

Visitors' report

Name of education provider	Anglia Ruskin University
Programme name	Step Up to Social Work PgDip
Mode of delivery	Full time accelerated
Relevant part of the HCPC Register	Social worker in England
Date of visit	9 – 10 September 2015

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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 'social worker' in England 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. The education provider has until 26 October 2015 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 19 November 2015. At this meeting, the Committee will accept, reject or vary the visitors' recommended outcome. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 10 November 2015. The visitors will consider this response and make a separate recommendation to the Committee on the approval of the programme. It is anticipated that this recommendation will be made to the Committee on 3 December 2015.

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 body 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	Anne Mackay (Social worker in England) Dorothy Smith (Social worker in England) Louise Whittle (Lay visitor)
HCPC executive officer	Amal Hussein
Proposed student numbers	30 per cohort per year
Proposed start date of programme approval	January 2015
Chair	Penny English (Anglia Ruskin University)
Secretary	Joanne Wood (Anglia Ruskin University)
Members of the joint panel	Sue Collier (Internal Panel Member) Ian Cummins (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 examiner report prior to the visit as there is currently no external examiner as the programme is new.

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 BA (Hons) Social Work at Anglia Ruskin University and the previously run Postgraduate Diploma in Social Work (Step Up to Social Work) at the University of Bedfordshire, 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 39 of the SETs have been met and that conditions should be set on the remaining 16 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 number of recommendations 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

2.1 The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.

Condition: The education provider must revisit the admissions information to clarify the accreditation of prior (experiential) learning (AP(E)L) policy for the programme.

Reason: In discussion with the programme team, the visitors were satisfied that due to the nature of the programme applicants will not be able to apply for AP(E)L on any of the content of the programme. However, whilst the standards of education and training (SETs) mapping document mentions AP(E)L, the visitors could not see how applicants to the programme would be informed about the process, or whether any amount of credit could be considered through AP(E)L, and whether practice learning could be transferred or not. The visitors therefore require further evidence of how the education provider informs students of the AP(E)L policy and process for the programme. This will ensure that applicants are given the information they require to make an informed choice about whether to take up an offer of a place on this programme.

3.2 The programme must be effectively managed.

Condition: The education provider must provide further information about the management of the programme and how the partnership arrangements in place help to ensure that this programme is managed effectively.

Reason: From the documentation provided before the visit the visitors were aware of how the academic elements of this programme are managed at a university level. From the evidence prior to the visit, the visitors understood that there are regional management groups which manage the “development” and “implementation” of this programme while the university was responsible for the “educational delivery” of the programme. During discussions with the programme team, the visitors had a better understanding of how the programme will be managed from the university perspective. However, from the evidence the visitors could not determine how the partnership arrangements in place help to ensure that this programme is managed effectively. Furthermore, the visitors were unable to determine how the ongoing partnership arrangements with practice placement providers are managed including links to the management of the programme and how they are monitored regularly. The visitors therefore require further evidence as to how this programme is managed, what structures in are in place to facilitate this management and how they ensure that this management is undertaken effectively. In this way the visitors can determine how the programme may meet this standard.

3.4 There must be a named person who has overall professional responsibility for the programme who must be appropriately qualified and experienced and, unless other arrangements are agreed, be on the relevant part of the Register.

Condition: The programme team must provide further evidence of a named person who has overall professional responsibility for the programme, and ensure that they are consistently referenced throughout the programme documentation.

Reason: The visitors noted in the documentation provided that it was not clear who the person was that has overall professional responsibility for the programme. The visitors also felt that it was not made clear in discussion with the programme team who has overall professional responsibility for the programme. The visitors therefore need a clear statement of who this person will be and require the programme team to revise the programme documentation to reflect this. In this way the visitors can determine that this person is appropriately qualified and experienced and, unless other arrangements are agreed, is on the relevant part of the HCPC Register.

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

Condition: The education provider will need to ensure that the resources in place to support student learning must be effectively used.

Reason: From a review of the documentation, in particular the student handbook the visitors noted that key policies such as, the attendance policy, appeals process and the student complaint policy were not included in the document. Furthermore, the visitors noted that the student handbook contain minimal information to support students learning. The visitors were able to determine how students will be able to access key information about the programme such as the complaint process, the appeal process and the attendance policy if this information is not contained in the student handbook or in another key documents for student. The visitors therefore, require further evidence of how the resources in place such as, the student handbook will be effectively used to support student learning in all settings.

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 programme team must provide further evidence that a robust monitoring system for students attendance is in place; to include information as to what would trigger procedures for poor attendance.

Reason: The visitors noted in the documentation provided that there was no explicit reference to where and when attendance is mandatory for students on the programme. Within the documentation, the visitors noted that for in house lectures 'electronic swipe system to monitor attendance' and that poor attendance would be followed up. However, in discussions at the visit, students highlighted several instances where the system has not reported correctly. The visitors also discussed the attendance policy with the programme team who highlighted the expectation of students on the programmes, however, the visitors were not provided with the attendance policy. As such the visitors were unsure how students starting the programme would be informed of this attendance policy, how it would be enforced and what, if any, repercussions there may be for students who fail to attend. Therefore the visitors require further evidence of the attendance policy, what parts of the programme are mandatory and how this is communicated to students. They also require further evidence to demonstrate how students are made aware of what effect contravening this policy may have on their ability to progress through the programme.

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

Condition: The education provider must submit further evidence regarding the plans for continued service user and carer involvement within the programme.

Reason: From the documentation provided, the visitors were made aware that service users and carers are involved in the programme. Discussion at the visit indicated there were dedicated service users who had long standing relationships with the programme and who contributed to the programme in a number of ways. Discussion with the students indicated the contribution of these individuals was valuable to their learning. However, from the discussions with the programme team it was clear that formal future plans have yet to be made to involve service users in the programme. As such, the visitors were unable to determine from the discussion and the documentation provided that a plan is in place on how service users will continue to be involved in the programme. In order to determine that this standard is met the visitors require further evidence demonstrating the plans for further service user and carer involvement.

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 ensures that those who successfully complete the programme will be able to meet the standards of proficiency (SOPs) for social workers, in England.

Reason: The documentation provided prior to the visit included module descriptors, together with a mapping document giving information about how students who successfully complete the programme meet the SOPs. However, the visitors noted that a number of standard of proficiencies were not addressed in the mapping document. For example, “2 be able to practise within the legal and ethical boundaries of their profession” and “3 be able to maintain fitness to practise”. From the discussions with the programme team the visitors heard that this was error and that the mapping document will be revised. Without assessing a complete mapping document, the visitors are not satisfied this standard was met. Further documentation will be required to clearly evidence how each learning outcomes ensures that each student meets the SOPs on successful completion of the programme. The visitors have suggested that the education provider submits a revised and complete mapping document in order to meet this condition.

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: The visitors noted a number of different documents submitted by the education provider to demonstrate how the programme meets this standard. However, in considering the initial documentation submitted and discussions held at the visit, the visitors could not find any evidence of overarching policies, systems and procedures in place regarding the approval and monitoring of placements used by the programme. From discussions with the programme team, it was unclear how the education provider would maintain responsibility for the approval and monitoring of practice placements. The visitors could not determine the criteria used by the programme team to assess a

placement and the overall process undertaken to approve it, as well as how activities such as feedback from practice educators and students will feed into this. The visitors therefore require further evidence of the overarching policies, systems and procedures in place regarding the approval and monitoring of placements, and how they are put into practice, to ensure this standard is met. In particular, the visitors require further evidence of the criteria used to approve placement providers and settings, the overall process for the approval and ongoing monitoring of placements, and how information gathered from placement providers at approval, or during a placement experience is considered and acted upon. Any such evidence should articulate what the process in place is and how this supports the review of the quality of a placement.

5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Condition: The education provider must provide evidence of how they ensure equality and diversity policies are in place within practice placements.

Reason: The visitors noted a number of different documents submitted by the education provider to demonstrate how the programme meets this standard. From a review of the initial documentation and discussions with the placement provider, the visitors noted that the East Regional Partnership secure practice placements for students. The visitors could not find evidence of any formal mechanisms in place to ensure the quality of practice placements before they are used. From discussions with the programme team and practice placement providers the visitors noted that a number of informal mechanisms are used to check and monitor the equality and diversity policies are in place. The visitors highlighted that formal arrangements should be in place so that the education provider is able to ensure that practice placements have equality and diversity policies in place. The visitors therefore require the education provider to provide evidence that demonstrates how the programme ensures equality and diversity policies are in place within practice placements.

5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.

Condition: The education provider must provide further evidence to demonstrate how they ensure all placement settings have an adequate number of appropriately qualified, experienced and, where required, registered staff.

Reason: From the initial documentation provided, the visitors could not determine how the education provider ensures that practice placements have an adequate number of appropriately qualified and experienced staff. For this standard, the education provider referenced the “this will be arranged by the East Regional Partnership, and agreed that student social worker are to be supernumerary to staffing levels” in their SETs mapping document, but the visitors were unclear how this statement ensured this standard was met. From discussions with the programme team and the practice placement provider, the visitors learnt that the East Regional Partnership hold a database of staff. Also, the visitors were told that local and regional work is currently on going to ensure that there are an adequate number of appropriately qualified and experience staff at practice placement setting via the East Regional Partnership Group meetings. However, it was unclear how the education provider would maintain responsibility for ensuring all placement settings have an adequate number of appropriately qualified, experienced

and, where required, registered staff. The education provider tabled documentation on the second day of the visit with information about practice placement educators, but the visitors were unable to review this documentation due to time constraints. The visitors were therefore unable to make a judgment about whether this standard is met, and require information which demonstrates how the education provider ensures practice placements have an adequate number of appropriately qualified and experienced staff.

5.7 Practice placement educators must have relevant knowledge, skills and experience.

Condition: The education provider must provide further evidence to demonstrate how they ensure all practice placement educators have the relevant knowledge, skills and experience.

Reason: From the documentation provided, the visitors could not determine how the education provider ensures that practice placement educators have the relevant knowledge, skills and experience. For this standard, the education provider referenced “This is responsibility of the East Regional Partnership. They will appoint Practice Educators with PEPS2 qualifications and On-site supervisors who have attended an in-house preparation course” in their SETs mapping document, but the visitors were unclear how this statement ensured this standard was met. From discussions with the programme team, the visitors heard that the education provider is involved in the process of ensuring practice placement educators have relevant knowledge, skills and experience. However, from the discussions and initial documentation, it was unclear how the education provider would maintain responsibility for ensuring practice placement educators have the relevant knowledge, skills and experience. The education provider tabled documentation on the second day of the visit with information about practice placement educators, but the visitors were unable to review this documentation due to time constraints. The visitors were therefore unable to make a judgment about whether this standard is met, and require further evidence to demonstrate how they ensure all practice placement educators have the relevant knowledge, skills and experience.

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

Condition: The programme team must provide further evidence to demonstrate how they ensure that practice placement educators have undertaken the appropriate placement educator training.

Reason: From the initial documentation provided, the visitors could not determine how the education provider ensures practice placement educators undertake appropriate practice placement educator training. During discussions with the programme team, the visitors learnt the education provider offers online modules ‘practice learning supervision’ and ‘assessment’ as well as established workshops. The visitors acknowledged that there are training opportunities and workshops provided by the education provider for practice placement educators but were unable to see how each individual placement educator’s training is monitored, or how the requirements for training feeds into partnership agreements with the providers. The visitors were also unclear about the steps taken by the education provider to ensure that suitably trained placement educators were in place for students. The education provider tabled documentation on the second day of the visit with information about practice placement

educators, but the visitors were unable to review this documentation due to time constraints. To ensure this standard is met, the visitors require the education provider to clearly articulate the training requirements for placement educators and the processes in place for ensuring these requirements are met and monitored in practice placement setting.

5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.

Condition: The programme team must further evidence of how they will ensure and monitor that the practice educators are appropriately registered, unless other arrangements are agreed.

Reason: From the initial documentation provided, the visitors could not determine how the education provider ensures practice placement educators are appropriately registered, or agree other arrangements. For this standard, the education provider referenced "The East regional partnership will confirm that practice educators meets the PEPs 2 requirements". From this, the visitors were unclear of the process in place in ensuring placement educators are appropriately registered. From discussions with the programme team, the visitors learnt that the databased with registration of practice educators will be held by the regional partnership group, but that also the education provider will have their own database. However, the visitor were not provided with any evidence of the database or the process in place. As such, the visitors were unclear how the education provider would be involved in maintaining responsibility for ensuring placement educators are appropriately registered if the registration of practice educators are held by the regional partnership group. The education provider tabled documentation on the second day of the visit with information about practice placement educators, but the visitors were unable to review this documentation due to time constraints. To ensure that this standard is met, the visitors require further evidence of the process in place in ensuring placement educators are appropriately registered, or agree other arrangements.

6.8 Assessment regulations, or other relevant policies, must clearly specify requirements for approved programmes being the only programmes which contain any reference to an HCPC protected title or part of the Register in their named award.

Condition: The education provider must revisit the programme documentation to clearly articulate what awards confer eligibility to apply to the HCPC Register and those exit awards which do not.

Reason: From discussions with the programme team the visitors were satisfied that anyone successfully completing this programme would be eligible to apply for registration with the HCPC. It was also clear that anyone who received an exit award would not be eligible to apply to the HCPC Register. However, in the documentation submitted by the education provider the visitors could not determine how students were informed about what impact exiting the programme and being awarded "PG Dip Professional Social Work Practice" would have on their ability to apply to the Register. Therefore the visitors require further evidence of how the programme team ensure that students understand which awards confer eligibility to apply to the HCPC Register and which do not.

6.9 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.

Condition: The education provider must clearly articulate that any aegrotat award conferred on a graduate of this programme will not lead to eligibility to apply for HCPC registration.

Reason: The visitors reviewed the documentation provided prior to the visit and noted the statement under SET 6.9 'there is no option for this course' in the mapping document. However, in reviewing the programme documentation, the visitors were unable to locate information that clearly articulates an aegrotat award will not lead to eligibility to apply for HCPC registration. As this was the only information provided the visitors could not determine any clear statement regarding aegrotat awards. As such the visitors could not determine how the programme team ensured that students understood that aegrotat awards conferred by the education provider would not enable those students to be eligible to apply to the Register. The visitors therefore require further evidence of the assessment regulation around this standard and that there is a clear statement included in the programme documentation regarding aegrotat awards and that this is accessible to students.

6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.

Condition: The education provider must include a clear statement in the programme documentation that at least one external examiner for the programme will be from the relevant part of the Register, or agree other arrangements.

Reason: The visitors reviewed the mapping document provided prior to the visit and noted a web link to the education provider's regulation and procedures under SET 6.11. Upon reviewing the web link, the visitors found it hard to navigate through the site and locate the appropriate information that clearly specify requirements for the appointment of at least one external examiner being appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register. The visitors were provided with additional information around this standard on the second day of the visit, but did not have sufficient time to review the evidence. As such, the visitors did not see documentation which defined the programme's assessment regulations for this standard. This standard requires that the assessment regulations of the programme state that at least one of the external examiners appointed to the programme needs to be appropriately registered or that suitable alternative arrangements should be agreed. Therefore the visitors require evidence that HCPC requirements regarding the appointment of external examiners to the programme have been included in the relevant documentation to ensure that this standard is met.

Recommendations

3.13 There must be a student complaints process in place.

Recommendation: The education provider should consider how best to communicate the complaints process to students.

Reason: Documentation submitted and discussion at the visit confirmed that the programme has a formal student complaints process in place. Discussions with the students indicated a varied awareness of the complaints process and how to engage in this process. However, the programme team spoke clearly about the complaint process and provided details of they deal with students' concerns about the programme and related service. The visitors were satisfied that the programme therefore meets this standard. However, they recommend that the education provider consider how best to communicate the complaints process to students.

Anne Mackay
Dorothy Smith
Louise Whittle

Visitors' report

Name of education provider	Birmingham City University
Programme name	BSc (Hons) Operating Department Practice
Mode of delivery	Full time
Relevant part of the HCPC Register	Operating department practitioner
Date of visit	3 – 4 September 2015

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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 'operating department practitioner' 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 ongoing approval of the programme. The education provider has until 13 October 2015 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 19 November 2015. At this meeting, the Committee will accept, reject or vary the visitors' recommended outcome. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 30 October 2015. The visitors will consider this response and make a separate recommendation to the Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Committee on 3 December 2015.

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 an HCPC only visit. The education provider did not validate the programme at the visit and the professional body did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit.

Visit details

Name and role of HCPC visitors	David Bevan (Operating department practitioner) Penny Joyce (Operating department practitioner) Manoj Mistry (Lay visitor)
HCPC executive officer (in attendance)	Abdur Razzaq
Proposed student numbers	20 per cohort, one cohort per year
Proposed start date of programme approval	September 2016
Chair	Graham Romp (Birmingham City University)
Secretary	Michele Spencer Lees (Birmingham City University) Jane Binks (Birmingham City University)

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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"/>

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 54 of the SETs have been met and that conditions should be set on the remaining four 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 did not make any recommendations 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

2.1 The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.

Condition: The education provider must provide further evidence of the information provided to potential applicants, which ensures they are given the information they require to make an informed choice about applying to the programme.

Reason: In the programme specification, the visitors noted the admission criteria for potential students. However, the visitors were not provided with the information that will be given and advertised to potential applicants and students. The visitors were also unable to locate any information on the education provider's website for this programme. During the programme team meeting, the visitors learnt that the programme team are in the process of developing materials, including information that will be provided to potential applicants. The programme team also indicated all relevant information will be finalised in the next few weeks. Therefore, the visitors require evidence of the information provided to applicants before and at the admissions stage in order to make a fully informed decision about applying to or taking up an offer of a place on the programme.

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 clearly articulate the assessment of learning outcomes for the programme modules to clearly reflect the following standard of proficiency (SOP) to ensure that those who successfully complete the programme meet the SOPs for their part of the register.

13.14 be able to calculate accurately prescribed drug dosages for individual service user needs

Reason: From the review of the programme documentation and discussions with the programme team, the visitors were content that the curriculum delivers the learning outcomes required to ensure that those who successfully complete the programme would be made aware how to calculate accurately prescribed drug dosages for individual service user needs. However, the visitors noted in the module descriptors and in the faculty of health numeracy policy that for education provider paper-based invigilated assessments the pass mark should be developmental throughout the programme with the final assessment pass mark on the programme being 90 percent prior to the student completing the programme. The visitors were unable to determine how the pass mark of 90 percent will ensure that students will be able to calculate accurate prescribed drug dosages consistently and without error. During the programme team meeting the visitors learnt that the programme team will review their assessment strategy and will make changes to the assessment strategy for the programme. Consequently, the visitors were unable to determine how the above SOP was being assessed to the level that ensures those who successfully complete the programme meet the standard of proficiency stated above. Therefore, the visitors require the education provider to provide further evidence that demonstrates how the

assessment of learning outcomes allows students to meet SOP13.14 to ensure this standard is met.

6.9 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.

Condition: The education provider must clearly articulate an aegrotat award will not lead to eligibility to apply for HCPC registration.

Reason: From the documentation provided the visitors could not determine where in the assessment regulations there was a clear statement regarding aegrotat awards. Discussion indicated aegrotat awards would only be awarded in exceptional circumstances on a case by case basis. The visitors could not determine how the programme team ensured that students understood that aegrotat awards would not enable them to be eligible to apply to the Register. The visitors therefore require further evidence to ensure that there is a clear statement included in the programme documentation regarding the aegrotat award.

6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.

Condition: The education provider must include a clear statement in the programme documentation which states that at least one external examiner for the programme will be from the relevant part of the Register, unless other arrangements are agreed.

Reason: In the documentation submitted by the education provider there was insufficient detail about the external examiner recruitment policy. It was not evident that there was an explicit requirement for at least one of the external examiners to be from the relevant part of the HCPC Register unless other arrangements are agreed. The visitors were satisfied with the current external examiner for the programme. However, the visitors need to see evidence that HCPC requirements regarding the external examiner on the programme have been included in the documentation to demonstrate that this standard is met.

David Bevan
Penny Joyce
Manoj Mistry

Visitors' report

Name of education provider	Bournemouth University
Programme name	PG Dip Social Work (Children and Families)
Mode of delivery	Full time
Relevant part of the HCPC Register	Social worker in England
Date of visit	8-9 September 2015

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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 'social worker' in England 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. The education provider has until 29 October 2015 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 19 November 2015. At this meeting, the Committee will accept, reject or vary the visitors' recommended outcome. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 11 November 2015. The visitors will consider this response and make a separate recommendation to the Committee on the approval of the programme. It is anticipated that this recommendation will be made to the Committee on 3 December 2015.

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	David Childs (Social worker in England) Robert Goemans (Social worker in England) Ian Hughes (Lay visitor)
HCPC executive officer (in attendance)	Alex Urquhart
Proposed student numbers	21 per cohort, one cohort per year
Proposed start date of programme approval	1 January 2016
Chair	Philip Sewell (Bournemouth University)
Secretary	Elizabeth Waters (Bournemouth University)
Members of the joint panel	Clive Allen (Internal panel member) Martyn Higgins (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"/>
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The HCPC did not review external examiners' reports from the last two years prior to the visit as there are currently no external examiners appointed as the programme has not yet commenced.

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"/>
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The HCPC met with students from the BA (Hons) and MA Social Work programme 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 51 of the SETs have been met and that conditions should be set on the remaining seven 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

2.1 The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.

Condition: The education is required to provide further evidence to demonstrate how the information made available to potential applicants is clear that completion of the programme will allow eligibility to apply to the Register as a Social worker in England.

Reason: During the approval visit the visitors noted that the name of the programmes had changed from 'Post Graduate Diploma Step Up to Social Work' to 'PGDip Social Work (Children and Families)' and 'MA Social Work (Children and Families)', both full time. These programme titles are different to the titles proposed to the HCPC by Dorset County Council. During the visit it was confirmed that these are the finalised titles of the programmes. The visitors noted, that the inclusion of children and families in the title could potentially suggest that the programme was a social work programme that specialised in children and family social work. This was reflected in the meeting with students where the visitors met with a potential student who had a provisional offer for a place on the programme. The potential student stated that they believed that the programme was a specialist programme for children and family social work, and that if they wanted to pursue other areas of social work they would have to undertake further studies outside of this programme. The visitors noted that the current title could potentially be misleading to potential applicants without further clarification. Therefore the education provider is required to provide further evidence to demonstrate how the information made available to potential applicants is clear that this is a programme that is not specific to children and family social work.

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

Condition: The education provider is required to provide further evidence to demonstrate how the resources to support student learning in all settings are effectively used to ensure that any reference to the HCPC is accurate and reflects the current environment of statutory regulation.

Reason: The visitors noted that throughout the programme documentation there were a number of incorrect statements about the role of the HCPC as a statutory regulator. For example in the programme handbook on page 35 it states "To meet the requirements of the Health and Care Professions Council for Social work...", this is an incorrect reference to the HCPC as the HCPC is a regulator of 16 health and care professions in the UK and is not specific to social work. Another example is page 77 of the same document makes reference to the HPC, this is an incorrect reference as the organisation is no longer the HPC and is the HCPC. These inaccuracies could potentially be misleading to any students. Therefore the education provider is required to provide further evidence to demonstrate how the resources to support student learning in all settings are effectively used to ensure that any reference to the HCPC is accurate and reflects the current environment of statutory regulation.

3.14 Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Condition: The education provider is required to provide further evidence to demonstrate the protocols in place whereby the education provider obtains consent from students for role play throughout the programme.

Reason: For this standard the visitors reviewed the consent process in the programme handbook, where on page 12 it states that “all students are required to consent to role plays throughout the programme during the application process”. The visitors noted that this policy grants consent before the student is offered a place on the programme and enrolled. When meeting with the students the visitors asked how the consent policy worked in practice, the students recalled giving consent during the admissions process, however they were unsure whether this was consent for role play during the admissions process or role play throughout the programme. Furthermore the students were unsure as to what would happen if they decided they did not want to partake in role play for any reason. The visitors noted that there was potential for students to misunderstand the consent process. When meeting with the programme team it was explained that consent was gained during the admissions process and that this consent was for the entire programme. The visitors noted that the policy could be potentially misleading or unclear to students and were unclear as to how the policy ensures consistency when dealing with issues of consent throughout the programme. Therefore the education provider is required to provide further evidence to demonstrate that the process for gaining student consent is clear that students are aware that this can be reviewed at any point in the programme. In this way the education programme can demonstrate how the programme may meet this standard.

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 is required to provide further evidence to demonstrate the attendance policies and monitoring mechanisms in place to ensure that students are aware of the expected attendance and associated monitoring mechanisms.

Reason: For this standard the visitors were directed to the programme handbook, where on page 10, it states that attendance is mandatory and that any concern about repeated absences would be dealt with by the appropriate member of the team. The visitors noted that this policy did not clarify what the required attendance would be and what would constitute repeated absences in order for action to be undertaken by the programme team. When meeting with the students they were unclear what the expected attendance was and what would happen if they missed sessions. The visitors noted that this policy was potentially unclear to students and that there was potential for learning to be missed by students on the programme. Therefore the education provider is required to provide further evidence to demonstrate the attendance policies and monitoring mechanisms in place to ensure that students are aware of the expected attendance and associated monitoring mechanisms.

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 clearly articulate how the curriculum and learning outcomes ensure that those who successfully complete the programme will meet the following SOPs for the relevant part of the Register:

- 1.3 be able to undertake assessments of risk, need and capacity and respond appropriately**
- 1.4 be able to recognise and respond appropriately to unexpected situations and manage uncertainty**
- 1.5 be able to recognise signs of harm, abuse and neglect and know how to respond appropriately**
- 2.1 understand current legislation applicable to the work of their profession**
- 2.3 understand the need to protect, safeguard and promote the wellbeing of children, young people and vulnerable adults**
- 2.4 understand the need to address practices which present a risk to or from service users and carers, or others**
- 2.6 be able to exercise authority as a social worker within the appropriate legal and ethical frameworks**
- 2.9 recognise the power dynamics in relationships with service users and carers and be able to manage those dynamics appropriately**
- 4.1 be able to assess a situation, determine its nature and severity and call upon the required knowledge and experience to deal with it**
- 4.4 be able to make informed judgements on complex issues using the information available**
- 5.1 be able to reflect on and take account of the impact of inequality, disadvantage and discrimination on those who use social work services and their communities**
- 5.2 understand the need to adapt practice to respond appropriately to different groups and individuals**
- 5.3 be aware of the impact of their own values on practice with different groups of service users and carers**
- 5.4 understand the impact of different cultures and communities and how this affects the role of the social worker in supporting service users and carers**
- 6.1 be able to work with others to promote social justice, equality and inclusion**
- 6.2 be able to use practice to challenge and address the impact of discrimination, disadvantage and oppression**

- 7.2 be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users and carers or others**
- 8.1 be able to use interpersonal skills and appropriate forms of verbal and non-verbal communication with service users, carers and others**
- 8.2 be able to demonstrate effective and appropriate skills in communicating advice, instruction, information and professional opinion to colleagues, service users and carers**
- 8.3 understand the need to provide service users and carers with the information necessary to enable them to make informed decisions or to understand the decisions made**
- 8.4 understand how communication skills affect the assessment of and engagement with service users and carers**
- 8.5 understand how the means of communication should be modified to address and take account of a range of factors including age, capacity, learning ability and physical ability.**
- 8.6 be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by a range of factors including age, culture, disability, ethnicity, gender, religious beliefs and socio-economic status**
- 8.7 understand the need to draw upon available resources and services to support service users' and carers' communication, wherever possible**
- 9.1 understand the need to build and sustain professional relationships with service users, carers and colleagues as both an autonomous practitioner and collaboratively with others.**
- 9.2 be able to work with service users and carers to enable them to assess and make informed decisions about their needs, circumstances, risks, preferred options and resources**
- 9.3 be able to work with service users and carers to promote individual growth, development and independence and to assist them to understand and exercise their rights**
- 9.4 be able to support service users' and carers' rights to control their lives and make informed choices about the services they receive**
- 9.10 be able to understand the emotional dynamics of interactions with service users and carers**
- 13.1 recognise the roles of other professions, practitioners and organisations**
- 13.2 be aware of the different social and organisational contexts and settings within which social work operates**

13.3 be aware of changes in demography and culture and their impact on social work

13.4 understand in relation to social work practice:

- social work theory;
- social work models and interventions;
- the development and application of relevant law and social policy;
- the development and application of social work and social work values;
- human growth and development across the lifespan and the impact of key developmental stages and transitions;
- the impact of injustice, social inequalities, policies and other issues which affect the demand for social work services;
- the relevance of psychological, environmental, sociological and physiological perspectives to understanding personal and social development and functioning;
- concepts of participation, advocacy and empowerment; and
- the relevance of sociological perspectives to understanding societal and structural influences on human behaviour

14.2 be able to select and use appropriate assessment tools

14.4 be able to use social work methods, theories and models to achieve change and development and improve life opportunities

14.8 be able to change their practice as needed to take account of new developments or changing contexts

Reason: For this standard the visitors reviewed the standards of proficiency (SOPs) mapping document for the programme, in this document the programme team had mapped the learning outcomes and modules against the SOPs. The visitors noted there were occurrences where the learning outcomes did not capture specific SOPs, detailed above, in relation to working with vulnerable adults. The visitors note that there was potential that someone who successfully completes the programme and meets the learning outcomes would not meet some of the SOPs for their part of the Register. Therefore further evidence is required to demonstrate how the curriculum and learning outcomes ensures each SOP, listed above, is delivered in order to ensure that those who successfully complete the programme will meet the SOPs for the part of the relevant part of the Register.

4.2 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.

Condition: The education provider is required to provide further evidence to demonstrate that the curriculum reflects the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.

Reason: For this standard the visitors reviewed the programme specification, module descriptors and the staff curriculum vitae which gave an overview of the philosophy, core values, skills and knowledge base of the programme. The visitors noted that the programme had a particular focus on working with children and families and that in the service user and carer meeting they met with service users and carers who were all

from a children and family setting. The visitors also could not identify in the evidence presented where aspects of working with vulnerable adults was included. Any programme approved by the HCPC needs to be generic and allow a student to complete the programme and apply for registration as a social worker in England who can work in any social work setting. The visitors noted that there was potential that someone who completes this programme will not be fully prepared to work with vulnerable adults or other aspects of social work other than children and families. Therefore the education is required to provide further evidence to demonstrate that the curriculum reflects the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.

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 clearly articulate how the assessment strategy of the programme ensures that those who successfully complete the programme have met the following SOPs for the relevant part of the Register:

1.3 be able to undertake assessments of risk, need and capacity and respond appropriately

1.4 be able to recognise and respond appropriately to unexpected situations and manage uncertainty

1.5 be able to recognise signs of harm, abuse and neglect and know how to respond appropriately

2.1 understand current legislation applicable to the work of their profession

2.3 understand the need to protect, safeguard and promote the wellbeing of children, young people and vulnerable adults

2.4 understand the need to address practices which present a risk to or from service users and carers, or others

2.6 be able to exercise authority as a social worker within the appropriate legal and ethical frameworks

2.9 recognise the power dynamics in relationships with service users and carers and be able to manage those dynamics appropriately

4.1 be able to assess a situation, determine its nature and severity and call upon the required knowledge and experience to deal with it

4.4 be able to make informed judgements on complex issues using the information available

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- 5.2 understand the need to adapt practice to respond appropriately to different groups and individuals**
- 5.3 be aware of the impact of their own values on practice with different groups of service users and carers**
- 5.4 understand the impact of different cultures and communities and how this affects the role of the social worker in supporting service users and carers**
- 6.1 be able to work with others to promote social justice, equality and inclusion**
- 6.2 be able to use practice to challenge and address the impact of discrimination, disadvantage and oppression**
- 7.2 be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users and carers or others**
- 8.1 be able to use interpersonal skills and appropriate forms of verbal and non-verbal communication with service users, carers and others**
- 8.2 be able to demonstrate effective and appropriate skills in communicating advice, instruction, information and professional opinion to colleagues, service users and carers**
- 8.3 understand the need to provide service users and carers with the information necessary to enable them to make informed decisions or to understand the decisions made**
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- 8.5 understand how the means of communication should be modified to address and take account of a range of factors including age, capacity, learning ability and physical ability.**
- 8.6 be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by a range of factors including age, culture, disability, ethnicity, gender, religious beliefs and socio-economic status**
- 8.7 understand the need to draw upon available resources and services to support service users' and carers' communication, wherever possible**
- 9.1 understand the need to build and sustain professional relationships with service users, carers and colleagues as both an autonomous practitioner and collaboratively with others.**
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Reason: For this standard the visitors reviewed the standards of proficiency (SOPs) mapping document for the programme, in this document the programme team had mapped the learning outcomes and modules against the SOPs. The visitors noted there were occurrences where the learning outcomes did not capture the SOPs in relation to working with vulnerable adults. The visitors were concerned that this meant that the assessment strategy and design would not be able to ensure that someone who successfully completes the programme and meets the learning outcomes would meet the SOPs for their part of the programme. Therefore the education provider must clearly articulate how the assessment strategy of the programme ensures that those who successfully complete the programme have met the following SOPs for the relevant part of the Register.

Recommendations

2.7 The admissions procedures must ensure that the education provider has equality and diversity policies in relation to applicants and students, together with an indication of how these will be implemented and monitored.

Recommendation: The visitors recommend that the education provider keep under review the mechanisms by which they implement and monitor the equality and diversity policies in relation to applicants.

Reason: As part of the evidence provided, the visitors reviewed the equality and diversity policies in place and were satisfied that equality and diversity data was collected adhering to the education provider's policies. Therefore the visitors were content that this standard has been met. However, in the meeting with the programme team the visitors asked how the data is collected, monitored and used. In the programme team's response the programme team were unable to present equality and diversity data, for example statistics on completion rates for different demographics. Therefore the visitors recommend that the education provider keeps under review the mechanisms by which they implement and monitor equality and diversity policies so that any statistics generated by the implementation of the policy are easily obtainable by the programme team.

David Childs
Robert Goemans
Ian Hughes

Visitors' report

Name of education provider	Bournemouth University
Programme name	MA Social Work (Children and Families)
Mode of delivery	Full time
Relevant part of the HCPC Register	Social worker in England
Date of visit	8-9 September 2015

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

Condition: The education provider is required to provide further evidence to demonstrate how the resources to support student learning in all settings are effectively used to ensure that any reference to the HCPC is accurate and reflects the current environment of statutory regulation.

Reason: The visitors noted that throughout the programme documentation there were a number of incorrect statements about the role of the HCPC as a statutory regulator. For example in the programme handbook on page 35 it states "To meet the requirements of the Health and Care Professions Council for Social work...", this is an incorrect reference to the HCPC as the HCPC is a regulator of 16 health and care professions in the UK and is not specific to social work. Another example is page 77 of the same document makes reference to the HPC, this is an incorrect reference as the organisation is no longer the HPC and is the HCPC. These inaccuracies could potentially be misleading to any students. Therefore the education provider is required to provide further evidence to demonstrate how the resources to support student learning in all settings are effectively used to ensure that any reference to the HCPC is accurate and reflects the current environment of statutory regulation.

3.14 Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Condition: The education provider is required to provide further evidence to demonstrate the protocols in place whereby the education provider obtains consent from students for role play throughout the programme.

Reason: For this standard the visitors reviewed the consent process in the programme handbook, where on page 12 it states that “all students are required to consent to role plays throughout the programme during the application process”. The visitors noted that this policy grants consent before the student is offered a place on the programme and enrolled. When meeting with the students the visitors asked how the consent policy worked in practice, the students recalled giving consent during the admissions process, however they were unsure whether this was consent for role play during the admissions process or role play throughout the programme. Furthermore the students were unsure as to what would happen if they decided they did not want to partake in role play for any reason. The visitors noted that there was potential for students to misunderstand the consent process. When meeting with the programme team it was explained that consent was gained during the admissions process and that this consent was for the entire programme. The visitors noted that the policy could be potentially misleading or unclear to students and were unclear as to how the policy ensures consistency when dealing with issues of consent throughout the programme. Therefore the education provider is required to provide further evidence to demonstrate that the process for gaining student consent is clear that students are aware that this can be reviewed at any point in the programme. In this way the education programme can demonstrate how the programme may meet this standard.

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 is required to provide further evidence to demonstrate the attendance policies and monitoring mechanisms in place to ensure that students are aware of the expected attendance and associated monitoring mechanisms.

Reason: For this standard the visitors were directed to the programme handbook, where on page 10, it states that attendance is mandatory and that any concern about repeated absences would be dealt with by the appropriate member of the team. The visitors noted that this policy did not clarify what the required attendance would be and what would constitute repeated absences in order for action to be undertaken by the programme team. When meeting with the students they were unclear what the expected attendance was and what would happen if they missed sessions. The visitors noted that this policy was potentially unclear to students and that there was potential for learning to be missed by students on the programme. Therefore the education provider is required to provide further evidence to demonstrate the attendance policies and monitoring mechanisms in place to ensure that students are aware of the expected attendance and associated monitoring mechanisms.

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 clearly articulate how the curriculum and learning outcomes ensure that those who successfully complete the programme will meet the following SOPs for the relevant part of the Register:

1.3 be able to undertake assessments of risk, need and capacity and respond appropriately

1.4 be able to recognise and respond appropriately to unexpected situations and manage uncertainty

1.5 be able to recognise signs of harm, abuse and neglect and know how to respond appropriately

2.1 understand current legislation applicable to the work of their profession

2.3 understand the need to protect, safeguard and promote the wellbeing of children, young people and vulnerable adults

2.4 understand the need to address practices which present a risk to or from service users and carers, or others

2.6 be able to exercise authority as a social worker within the appropriate legal and ethical frameworks

2.9 recognise the power dynamics in relationships with service users and carers and be able to manage those dynamics appropriately

4.1 be able to assess a situation, determine its nature and severity and call upon the required knowledge and experience to deal with it

4.4 be able to make informed judgements on complex issues using the information available

5.1 be able to reflect on and take account of the impact of inequality, disadvantage and discrimination on those who use social work services and their communities

5.2 understand the need to adapt practice to respond appropriately to different groups and individuals

5.3 be aware of the impact of their own values on practice with different groups of service users and carers

5.4 understand the impact of different cultures and communities and how this affects the role of the social worker in supporting service users and carers

6.1 be able to work with others to promote social justice, equality and inclusion

6.2 be able to use practice to challenge and address the impact of discrimination, disadvantage and oppression

- 7.2 be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users and carers or others**
- 8.1 be able to use interpersonal skills and appropriate forms of verbal and non-verbal communication with service users, carers and others**
- 8.2 be able to demonstrate effective and appropriate skills in communicating advice, instruction, information and professional opinion to colleagues, service users and carers**
- 8.3 understand the need to provide service users and carers with the information necessary to enable them to make informed decisions or to understand the decisions made**
- 8.4 understand how communication skills affect the assessment of and engagement with service users and carers**
- 8.5 understand how the means of communication should be modified to address and take account of a range of factors including age, capacity, learning ability and physical ability.**
- 8.6 be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by a range of factors including age, culture, disability, ethnicity, gender, religious beliefs and socio-economic status**
- 8.7 understand the need to draw upon available resources and services to support service users' and carers' communication, wherever possible**
- 9.1 understand the need to build and sustain professional relationships with service users, carers and colleagues as both an autonomous practitioner and collaboratively with others.**
- 9.2 be able to work with service users and carers to enable them to assess and make informed decisions about their needs, circumstances, risks, preferred options and resources**
- 9.3 be able to work with service users and carers to promote individual growth, development and independence and to assist them to understand and exercise their rights**
- 9.4 be able to support service users' and carers' rights to control their lives and make informed choices about the services they receive**
- 9.10 be able to understand the emotional dynamics of interactions with service users and carers**
- 13.1 recognise the roles of other professions, practitioners and organisations**
- 13.2 be aware of the different social and organisational contexts and settings within which social work operates**

13.3 be aware of changes in demography and culture and their impact on social work

13.4 understand in relation to social work practice:

- **social work theory;**
- **social work models and interventions;**
- **the development and application of relevant law and social policy;**
- **the development and application of social work and social work values;**
- **human growth and development across the lifespan and the impact of key developmental stages and transitions;**
- **the impact of injustice, social inequalities, policies and other issues which affect the demand for social work services;**
- **the relevance of psychological, environmental, sociological and physiological perspectives to understanding personal and social development and functioning;**
- **concepts of participation, advocacy and empowerment; and**
- **the relevance of sociological perspectives to understanding societal and structural influences on human behaviour**

14.2 be able to select and use appropriate assessment tools

14.4 be able to use social work methods, theories and models to achieve change and development and improve life opportunities

14.8 be able to change their practice as needed to take account of new developments or changing contexts

Reason: For this standard the visitors reviewed the standards of proficiency (SOPs) mapping document for the programme, in this document the programme team had mapped the learning outcomes and modules against the SOPs. The visitors noted there were occurrences where the learning outcomes did not capture specific SOPs, detailed above, in relation to working with vulnerable adults. The visitors note that there was potential that someone who successfully completes the programme and meets the learning outcomes would not meet some of the SOPs for their part of the Register. Therefore further evidence is required to demonstrate how the curriculum and learning outcomes ensures each SOP, listed above, is delivered in order to ensure that those who successfully complete the programme will meet the SOPs for the part of the relevant part of the Register.

4.2 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.

Condition: The education provider is required to provide further evidence to demonstrate that the curriculum reflects the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.

Reason: For this standard the visitors reviewed the programme specification, module descriptors and the staff curriculum vitae which gave an overview of the philosophy, core values, skills and knowledge base of the programme. The visitors noted that the programme had a particular focus on working with children and families and that in the service user and carer meeting they met with service users and carers who were all

from a children and family setting. The visitors also could not identify in the evidence presented where aspects of working with vulnerable adults was included. Any programme approved by the HCPC needs to be generic and allow a student to complete the programme and apply for registration as a social worker in England who can work in any social work setting. The visitors noted that there was potential that someone who completes this programme will not be fully prepared to work with venerable adults or other aspects of social work other than children and families. Therefore the education is required to provide further evidence to demonstrate that the curriculum reflects the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.

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 clearly articulate how the assessment strategy of the programme ensures that those who successfully complete the programme have met the following SOPs for the relevant part of the Register:

1.3 be able to undertake assessments of risk, need and capacity and respond appropriately

1.4 be able to recognise and respond appropriately to unexpected situations and manage uncertainty

1.5 be able to recognise signs of harm, abuse and neglect and know how to respond appropriately

2.1 understand current legislation applicable to the work of their profession

2.3 understand the need to protect, safeguard and promote the wellbeing of children, young people and vulnerable adults

2.4 understand the need to address practices which present a risk to or from service users and carers, or others

2.6 be able to exercise authority as a social worker within the appropriate legal and ethical frameworks

2.9 recognise the power dynamics in relationships with service users and carers and be able to manage those dynamics appropriately

4.1 be able to assess a situation, determine its nature and severity and call upon the required knowledge and experience to deal with it

4.4 be able to make informed judgements on complex issues using the information available

5.1 be able to reflect on and take account of the impact of inequality, disadvantage and discrimination on those who use social work services and their communities

- 5.2 understand the need to adapt practice to respond appropriately to different groups and individuals**
- 5.3 be aware of the impact of their own values on practice with different groups of service users and carers**
- 5.4 understand the impact of different cultures and communities and how this affects the role of the social worker in supporting service users and carers**
- 6.1 be able to work with others to promote social justice, equality and inclusion**
- 6.2 be able to use practice to challenge and address the impact of discrimination, disadvantage and oppression**
- 7.2 be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users and carers or others**
- 8.1 be able to use interpersonal skills and appropriate forms of verbal and non-verbal communication with service users, carers and others**
- 8.2 be able to demonstrate effective and appropriate skills in communicating advice, instruction, information and professional opinion to colleagues, service users and carers**
- 8.3 understand the need to provide service users and carers with the information necessary to enable them to make informed decisions or to understand the decisions made**
- 8.4 understand how communication skills affect the assessment of and engagement with service users and carers**
- 8.5 understand how the means of communication should be modified to address and take account of a range of factors including age, capacity, learning ability and physical ability.**
- 8.6 be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by a range of factors including age, culture, disability, ethnicity, gender, religious beliefs and socio-economic status**
- 8.7 understand the need to draw upon available resources and services to support service users' and carers' communication, wherever possible**
- 9.1 understand the need to build and sustain professional relationships with service users, carers and colleagues as both an autonomous practitioner and collaboratively with others.**
- 9.2 be able to work with service users and carers to enable them to assess and make informed decisions about their needs, circumstances, risks, preferred options and resources**

9.3 be able to work with service users and carers to promote individual growth, development and independence and to assist them to understand and exercise their rights

9.4 be able to support service users' and carers' rights to control their lives and make informed choices about the services they receive

9.10 be able to understand the emotional dynamics of interactions with service users and carers

13.1 recognise the roles of other professions, practitioners and organisations

13.2 be aware of the different social and organisational contexts and settings within which social work operates

13.3 be aware of changes in demography and culture and their impact on social work

13.4 understand in relation to social work practice:

- social work theory;
- social work models and interventions;
- the development and application of relevant law and social policy;
- the development and application of social work and social work values;
- human growth and development across the lifespan and the impact of key developmental stages and transitions;
- the impact of injustice, social inequalities, policies and other issues which affect the demand for social work services;
- the relevance of psychological, environmental, sociological and physiological perspectives to understanding personal and social development and functioning;
- concepts of participation, advocacy and empowerment; and
- the relevance of sociological perspectives to understanding societal and structural influences on human behaviour

14.2 be able to select and use appropriate assessment tools

14.4 be able to use social work methods, theories and models to achieve change and development and improve life opportunities

14.8 be able to change their practice as needed to take account of new developments or changing contexts

Reason: For this standard the visitors reviewed the standards of proficiency (SOPs) mapping document for the programme, in this document the programme team had mapped the learning outcomes and modules against the SOPs. The visitors noted there were occurrences where the learning outcomes did not capture the SOPs in relation to working with vulnerable adults. The visitors were concerned that this meant that the assessment strategy and design would not be able to ensure that someone who successfully completes the programme and meets the learning outcomes would meet the SOPs for their part of the programme. Therefore the education provider must clearly articulate how the assessment strategy of the programme ensures that those who successfully complete the programme have met the following SOPs for the relevant part of the Register.

Recommendations

2.7 The admissions procedures must ensure that the education provider has equality and diversity policies in relation to applicants and students, together with an indication of how these will be implemented and monitored.

Recommendation: The visitors recommend that the education provider keep under review the mechanisms by which they implement and monitor the equality and diversity policies in relation to applicants.

Reason: As part of the evidence provided, the visitors reviewed the equality and diversity policies in place and were satisfied that equality and diversity data was collected adhering to the education provider's policies. Therefore the visitors were content that this standard has been met. However, in the meeting with the programme team the visitors asked how the data is collected, monitored and used. In the programme team's response the programme team were unable to present equality and diversity data, for example statistics on completion rates for different demographics. Therefore the visitors recommend that the education provider keeps under review the mechanisms by which they implement and monitor equality and diversity policies so that any statistics generated by the implementation of the policy are easily obtainable by the programme team.

David Childs
Robert Goemans
Ian Hughes

Visitors' report

Name of education provider	Staffordshire University
Programme name	Foundation Degree in Paramedic Science
Mode of delivery	Full time
Relevant part of the HCPC Register	Paramedic
Date of visit	25 – 26 August 2015

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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 'paramedic' 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 ongoing approval of the programme. The education provider has until 15 October 2015 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 19 November 2015. At this meeting, the Committee will accept, reject or vary the visitors' recommended outcome. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 25 November 2015. The visitors will consider this response and make a separate recommendation to the Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Committee on 15 January 2016.

Introduction

The HCPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards - the level of qualification for entry to the Register, programme admissions, programme management and resources, curriculum, practice placements and assessment. The programme was already approved by the HCPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was an HCPC only visit. The education provider did not validate or review the programme at the visit and the professional body did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit.

Visit details

Name and role of HCPC visitors	Robert Fellows (Paramedic) Anthony Hoswell (Paramedic) Ian Prince (Lay visitor)
HCPC executive officer (in attendance)	Abdur Razzaq
Proposed student numbers	160 per cohort, one cohort per year
First approved intake	October 2009
Effective date that programme approval reconfirmed from	September 2015
Chair	Marj Spiller (Staffordshire University)
Secretary	Jackie Campbell (Staffordshire University)

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HCPC did not meet with the service users and carers as they were unable to attend the visit.

Recommended outcome

To recommend a programme for ongoing 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 ongoing approval of the programme is reconfirmed.

The visitors agreed that 54 of the SETs have been met and that conditions should be set on the remaining four SETs.

Conditions are requirements that the education provider must meet before the programme can have its ongoing approval reconfirmed. 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 have its ongoing approval reconfirmed. 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

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

Condition: The education provider must review the programme documentation, to ensure the terminology used is accurate and consistent with statutory regulation and the HCPC.

Reason: The documentation submitted by the education provider contained incorrect terminology. For example, the programme specification on page 10 states “On completion of 120 Level 5 Credits students will be awarded the Foundation Degree in Paramedic Science (Professional Pathway) and will be eligible for registration with the HCPC”. This statement is incorrect, on successful completion of this programme students will be eligible to apply for registration with HCPC as compared to eligibility for registration. In another example, the placement learning handbook on page 4 states “The Health and Care Professions Council (HCPC) require you to complete a total of 3000 hours by the end of this award”. This statement is also incorrect as HCPC do not prescribe the number of hours or days students need to be on placement as part of their programme, instead education providers must demonstrate and justify how they meet the HCPC standards of education and training (SETs). Therefore, visitors require the programme documentation to be reviewed to remove any instances of incorrect terminology. In this way the visitors can be sure that the documentary resources available to support students’ learning are being effectively used and that this standard continues to be met.

5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Condition: The education provider must provide further evidence of the range of placement settings available to support the delivery of the programme and the achievement of the learning outcomes.

Reason: From the documentation provided the visitors understood that the vast majority of placements would take place in an ambulance setting. This was confirmed in meetings with the programme team and the employer partner West Midlands Ambulance Service (WMAS) NHS Foundation Trust. The visitors noted in the placement learning handbook that some students will have only 2 days placement in alternative settings such as maternity, coronary care accident, emergency primary care and operating theatres. The HCPC does not specify the number, duration or range of placements which a student must undertake however, the visitors considered that the learning outcomes of the programme would be difficult to achieve in the current limited range of placement settings. For example, the visitors were also unable to determine how students will be able to achieve competence in airway management in only two days in an alternative placement setting such as operating theatres. During the meeting with the programme team and placement providers it was highlighted that some students have four weeks of elective placements and were required to achieve a set number of supernumerary hours depending on their entry route. But the visitors were unclear about the details of these placements and the requirements of supernumerary hours. The visitors were also unable to gain a clear outline of the exact nature and range of placement settings that students would be required to attend. Therefore,

the visitors require further evidence to demonstrate that all students gain access to a wide range of learning experiences in a variety of practice environments which reflect the nature of modern practice, and the range of practice settings of the profession they are preparing to enter. This way, the visitors will be satisfied that the range of placements, required and suggested, are appropriate to supporting the delivery of the programme, and the achievement of the learning outcomes.

5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Condition: The programme team must provide further information about how they ensure that an appropriate number of placements are available for all students who undertake this programme.

Reason: In the documentation submitted before the visit, the education provider has indicated an increase of 100 percent in the student numbers from 80 students to 160 students in the next two academic years. During the meeting with the programme team the visitors were made aware that there is a close working arrangement with West Midlands Ambulance Service (WMAS) to ensure there are an appropriate number of placements to incorporate the increased student numbers. However, the visitors noted in the documentation that WMAS can accept maximum of 55 students for the academic year 2014–15 in the Staffordshire area. The visitors did not see placement details for academic year 2015–16 to be able to make a judgment about the appropriateness of the number of placements for this programme. From the information provided the visitors could not determine how the programme team ensures that the number of placements available is appropriate to support the student increase. The visitors therefore require further information which articulates how the programme team ensure that there are a sufficient and appropriate number of placements to support the delivery of the programme and enable students to meet the relevant learning outcomes. In this way the visitors can determine how the programme continues to meet this standard.

5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.

Condition: The education provider must provide further evidence to demonstrate how they ensure all placement settings have an adequate number of appropriately qualified and experienced practice educators.

Reason: From the initial documentation provided, the visitors could not determine how the education provider ensures that practice placements have an adequate number of appropriately qualified and experienced practice educators. During the programme team and practice placement providers meetings the visitors noted that the education provider is a member of a consortium including WMAS and other education providers. As part of the consortium an audit tool has been developed, which entails details of the practice placement, including the number and type of practice educators at WMAS. The visitors learnt that there are 64 practice educators. However, from the audit tool document, the visitors noted that the total number of practice educators who will actually mentor students is only 18. Because of this discrepancy in available qualified practice educators, the visitors were unclear how the education provider would ensure all placement settings have an adequate number of appropriately qualified and experienced staff. The visitors were therefore unable to make a judgment about

whether this standard continues to be met, and require information which demonstrates how the education provider ensures practice placements have an adequate number of appropriately qualified and experienced practice educators with significant increase in student numbers.

6.9 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.

Condition: The education provider must clearly articulate an aegrotat award will not lead to eligibility to apply for HCPC registration.

Reason: From the documentation provided the visitors could not determine where in the assessment regulations there was a clear statement regarding aegrotat awards. Discussion indicated aegrotat awards would only be awarded in exceptional circumstances on a case by case basis. The visitors could not determine how the programme team ensured that students understood that aegrotat awards would not enable them to be eligible to apply to the Register. The visitors therefore require further evidence to ensure that there is a clear statement included in the programme documentation regarding the aegrotat award.

Recommendations

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

Recommendation: The visitors recommend the programme team considers further strengthening the current communication channels with service users and carers.

Reason: The visitors were satisfied that service users and carers are involved in the programme and are therefore satisfied that this standard is met. However, during the visit, the visitors did not meet with service users and carers as they could not attend the meeting. The visitors note that if the service users and carers were not able to attend this meeting, there may be an opportunity for developing more robust communication channels to ensure that there is no risk of this standard falling below threshold level. Therefore the visitors recommend that the programme team considers further strengthening the current communication channels with service users and carers to ensure that this standard continues to be met.

Robert Fellows
Anthony Hoswell
Ian Prince

Visitors' report

Name of education provider	University of the West of England, Bristol
Programme name	PGDip Step Up to Social Work
Mode of delivery	Full time accelerated
Relevant part of the HCPC Register	Social worker in England
Date of visit	29 – 30 September 2015

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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 'social worker' in England 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. The education provider has until 24 November 2015 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 19 November 2015. At this meeting, the Committee will accept, reject or vary the visitors' recommended outcome. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 10 November 2015. The visitors will consider this response and make a separate recommendation to the Committee on the approval of the programme. It is anticipated that this recommendation will be made to the Committee on 3 December 2015.

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 also reviewed 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	Bev Blythe (Social worker in England) Simon Mudie (Lay visitor) David Ward (Social worker in England)
HCPC executive officer (in attendance)	Hollie Latham
Proposed student numbers	26 per cohort, per year
Proposed start date of programme approval	1 January 2015
Chair	Ray Mc Dowell (University of the West of England, Bristol)
Secretary	Maria Foster (University of the West of England, Bristol)
Members of the joint panel	Ruth Heames (External panel member) Jane Berry (Internal 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 there is currently no external examiner as the programme is new.

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) Social Work 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 54 of the SETs have been met and that conditions should be set on the remaining four 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 did not make any recommendations 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 demonstrate the appropriate project plan and time frames in place for the effective implementation of this programme.

Reason: From a review of the documentation the visitors were unable to determine how this programme will be effectively managed. During the visit, the senior and programme teams outlined a number of plans in place for the final stages of implementing this programme including planned meetings and deadlines. The visitors were also advised that there was a project officer in place within the partnership to focus specifically on this programme, ensuring on time and appropriate implementation. However, the visitors were not provided with any documentary evidence to support the statements made by the senior and programme team, or from the project officer, in the implementation of the final stages of this programme. The visitors note that without confirmation of the final stages of implementation for this programme they cannot be convinced that there are effective systems in place to manage the programme. The visitors therefore require documentary evidence which identifies the timeline for implementing the final stages of this programme and demonstrates how it will be appropriately supported by all parties involved to ensure the programme is effectively managed.

3.13 There must be a student complaints process in place.

Condition: The education provider must clarify the correct student complaints process for the programme and how this process is appropriate to deal with students' concerns.

Reason: The SETs mapping document provided prior to the visit directed the visitors to a university wide complaints process and also stated that "It has been agreed that a separate complaints procedure relating specifically to the regional partnership 2 or a placement setting will be drawn up." The visitors had access to the university wide complaints process but were not provided with the separate complaints process mentioned in the SETs mapping document. At the visit the visitors requested this document but it was not provided, as such they were unable to review the separate complaints process as mentioned in the SETs mapping document. The visitors were unable to clarify if both complaints processes applied to the programme and, if so, if one superseded the other. The visitors were therefore unable to make a judgement on this standard being met. The visitors require clarification from the education provider on the accurate complaints process for the programme and to demonstrate that the chosen process is appropriate to deal with students' concerns.

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

Condition: The education provider must provide evidence to support the processes in place to support effective use of the placement management system (ARC) for practice placement educators.

Reason: To evidence this standard, the visitors were directed to information regarding the universities practice placement management system (ARC). Whilst the visitors were

satisfied that ARC is an appropriate system for approving and monitoring placements they could not see how practice placement providers would be appropriately trained and supported to use the ARC system. Further to this the visitors were unable to identify an appropriate time frame for implementing training on the ARC system, ready for the first proposed cohort. The visitors noted that due to the nature of this particular programme, practice placement providers are responsible for a number of tasks in the approval and monitoring processes. They are subsequently required to engage with the ARC system frequently before and throughout the placement process. The visitors therefore require evidence which demonstrates how practice placement providers are appropriately supported to use the ARC system and the time frames associated with this.

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

Condition: The education provider must provide further documentation which clearly demonstrates students are unable to condone modules.

Reason: To evidence this standard the visitors were directed to the standard assessment regulations for the University of the West of England, Bristol (UWE). The senior and programme teams clarified that it was their intention that students would not be able to condone modules on this particular programme. However the UWE assessment regulations did not state that it is not possible for a student on this programme to condone modules. The visitors therefore require clarification on whether students will be able to condone modules for this programme, where this will be stated in assessment regulations and how this will be effectively communicated to students.

Bev Blythe
Simon Mudie
David Ward