

## Health Professionals Council

### Visitors' report

<b>Name of education provider</b>	De Montfort University (Leicester)
<b>Name and titles of programme(s)</b>	BSc (Hons) Human Communication (Speech and Language Therapy)
<b>Mode of Delivery (FT/PT)</b>	P/T
<b>Date of Visit</b>	15 <sup>th</sup> /16 <sup>th</sup> March 2006
<b>Proposed date of approval to commence</b>	September 2006
<b>Name of HPC visitors attending (including member type and professional area)</b>	Derek ADRIAN-HARRIS Partner- Radiography Gillian STEVENSON visitor SALT Caroline SYKES visitor SALT
<b>HPC Executive officer(s) (in attendance)</b>	Abigail CREIGHTON
<b>Joint panel members in attendance (name and delegation):</b>	Kathie MOORE (Chair) Kathryn BUTLER (Secretary)

**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 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) <i>FT students on present course</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1.2 Confirmation of facilities inspected**

	<b>yes</b>	<b>no</b>	<b>n/a</b>
Library learning centre	<input type="checkbox"/>	<input checked="" 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"/>

**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	< 10 pa
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The following summarises the key outcomes of the Approvals event and provides reasons for the decision.

## **CONDITIONS**

### ***SET 1. Level of qualification for entry to the Register***

**1.1 The Council normally expects that the threshold entry routes to the Register will be the following:**

**Bachelor degree with honours for the following professions:**

- **chiropody or podiatry;**
- **dietetics;**
- **occupational therapy;**
- **orthoptics;**
- **physiotherapy;**
- **prosthetics and orthotics;**
- **radiography;**
- **speech and language therapy;**
- **biomedical science (with the Certificate of Competence awarded by the Institute of Biomedical Science (IBMS), or equivalent if appropriate);**

### ***SET 6. Assessment standards***

**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 must remove all references pertaining to qualifications below honours level conferring entitlement to registration and modify the title of the unclassified degree so that it does not contain any references to speech and language therapy.

**Reason:** Page 18, paragraph 11 of the (draft) student hand book states "... may exceptionally be awarded an unclassified degree... with professional qualification.". The panel believes this option breaches Set 1.1 and that students who had not completed the research project (unit SALT 3201) would be unable to satisfy in full the requirements of HPC's Standard of Proficiency 2c2 and 3a1.

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

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

**Condition:** The University must develop a wider programme for inter-professional education and shared learning. And report progress as part of its HPC annual monitoring return.

**Reason:** Inter-professional learning occurs for five days during the entire programme. The panel believes that in order to satisfy HPC's Standard of Proficiency 1b2 and 1b3 there needs to be a stronger emphasis on inter-professional learning and that it should occur within all years of the programme. The University has articulated intentions to develop and roll out a more ambitious programme but has not yet specified a time scale or greater detail.

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

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

**Condition:** The University must devise and implement a placement model which ensures that all students gain sufficient and appropriate experience of all patient and client groups.

**Reason:** During the meeting with students it became apparent that some final year students and recent graduates had not experienced clinical placements which enabled them to work with adults. The consequence of this is two fold, firstly that these potential registrants have no experience of a patient group which comprises approximately 30% of the profession's workload and secondly the career options of new graduates are curtailed by their lack of experience / confidence with such patients.

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

**Condition:** The University must devise and implement an effective system for the approval and monitoring of all placements. Progress is to be reported through the HPC's annual monitoring process.

**Reason:** During the meeting with placement providers it was established that although the individual hospitals seek feedback from students, there is no established university mechanism to either approve or monitor placements.

**Deadline for Conditions to be met: 9 June 2006**

## RECOMMENDATIONS

### *SET 2 Programme admissions*

**2.1 The admission procedures must 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**

**Recommendation:** The University should reconsider its plan to abolish the use of selection interviews.

**Reason:** The panel felt that interviews are needed to enable the university to assess the ability of applicants to demonstrate an appropriate command of spoken English which is a key skill for the discipline.

### *SET 4. Curriculum Standards*

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

**Recommendation:** The University should consider attaching academic credit to the inter-professional learning elements.

**Reason:** Failure to attach credit to inter-professional learning work implies that the university does not consider this an essential part of the programme. This does not accord with the HPC expectations (Standard of Proficiency 1b2 + 1b3) that all registrants must be able to “work... with other professionals ... and... contribute.. as part of a multi disciplinary team”.

### *SET 5. Practice placements standards*

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

**Recommendation:** The student handbook should be revised to reflect the course currently being offered, and correct errors contained within the text.

**Reason:** The text is somewhat out of date and does not accurately reflect the skills of the course team or the nature of the course. There were significant errors and omissions relating to both the HPC and the professional body allied with some outdated terminology ( in both the hand book and staff CVs).

## **Commendations**

The course team should be commended for the following matters :-

- A well considered and appropriate response to a local work force request.
- Collaborative working with NHS colleagues.
- The high level of scholarly and professional activity undertaken by the members of the team.
- The production of an exemplary placement hand book.

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:**

**Derek Adrian-Harris  
Caroline Sykes  
Gillian Stevenson**

**Date: 24 March 2006**