

**Health Professions Council
Education & Training Panel – 28 March 2007**

VISITORS' REPORT & PROGRAMME APPROVAL

Executive Summary and Recommendations

Introduction

The attached visitors' report for the following programme has been sent to the education provider and following a 28 day period no representations have been received. The education provider has no conditions of approval to meet.

Education provider	Programme name	Delivery mode
College of St Mark and St John	BSc (Hons) Speech and Language Therapy	Full-time Part-time

Decision

The Panel is asked to –

accept the visitors' report for the above named programmes and approve the programmes

or

accept the visitors' report for the above named programmes and vary the recommendations made by the Visitors

Background information

None

Resource implications

None

Financial implications

None

Appendices

Visitors report

Date of paper

16 March 2007

Health Professions Council

Visitors' report

Name of education provider	College of St Mark and St John (validated by Universities of Exeter and Plymouth)
Name and titles of programme(s)	BSc (Hons) Speech and Language Therapy
Mode of Delivery (FT/PT)	FT and PT
Date of Visit	30-31 st January 2006
Proposed date of approval to commence	September 2007
Name of HPC visitors attending (including member type and professional area)	Monica Bray (Visitor, Educationalist) Gillian Stevenson (Visitor, Clinician)
HPC Executive officer(s) (in attendance)	Osama Ammar
Joint panel members in attendance (name and delegation):	Dr Bernadette Casey (Chair, Dean of Creative Arts Communication and Management) David Jordan (Deputy Academic Registrar) Kyle Seager (Secretary)

Scope of visit (*please tick*)

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

Confirmation of meetings held

	Yes	No	N/A
Senior personnel of 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students (current or past as appropriate)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Confirmation of facilities inspected

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

Proposed student cohort intake number please state	45
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The following summarises the key outcomes of the Approvals event and provides reasons for the decision.

Deadline for Conditions to be met: N/A
Expected dates for submission to ETP/C:

For approval of the report: 28th March 2007
For approval of the programme: 28th March 2007

RECOMMENDATIONS

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 should revisit the mapping of the programme to the standards of proficiency to clearly articulate the multiple learning opportunities throughout both clinical and academic modules.

Reason: The programme team mapped the learning outcomes of the programme to the standards of proficiency to demonstrate students would be fit to practice upon graduation. However, the Visitors indicated there were many more learning and assessment opportunities for the standards of proficiency throughout the programme and felt the programme team would benefit from having these clearly specified in a mapping exercise.

4.4 The curriculum must remain relevant to current practice.

Recommendation: The programme team should involve clinical educators in the formal process of curriculum development.

Reason: Through discussion, it became clear the placement educators did not feel there was a formal mechanism to contribute to the curriculum in either the Professional Advisory Group or Professional Advisors in Clinical Education meetings, though it was conceded that there was consultation on the changes to the programme. The Visitors felt that either of these meetings provided a suitable venue for curriculum discussions with placement educators and the programme team should formalise this arrangement or, if it is already in place, communicate it clearly to the placement educators.

SET 5. *Practice placements standards*

5.8.3 Unless other arrangements are agreed, practice placement educators undertake appropriate practice placement educator training.

Recommendation: The programme team should involve placement educators in the planning and delivery of the placement educator training programme.

Reason: Through discussion, it became clear the placement educators greatly valued the training provided by the programme team. It was stated, however, that the dispersal of the training opportunities throughout the region could be better managed. Accordingly, the Visitors felt that the programme team should involve the placement educators in the planning and delivery of the training programme to ensure the training meets placement educator needs.

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2007-02-12	a	APV	APV	HPC - Visitors' Report - MarJon - BSc (Hons) Speech and Language Therapy	Draft DD: None	Public RD: None

SET 6. Assessment standards

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

Recommendation: The programme team should develop within the placement educator training programme a mechanism for establishing inter-rater reliability.

Reason: Through discussion, it became clear the placement educators were trained and capable of rigorous assessment of clinical competencies. It was felt by the Visitors though that the assessment standards could be improved by the inclusion of discussions in the placement educator training programme about moderation and parity of marking.

Commendations

The Visitors commend:

- the College of St Mark and St John and the speech and language therapy programme team for the responsibility taken for active monitoring of attendance and recognising its importance to professional standards.
- the programme team for the innovative developmental framework to the curriculum and assessment throughout the three year programme.
- the programme team for establishing an inter-professional link with initial teacher training, which will lead to close collaboration between individual speech and language therapy and teacher training students in the school setting resulting in useful and meaningful projects for the benefit of the school.
- the very robust and well documented placement educator training programme.
- the team for developing a comprehensive and measurable assessment process within clinical placement, which closely links to the standards of proficiency.

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:

Monica Bray

Gillian Stevenson

Date: 12/02/07