

## Visitors' report

<b>Name of education provider</b>	Manchester Metropolitan University
<b>Programme name</b>	MSc (Pre-Registration) Speech and Language Therapy
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Speech and language therapist
<b>Date of visit</b>	27 – 28 January 2015

## Contents

Executive summary .....	2
Introduction.....	3
Visit details .....	3
Sources of evidence .....	4
Recommended outcome .....	5
Conditions.....	6
Recommendations.....	10

## Executive summary

The Health and Care Professions Council (HCPC) approve educational programmes in the UK which health and care professionals must complete before they can apply to be registered with us. We are a statutory regulator and our main aim is to protect the public. We currently regulate 16 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'speech and language therapist' must be registered with us. The HCPC keep a register of health and care professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. This recommended outcome was accepted by the Education and Training Committee (Committee) on 14 May 2015. At the Committee meeting, the programme was approved. This means that the education provider has met the condition(s) outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

## Introduction

The HCPC visited the programme at the education provider as it was a new programme which was seeking HCPC approval for the first time. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider validated the programme. The education provider and the HCPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of the programme and dialogue throughout the visit; this report covers the HCPC's recommendations on the programme only. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC's standards. A separate report, produced by the education provider, outlines their decisions on the programme's status.

## Visit details

Name and role of HCPC visitors	Catherine Mackenzie (Speech and language therapist) Simon Mudie (Lay visitor) Lorna Povey (Speech and language therapist)
HCPC executive officer (in attendance)	Abdur Razzaq
Proposed student numbers	14 per cohort, one cohort per year
Proposed start date of programme approval	September 2015
Chair	David Lambrick (Manchester Metropolitan University)
Secretary	Emma Wingate (Manchester Metropolitan University)
Members of the joint panel	Nigel Cox (Internal Panel Member) Sarah Ives (Internal Panel Member) Sandra Whiteside (External Panel Member) Aileen Wright (External Panel Member)

## Sources of evidence

Prior to the visit the HCPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The HCPC did not review External examiners' reports from the last two years prior to the visit as the programme is new and external examiners' reports have not been produced.

During the visit the HCPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators / mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HCPC met with students from the BSc (Hons) Psychology and Speech Pathology, as the programme seeking approval currently does not have any students enrolled on it.

## Recommended outcome

To recommend a programme for approval, the visitors must be satisfied that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for the relevant part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 50 of the SETs have been met and that conditions should be set on the remaining eight SETs.

Conditions are requirements that the education provider must meet before the programme can be approved. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors have also made a recommendation for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme can be approved. Recommendations are made to encourage further enhancements to the programme, normally when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

## Conditions

### **3.2 The programme must be effectively managed.**

**Condition:** The education provider must provide further evidence of what commitment is being made to ensure the programme is effectively managed.

**Reason:** The visitors reviewed the documentation submitted prior to the visit and noted that the programme has appropriate resources in place for the proposed intake of 14 students once a year. During the meetings and discussions with the senior and programme team, the visitors learnt that this programme will replace the BSc (Hons) Psychology and Speech Pathology in academic year 2016 – 17. However, during the transitional period of academic year 2015 – 16, the student numbers will increase to approximately 28 students for these two programmes alone. Because this programme and the BSc (Hons) Psychology and Speech Pathology programme will run in parallel in academic year 2015 – 16. The visitors could not determine how the current resources including academic staff, practice educators and practice placements detailed in the documentation are appropriate for the above changes to student numbers during this transitional period. Therefore, the visitors require further evidence to show the commitment made and how the education provider is planning to put appropriate resources in place to ensure the programme is effectively managed during the transitional period.

### **3.8 The resources to support student learning in all settings must be effectively used.**

**Condition:** The education provider must submit programme documentation that has been revised to meet the conditions set as a result of this validation event.

**Reason:** Through discussions at the visit, and from the final conclusions of the internal validation panel it was clear that revisions will be made to programme documentation to meet conditions set by internal validation panel. The visitors consider programme documentation that students routinely refer to as important resources to support student learning. In particular, the conditions set referred to amendments to module descriptors (unit specifications), the programme specification document and the student handbook. To ensure the programme meets this standard the visitors need to review the revised documents to ensure that the resources to support student learning are effectively used. Therefore the visitors require the education provider to submit the revised programme documentation the students routinely refer to.

### **3.8 The resources to support student learning in all settings must be effectively used.**

**Condition:** The education provider must revise the programme documentation to ensure it provides accurate and consistent information to students, particularly in relation to practice placements.

**Reason:** The visitors noted in the documentation provided prior to the visit that the final placement in year one will be eight weeks long and will be in adult settings. On page 18 of programme specification it states “Adult placement, 8 weeks x 4 days/week 32 days/224 hours”. However, the visitors learnt in the student handbook that the same placement will be nine weeks long as stated on page five of the student handbook

“MSC Year 1, 9 week block year 1, 4 days per week (20/05/16-28/7/16)”. The visitors were unsure about the length of the final placement in year one of the programme. The visitors also noted in the programme documentation the total number of placement hours that students are required, on page 17 of the programme specification “In line with RCSLT guidance, students are required to attend a mandatory 525 placement hours”. However, during the programme team meeting, the team confirmed that the total placements hours are 536 to allow flexibility for students to make up any missed hours. Therefore, the visitors require the programme documentation to be revised to ensure it provides accurate and consistent information to students, particularly in relation to practice placements.

### **3.15 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:** The education provider must further outline the attendance policy’s triggers, associated follow-up procedures, and how this is communicated to students.

**Reason:** From a review of the programme documentation, the visitors noted that students are expected to attend every session that is part of their programme, and that procedures are in place to monitor attendance. However, it was not clear from the documentation, the amount of missed teaching that would trigger a follow up action. Especially, the visitors were not sure of the minimum attendance required to assess students, both in academic and placements settings. As such, the visitors could not see how students were made aware of the follow up process, and any consequences of missing practice or taught elements. The visitors therefore require further evidence of the process in place if student attendance falls below the requirement of 100 per cent, and how students are informed of this process.

### **3.17 Service users and carers must be involved in the programme.**

**Condition:** The education providers must submit further evidence to show the involvement of service users and carers within the programme.

**Reason:** From the documentation, the visitors noted that there is some involvement of service users and carers in the programme. During discussions with the programme team, it was indicated that there are planned future developments with service user and carer involvement in different aspects of the programme, such as service users and carers’ involvement in admissions and delivery of the programme curriculum. However, the programme team provided limited detail about how this would be done, or how this involvement will directly impact this programme. The visitors feel that although the education provider has mentioned further plans for service users and carers’ involvement, there was no evidence of their involvement. The visitors therefore required further evidence to show the involvement of service users and carers within the programme.

### **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 education provider must provide further evidence to demonstrate how the programme will ensure that upon successful completion of the programme all students will meet the following standards of proficiency (SOPs):

- **13.1** understand the structure and function of the human body, together with knowledge of health, disease, impairment and dysfunction relevant to their profession
- **13.9** understand biomedical and medical sciences as relevant to the development and maintenance of communication and swallowing
- **13.10** understand psychology as relevant to lifespan development and change, normal and impaired communication, and psychological and social wellbeing
- **13.11** understand sociology in relation to the practice of speech and language therapy, including its application to educational, health and workplace settings and within multi-cultural societies

**Reason:** From the documentation provided prior to the visit, the visitors were unable to determine the above SOPs would be addressed in the programme curriculum. Within the SOPs mapping document, the programme team indicated that the above SOPs would be delivered within modules, Clinical Theory 1 and Clinical Theory 1 Professional Competence. In discussions, the programme team highlighted that the above modules would cover these SOPs during the course of the programme. However, the visitors could not determine where in particular, these modules' learning outcomes ensured these SOPs are delivered. Also, the programme team discussed these SOPs will be made explicit in the curriculum to better reflect them. Therefore, the visitors need further details of how the programme will ensure that upon successful completion of the programme all students will meet the above SOPs.

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

**Condition:** The education provider must submit evidence to demonstrate how they maintain a thorough and effective system of approving and monitoring all placements.

**Reason:** In the documentation provided prior to the visit, the visitors noted that the education provider has systems in place for the regular and annual review of placement. During the meeting with the programme team, the visitors noted that the education provider has service level agreements with placement providers that ensure placements are appropriate. However, the visitors did not see those agreements. In addition, the visitors learnt through discussions that the education provider is introducing a new system to approve and monitor placements. Due to the placement audit systems being in development the visitors are unable to determine how this standard is met. The visitors require further evidence of how the new system will be used for this programme to ensure the education provider maintains overall responsibility for the approval and monitoring of placements.

#### **6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.**

**Condition:** The education provider must provide further evidence to demonstrate how the assessment strategy will ensure that upon successful completion of the programme all students will meet the following standards of proficiency (SOPs):



- **13.1** understand the structure and function of the human body, together with knowledge of health, disease, impairment and dysfunction relevant to their profession
- **13.9** understand biomedical and medical sciences as relevant to the development and maintenance of communication and swallowing
- **13.10** understand psychology as relevant to lifespan development and change, normal and impaired communication, and psychological and social wellbeing
- **13.11** understand sociology in relation to the practice of speech and language therapy, including its application to educational, health and workplace settings and within multi-cultural societies

**Reason:** From the documentation provided prior to the visit, the visitors were unable to determine where in the assessment strategy, the above SOPs would be assessed. Within the SOPs mapping document, the programme team indicated the above SOPs would be delivered and assessed within modules Clinical Theory 1 and Clinical Theory 1 Professional Competence. In addition, during discussions with the programme team, the visitors learnt that the above modules would cover and assess students on these SOPs during the course of the programme. However, the visitors could not determine how the assessment strategy for these modules will ensure that these SOPs in particular are assessed. Also, the programme team discussed these SOPs will be made explicit in the assessments strategy to better reflect them. Therefore, the visitors need further details of how the assessment strategy will ensure that upon successful completion of the programme all students will meet the above SOPs.

#### **6.7 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.**

**Condition:** The education provider must ensure programme documentation clearly articulates the requirements for student progression and achievement within the programme.

**Reason:** From review of the programme documentation and meetings with students, the visitors noted information about students' progression and the re-sit policies. During discussions with the programme team, the visitors learnt that the education provider's progression policy stipulated students who fail clinical placements will be offered opportunity to register on other modules to accrue sufficient academic credits for the fall back awards. However, the visitors were unclear whether students' progression to the final placement is dependent on passing the second placement for the programme. The visitors could not see if such requirements for progression are made clear to students in the documentation. Therefore the visitors require the education provider to revisit their programme documentation to ensure this information is clearly articulated to students so that they are aware of the requirements for progression including arrangements for placements.

## Recommendations

### **5.8 Practice placement educators must undertake appropriate practice placement educator training.**

**Recommendation:** The visitors recommend that the programme team consider monitoring attendance of practice placement educators when delivering training.

**Reason:** From the documentation and discussions with the programme team and the practice placement providers, it was clear that the education provider runs regular training sessions for practice placement educators as well as ensuring a currency in their knowledge. Therefore the visitors are content that this standard is met. However, the visitors felt that the attendance of practice placement educators can be strengthened. Therefore, the visitors recommend the programme team to consider monitoring attendance when delivering training to practice placement educators. In this way the visitors felt that the programme team will enhance the process of placement educators' training and evaluate where any additional training may be delivered to those who could not attend.

Catherine Mackenzie  
Simon Mudie  
Lorna Povey