

## Visitors' report

<b>Name of education provider</b>	University of Salford
<b>Programme name</b>	BSc (Hons) Integrated Practice Learning Disabilities Nursing and Social Work
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Social worker in England
<b>Date of visit</b>	30 April 2013 – 1 May 2013

## Contents

Executive summary .....	2
Visit details .....	3
Sources of evidence .....	4
Recommended outcome .....	5
Conditions.....	6
Recommendations.....	9

## 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. The HCPC is a statutory regulator and our main aim is to protect the public. The HCPC currently regulates 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 ongoing approval of the programme. This recommended outcome was accepted by the Education and Training Committee (Committee) on 22 August 2013. At the Committee meeting, the ongoing approval of the programme was re-confirmed. This means that the education provider has met the condition(s) outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

## Introduction

The HCPC visited the programme at the education provider as the social work profession came onto the register in August 2012 and a decision was made by the Education and Training Committee to visit all existing programmes from this profession. 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 professional body (the College of Social Work (TCSW)) considered their endorsement of the programme. The visit also considered the following programmes - BA (Hons) Social Work (Full time), MA in Social Work (Full time) and MA in Social Work (Part time). The professional body 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 all the programmes and dialogue throughout the visit; this report covers the HCPC's recommendations on this programme only. Separate reports exist for the other programmes. 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 professional body, outline their decisions on the programmes' status.

## Visit details

Name of HCPC visitors and profession	Beverly Blythe (Social worker) William Gilmore (Biomedical scientist) Vicki Lawson-Brown (Social worker)
HCPC executive officer (in attendance)	Jamie Hunt
Proposed student numbers	26
Proposed start date of programme approval	September 2013
Chair	Debra Leighton (University of Salford)
Secretary	Julie Evans (University of Salford)
Members of the joint panel	Jane Jenkins (University of Salford) Lynn Heath (The College of Social Work) Nigel Simons (The College of Social Work) Helen Wenman (The College of Social Work)

## 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"/>
Admissions information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internal quality monitoring documents	<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"/>
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 assured 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 their 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 3 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for approval. 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 is recommended for approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set 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 revise the programme documentation, including advertising materials, to ensure the terminology used is reflective of the current landscape of statutory regulation for social workers in England.

**Reason:** The visitors noted that the programme documentation submitted by the education provider included several instances of incorrect and out of date terminology. There are references to the previous regulator, the General Social Care Council (GSCC) throughout the documentation. For example, page 10 of the Programme Specification refers to 'entry onto the appropriate part of the... GSCC Professional Register'. There are also incorrect references to policies and requirements of the former regulator. Following its closure, the functions of the GSCC have passed to the HCPC. All social work education providers in England must now meet HCPC standards. For example, page 22 of the Curriculum Document states '[a]ll Social Work students are registered with the HCPC at the commencement of the programme'. The HCPC does not hold a student register. There are also incorrect statements about the requirements of the HCPC for practice learning. For example, page 4 of the Programme Specification states '[t]he HCPC/TCSW requirements for 200 practice days' and the page 3 of the Programme Handbook states that '[i]t is a requirement of the NMC and the HCPC and The Collage of Social Work (TCSW) that students are exposed to experiences in all fields of practice'. The HCPC does not have prescriptive requirements in terms of practice days or range of placements. The HCPC's requirements around placements are for the education provider to demonstrate that the practice learning effectively supports the delivery of the learning outcomes. The visitors also noted several of the documents provided had not been updated to reflect the change in regulation for the social work profession in England, but had a statement that the documentation 'will be adapted for the 2013 intake to reflect the HCPC and TCSW requirements'. Therefore, the visitors require the education provider to review documentation to correct all instances of inconsistent and incorrect terminology, and to ensure that all documentation is finalised as soon as possible.

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

**Condition:** The education provider must revise the programme documentation, including advertising materials, to ensure that they differentiate between the purpose and requirements of the HCPC and the College of Social Work (TCSW)

**Reason:** Throughout the documentation, the education provider consistently references the HCPC and TCSW alongside each other when referring to the policies of one of the two organisations. For example, page 10 of the programme handbook talks to 'HCPC/TCSW competencies', which suggests that a jointly agreed set of competencies is available. Each organisation has different requirements for student learning; the HCPC has standards of proficiency (SOPs) for social workers in England and TCSW has the Professional Capabilities Framework (PCF). The Programme Specification document consistency refers to the requirements of the 'NMC and HCPC/TCSW'. This wording suggests that HCPC and TCSW requirements are one and the same, when in reality the HCPC and TCSW have different roles and requirements, as the regulator and

as the professional body respectively. Therefore, the visitors require the education provider to revise the programme documentation clearly differentiate between the HCPC and TCSW, as the two organisations are independent.

#### **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 revise the programme documentation to clearly demonstrate how the learning outcomes allow graduates of the programme to meet the following standards of proficiency (SOPs) for social workers in England:

- **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**

**Reason:** As part of their documentation submission, the education provider completed a SOPs mapping document. In this document, each SOP was mapped very broadly against module titles, rather than against specific learning outcomes. Following clarification with the programme team, the visitors were satisfied that graduates of the programme would meet all of the SOPs with the exception of 13.4, 14.2 and 14.4. As the mapping was broad, the visitors were unable to determine where the programme curriculum would explicitly teach and assess the students understanding of these standards. Therefore, the visitors require further information from the programme team about how they ensure that graduates of the programme will meet these standards.

#### **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 revise the programme documentation to clearly demonstrate how the assessment strategy and design ensures that graduates of the programme meet the following standards of proficiency (SOPs):

- **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**

**Reason:** In line with the condition set for SET 4.1, the visitors were unclear how the education provider ensures that graduates of the programme will meet these SOPs. As the visitors were unsure where the standards were taught on the programme, they were also unable to make a judgement about how the education provider assesses that students are meeting these standards. Therefore, the visitors require further information which clearly demonstrates how the assessment strategy and design ensures that students who successfully complete the programme meet SOPs 13.4, 14.2 and 14.4.

## Recommendations

### **4.9 When there is interprofessional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.**

**Recommendation:** The education provider should consider how planned changes to its policies around interprofessional learning (IPL) may impact on the way that this standard is met going forward, and ensure that they inform the HCPC of any changes to these policies.

**Reason:** From discussions with the programme team, the visitors noted that the education provider was considering altering its policies around IPL. The visitors are satisfied that the programme meets this standard with its current policies, but would like to remind the education provider to ensure that the HCPC's requirements around SET 4.9 are considered in the development of any new IPL policies, and that the HCPC is informed of any changes which may impact on how this standard is met.

### **5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:**

- **the learning outcomes to be achieved;**
- **the timings and the duration of any placement experience and associated records to be maintained;**
- **expectations of professional conduct;**
- **the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and**
- **communication and lines of responsibility.**

**Recommendation:** The education provider should consider strengthening links with practice placement educators to ensure they feel fully equipped to take students, and have access to any information which may help to support students while on placement.

**Reason:** In the meeting with practice placement staff, the visitors noted the concerns of some practice placement educators who felt underprepared for taking students on placement. While the visitors considered this standard to be met at threshold level, they recommend that the education provider strengthens links with practice placement educators, ensuring that they have access to any relevant teaching materials (such as lecture notes on Blackboard) and to learning resources (such as the university library). During the tour of the facilities, there was discussion that practice placement educators have access to some university resources, but the visitors were not clear how, or whether they were aware that they can access these resources. The visitors also noted that practice placement educators did not always know at which stage students were when taking them on placement. To ensure that the placement experience is consistent for practice placement educators, and therefore students, the visitors recommend that the education provider revises its policies to address the above.

Beverly Blythe  
William Gilmore  
Vicki Lawson-Brown