Health Professions Council

Visitors' report

Name of education provider	Queen Margaret University
Name and titles of programme(s)	BSc (Hons) Speech and Language Therapy Graduate Diploma Speech and Language Therapy
Mode of Delivery (FT/PT)	FT
Date of Visit	28th June 2007
Proposed date of approval to commence	
Name of HPC visitors attending (including member type and professional area)	Gillian Stevenson – Speech and Language Therapy Aileen Patterson – Speech and Language Therapy
HPC Executive officer(s) (in attendance)	Katherine Lock
Joint panel members in attendance (name and delegation):	Ann Marie Conway – Chair Shelia Adamson - Secretary

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 **Staffing provision**	☒	☐	☐
2 **Demand for Clinical Placements**	☒	☐	☐
3 **Reduction in contact hours**	☒	☐	☐

Proposed student cohort intake number please state	185

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

CONDITIONS

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

Condition: The programme team must provide evidence that the advertisement for the member of staff replacing the individual who retired in December is a speech and language therapist.

Reason: The programme team are severally understaffed due to the retirement of a member of staff and reduced staffing hours of two members of staff. It was felt that even though the programme team had the relevant expertise and knowledge there was a shortage of speech and language therapists to give profession specific information in order to support the roles of others on the team. The programme team explained that they are currently advertising for a new member of full time staff and hope to fill the role as soon as possible.

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

Condition: The programme team must provide evidence that an appropriately qualified speech and language therapist has been recruited and appointed to teach paediatric dysphagia

Reason: The documentation was awaiting the new module lead for this subject due to a recent retirement. No one had been put into this role which was felt important in the light of the comments made during annual monitoring which resulted in this visit. This does not have to be the newly appointed speech and language therapist but someone appropriately qualified and experienced.

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

Condition: The programme team are to submit a programme which outlines staff development for the speech and language therapists including details on how they will develop their clinical practice

Reason: Due to staff shortages the programme team expressed that there is no time for clinical practice or a chance to further their professional development. It was not clear whether a programme to address this was in place and whether it was been implemented.

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.

Condition: The programme team are to provide confirmation that there will be a space large enough for clinical group work secured for this programme at the new campus.

Reason: Due to the relocation of the campus there was doubt from the programme team whether there would be use of a large space available for clinical work. The programme team said that there was space in the new building but clarity was needed to guarantee access to these particular rooms for particular modules.

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 programme team must provide an appropriate protocol for obtaining student consent where students participate as patients or clients in practical or clinical teaching

Reason: There was no current consent been given from students for this type of learning. This will give an indication of what is expected of the student in clinical or practical teaching.

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: The programme team must provide evidence that there is a consistent approach to monitoring student attendance and that associated monitoring mechanisms are in place.

Reason: The programme team did not have any mechanisms in place. It was felt that each member of staff had their own ways of monitoring students. The documentation also claimed that students "may be" monitored.

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: The programme team are to clarify the access students have to core texts and books by outlining the quantity and loan types of books and use of WebCT.

Reason: When meeting with the students it was evident that they did not have enough access to core texts. It was unclear whether this was due to the type of loans allocated to each book or whether there were just not enough books.   They also did not use WebCT to its maximum capacity, the documentation did state however that this will be increased when the campus re locates.

SET 5. *Practice placements standards*

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

Condition: The programme team must submit a procedure that is in place to approve and monitor overseas placements.

Reason: Queen Margaret University validates an overseas education provider and sends out staff and students to the placements there. There was no auditing or mechanisms in place to monitor these placements, however this is carried out in UK placements.

5.8 Unless other arrangements are agreed, practice placement educators
5.8.1 must have relevant qualifications and experience
5.8.2 are appropriately registered; and

Condition: The programme team must confirm that overseas practice placement educators are either HPC registered or otherwise appropriately qualified and trained to supervise students.

Reason: The programme team currently have a system in place to monitor practice placement educators at their UK placements, however, the programme team stated they do have have mechanisms in place to monitor overseas placements.

5.13 The placement providers must have 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 programme team must confirm the procedure in place to inform students of equal opportunities and anti discriminatory procedures at placements and a mechanism to monitor this.

Reason: The students on placement will need to know how to access these policies and what they should do if they feel they are discriminated against. It is the education provider's responsibility to monitor and support placements. The programme team stated they monitor placements but not specifically these polices. When meeting the placements providers it became clear that there was not a formal procedure in place. Informal talks where given at the start of each placement. A procedure in place will ensure cross site consistency.

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.
Condition: The programme team should look at increasing the amount of speech and language therapists on the staff team before considering the increase of student numbers.

Reason: It became evident through meeting with the programme team that there were staff shortages. Any further additions to staff should come from the relevant part of the register in order to support the rest of the team with profession specific information.

SET 5. *Practice placements standards*

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

Recommendation: The programme team should consider their placement capacity when planning to increase graduate diploma students

Reason: The programme team said there was a possibility of taking on more Graduate Diploma students and less BSc (Hons) students. Although the cohort is constant the difference in design of these two programmes would lead to a high amount of students on placements at the same time. The visitors discussed placements provisions with the programme team and placements are sufficiently allocated at present but any changes to the programmes cohorts could prove problematic.

Commendations

- **The programme team are to be commended on the strong commitment to supporting students**
- **The relationship between placement providers and programme team is commendable**
- **It was felt that the research ethos was commendable**

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:

      Gilliam Stevenson

      Aileen Patterson

Date: