Health Professions Council

Visitors' Report

Name of education provider	Canterbury Christ Church University University of Greenwich
Name and titles of programme(s)	Postgraduate Diploma in Speech & Language Therapy
Mode of Delivery (FT/PT)	FT
Date of Visit	3/4 October 2006
Proposed date of approval to commence	March 2007
Name of HPC visitors attending (including member type and professional area)	Martin Duckworth (SLT) Caroline Sykes (SLT)
HPC Executive officer(s) (in attendance)	Osama Ammar Abigail Creighton (Observer)
Joint panel members in attendance (name and delegation):	Mrs Jenny Hawkins – Chair, Canterbury Christ Church University Ms Gemma Houghton, Secretary, Canterbury Christ Church University Professor Jois Stansfield – External Advisor, Professor of Speech Pathology, Manchester Metropolitan University Mrs Shelagh Titchener –Director of Curriculum and Quality, Faculty of Health and Social Care, Canterbury Christ Church University Dr Christopher Stevens – Manager of Academic Partnerships, Quality and Standards Office, Canterbury Christ Church University Professor Melanie Jasper – Head of Department, Health and Social Welfare Studies, Canterbury Christ Church University Ms Lynne Jump - Senior Lecturer, School of Health and Social Care, Greenwich University Mr Steve Naylor - Quality Officer, Learning and Quality Unit, Division of Learning Enhancement, Greenwich University

	Mrs Rosalind Rogers – Representative from Royal College of Speech and Language Therapists, Head of School of Communication, University of Ulster	
	Mrs Sharon Woolf – Head of Professional Development, Royal College of Speech and Language Therapists	

Scope of visit *(please tick)*

New programme	☒
Major change to existing programme	☐
Visit initiated through Annual Monitoring	☐

Confirmation of meetings held

	Yes	No	N/A
Senior personnel of provider with responsibility for resources for the programme	☒	☐	☐
Programme team	☒	☐	☐
Placements providers and educators	☒	☐	☐
Students (current or past as appropriate)	☒	☐	☐

Confirmation of facilities inspected

	Yes	No	N/A
Library learning centre	☒	☐	☐
IT facilities	☒	☐	☐
Specialist teaching accommodation	☒	☐	☐

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	☐	☐	☒
2	☐	☐	☒
3	☐	☐	☒

Proposed student cohort intake number please state	25

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: Canterbury Christ Church University and University of Greenwich should submit the information (both documentary and web-based), which is given to prospective students about the programme. This information should accurately explain the role and relationship with HPC in terms of approving the programme and providing eligibility to register as a Speech and Language Therapist and the role of the RCSLT.

Reason: According to the documentation and web site information, there is still some confusion over the role of the HPC and the specific protected title that graduates would be eligible to use. The Visitors acknowledged that former terminology had been used, but felt that in order to meet this Standard; they needed to be satisfied that future applicants would be fully prepared for the joining the profession.

2.2.1 apply selection and entry criteria, including evidence of a good command of written and spoken English;

Condition: The information given to prospective students must include entry standards for English language requirements.

Reason: The current admissions criteria do not refer to English language requirements (e.g. IELTS)

2.2.4 apply selection and entry criteria, including appropriate academic and/or professional entry standards;

Condition: The information given to prospective students must specify the specific academic standards.

Reason: The current admissions criteria include the word 'normally', which suggests that students may be admitted who have an equivalent to a BSc (Hons) degree. Through discussions, it became apparent that Canterbury Christ Church University and University of Greenwich has already considered this issue and they had agreed to only accept applicants with BSc (Hons) degrees. It was felt that the admissions criteria needed to be made updated to reflect this.

**The admission procedures must apply selection and entry criteria, including
2.2.5 accreditation of Prior Learning and other inclusion mechanisms**

Condition: The documentation and memorandum of agreement must be revised to reflect the agreed policy on APL.

Reason: There is currently a variation in the stated policy on APL. The handbook suggests that APL follows Canterbury Christ Church University regulations, whilst the draft memorandum of agreement suggests that APL follows the base institution. Through discussions, it became apparent that whilst infrequent, the programme would be validated with the capacity to allow APL credits and as an academic matter, it would follow Canterbury Christ Church University regulations. It was felt that it needed to be made explicit to students which mechanism for APL would be followed.

2.3 ensure that the education provider has an equal opportunities and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored.

Condition: The equal opportunities and anti-discriminatory policy of both institutions should be submitted, along with an indication of how they are implemented and monitored.

Reason: The Visitors were aware that these policies were in place and discussions were held over the parity between the two versions. Further clarification is needed on their implementation and monitoring.

SET 3. *Programme management and resource standards*

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

Condition: A final version of the memorandum of agreement must be agreed.

Reason: The memorandum of agreement was in draft form and through discussions it was agreed that updates were required to the areas including record keeping, external examiner and APL regulations.

3.2 The programme must be managed effectively.

Condition: Confirmation that both Canterbury Christ Church University and University of Greenwich have validated the awards.

Reason: Canterbury Christ Church University have deferred the final validation decision of the award until December 2006. Following validation by Canterbury Christ Church University, the University of Greenwich will confirm the validation of the award at their institution. The Visitors felt that in order to meet this Standard; they needed to be satisfied that both universities had agreed to validate the award.

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

Condition: There must be evidence of a commitment to increase staff numbers in the event student numbers double when the programme moves into its second year.

Reason: The core programme team currently includes 2.2 FTE Speech and Language Therapists. Whilst the Visitors accepted that this was an adequate number to support the first cohort of students, there was concern with long-term plans. In discussion, the senior and programme teams explained that they had were already intending to review the staffing at the end of the first year and the Visitors required more information about the remit of the review at the end of the first year of the programme.

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

Condition: There must be evidence to show that phonetics and linguistics for clinical applications, and communication problems resulting from acquired neurological problems can be taught by staff with relevant specialist expertise and knowledge.

Reason: It is not clear from the current documentation who will be responsible for teaching the key areas of clinical phonetics and linguistics, or the management of acquired neurological communication problems. From the available CVs, the Visitors were not assured that there were staff with the relevant specialist expertise and knowledge.

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

3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.

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: There must be evidence of a commitment to provide all learning resources to support the programme from both universities. This must include budget and acquisition plans for library resources, specialist equipment (inclusive of resources for teaching phonetic transcription skills), technical support and estates refurbishment.

Reason: The Visitors acknowledged that prior to validation the purchasing of resources was unlikely, due to the financial risk. However, on the tour of facilities the Visitors were made aware of the planned purchases, rebuilding and support provision. Intended plans for the use of one virtual learning environment were also discussed. The Visitors felt that in order to meet these Standards; they needed to be satisfied that

both universities were both committed to the plans and progressing with implementation.

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

Condition: There must be evidence that an appropriate protocol must be provided.

Reason: Through discussions, it was confirmed that a consent form existed and that students would be asked to complete it before participating as patients or clients in practical and clinical teaching. The Visitors wish to see a copy of the form.

3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

Condition: There must be evidence of how the attendance policy is monitored and how the transition period is incorporated into the policy and monitoring mechanisms.

Reason: The Visitors were confident that the stated attendance policy would allow students to meet all the standards of proficiency, but they required more clarification on how the policy was monitored. Through discussions, it was confirmed that the transition period was included in the required hours of attendance for the programme. The Visitors felt that this needed to be clarified in the documentation, so students were clear of the role of the transition period and the repercussions of non-attendance during it.

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.

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

Condition: Canterbury Christ Church University and University of Greenwich must revisit the documentation so that it is clear where the Standards of Proficiency will be met in learning outcomes for the programme.

Reason: Through discussion, it became apparent the module descriptors would require amendment. The Visitors felt the programme required greater specificity in the management and treatment of adults with acquired neurological disorders in particular. Moreover, the Visitors noted that some modules have a very wide range of learning outcomes which needs to be reviewed. This relates particularly to phonetics and clinical phonetics which the Visitors felt was a core subject area needing a specific teaching time commitment. It was also noted that there were limitations in the specified reading which therefore needs to be reviewed and updated.

SET 5. *Placements standards*

5.3 The practice placement settings must provide:
5.3.1 a safe environment; and for
5.3.2 safe and effective practice.

Condition: There should be evidence available to demonstrate that the Educational Audit of Practice Placements will be carried out on all placements prior to students commencing their first placement and will be used as part of the ongoing placement monitoring.

Reason: The Educational Audit tabled during the visit is comprehensive but the Visitors were not informed that it had actually been undertaken for any of the proposed speech and language therapy placements.

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

Condition: Canterbury Christ Church University and University of Greenwich must revisit the documentation to clarify the number, duration and range of placements.

Reason: Through discussion it became apparent that the second placement which utilised conversation partner work would no longer form a discreet placement in its own right. Accordingly, the arrangements for placements and the application of learning outcomes to placements will require clarification in the documentation.

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

Condition: Canterbury Christ Church University and University of Greenwich must revisit the documentation to specify how the Educational Audit will be used in the process of placement approval and monitoring.

Reason: Though the Education Audit was tabled, insufficient time was available to determine how the tool was used as a method of approving and monitoring placements. Inclusion of this information in the documentation will allow the Visitors to determine the effectiveness of the placement approval and monitoring arrangements.

5.7 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:
5.7.1 the learning outcomes to be achieved;
5.7.2 timings and the duration of any placement experience and associated records to be maintained;

Condition: Canterbury Christ Church University and University of Greenwich must revise the information to be provided to students and placement educators to include changes to the number, duration, range and learning outcomes ascribed to placements.

Reason: Through discussion it became apparent that the second placement which utilised conversation partner work would no longer form a discreet placement in its own right. Accordingly, the arrangements for placements and the application of learning outcomes to placements will require clarification in the documentation.

SET 6. *Assessment standards*

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

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

Condition: Canterbury Christ Church University and University of Greenwich must revise the assessment design in both academic modules and practice placements.

Reason: In order to ensure that graduates of the programme are fit to practise as Speech and Language Therapists the Visitors felt the assessment design for the modules needed to adequately assess the number of learning outcomes prescribed to each module. Furthermore, the Assessment of Practice Tool requires further work to ensure competencies are recorded as attained only when appropriate, and to adequately incorporate changes in the learning outcomes from the proposed re-design of the modules.

6.5 There must be effective mechanisms in place to assure appropriate standards in the assessment.

Condition: Canterbury Christ Church University and University of Greenwich must revise the Assessment of Practice Tool.

Reason: Through discussion it became apparent the Assessment of Practice Tool would require revision to successfully ensure competencies are recorded as attained only when appropriate. It was felt by the Visitors that the protocol for confirming the achievement of learning outcomes were not adequately described to include where responsibility lay for determining a competency being met and moderation arrangements.
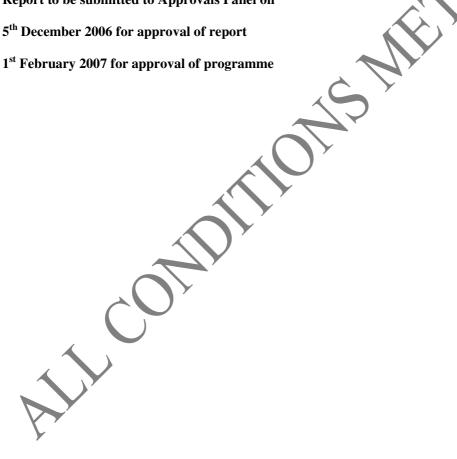
6.7.2 Assessment regulations clearly specify requirements for awards which do not provide eligibility for inclusion onto the Register not to contain any reference to an HPC protected title in their title;

Condition: The University of Greenwich must confirm that they will award a Postgraduate Certificate, which does not provide eligibility for inclusion onto the Register and does not to contain any reference to an HPC protected title in its title.

Reason: Through Panel discussions, it became apparent that the University of Greenwich had not included a Postgraduate Certificate in the proposal. Representatives explained that it should be possible to include a similarly titled award and that it would need to be considered by the relevant Committee in their institution.

Deadline for Conditions to be met: 11th December 2006

Report to be submitted to Approvals Panel on

5th December 2006 for approval of report

1st February 2007 for approval of programme

RECOMMENDATIONS

SET 3. Programme management and resource standards

3.3 There must be a named programme leader who has overall responsibility for the programme and should be either on the relevant part of the HPC Register or otherwise appropriately qualified and experienced.

Recommendation: Canterbury Christ Church University and University of Greenwich should consider accelerating their plans for the appointment of a qualified Speech and Language Therapist as programme leader.

Reason: In order to develop the programme and its profession specific knowledge and skills, the Visitors felt the appointment of a Speech and Language Therapist with the relevant academic qualifications and experience would be appropriate.

SET 5. *Practice placements standards*

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

Recommendation: Canterbury Christ Church University and University of Greenwich should further develop the foundation of effective collaboration that exists with current placement providers.

Reason: Through discussion it was apparent the placement providers and education providers have worked closely to provide the impetus for a postgraduate Speech and Language Therapy programme in the area that will prioritise placements for Canterbury Christ Church University and University of Greenwich students. The Visitors felt that this collaboration should be encouraged as too should its development to increase the effectiveness of placement provider and education provider co-operation.

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*
> *Caroline Sykes*

Date: 20/10/06

Feedback Report following visit to the PG Dip in Speech and Language Therapy at Canterbury Christchurch University and the University of Greenwich, Wednesday 20 December 2006.

Following the visit to the PG Dip in Speech and Language Therapy at Canterbury Christchurch University and the University of Greenwich, Wednesday 20 December 2006, the visitors were happy to report that the conditions had been met.

The visitors wanted to make the following commendations to the Programme Team:

- To commend the team on the work with speech and language therapists and managers in establishing the Programme and in particular its clinical components.
- Congratulations on creating a proactive and enthusiastic team and the coherence of the nature of the programme.
- To commend the team on meeting the conditions made in October. The visitors said they will recommend to Committee that the PG Dip in Speech and Language Therapy at Canterbury Christchurch University and the University of Greenwich is approved. The next Committee is set for 1st February 2007 so providing approval is agreed by Committee a letter should be sent shortly afterwards.

The visitors wanted to ensure that the programme team ensure that the documentation given to students states that students on graduation have to apply for registration with the HPC, so that the students know that registration is not automatic.

The visitors were pleased to hear that the Equal Opportunities policies were implemented and monitored and the visitors looked forward to seeing evidence of the monitoring methods through the annual monitoring process.

After discussion with the Programme team the visitors were happy that the programme team were to pursue the inclusion of a phonetic hand book as part of the overall programme of assessment.

Caroline Sykes   Martin Duckworth
20 December 2007   20 December 2007