) including details on the time scale and attendant staff development**
- (ii) **There needs to be a time scale for acquiring appropriate periodicals and books and clinical assessments as listed in the SLT book list. These must be available for the first cohort of students with adequate stocks to enable students to engage in the PBL approach**

**Reason:**

- (i) PBL programmes place a high degree of demand upon the students to engage creatively in their learning. The proposed programme's bias towards linguistics would mean that students would need a great deal of support in other core areas. To help redress the imbalance e learning resources will need to be in place for the first cohort. Web CT is available to University of Essex students, how this would be used in this programme for students both on and off the campus (e.g. during clinical placements) needs to be articulated. This needs to include the preparation of both students and staff to use this approach.
- (ii) The demands of PBL mean that students require easy access to books and periodicals. A list of material to be purchased was supplied. This needs to be available before the first cohort of students arrive and in sufficient quantities and with sufficient ease of access for students both on campus and in their clinical placements. There is currently no system for providing students off campus (e.g. in their full time clinics) with access to the book stock.

## **SET 4. Curriculum Standards**

4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.

**Condition:**

**There must be revised curriculum documentation about how the learning outcomes meet all the Standards of Proficiency with particular reference to the profession specific SoPs**

**1b.2**  
**2a.2**  
**2b.3**  
**2b.2**

**Reason:**

The Panel were concerned about the lack of clarity relating to core SLT areas of psychology including counselling, biomedical science, multicultural issues and theoretical areas of linguistics such as sociolinguistics, semantics and pragmatics.

**Condition:**

**The programme team must address core SLT subjects within the Standards of Proficiency and provide evidence that students graduating from this programme will be able to meet all of these standards.**

**Reason:**

All approved SLT programmes contain a balanced programme of tuition covering the core topics of linguistics (including phonetics), biomedical sciences, psychology, and a number of topics in speech and language pathology and therapy including swallowing disorders. Students must also understand aspects of sociology, multicultural issues, and relevant aspects of educational policy and provision. The programme presented had, in addition to an introductory module in linguistics, four other modules in linguistics. There was no introduction in a separate module to any other of the core topics. The additional linguistics modules were appropriate for a post registration MSc programme but did not provide an appropriately balanced programme of pre registration SLT education.

4.2 The programme must reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.

**Condition:**

**The course team must address, across the whole programme how the philosophy, values, skills and knowledge base for the profession will be covered with particular reference to integrating all of the disciplines.**

**Reason:**

The linguistics component does not reflect the requirements of the profession at graduate level. Linguistics teaching is not an adequate basis for theoretical teaching on SLT client groups. It is unclear how all aspects of the Common Learning Strand reflect the philosophy, values, skills and knowledge base for the profession.

4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.

**Condition:**

**Provide detailed evidence of how core disciplines underpin practice**

**Reason:**

It is unclear how the post registration level linguistic modules will underpin the practice of newly qualified therapists who need to draw upon a wide range of disciplines in order to understand the needs of their clients. The Panel were of the opinion that separating out the linguistics strand from the PBL approach overall failed to ensure that students could see how linguistics theory and practice were integrated because it was being taught in a different way and by staff who were experts in their field but without the wider clinical experience needed at pre registration level.



The other core disciplines were subsumed within the PBL modules which were, according to the proposing Team, larger than the credit weighting indicated even when clinical placements are taken into account. This may well be the case but the Panel were not reassured that the sample scenarios presented represented an adequate means of ensuring that all of the core disciplines support practice.

4.4 The curriculum must remain relevant to current practice.

**Condition:**

- (i) **There needs to be a robust plan including the input from external advisors, for monitoring and updating the programme to ensure it is relevant to current practice.**
- (ii) **The plan must feed into the QA mechanisms of the University**

**Reason:**

- (i) The Panel did not see how external advisors had made a significant input to the programme, e.g. reviewing the overall curriculum balance. There was no list of people involved or any CVs. Nor was it clear that a robust mechanism was in place for ensuring that monitoring and updating with external support took place. The Panel was informed of a number of initiatives for involving both clients and practitioners in the course design. However these structures were either in the process of development or their role in designing the existing course was not made explicit. These panels require terms of reference, membership criteria, frequency, and a formal minuting procedure.
- (ii) The Panel were unable to see how the existing QA procedures of the University were applied to the development of the SLT programme to ensure there was adequate support for the proposal. Clinical Mangers expressed keenness for a programme which they believed would help with local recruitment issues. It was not clear if this group represented the Clinical Services Advisory Group (CSAG) mentioned on p1 of the Practice Education Handbook. It was felt this was unlikely as their involvement with the course proposal was described by some as 'variable' and in one case the contact was described as seeing something about a year ago. It was not clear how this involvement had been translated into a programme reviewed by the University and submitted for comment to those who would be responsible for much of the clinical training and revised following their feedback.

4.5 The delivery of the programme must assist autonomous and reflective thinking, and evidence based practice.

**Condition:**

**There must be clarification about how the PBL approach will assist evidence based practice and reflective practice.**

**Reason:**

No detail was provided by the proposing team about how staff (including visiting lecturers and clinical educators) and students would be prepared for PBL, how the PBL component would be delivered nor how it would be structured to ensure that the necessary range of topics would be delivered over the programme

4.6 The range of learning and teaching approaches used must be appropriate to the subjects in the curriculum.

**Condition:**

- (i) **Articulate how the didactic approach used in the linguistics modules will enable students to work in practice;**

- (ii) **Articulate the rationale for not including linguistics within the PBL structure;**
- (iii) **Demonstrate how the different learning and teaching approaches in the curriculum will enable students to apply their skills in clinical practice**

**Reason:**

There appeared to be no pedagogic rationale for the very different approaches taken in different components of the programme. In particular the didactic approach of the linguistics component did not appear to sit comfortably with PBL approach in much of the rest of the programme. There was no clear discussion of how the different strands of the teaching would be integrated into and demonstrated within practice learning.

4.7 Where there is inter-professional learning the profession specific skills and knowledge of each professional group are adequately addressed.

**Condition:**

**Clarify where different groups of students learn together whether this is common/shared learning or interprofessional learning**

**Reason:**

The three shared learning modules in Year 1 deal with generic issues. None appear to encourage students from different health disciplines to share their working practices with each other and at this stage it might be difficult to achieve that. The introductory foundations of SLT module suggests that there may be some interprofessional work weaved into the programme but again this is at a very early stage in the programme and may be undermined by not all of the students being available during this period. There was no obvious occasion for developing true interprofessional learning in Year 2 when the students would be in a better position to explore clinical issues with their peers from the other MSc health programmes.

## **SET 5. *Practice placements standards***

5.1 Practice placements must be integral to the programme.

**Condition:**

**Clearly identify how placement learning relates to university teaching in terms of timing, structure and the progression across the two years. In particular students must be able to demonstrate competence in developmental disorders during Year 2 of the programme**

**Reason:**

Managers expressed concern about this and were anxious that students might not have much advanced paediatric experience before they leave. The Programme Team suggested that this may not be exactly what occurs however the documentation was not explicit and the responses from the Team did not convince the Panel that this issue had been thoroughly reviewed.

5.2 There must be an adequate number of appropriately qualified and experienced staff at the placement.

**Condition:**

**Put in place a system for ensuring there are sufficient number of qualified staff at placements**

**Reason:**

There was no evidence of an effective system for auditing either SLT or “related experience” placements to ensure that there are adequate levels of qualified staff. Not all placements for the next academic year had been identified and there was some lack of clarity over the settings to be used for the term one placements.

5.3.1 The practice placement settings must provide a safe environment;

**Condition:**

**Produce audit procedures including a schedule and results to ensure that students will be working within a safe environment.**

**Reason:**

There was no evidence of an effective system for auditing either SLT or “related experience” placements to ensure that students would be placed in safe environments. Not all placements for the next academic year had been identified and there was some lack of clarity over the settings to be used for the term one placements.

5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.

**Condition:**

**Provide details of placements**

- (i) **to ensure they will be able to provide students with the necessary breadth of experience and**
- (ii) **to demonstrate the placement capacity over time**

**Reason:**

There was no list of placements to be allocated in the first year although by this time in the planning cycle many other HEIs seeking placements for SLT students will already have completed this process. As a result the Panel were unable to be reassured that even for the first cohort of 20 students there would be sufficient placements of the appropriate type. The Panel was not encouraged by Managers at this stage expressing uncertainty about the nature of the Year 1 Term 2 placement or even the suitability of the day on which it occurred. It is acknowledged that the SLT Programme Director is engaged in discussion with a variety of other potential placement providers but it was not evident that the process was sufficiently far advanced to ensure either the support of the first cohort of students or the long term viability of the programme.

5.6 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

**Condition:**

**Provide full details of how placements will be approved and monitored**

**Reason:**

There was no information about the criteria for or the mechanism by which these potential placements were to be approved. The monitoring of placements needs to be articulated to ensure that there is a system by which they are regularly reviewed to ensure support both for the students and for the clinical educators.

5.7.1 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the learning outcomes to be achieved;

**Condition:**

**Revisit the learning outcomes for experiential and concurrent placements**

**Reason:**

There was some lack of clarity over the settings to be used for the term one “experiential” placements. The learning outcomes, assessments and proposed settings were inconsistent.

5.7.2 timings and the duration of any placement experience and associated records to be maintained;

**Condition:**

- (i) **Demonstrate how the 5 week block placements will be monitored with a view to ensuring that students have adequate opportunity to meet the learning outcomes;**
- (ii) **Confirm the timing of the final placement in year 2**

**Reason:**

- (i) Five week block placements are unusually short particularly as assessment is to take place half way as well as at the end. There are concerns that weak students may not be identified sufficiently early for support to be given and that students who are placed in several settings during the 5 weeks may have little time to consolidate their learning.
- (ii) The timing of the final placement was unclear with a slightly different understanding being expressed by the university and placement providers. Moving the final placement to an earlier time than originally planned could cause problems in relation to the timing of the final block of teaching.

5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure; and

**Condition:**

- (i) **The module specifications and the placement Handbooks need to be more explicit about placement referrals**
- (ii) **The clinical assessment needs to reflect more clearly SLT requirements**

**Reason:**

- (i) There is no explicit process for determining whether the number of placement sessions completed are considered adequate. There are no clear procedures for retrieving a failed or incomplete placement, including whether the next opportunity would be used to complete the failed placement or whether this would be carried forward.
- (ii) There was little in the practice assessment forms that related specifically to SLT Standards of Proficiency and some of the language used in the assessment form did not seem totally appropriate for speech and language therapy. For example the “Level 2”, Year 1 report form under “Treatment/Management” contains Learning

Outcome 2 which talks of “contraindications and precautions” which is not language normally used within SLT. Nor is it clear what the nature of the “equipment” would be which is mentioned in LO5. There was an emphasis on handling skills both in LO6 in Part 2 of the report. While moving and handling is not irrelevant to SLT practice the Panel felt that this emphasis may be more relevant to the other MSc health programmes. On the other hand working with education and in partnership with the family as a whole (SLT SoP1b.2) was given much less attention.

5.8.3 practice placement educators undertake appropriate practice placement educator training.

**Condition:**

**Full details are to be provided of the programme of training for practice educators**

**Reason:**

There is no information what the proposed clinical educator training will consist of, who will administer it, and when it will take place to ensure that it is undertaken before the first students begin their first clinical practice in Year 1, Term 2.

5.9 There must be collaboration between the education provider and practice placement providers.

**Condition:**

**Explicit structure and detail is needed of how collaboration between the university and practice educators will take place**

**Reason:**

Managers observed that they had not been consulted over the learning outcomes for any of the placements. There is need for a forum for discussion between practice educators and the University to be developed. This may be CSAG but in the absence of its terms of reference, membership or when it has or will meet it was not evident that this was the appropriate body for discussing the day to day organisation of clinical practice.

5.10 The education provider must ensure necessary information is supplied to practice placement providers.

**Condition:**

**Provide copies of all information which placement educators will be given**

**Reason:**

All placement educators need to have a clear understanding both of what the students had already covered and the way in which the programme functioned. In addition they need to know how to understand specific placements in relation to the whole of the course. The existing Placement Handbook has most detail on the block clinical placements though the concurrent placements will require supervision and some evaluation by placement educators. The proposed Placement Handbook will require significant development to cover all of these issues.

## **SET 6. Assessment standards**

6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practise.

**Condition:**

**Provide evidence of how SLT core disciplines including therapeutic processes will be assessed to show fitness for practice**

**Reason:**

Many assessments were devoted to one of the core disciplines, linguistics and these were not related to fitness to practice.

The core disciplines of biology, psychology and all of the specialist knowledge concerned with the use of knowledge on the list in the SLT SoPs 3a.2 were not specifically assessed. A deficit in the assessment of practical phonetic skills had been identified and addressed though how the assessment of this was to be integrated into the whole assessment package was not clear. There was no similar exercise in tracking other core skills or knowledge except those relating to linguistics.

6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practise safely and effectively.

**Condition:**

**Show how the assessments will demonstrate that SLT Standards of Proficiency have been met**

**Reason:**

There was little detail provided on the assessment of the SLT elements of the programme (e.g. no sample assignment guidelines were provided), the exact form of some assessments did not appear to be fully determined. Clinical assessment is to be solely carried out by supervising clinicians however there was little in the practice assessment forms that related specifically to SLT Standards of Proficiency and some of the language used in the assessment form did not seem totally appropriate for speech and language therapy.

6.3 All assessments must provide a rigorous and effective process by which compliance with external reference frameworks can be measured.

**Condition:**

**Map how the SLT Standards of Proficiency are demonstrated by students to include the range of knowledge and skills that would be expected of SLTs**

**Reason:**

By embedding the programme – at least partially – in a PBL framework questions which were raised about how SoPs would be demonstrated led to example scenarios being presented. More information is required on how the sequential presentation of the PBL triggers led to developments in the student's knowledge base; and how this was assessed in order to demonstrate that students would be prepared for forthcoming clinical practice and would meet all the SLT Specific SoPs by the end of the programme.

6.7.5 for the appointment of at least one external examiner from the relevant part of the Register.

**Condition:**

**Appoint an external examiner from the relevant part of the Register**

**Reason:**

No evidence was presented that an appropriate external examiner had been appointed.

**Deadline for *Conditions* to be met:**

**To be submitted to Approvals Committee on:**

## **Recommendations**

3.13 The learning resources, including the stock of periodicals and subject books, and IT facilities, including internet access, must be appropriate to the curriculum and must be readily available to students and staff.

**Recommendation:**

**To subscribe to the Patient Assessment Training System (PATSy) in time for it to be available for the first cohort of students**

**Reason:**

PATSy is a specialised teaching tool devised with the needs of SLT students in mind. It has applications within both 'traditional' and PBL programmes. The Panel anticipated that this would be one of the resources for the IT suite but did not see this mentioned in any of the literature.

## **Commendations**

**Commendations**

**The IT suite with its specialist software including acoustic analysis equipment is to be commended**

**Reason**

SLT students need to understand the acoustic bases for speech. This will be new information to very many students and the Panel is aware of how important it is for students to be able to have hands on experience of using hardware and software in order to understand the acoustic information and its relevance for the analysis of r dispered speech.

The nature and quality of instruction and facilities meets the Standards of Education and Training.

We recommend to the Education and Training Committee of the HPC that they approve this programme (subject to any conditions being met).

**Visitors' signatures:**

**Martin Duckworth**

**Jenny Ford**

**Date: 4 July 2005**





## Health Professions Council

### Visitors' report

<b>Name of education provider</b>	University of Essex
<b>Name and titles of programme(s)</b>	MSc Speech and Language Therapy
<b>Mode of Delivery (FT/PT)</b>	Full Time
<b>Date of Visit</b>	21 <sup>st</sup> April 2006
<b>Proposed date of approval to commence</b>	September 2006
<b>Name of HPC visitors attending (including member type and professional area)</b>	Jenny Ford Martin Duckworth
<b>HPC Executive officer(s) (in attendance)</b>	Nicole Borg
<b>Joint panel members in attendance (name and delegation):</b>	Andrew Downton Gill Green Jo Jackson Wayne Wilson Annette Lufti (in attendance)

#### Scope of visit *(please tick)*

<b>New programme</b>	<input checked="" type="checkbox"/>
<b>Major change to existing programme</b>	<input type="checkbox"/>
<b>Visit initiated through Annual Monitoring</b>	<input type="checkbox"/>

#### Confirmation of meetings held

	Yes	No	N/A
Senior personnel of provider with responsibility for resources for the programme	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students (current or past as appropriate)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Confirmation of facilities inspected**

	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Library learning centre	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IT facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Specialist teaching accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee that have been explored e.g. specific aspects arising from annual monitoring reports.**

<b>Requirement (please insert detail)</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Proposed student cohort intake number please state</b>	<b>20</b>
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ALL CONDITIONS SAME

The following summarises the key outcomes of the Approvals event and provides reasons for the decision.

## **CONDITIONS**

### **SET 4. Curriculum Standards**

**4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.**

**Condition:** The programme team must ensure that all aspects of linguistics are fully covered in the following modules:

- Structure and development of language
- S&LT Paediatrics 1

**Reason:**

The revised wording of the Structure and Development of Language Module now makes mention of pragmatics in one section, however the assessment includes only grammatical and phonological analysis. The revised Paediatrics 1 module is less specific about how the different branches of linguistics are included. The additional information on the assignment for Paediatrics 1 provided at the visit again explicitly refers only to phonological, phonetic or grammatical analysis.

The Visitors believes that it is vital that students demonstrate their knowledge of and ability to apply all aspects of linguistic theory to underpin the clinical application.

### **SET 5. Practice placements standards**

**5.7 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:**

**5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure; and**

**Condition:** Programme team must included clear guidance on how to use the practice assessment form. Space should also be included for written feedback for students.

**Reason:**

The assessment form is not self-explanatory and written guidance on its completion is necessary to supplement clinical educator workshops.

Space for written feedback to students is necessary to support the verbal feedback that will be given and to provide a written record for any students who do not achieve a satisfactory level.

**SET 6. Assessment standards**

**6.7 Assessment regulations clearly specify requirements:**

**6.7.5 for the appointment of at least one external examiner from the relevant part of the Register.**

**Condition:** Programme leader to confirm appointment of the external examiner.

**Reason:** Process for appointing the external examiner is currently underway, however has not yet been confirmed.

**Deadline for Conditions to be met: ???**

**To be submitted to Approvals Panel/Committee on: ???**

ALL CONDITIONS MET

## RECOMMENDATIONS

### ***SET 3. Programme management and resource standards***

**3.4 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.**

**Recommendation:** The Head of Department should provide ongoing support for the programme leader and to ensure that his work load is achievable.

**Reason:**

At present the programme leader is responsible for a number of varied and onerous functions. The panel is concerned that the programme leader may be under great pressure particularly during the first year of the programme.

### ***SET 4. Curriculum Standards***

**4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.**

**Recommendation:** The programme team ensure that resources are available for any student undertaking voice placements prior to the theoretical teaching.

**Reason:**

All students will undertake their final placement before receiving any teaching about voice disorders. Local service managers are clearly aware of this and are confident that students can be appropriately supported on placements with this client group. However the panel noted that not all placements are in the local area. It is therefore important that there is some provision for students who do voice placements with clinicians who are less familiar with the programme structure.

The nature and quality of instruction and facilities meets the Standards of Education and Training.

We recommend to the Education and Training Committee of the HPC that they approve this programme (subject to any conditions being met).

**Visitors' signatures:**

**Jenny Ford  
Martin Duckworth**

**22 May 2006**

**Health Professions Council  
Department of Education and Policy**

**Visitors report**

<b>Name of education provider</b>	University of Essex
<b>Name and titles of programme(s)</b>	MSc Speech and Language Therapy (pre-registration)
<b>Date of event</b>	13 <sup>th</sup> and 14 <sup>th</sup> June 2005
<b>Proposed date of approval to commence</b>	September 2005
<b>Name of HPC visitors attending (including member type and professional area)</b>	Jenny Ford, Registrant Partner, SLT Martin Duckworth, Registrant Partner, SLT
<b>HPC Executive officer(s) (in attendance)</b>	Sharon Woolf, Education Manager (Approvals and Monitoring)
<b>Joint panel members in attendance (name and delegation):</b>	Prof Nigel Short (Chair) Geraldine Davis (Senior Lecturer, MSc Adult Nursing, Pre-Registration) Rosalind Rogers (Royal College of Speech & Language Therapists' Representative)

**Scope of visit (please tick)**

<b>New programme</b>	<input checked="" type="checkbox"/>
<b>Major change to existing programme</b>	<input type="checkbox"/>
<b>Visit initiated through Annual Monitoring</b>	<input type="checkbox"/>

**Part 1.**

**1.1 Confirmation of meetings held**

	<b>yes</b>	<b>no</b>	<b>n/a</b>
Senior personnel of provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme planning team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1.2 Confirmation of facilities inspected**

	<b>yes</b>	<b>No</b>
Library learning centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IT facilities	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**1.3 Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee that have been explored e.g. specific aspects arising from annual monitoring reports.**

Requirement (please insert detail)	yes	No	n/a
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Proposed student cohort intake number please state	20
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The following summarises the key outcomes of the approvals event and provides reasons for the decision.

## CONDITIONS

### **SET 2 Programme admissions**

The admission procedures must:

2.1 give both the applicant and the education provider the information they require to make an informed choice about whether to make, or take up the offer of a place on a programme

**Condition:**

**Clarify the information that will be given to applicant about the content of the programme to ensure that applicants from different academic backgrounds know what will be expected of them**

**Reason:**

No evidence was provided to indicate what information will be available prior to application and at the time of admission. The entry criteria indicate that applicants with very different academic backgrounds will be accepted. Applicants must be aware that, from the outset they will be required to study unfamiliar subjects at a high level (e.g. linguistics at M Level for applicants with no background in this subject).

2.2.2 apply selection and entry criteria including criminal convictions checks;

**Condition:**

**Put in place a system for monitoring CRB checks during the programme, e.g. an annual self declaration**

**Reason:**

No evidence was provided as to the process for dealing with enhanced CRB disclosure on admission or for monitoring the status of continuing students.

2.2.3 apply selection and entry criteria including compliance with any health requirements

**Condition:**

**Put in place a system for monitoring student health during the programme, e.g. an annual self declaration**

**Reason:**

No evidence was provided as to the process for assessing the health status on admission or for monitoring the status of continuing students.

**SET 3. Programme management and resource standards**

3.1 The programme must have a secure place in the education provider's business plan.

**Condition:**

**Clarify the place of the programme in the business plan to include evidence of its financial sustainability**

**Reason:**

- (i) There were conflicting accounts of the contribution of the fees to the teaching of linguistics ranging between one third and something less than one sixth of the total per capita income.
- (ii) There were concerns that the intake of 20 students per year would leave little scope for future course development and higher intakes would place increased pressure on clinical placements.

3.4 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

**Condition:**

**The Education Provider must demonstrate how expertise will be made available to deliver and manage the programme and how members of staff will be supported**

**Reason:**

There are plans to recruit two further full time members of staff but no time scale was provided. This could mean that the current single member of staff from the SLT section of the HPC Register would be involved in organising and teaching on the SLT components as well as undertaking the duties of the programme leader. This single person would also be responsible for undertaking professionally related personal tutoring and for setting up the first clinical placements. In view of the onerous demands this would place upon a single person and the level of support students on this programme would require the panel felt that the student experience would be compromised unless additional SLT staff were available before the first cohort arrived.

The Panel were concerned that no one on the Proposing Team had experience of SLT education. There were assumptions that it would be similar to nursing and physiotherapy though the course itself appeared to be similar to neither of these not least because for the unusual (for a pre registration programme) decision to include four separate post registration level modules, i.e. the linguistics courses.

3.5 Subject areas must be taught by staff with relevant specialist expertise and knowledge.

**Condition:**

**CVs are required for all new staff and for visiting lecturers to ensure that they have the relevant expertise and knowledge, including knowledge in core speech and language therapy disciplines**

**Reason:**

The CVs provided at the approval event included only one member of staff with any knowledge of speech and language therapy. It is not possible for a single member of staff to cover all core



speech and language therapy disciplines as well as other essential support such as co-ordinating clinical learning. Teaching in all the core disciplines will be needed from the outset by the first cohort of students.

3.6 A programme for staff development must be in place to ensure continuing professional and research development.

**Condition:**

**There must be a programme for training in PBL for all staff delivering this element before the programme starts**

**Reason:**

PBL forms a central and essential component of teaching and learning throughout the programme. As this is the main means by which the core speech and language therapy disciplines will be taught it is essential that speech and language therapy staff are competent to deliver this element of the programme from the outset.

3.7 The resources to support student learning in all settings must be used effectively.

**Condition:**

- (i) **there must be a student Handbook specifically for SLT students**
- (ii) **technical support for the IT lab who can demonstrate the ability to support the specialist equipment must be identified**

**(iii) The education provider is required to facilitate access to the clinical test resources**

**Reason:**

- (i) The tabled 2004/05 Handbook contained only generic information for a number of programmes in the School. The students will need a detailed guide on their programme covering the relationship between academic and clinical work, and the relationship between academic and PBL modules within the programme. There would need to be an explanation of how their PBL programme will work and how the core disciplines within the SLT SoPs would be covered.
- (ii) The Panel were pleased to see the establishment of a specialist IT laboratory and noted that the equipment is to include coverage of acoustic hardware and software. This instrumentation is essential but requires specialised introduction and support. The Panel need to be reassured that there will be technical support for students using this from technicians who are suitably trained.
- (iii) The Panel were informed that tests would be purchased and that they would be housed within the areas being rebuilt. However, no information was given about how this collection is to be catalogued, accessed or monitored. Mention was made of the use of existing administrative staff, however the demands that students and staff make on these resources is considerable. The Panel needed to be assured that there will be opportunities for appropriate access to this collection during the day and that space will be available for students to familiarise themselves with the material.

3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

**Condition:**

**The consent form must be revised to reflect the SLT needs and risks, e.g. the risks involved in interpersonal interactions**

**Reason:**

The consent form in Appendix 6 of the Approval Document listed physical conditions which needed to be declared. The Panel were of the opinion that this may reflect the demands of the

existing programmes rather than those encountered by SLT students. Practical sessions for these students would be more likely to place demands on their preparedness to engage in role plays where their interpersonal robustness was more of an issue than their physical well being.

3.10 A system of academic and pastoral student support must be in place.

**Condition:**

**There must be an adequate number of tutors from the SLT section of the HPC register to support students before the start of the course**

**Reason:**

At present there is only one member of staff from the SLT section of the HPC register however the student support activities identified during the approval visit (e.g. personal tutoring, placements co-ordination, tutorial support during placements, support with professional issues) which would need an SLT tutor could not be carried by a single member of staff. See also 3.4

3.13 The learning resources, including the stock of periodicals and subject books, and IT facilities, including internet access, must be appropriate to the curriculum and must be readily available to students and staff.

**Condition:**

- (i) **There must be a strategy for implementing e learning (e.g. the use of Web CT specifically for SLT students) including details on the time scale and attendant staff development**
- (ii) **There needs to be a time scale for acquiring appropriate periodicals and books and clinical assessments as listed in the SLT book list. These must be available for the first cohort of students with adequate stocks to enable students to engage in the PBL approach**

**Reason:**

- (i) PBL programmes place a high degree of demand upon the students to engage creatively in their learning. The proposed programme's bias towards linguistics would mean that students would need a great deal of support in other core areas. To help redress the imbalance e learning resources will need to be in place for the first cohort. Web CT is available to University of Essex students, how this would be used in this programme for students both on and off the campus (e.g. during clinical placements) needs to be articulated. This needs to include the preparation of both students and staff to use this approach.
- (ii) The demands of PBL mean that students require easy access to books and periodicals. A list of material to be purchased was supplied. This needs to be available before the first cohort of students arrive and in sufficient quantities and with sufficient ease of access for students both on campus and in their clinical placements. There is currently no system for providing students off campus (e.g. in their full time clinics) with access to the book stock.

## **SET 4. Curriculum Standards**

4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.

**Condition:**

**There must be revised curriculum documentation about how the learning outcomes meet all the Standards of Proficiency with particular reference to the profession specific SoPs**

**1b.2**  
**2a.2**  
**2b.3**  
**2b.2**

**Reason:**

The Panel were concerned about the lack of clarity relating to core SLT areas of psychology including counselling, biomedical science, multicultural issues and theoretical areas of linguistics such as sociolinguistics, semantics and pragmatics.

**Condition:**

**The programme team must address core SLT subjects within the Standards of Proficiency and provide evidence that students graduating from this programme will be able to meet all of these standards.**

**Reason:**

All approved SLT programmes contain a balanced programme of tuition covering the core topics of linguistics (including phonetics), biomedical sciences, psychology, and a number of topics in speech and language pathology and therapy including swallowing disorders. Students must also understand aspects of sociology, multicultural issues, and relevant aspects of educational policy and provision. The programme presented had, in addition to an introductory module in linguistics, four other modules in linguistics. There was no introduction in a separate module to any other of the core topics. The additional linguistics modules were appropriate for a post registration MSc programme but did not provide an appropriately balanced programme of pre registration SLT education.

4.2 The programme must reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.

**Condition:**

**The course team must address, across the whole programme how the philosophy, values, skills and knowledge base for the profession will be covered with particular reference to integrating all of the disciplines.**

**Reason:**

The linguistics component does not reflect the requirements of the profession at graduate level. Linguistics teaching is not an adequate basis for theoretical teaching on SLT client groups. It is unclear how all aspects of the Common Learning Strand reflect the philosophy, values, skills and knowledge base for the profession.

4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.

**Condition:**

**Provide detailed evidence of how core disciplines underpin practice**

**Reason:**

It is unclear how the post registration level linguistic modules will underpin the practice of newly qualified therapists who need to draw upon a wide range of disciplines in order to understand the needs of their clients. The Panel were of the opinion that separating out the linguistics strand from the PBL approach overall failed to ensure that students could see how linguistics theory and practice were integrated because it was being taught in a different way and by staff who were experts in their field but without the wider clinical experience needed at pre registration level.

The other core disciplines were subsumed within the PBL modules which were, according to the proposing Team, larger than the credit weighting indicated even when clinical placements are taken into account. This may well be the case but the Panel were not reassured that the sample scenarios presented represented an adequate means of ensuring that all of the core disciplines support practice.

4.4 The curriculum must remain relevant to current practice.

**Condition:**

- (i) **There needs to be a robust plan including the input from external advisors, for monitoring and updating the programme to ensure it is relevant to current practice.**
- (ii) **The plan must feed into the QA mechanisms of the University**

**Reason:**

- (i) The Panel did not see how external advisors had made a significant input to the programme, e.g. reviewing the overall curriculum balance. There was no list of people involved or any CVs. Nor was it clear that a robust mechanism was in place for ensuring that monitoring and updating with external support took place. The Panel was informed of a number of initiatives for involving both clients and practitioners in the course design. However these structures were either in the process of development or their role in designing the existing course was not made explicit. These panels require terms of reference, membership criteria, frequency, and a formal minuting procedure.
- (ii) The Panel were unable to see how the existing QA procedures of the University were applied to the development of the SLT programme to ensure there was adequate support for the proposal. Clinical Mangers expressed keenness for a programme which they believed would help with local recruitment issues. It was not clear if this group represented the Clinical Services Advisory Group (CSAG) mentioned on p1 of the Practice Education Handbook. It was felt this was unlikely as their involvement with the course proposal was described by some as 'variable' and in one case the contact was described as seeing something about a year ago. It was not clear how this involvement had been translated into a programme reviewed by the University and submitted for comment to those who would be responsible for much of the clinical training and revised following their feedback.

4.5 The delivery of the programme must assist autonomous and reflective thinking, and evidence based practice.

**Condition:**

**There must be clarification about how the PBL approach will assist evidence based practice and reflective practice.**

**Reason:**

No detail was provided by the proposing team about how staff (including visiting lecturers and clinical educators) and students would be prepared for PBL, how the PBL component would be delivered nor how it would be structured to ensure that the necessary range of topics would be delivered over the programme

4.6 The range of learning and teaching approaches used must be appropriate to the subjects in the curriculum.

**Condition:**

- (i) **Articulate how the didactic approach used in the linguistics modules will enable students to work in practice;**

- (ii) **Articulate the rationale for not including linguistics within the PBL structure;**
- (iii) **Demonstrate how the different learning and teaching approaches in the curriculum will enable students to apply their skills in clinical practice**

**Reason:**

There appeared to be no pedagogic rationale for the very different approaches taken in different components of the programme. In particular the didactic approach of the linguistics component did not appear to sit comfortably with PBL approach in much of the rest of the programme. There was no clear discussion of how the different strands of the teaching would be integrated into and demonstrated within practice learning.

4.7 Where there is inter-professional learning the profession specific skills and knowledge of each professional group are adequately addressed.

**Condition:**

**Clarify where different groups of students learn together whether this is common/shared learning or interprofessional learning**

**Reason:**

The three shared learning modules in Year 1 deal with generic issues. None appear to encourage students from different health disciplines to share their working practices with each other and at this stage it might be difficult to achieve that. The introductory foundations of SLT module suggests that there may be some interprofessional work weaved into the programme but again this is at a very early stage in the programme and may be undermined by not all of the students being available during this period. There was no obvious occasion for developing true interprofessional learning in Year 2 when the students would be in a better position to explore clinical issues with their peers from the other MSc health programmes.

## **SET 5. *Practice placements standards***

5.1 Practice placements must be integral to the programme.

**Condition:**

**Clearly identify how placement learning relates to university teaching in terms of timing, structure and the progression across the two years. In particular students must be able to demonstrate competence in developmental disorders during Year 2 of the programme**

**Reason:**

Managers expressed concern about this and were anxious that students might not have much advanced paediatric experience before they leave. The Programme Team suggested that this may not be exactly what occurs however the documentation was not explicit and the responses from the Team did not convince the Panel that this issue had been thoroughly reviewed.

5.2 There must be an adequate number of appropriately qualified and experienced staff at the placement.

**Condition:**

**Put in place a system for ensuring there are sufficient number of qualified staff at placements**

**Reason:**

There was no evidence of an effective system for auditing either SLT or “related experience” placements to ensure that there are adequate levels of qualified staff. Not all placements for the next academic year had been identified and there was some lack of clarity over the settings to be used for the term one placements.

5.3.1 The practice placement settings must provide a safe environment;

**Condition:**

**Produce audit procedures including a schedule and results to ensure that students will be working within a safe environment.**

**Reason:**

There was no evidence of an effective system for auditing either SLT or “related experience” placements to ensure that students would be placed in safe environments. Not all placements for the next academic year had been identified and there was some lack of clarity over the settings to be used for the term one placements.

5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.

**Condition:**

**Provide details of placements**

- (i) **to ensure they will be able to provide students with the necessary breadth of experience and**
- (ii) **to demonstrate the placement capacity over time**

**Reason:**

There was no list of placements to be allocated in the first year although by this time in the planning cycle many other HEIs seeking placements for SLT students will already have completed this process. As a result the Panel were unable to be reassured that even for the first cohort of 20 students there would be sufficient placements of the appropriate type. The Panel was not encouraged by Managers at this stage expressing uncertainty about the nature of the Year 1 Term 2 placement or even the suitability of the day on which it occurred. It is acknowledged that the SLT Programme Director is engaged in discussion with a variety of other potential placement providers but it was not evident that the process was sufficiently far advanced to ensure either the support of the first cohort of students or the long term viability of the programme.

5.6 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

**Condition:**

**Provide full details of how placements will be approved and monitored**

**Reason:**

There was no information about the criteria for or the mechanism by which these potential placements were to be approved. The monitoring of placements needs to be articulated to ensure that there is a system by which they are regularly reviewed to ensure support both for the students and for the clinical educators.

5.7.1 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the learning outcomes to be achieved;

**Condition:**

**Revisit the learning outcomes for experiential and concurrent placements**

**Reason:**

There was some lack of clarity over the settings to be used for the term one “experiential” placements. The learning outcomes, assessments and proposed settings were inconsistent.

5.7.2 timings and the duration of any placement experience and associated records to be maintained;

**Condition:**

- (i) **Demonstrate how the 5 week block placements will be monitored with a view to ensuring that students have adequate opportunity to meet the learning outcomes;**
- (ii) **Confirm the timing of the final placement in year 2**

**Reason:**

- (i) Five week block placements are unusually short particularly as assessment is to take place half way as well as at the end. There are concerns that weak students may not be identified sufficiently early for support to be given and that students who are placed in several settings during the 5 weeks may have little time to consolidate their learning.
- (ii) The timing of the final placement was unclear with a slightly different understanding being expressed by the university and placement providers. Moving the final placement to an earlier time than originally planned could cause problems in relation to the timing of the final block of teaching.

5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure; and

**Condition:**

- (i) **The module specifications and the placement Handbooks need to be more explicit about placement referrals**
- (ii) **The clinical assessment needs to reflect more clearly SLT requirements**

**Reason:**

- (i) There is no explicit process for determining whether the number of placement sessions completed are considered adequate. There are no clear procedures for retrieving a failed or incomplete placement, including whether the next opportunity would be used to complete the failed placement or whether this would be carried forward.
- (ii) There was little in the practice assessment forms that related specifically to SLT Standards of Proficiency and some of the language used in the assessment form did not seem totally appropriate for speech and language therapy. For example the “Level 2”, Year 1 report form under “Treatment/Management” contains Learning

Outcome 2 which talks of “contraindications and precautions” which is not language normally used within SLT. Nor is it clear what the nature of the “equipment” would be which is mentioned in LO5. There was an emphasis on handling skills both in LO6 in Part 2 of the report. While moving and handling is not irrelevant to SLT practice the Panel felt that this emphasis may be more relevant to the other MSc health programmes. On the other hand working with education and in partnership with the family as a whole (SLT SoP1b.2) was given much less attention.

5.8.3 practice placement educators undertake appropriate practice placement educator training.

**Condition:**

**Full details are to be provided of the programme of training for practice educators**

**Reason:**

There is no information what the proposed clinical educator training will consist of, who will administer it, and when it will take place to ensure that it is undertaken before the first students begin their first clinical practice in Year 1, Term 2.

5.9 There must be collaboration between the education provider and practice placement providers.

**Condition:**

**Explicit structure and detail is needed of how collaboration between the university and practice educators will take place**

**Reason:**

Managers observed that they had not been consulted over the learning outcomes for any of the placements. There is need for a forum for discussion between practice educators and the University to be developed. This may be CSAG but in the absence of its terms of reference, membership or when it has or will meet it was not evident that this was the appropriate body for discussing the day to day organisation of clinical practice.

5.10 The education provider must ensure necessary information is supplied to practice placement providers.

**Condition:**

**Provide copies of all information which placement educators will be given**

**Reason:**

All placement educators need to have a clear understanding both of what the students had already covered and the way in which the programme functioned. In addition they need to know how to understand specific placements in relation to the whole of the course. The existing Placement Handbook has most detail on the block clinical placements though the concurrent placements will require supervision and some evaluation by placement educators. The proposed Placement Handbook will require significant development to cover all of these issues.

## **SET 6. Assessment standards**

6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practise.

**Condition:**



**Provide evidence of how SLT core disciplines including therapeutic processes will be assessed to show fitness for practice**

**Reason:**

Many assessments were devoted to one of the core disciplines, linguistics and these were not related to fitness to practice.

The core disciplines of biology, psychology and all of the specialist knowledge concerned with the use of knowledge on the list in the SLT SoPs 3a.2 were not specifically assessed. A deficit in the assessment of practical phonetic skills had been identified and addressed though how the assessment of this was to be integrated into the whole assessment package was not clear. There was no similar exercise in tracking other core skills or knowledge except those relating to linguistics.

6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practise safely and effectively.

**Condition:**

**Show how the assessments will demonstrate that SLT Standards of Proficiency have been met**

**Reason:**

There was little detail provided on the assessment of the SLT elements of the programme (e.g. no sample assignment guidelines were provided), the exact form of some assessments did not appear to be fully determined. Clinical assessment is to be solely carried out by supervising clinicians however there was little in the practice assessment forms that related specifically to SLT Standards of Proficiency and some of the language used in the assessment form did not seem totally appropriate for speech and language therapy.

6.3 All assessments must provide a rigorous and effective process by which compliance with external reference frameworks can be measured.

**Condition:**

**Map how the SLT Standards of Proficiency are demonstrated by students to include the range of knowledge and skills that would be expected of SLTs**

**Reason:**

By embedding the programme – at least partially – in a PBL framework questions which were raised about how SoPs would be demonstrated led to example scenarios being presented. More information is required on how the sequential presentation of the PBL triggers led to developments in the student's knowledge base; and how this was assessed in order to demonstrate that students would be prepared for forthcoming clinical practice and would meet all the SLT Specific SoPs by the end of the programme.

6.7.5 for the appointment of at least one external examiner from the relevant part of the Register.

**Condition:**

**Appoint an external examiner from the relevant part of the Register**

**Reason:**

No evidence was presented that an appropriate external examiner had been appointed.

**Deadline for *Conditions* to be met:**

**To be submitted to Approvals Committee on:**

## **Recommendations**

3.13 The learning resources, including the stock of periodicals and subject books, and IT facilities, including internet access, must be appropriate to the curriculum and must be readily available to students and staff.

**Recommendation:**

**To subscribe to the Patient Assessment Training System (PATSy) in time for it to be available for the first cohort of students**

**Reason:**

PATSy is a specialised teaching tool devised with the needs of SLT students in mind. It has applications within both 'traditional' and PBL programmes. The Panel anticipated that this would be one of the resources for the IT suite but did not see this mentioned in any of the literature.

## **Commendations**

**Commendations**

**The IT suite with its specialist software including acoustic analysis equipment is to be commended**

**Reason**

SLT students need to understand the acoustic bases for speech. This will be new information to very many students and the Panel is aware of how important it is for students to be able to have hands on experience of using hardware and software in order to understand the acoustic information and its relevance for the analysis of r dispered speech.

The nature and quality of instruction and facilities meets the Standards of Education and Training.

We recommend to the Education and Training Committee of the HPC that they approve this programme (subject to any conditions being met).

**Visitors' signatures:**

**Martin Duckworth**

**Jenny Ford**

**Date: 4 July 2005**



## Health Professions Council

### Visitors' report

<b>Name of education provider</b>	University of Essex
<b>Name and titles of programme(s)</b>	MSc Speech and Language Therapy
<b>Mode of Delivery (FT/PT)</b>	Full Time
<b>Date of Visit</b>	21 <sup>st</sup> April 2006
<b>Proposed date of approval to commence</b>	September 2006
<b>Name of HPC visitors attending (including member type and professional area)</b>	Jenny Ford Martin Duckworth
<b>HPC Executive officer(s) (in attendance)</b>	Nicole Borg
<b>Joint panel members in attendance (name and delegation):</b>	Andrew Downton Gill Green Jo Jackson Wayne Wilson Annette Lufti (in attendance)

**Scope of visit (please tick)**

<b>New programme</b>	<input checked="" type="checkbox"/>
<b>Major change to existing programme</b>	<input type="checkbox"/>
<b>Visit initiated through Annual Monitoring</b>	<input type="checkbox"/>

**Confirmation of meetings held**

	Yes	No	N/A
Senior personnel of provider with responsibility for resources for the programme	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students (current or past as appropriate)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Confirmation of facilities inspected**

	Yes	No	N/A
Library learning centre	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IT facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Specialist teaching accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee that have been explored e.g. specific aspects arising from annual monitoring reports.**

Requirement (please insert detail)	Yes	No	N/A
1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Proposed student cohort intake number please state</b>	<b>20</b>
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ALL CONDITIONS SAME

The following summarises the key outcomes of the Approvals event and provides reasons for the decision.

## **CONDITIONS**

### **SET 4. Curriculum Standards**

**4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.**

**Condition:** The programme team must ensure that all aspects of linguistics are fully covered in the following modules:

- Structure and development of language
- S&LT Paediatrics 1

**Reason:**

The revised wording of the Structure and Development of Language Module now makes mention of pragmatics in one section, however the assessment includes only grammatical and phonological analysis. The revised Paediatrics 1 module is less specific about how the different branches of linguistics are included. The additional information on the assignment for Paediatrics 1 provided at the visit again explicitly refers only to phonological, phonetic or grammatical analysis.

The Visitors believes that it is vital that students demonstrate their knowledge of and ability to apply all aspects of linguistic theory to underpin the clinical application.

### **SET 5. Practice placements standards**

**5.7 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:**

**5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure; and**

**Condition:** Programme team must included clear guidance on how to use the practice assessment form. Space should also be included for written feedback for students.

**Reason:**

The assessment form is not self-explanatory and written guidance on its completion is necessary to supplement clinical educator workshops.

Space for written feedback to students is necessary to support the verbal feedback that will be given and to provide a written record for any students who do not achieve a satisfactory level.

**SET 6. Assessment standards**

**6.7 Assessment regulations clearly specify requirements:**

**6.7.5 for the appointment of at least one external examiner from the relevant part of the Register.**

**Condition:** Programme leader to confirm appointment of the external examiner.

**Reason:** Process for appointing the external examiner is currently underway, however has not yet been confirmed.

**Deadline for Conditions to be met: ???**

**To be submitted to Approvals Panel/Committee on: ???**

ALL CONDITIONS MET

## RECOMMENDATIONS

### ***SET 3. Programme management and resource standards***

**3.4 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.**

**Recommendation:** The Head of Department should provide ongoing support for the programme leader and to ensure that his work load is achievable.

**Reason:**

At present the programme leader is responsible for a number of varied and onerous functions. The panel is concerned that the programme leader may be under great pressure particularly during the first year of the programme.

### ***SET 4. Curriculum Standards***

**4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.**

**Recommendation:** The programme team ensure that resources are available for any student undertaking voice placements prior to the theoretical teaching.

**Reason:**

All students will undertake their final placement before receiving any teaching about voice disorders. Local service managers are clearly aware of this and are confident that students can be appropriately supported on placements with this client group. However the panel noted that not all placements are in the local area. It is therefore important that there is some provision for students who do voice placements with clinicians who are less familiar with the programme structure.

The nature and quality of instruction and facilities meets the Standards of Education and Training.

We recommend to the Education and Training Committee of the HPC that they approve this programme (subject to any conditions being met).

**Visitors' signatures:**

**Jenny Ford  
Martin Duckworth**

**22 May 2006**