



NetQues

**Network for Tuning Standards and Quality of
Education Programmes in Speech and Language
Therapy/Logopaedics across Europe**



Project No. 177075-LLP-1-2010-1-FR-ERASMUSENWA

MINUTES OF THE FINAL MEETING OF NETQUES PARTNERS HELD ON 26TH - 27TH SEPTEMBER 2013 IN ARTEVELDE UNIVERSITY COLLEGE GHENT, BELGIUM

1 DAY ONE: FRIDAY 27TH SEPTEMBER 2013 OPEN MEETING: COMMUNICATION UNITES OUR DIVERSITY

Present: See appendix 1 listing partners' delegates present.

1.1 Welcome and opening of meeting

Aileen Patterson, NetQues project leader welcomed and thanked all for attending, noting that this was despite it being a particularly busy time in the academic calendar. Artevelde University College was thanked for hosting this event. Michele Kaufmann-Meyer, incoming President of CPLOL was introduced to the participants and also welcomed partners on behalf of the coordinating partner, CPLOL.

1.2 Apologies

Apologies from partners 16,18,20, 21, 24, 25, 26, 28, 29, 31, 36, 45, 52, 58,62,63 were noted. In particular, P38 from Italy was registered but had to withdraw at the last minute for health reasons and was wished a speedy recovery. Those unable to attend were due to important work commitments in their institutions but had sent greetings and best wishes for a successful meeting.

1.3 Outline of agenda for meeting

Aileen outlined the programme for the two days and informed that this first day was specifically designed for partners in order to allow review and discussion of the outcomes of the project. Aileen was able to announce that EACEA had agreed to a 6 month extension for the project (timing, but not additional funding). This will facilitate completion of translations of the key outcome of the report and benchmarks, dissemination, exploitation and reporting the project.

1.4 Review of Project

Jois Stansfield on behalf of the Project Management team presented an overview of the project 'The NetQues Journey. On the road to success, the project outcomes to date'. (available on the Closing congress page of the NetQues intranet: http://intranet.netques.eu/?page_id=1012). The presentation outlined key findings: i.e. where SLT has come from (history); SLT in Europe; NetQues outline: aims and process; the challenges of SLTs working across European boundaries; competences required of newly-qualified SLTs on completion of a European education programme; and other outcomes of the project (see appendix 2).

1.5 Headlines

1.5.1 workshop 1 Facilitated by Monika Rausch (WP4: Evaluation) and Baiba Trinite (PMSG) Outline of results. Goal: to reflect on successes and potential improvements for future projects

A group workshop took place involving all partners' representatives present.

Key topics for facilitating discussion were:

- Evaluation of project and value of EU wide academic/professional networking
- Defining and agreeing the most positive aspects of the project
- How well did we achieve our goals?
- What are the key results/ headlines?
- How might the project's network and outcomes help keep SLT education current and relevant in a changing environment?
- What would/should be changed if repeated or planning a follow on project?

Summary responses appear as appendix 2. Informal discussion of the topics was continued over buffet lunch allowing partners to network and share ideas.

1.5.2 Workshops 2,3,4

Following the buffet lunch, partners chose to join workshops on one of 3 topics planned for the afternoon with facilitators from the work teams.

Workshop 2 (2 groups) Dissemination. *Facilitated by WP5*

Workshop 3 (2 groups) Exploitation. *Facilitated by WP6*

Workshop 4 (2 groups) Future projects. *Facilitated by WP3*

Groups met initially in small group workshops and then the topic groups combined to co-ordinate feedback for the plenary session.

Plenary session: workshops feedback
(see also results of workshop 1, appendix 2)

1.5.3 Workshop 2 Dissemination

It was agreed that dissemination needs to be at all levels: a) international, b) EU and c) national; It was noted that it was important that a record of where project outcomes have been disseminated for audit purposes and for record keeping. All information on dissemination activity should be shared with the Dissemination group, led by P24 and Coordinator and collated in the Dropbox provided. The coordinator emphasised also that we must ensure all necessary logos and relevant acknowledgements to NetQues and its funders are included correctly.

a) International level

Publish in international SLT fora (journals, conferences, professional bodies).

Presentations at CPLOL congress 2015 perhaps also partners can present looking at outcomes of NetQues after 2 years.

b) EU level

Stress that many countries agreed these benchmarks and they are truly European outcomes for SLT education. Use benchmarks to compare outcomes and strive for best practice

c) National level

This needs to be effected through the project partners and in conjunction with relevant recognised professional associations in each country where applicable.

Will need to be used in context and will be useful in different ways in each country. The Executive Summary and Benchmarks (Chapter 7 of the report) will be translated into all necessary EU languages by the designated translation partners in order to be accessible to population of each country and may also be useful in relation to use with migrant populations. Should partners seek to have the remainder of the report translated into their own language then they should ensure copies of the full report are also lodged with the Coordinator and available on the NetQues website. Partners should strive to ensure there is quality control over translations.

Partners must ensure Executive Summary goes to opinion leaders and organisations with power to act upon it. Thus use for benefit of profession and therefore clients AND it is important that the partners work to ensure results are not misinterpreted nor key concepts altered.

Important to also share with other professions, professional and statutory bodies, unions and University departments.

Possibly support report summary with video clips of graduates talking about their work, of video clip demonstrating communication difficulties.

NB: ALL dissemination activities should also be shared through the Dissemination group lead P24 and the Coordinator and made available for the website as appropriate.

1.5.4 Workshop 3 Exploitation

Starting point: evaluation: are newly qualified SLTs meeting the NQ-competences?

It was suggested programmes might use self-evaluations and /or questionnaires to alumni in the following manner.

If yes, spread the word that SLT education meets EU standard or goes beyond threshold to best practice. Tell your government you are amongst the best in Europe. Be proud.

If no, and if for example it appears to be an isolated single HEI, local action to reach standards review curriculum and adjust programme should be encouraged using the Benchmarks. If national provision does not meet benchmarks, it is a structural issue needing political action. Involve professional associations and talk to politicians about improving SLT-education.

CPLOL and all partners to encourage national professional bodies to use results to drive standards and quality of initial education.

Publicise SLT scope of practice so that everyone knows that SLT is THE profession with the qualifications to work with people with communication and swallowing difficulties.

Use Conferences and all available fora not only for dissemination of the project but to encourage exploitation of the results.

NB: ALL partners should continue to send examples of good practice in EDUCATION and any EXPLOITATION activities to the lead partner, P48 through the representative *Evelijn.raven@hu.nl*

1.5.5 Workshop 4 Future projects

A wide range of suggestions were presented, listed below:

- Consider criteria and optimal characteristics required for students on entry to SLT programmes #.
- Developing students mobility (including using the ERASMUS programme and intensive programmes (IP). Identifying additional student needs could be conducted in order to facilitate mobility.
- Developing staff mobility, possibly using 'digital classroom' technology and sharing specialist expertise i.e. virtual and actual staff knowledge exchanges.
- Developing EU-wide uni- and multi-professional post qualifying programmes.
- Enhancing clinician-university staff relationships #.
- Exploring the density of student numbers, reasons for differences across EU and implications for clients #*.
- Exploring ways of ensuring protection of SLT title (and necessary qualifications) across the EU.
- EU workshop on assessment of competences taking forward the benchmarks#.
- EU accreditation of programmes, although noted that Nursing and Psychology have already attempted this, with limited success.
- Identifying minimum standards for clinical/ placement education #.
- Linking benchmarks to EFQ levels #.
- Self-evaluation of programmes against benchmarks (existing Tuning documentation and national level documents gathered and disseminated within the project by WP2 and WP3, such as Compass (2004) from Speech and Language Therapy Institutes, Netherlands and Standards of Education and Training and other quality assurance documents from HCPC – UK may serve to provide guides as to how such tools have been developed and are used within some countries.

[Post hoc comment by PMSG: suggestions which are marked with hash # may be those most likely to be able to build directly on NetQues and use the report and findings as starting point, while the asterisk * indicates a project which could perhaps utilise the Departmental Surveys and current SLT education statistics and their biennial gathering of this data by CPLOL as a starting point].

NB There is a rich data set of material gathered. The data gathered through the surveys will be kept for the immediate future until its expiry. Access to such data should be requested through the Coordinator with a clear indication of the purpose for which it might be used. It can only be accessed and used within the scope of data protection.

2 DAY TWO: FRIDAY 27TH SEPTEMBER 2013 OPEN MEETING: COMMUNICATION UNITES OUR DIVERSITY

This day was designed for partners, interested colleagues and other invited guests.

Present: see appendix 1.

2.1 Website

Before the formal agenda for the day, in response to requests from the previous day (26.09.13), the web site was demonstrated by Bent Kjaer, the webmaster, who has maintained the content and web presence throughout the project. Content was signposted and the public and intranet (private) pages were explained.

NB The NetQues report launched at the meeting was shown as being now uploaded to the public website. The webmaster invited questions from the floor:

- In response to questions/comments the webmaster informed that photographs from the two days of the congress will be available on the intranet, as these are private to NetQues partners, rather than public documents. (Available at Closing congress page of the NetQues intranet: http://intranet.netques.eu/?page_id=1012).
- Partners were again reminded that any NetQues dissemination should include the EU Life Long Learning logo, available from the Intranet, but also that dissemination should be reported to work package 5 for recording and audit purposes.
- A link to CPLOL website and to the intranet were requested from the NetQues website. It was agreed that CPLOL should be linked, but as the intranet is a private space for partners, this should not be made public.

Bent was thanked for his success in setting up and maintaining the website

2.2 Welcome to Guests: Michelle Kaufmann-Meyer, President of CPLOL

Partners and guests were welcomed by the recently appointed President of CPLOL. Thanks were extended to the Artevelde University College for the venue and hospitality for this congress. Michelle outlined her personal introduction to the project, how the project application was conceived and instigated by CPLOL, and eventually accepted in 2010.

She reported that it has been seen to be very important across the world and that she was proud to be the new President of CPLOL, as the coordinating Partner in the project

2.3 Outcomes:

Aileen Patterson, Coordinator of the NetQues Project on behalf of the Project Management team gave a presentation entitled 'The NetQues journey: On the road to success: the project outcomes to date....' This outlined the background, progress, and outcomes of the project (available on the Closing congress page of the NetQues intranet: http://intranet.netques.eu/?page_id=1012.)

This PowerPoint presentation covered SLT education across the different backgrounds, cultures, and languages of the partners; evolution of the profession, systems and processes; graduate competences required to be "fit for practice"; benchmarking standards and the anticipated resulting benefits for people with communication impairments.

2.4 Posters and networking session

All partners and guests were given opportunity to browse the various exhibits, and to ask questions of the team and partners presenting. A wide variety of posters, publications and presentations were displayed.

These included those which have resulted from and discussed the NetQues project ; and work which demonstrated good practice from partners across Europe. All partners are requested to forward these and any other good practice examples to the lead partner for Exploitation: P48 Evelijn.raven@hu.nl

Partners and guests took the opportunity to share ideas, request further information from each other and, building on the workshop sessions on 26.9.13, explore how the benchmarks, country profiles and examples of good practice may be disseminated and exploited across international borders.

Partners also began to discuss in more detail possible foci for future projects, as above.

2.5 Close of congress: Aileen Patterson, Project leader and Michelle Kaufmann-Meyer, President of CPLOL

Aileen outlined the key messages from the congress and NetQues project as follows:

- SLT education demands high quality education of professionals who are able to demonstrate a complex interaction of theory and practice
- SLT subject specific and generic competences as outlined in the Benchmarks are essential components/guidelines for guiding/informing the education process, curricula and assessment of SLT programmes and their graduates
- Core competences need to be demonstrable and assessments need to assure that the core competences are demonstrated by the point at which graduates are to be allowed to enter the profession
- Quality is determined by the demonstration of competences in the graduates of a programme (not by the curriculum or number of years of study though these may be relevant to achieving the necessary competences).
- Professional competence needs to be evident in clinical context and assessed in/applicable to real life situations.
- All partners and interested parties /key stakeholders need to take responsibility to disseminate, spread the news and partners were encouraged to contribute to exploitation of results

Artevelde University College and Martin Peleman were thanked for making the congress so successful and all partners and visitors were thanked for who have attended.

The congress was drawn to a close by Michelle Kauffman-Meyer, with further thanks to the University College for a stunning venue, and to all participants for their contributions. Especial thanks were extended to Aileen Patterson for her inspirational leadership over the life of the project. Aileen in reply wished to record her thanks to members of the PMSG for their continued support and to thank all partners' delegates who had contributed throughout making this huge task a worthwhile venture despite its complexity and demands upon time and energy to creating a wonderfully productive network with commitment to aspiring to the best possible standards in education of the profession.

Appendix 1 Present:

P no	Country	Institution	Person attending	Thurs. 26.9.13	Friday 27.9.13
P1	France	CPLOL	Aileen Patterson	X	X
P1	France	CPLOL	Wiebke Scarff Rethfeldt	X	X
P1	France	CPLOL	Bent Kjaer	X	X
P1	France	CPLOL	Hilde Chantrain	X	X
P2	Austria	FH Joanneum, Graz	Angelika Rother	X	X
P2	Austria	FH Joanneum, Graz	Sabine Eichler-Schoellnast	X	X
P3	Austria	Fach Hochschule Wiener Neustadt		0	0
P4	Belgium	Artevelde University College Ghent	Martin Peleman	X	X
P4	Belgium	Artevelde University College Ghent	Jeroen Martens (visitor)		X
P4	Belgium	Artevelde University College Ghent	Inge Piryns (visitor)		X
P4	Belgium	Artevelde University College Ghent	Carl Hylebos (visitor)		X
P5	Belgium	Institut Libre Marie Haps, Haute Ecole Leonard de Vinci	Anne Ghysselelinckx	X	X
P6	Belgium	University College Ghent	Paul Corthals	X	X
P6	Belgium	University College Ghent	Liesbeth van Coppenolle		X
P7	Belgium	Lessius University College/ Thomas More Belgium	Lein Martens	X	X
P7	Belgium	Lessius University College	Kris Lambers		X
P8	Belgium	Catholic University College Bruges-Ostend (KHBO)	Jo Verstraete	X	X
P8	Belgium	Catholic University College Bruges-Ostend (KHBO)	Hilde Roeyers		X
P8	Belgium	Catholic University College Bruges-Ostend (KHBO)	Isabel Vanslembrouk		X
P9	Belgium	University of Leuven	Inge de Prins	X	X
P10	Belgium	Université de Liège	Theo de Koenig	X	X
P11	Bulgaria	South West University (SWU)	Dobrinka Georgieva	X	X
P11	Bulgaria	South West University (SWU)	Miglena Simoska	X	X

P12	Bulgaria	Bulgarian National Association of Logopedists	Javor Dudev	x	x
P13	Cyprus	European University Cyprus	Kostas Konstantopoulos	X	X
P14	Czech Rep.	Palacký University, Olomouc	Katerina Vitaskova	X	X
P17	Germany	Deutscher Bundesverband für Logopädie (DBL)	Monika Rausch	X	X
P19	Denmark	Syddansk Universitet, Odense	Pia Thomsen	X	X
P22	Spain	Universidad de Castilla-La Mancha	Lidia Rodriguez Garcia	X	X
P23	Spain	Universidad de Valladolid	Alicia Penalba	X	X
P27	Finland	University of Oulu	Anneli Yleherva	X	X
P30	UK	Manchester Metropolitan University	Jois Stansfield	X	X
P32	UK	Royal College of Speech & Language Therapists	Alison Fuller	X	X
P33	Greece	Technological Educational Institute of Western Greece Patras	Ilias Papathanasiou	X	X
P33	Greece	Technological Educational Institute of Western Greece Patras	Voula Georgopoulos		X
P34	Hungary	ELTE University, Budapest	Peter Lajos	X	X
P35	Ireland	University of Limerick	Aileen Wright	X	X
P36	Ireland	Trinity College, Dublin			
P37	Italy	Fondazione Santa Lucia	Giandaniele Zannino	X	X
P38	Italy	Università degli Studi di Torino			
P39	Iceland	Félag talkennara og talmeinafræðinga (FTT)Icelandic Ass of Speech Therapists	Valdis Guojonsdottir	X	X
P40	Latvia	Liepaja University	Baiba Trinite	X	X
P42	Liechtenstein	BLL – Association of SLT in Liechtenstein	Michelle Kaufman Meyer,	x	x
P43	Lithuania	Siauliai University	Daiva Kairiene	X	X
P46	Netherlands	Fontys University	Marjon Peek	X	X
P46	Netherlands	Fontys University	Margreet Vossen		X
P47	Netherlands	Zuyd University	Thomas Gunther	X	X
P47	Netherlands	Zuyd University	Claudy Cobben	x	x
P47	Netherlands	Zuyd University	Philine Berns		X
P47	Netherlands	Zuyd University	Annemarie Meulenberg		X
P48	Netherlands	University of Applied Sciences Utrecht	Evelijn Raven	X	X

P48	Netherlands	University of Applied Sciences Utrecht	Judith Smit	X	X
P49	Netherlands	University of Applied Science Windesheim	Diana Wilmink	X	X
P50	Netherlands	Hanzehogeschool , Groningen	Bauke Leijenaar		X
P51	Netherlands	Hogeschool van Arnheim, Nijmegen	Antje Orgassa	X	X
P51	Netherlands	Hogeschool van Arnheim, Nijmegen	Lianne Remijn	X	X
P53	Poland	University of Silesia	Olga Pryzbyla	X	X
P55	Portugal	Escola Superior do Saude do Alcoitão	Isabel Guimares	X	X
P56	Portugal	Polytechnics Institute of Setúbal	Helena Germano	X	X
P57	Portugal	University Fernando Pessoa, Porto	Eva Bolle	X	X
P59	Slovenia	University of Ljubljana	Damjana Kogovsek	X	X
P60	Sweden	Lund University	Kristina Hansson	X	X
P64	Slovakia	Comenius University	Zsolt Csefalvay	X	X
P65	Turkey	Anadolu University, Dilkom	Seyhun Topbas	X	X
	Netherlands	Nederlandse Vereniging voor Logopedie en Foniatrie	Theo de Koning		X

Apologies

P no	Country	Institution
P15	Czech Rep.	University of Hradec Králové
P16	Germany	University of App Sciences, Bochum
P18	Germany	Univ Hospital and RWTH Aachen Univ
P20	Estonia	Estonian Logopedists Union
P21	Spain	Universidad Complutense de Madrid
P24	Finland	Åbo Akademi University
P25	Finland	University of Tampere
P26	Finland	University of Helsinki
P28	France	Institut d'Orthophonie G Decroix
P29	France	Ecole d'Orthophonie de Lorraine
P31	UK	Leeds Metropolitan University
P41	Latvia	Latvijas Universitate
P44	Luxembourg	Assoc Luxembourgeoise des Orthophonistes
P45	Malta	University of Malta
P52	Norway	University of Oslo
P54	Poland	Uniwersyte Marii Curie-Sklodowskiej
P58	Romania	Babeş-Bolyai University
P61	Sweden	Linköping University
P62	Sweden	Karolinska Institutet
P63	Sweden	University of Gothenburg

Appendix 2: Responses in Workshop 1: 26.9.13
Evaluation of the project and value of EU wide academic/professional networking

Question: Has networking been important?

Responses: Yes

- Possible to meet across network. Professional benefits.
- Academics and professionals don't always speak together. This project increased ability of both to talk to each other.
- Profession and education European (and global) face for SLT. NB preface by IALP and ASHA leaders. Interested in methodology (also contact with Australia etc).
- Dissemination to professional bodies in every country important via CPLOL meeting plus direct to web site. Countries within CPLOL previously now asked to join.
- Able to talk more about terminology, cultural and educational differences e.g. Bachelor and Masters levels.
- Issue: evolution Maturity: profession more mature in EU (see also history). Benchmarks available to help programmes see commonalities....common ground for education of SLT now and also into future.
- Dissemination across countries important. Needs to be used, not ignored.
- Bring to students involve them (as French already have, and helped influenced level of education in France).
- Political dimension: Professional bodies can use benchmarks if they are helpful, to influence governments and statutory bodies statutory bodies. Despite difficulties in financial climate, can be used to help resist pressure to reduce standards in education, so timely. NB important not to devalue standards. Competences not named degree title, but EFQ levels 6-7.
- Despite difficulties in financial climate, helps to resist pressure to reduce standards in education, so timely. NB important not to devalue standards. Competences not named degree title, but EFQ levels 6-7.
- At the EU level, these Tuning standards will be added to existing list (plus local Tuning groups).

Question: What were the most positive aspects of the project?

Responses:

- Benchmarks
- Snapshots. Students and others able to know what is going on in other countries
- Process: getting to know people! Lots in common. Personal contacts
- Policy: EU funded product. PRODUCT can be used in discussion with politicians and has some stature. Especially in Germany and other countries with less than sympathetic politicians.
- Initial anxiety re outcomes: but not needed to reduce levels of education! (important for countries with education at Masters level)
- Framework for self-evaluation and improvement of curriculum. Audit of SLT programmes but friendly; collegiate and relaxed rather than top down criticism
- Opportunity to reflect on own practice and share with national colleagues. Agree on direction. Opening windows to change
- Looking at quality outcomes, rather than inputs.

Question: How well did we achieve our goals?

'To define academic and professional profiles of SLT across the EU.

To describe the objectives of the pre-qualifying educational programme as well as the learning outcomes (in terms of knowledge, understanding and skills) that have to be met'.

Responses:

- To identify the generic and subject specific competences which should be obtained in the programme. YES!
- Got profile of what newly qualified SLT needs to be achieved in order to practice. Able to see criteria for NQT. Maybe not 'defined' but drew contour of NQT.
- Survey: competences are for being ready to practice (not years of study/ level of degree) Bachelors/ Masters. That is another project).
- Created European 'passport' for SLT (mobility). * NB being proficient in client's language is important, so additional registration and certification may be needed for patient work. Having sufficient language competence to study and SLT competences standards to study e.g. IPs. or to be able to work as researcher across the EU is exciting.

Question: What are the key results / head lines?

Responses:

- Benchmarks.
- Snapshots.
- Co-operation.

Question: Will anything change in YOUR country?

Responses:

- This will vary across different countries. It will be important to use the outcomes intelligently, and disseminate carefully in political discussions, so that they are used to support the profession in each country.
- It is important to present SLT as autonomous scientific and professional.
- It may be useful to observe how other professionals which have already completed the Tuning process have fared and learn from their experiences (e.g. Germany. OTs and nurses also did Tuning project). E.g. issues: local concerns re some countries. May need to be used in stronger terms for some countries (e.g. Portugal) where there is agreement between Portugal and Brazil re 4 year progs. E.g. levels and length of programmes. These were not part of the project, so dissemination can be used in interests of each country SLT service and education. Maybe these could be a next project)
- Self evaluation – benchmarks may be used to identify own areas of strength and where we need to improve.

Question: How might the project's network and outcomes help keep SLT education current and relevant in a changing environment?

Responses: There was considerable discussion on this question. In summary:

- Working with and through dissemination of the work
- Commitment from individuals is essential and funding would be helpful in keeping partnerships alive.
- Website: There was discussion about the level to which the site could be interactive and accumulate information via CPLOL. Updates and information exchange. There is some tension between the need for the site to be managed, and its accessibility and interactive-ness. Dissemination activity and exploitation, including examples of good practice will continue to be added, although beyond this, further updating will require further funding
- Website longevity was discussed. The NetQues site will continue for at least 3 years, then CPLOL will take it over. There will be links from CPLOL to the NetQues website for the next 3 years and clear links within the CPLOL website once it is incorporated into that site. Currently there is a good link the examples of best practice.

- Some partners thought that competences may need to be monitored, although there were differing views on this. Again, this could be the basis of a new project, as it is not part of nor budgeted into the current project.

Question: *What would we change if doing this again – or planning a follow on project?*

Responses :

- One partner suggested maybe consider use of an alternative to the Tuning methodology – although it must be acknowledged that this is a standard EU methodology which has been tried and tested and was probably a contributory factor in why the project was funded.
- Design of work packages – there was a view expressed that the same group should design and analyse the surveys as this division of the work presented some challenges.
- Multidisciplinary dimension: Involve other professions more - possibly look at a future project on a multi-disciplinary level.
- Involve more clinicians - it was pointed out that clinicians were involved throughout the surveys and that also many academic staff have dual roles of being practising clinicians as well as educationalists/teachers. Perhaps focus could be more on clinical placement needs and the challenges in securing /developing more high quality experiential learning.
- Involve more service users (clients and students).