

## HCPC approval process report

Education provider	Nottingham Trent University
Name of programme(s)	BA (Hons) Social Work (Degree Apprenticeship), Full time
Approval visit date	11-12 July 2019
Case reference	CAS-14472-N3B8C2

### Contents

Section 1: Our regulatory approach .....	2
Section 2: Programme details.....	3
Section 3: Requirements to commence assessment.....	3
Section 4: Outcome from first review.....	4
Section 5: Outcome from second review .....	12
Section 6: Visitors’ recommendation.....	19
Section 7: Future considerations for the programme(s) .....	19

### Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the approval process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as ‘our standards’). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Through undertaking this process, we have noted areas that may need to be considered as part of future HCPC assessment processes in section 7 of this report.

## Section 1: Our regulatory approach

### Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

### How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation of the visitors, inclusive of conditions and recommendations. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

### HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Mohammed Jeewa	Lay
David Childs	Social worker
Robert Goemans	Social worker
John Archibald	HCPC executive

### Other groups involved in the approval visit

There were other groups in attendance at the approval visit as follows. Although we engage in collaborative scrutiny of programmes, we come to our decisions independently.

Gareth Williams	Independent chair (supplied by the education provider)	Nottingham Trent University
Rebecca Hannania	Secretary (supplied by the education provider)	Nottingham Trent University
Beverley Topham	Secretary (supplied by the education provider)	Nottingham Trent University

## Section 2: Programme details

Programme name	BA (Hons) Social Work (Degree Apprenticeship)
Mode of study	FT (Full time)
Profession	Social worker in England
Proposed first intake	01 October 2019
Maximum learner cohort	Up to 17
Intakes per year	1
Assessment reference	APP02085

We undertook this assessment of a new programme proposed by the education provider via the approval process. This involves consideration of documentary evidence and an onsite approval visit, to consider whether the programme meet our standards for the first time.

## Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we ask for certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Type of evidence	Submitted	Comments
Completed education standards mapping document	Yes	
Information about the programme, including relevant policies and procedures, and contractual agreements	Yes	
Descriptions of how the programme delivers and assesses learning	Yes	
Proficiency standards mapping	Yes	
Information provided to applicants and learners	Yes	
Information for those involved with practice-based learning	Yes	
Information that shows how staff resources are sufficient for the delivery of the programme	Yes	
Internal quality monitoring documentation	No	The programme is new and not currently running.

We also usually ask to meet the following groups at approval visits, although there may be some circumstances where meeting certain groups is not needed. In the table below, we have noted which groups we met, along with reasons for not meeting certain groups (where applicable):

Group	Met	Comments
Learners	Yes	The programme is not approved and has not run, so we met with learners from the MA Social Work and BA (Hons) Social Work programmes.
Service users and carers (and / or their representatives)	Yes	
Facilities and resources	Yes	
Senior staff	Yes	
Practice educators	Yes	
Programme team	Yes	

## Section 4: Outcome from first review

### Recommendation of the visitors

In considering the evidence provided by the education provider as part of the initial submission and at the approval visit, the visitors' recommend that there was insufficient evidence to demonstrate that our standards are met at this time, but that the programme(s) should be approved subject to the conditions noted below being met.

### Conditions

Conditions are requirements that must be met before programmes can be approved. We set conditions when there is insufficient evidence that standards are met. The visitors were satisfied that a number of the standards are met at this stage. However, the visitors were not satisfied that there is evidence that demonstrates that the following standards are met, for the reasons detailed below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programmes, and then provide any further evidence to demonstrate how they meet the conditions. We set a deadline for responding to the conditions of 23 August 2019.

#### **2.1 The admissions process 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 appropriate, clear and consistent information for applicants so they are able to make an informed choice about whether to take up an offer of a place on the programme.

**Reason:** From their review of the programme documentation, the visitors considered some of the information available to applicants was not clear. For example, reference was made in the course handbook to learners being 'eligible to register' on successful completion of the programme, rather than graduates being 'eligible to apply for registration'. The visitors were also made aware of the Development and Approval Group (DAG) document and the course handbook. The visitors noted the DAG document was a document for internal validation, and the course handbook was a document for those learners studying on a different programme. In the meeting with the programme team, the visitors were informed there was currently no information on the website of the education provider but that the information was ready to go live. The

visitors noted that they had not seen accurate and clear information aimed at applicants about the programme to enable them to make an informed choice about taking up a place on the programme. Therefore, the visitors require the education provider to review all relevant materials to ensure that accurate and complete information about the programme is provided to applicants which gives them the information they need to make a fully-informed decision about taking up a place on the programme.

## **2.2 The selection and entry criteria must include appropriate academic and professional entry standards.**

**Condition:** The education provider must clearly articulate the selection and entry criteria for the programme and make sure it includes the appropriate academic and professional entry standards.

**Reason:** To evidence this standard, the visitors were made aware of the Development and Approval Group (DAG) document and the course handbook. The visitors were informed during the programme team meeting that there are two stages of the admissions process, and employer partners of the programme set the criteria for stage one of this process. The visitors had not seen this as part of the information provided to applicants. In the senior team and programme team meetings, the visitors were made aware that different tenders from employer partners may have different selection and entry criteria. The visitors considered there to be a lack of clarity about the selection and entry criteria. The visitors therefore require further information about the academic and professional entry standards to ensure they are appropriate to the level and content of the programme, and which ensures learners are able to meet our standards for registration once they have completed the programme.

## **2.4 The admissions process must assess the suitability of applicants, including criminal conviction checks.**

**Condition:** The education provider must demonstrate how they will ensure all applicants have undergone a criminal conviction check and clarify the process when making a decision about an applicant's character.

**Reason:** To evidence this standard, the visitors were made aware of the Development and Approval Group (DAG) document and the course handbook. The visitors were aware the course handbook stated that any declarations and disclosures of offences are discussed with a HR manager from Nottinghamshire County Council and a senior manager from Nottingham City Council. The visitors were aware this is the case for applicants employed by partners external to both Nottinghamshire County Council and Nottingham City Council. The visitors considered there to be a lack of clarity on the process in relation to external partners who have oversight of information about criminal conviction checks. The visitors therefore require further information about the process to make sure applicants are of appropriate character to train to be a health and care professional and to interact safely with service users and carers.

## **2.6 There must be an appropriate and effective process for assessing applicants' prior learning and experience.**

**Condition:** The education provider must provide further information about how they assess applicant's previous learning and experience, and how they assess other programmes or training routes.

**Reason:** From a review of the documentation, the visitors noted that full time learners are able to transfer credit from other social work programmes only, including where they have met the appropriate learning outcomes from completing the same type of modules. The visitors were also made aware in the programme team meeting that the education provider has a policy for assessing applicants' prior learning and experience. However, the visitors had not seen evidence of this policy. The visitors therefore require further information about how the education provider makes sure they consider any previous learning and experience an applicant has as part of the admissions process in an appropriate and effective way.

### **3.1 The programme must be sustainable and fit for purpose.**

**Condition:** The education provider must demonstrate that employers are committed to supporting the programme to ensure that it is sustainable.

**Reason:** From their review of the documentation, the visitors were made aware that the programme has been developed at the request of partners from Nottingham, Nottinghamshire, Derby and Derbyshire. The visitors were informed the education provider's target audiences are local authorities, third sector and public-sector organisations in the region. In the meeting with the senior team, the visitors were made aware the education provider had conducted four stakeholder meetings with these partners since December 2017. The education provider stated they had also received a tender from Derbyshire County Council, which they were hoping to respond to. In the meeting with practice educators, the visitors were made aware employers from the public sector had expressed strong interest in the proposed programme. However, the visitors did not receive evidence there was clear support for the programme beyond these discussions, which would demonstrate appropriate support for the programme from employers. The visitors were unclear about the commitment of partners whose co-operation was essential for the success of the programme. The visitors considered there to be a lack of evidence of further commitment from employers. The visitors were therefore unable to determine whether the programme was secure and is supported by all stakeholders involved. The visitors require further documentary evidence which demonstrates that employers are committed to employing learners and providing resources to the programme, and that the programme will be sustainable as a result.

### **3.2 The programme must be effectively managed.**

**Condition:** The education provider must clarify the lines of responsibility for the programme to ensure there is effective management.

**Reason:** From a review of the documentation, the visitors were directed to the curriculum vitae for the programme team. The visitors noted the staff identified were appropriately qualified and experienced. During the visit, the visitors were made aware there are numerous roles relating to the management of the programme. In the meeting with the senior team, the visitors were informed the education provider could not at that point give details about how governance arrangements would work and that a collaborative document would be produced giving clear information about the lines of ownership and responsibility within the programme. From these conversations and from the documentation, the visitors were unsure of how the various partners will work and liaise together, and of their roles within the programme to ensure the programme will be effectively managed. The visitors therefore require clarification as to who is responsible

for the coordination of the programme to ensure there is effective management and clear responsibility for the programme.

**3.3 The education provider must ensure that the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.**

**Condition:** The education provider must demonstrate how the process for identifying and appointing an appropriately qualified and experienced person to hold overall professional responsibility for the programme is appropriate.

**Reason:** From a review of the documentation, the visitors were directed to the curriculum vitae of the principal lecturer and the acting head of department to evidence this standard. From the information provided, the visitors were aware of the individuals who have overall professional responsibility of the programme. However, the visitors did not receive information which demonstrates how the education provider identifies a suitable person and, if it becomes necessary, a suitable replacement. As such the visitors require the education provider to demonstrate they have an effective process in place to ensure that the person with overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.

**3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.**

**Condition:** The education provider must provide further information about the process in place to ensure all learners on the programme have access to practice-based learning, which meets their learning needs.

**Reason:** From a review of the documentation, the visitors were informed the practice assurance committee looks at the availability of practice-based learning and that it meets once a year. During the visit, the visitors were made aware the education provider allocates practice-based learning to learners. However, in the meeting with practice educators, the visitors were informed the education provider was not involved with the process. Therefore, the visitors were unclear who has the responsibility for allocating practice-based learning. The visitors could not be sure how the education provider ensures that all learners on the programme have access to practice-based learning. The visitors therefore require further information about who has responsibility for ensuring practice-based learning is available for all learners.

**3.7 Service users and carers must be involved in the programme.**

**Condition:** The education provider must demonstrate how service users and carers will be involved throughout the programme.

**Reason:** From a review of the documentation, the visitors were made aware of Services for Empowerment and Advocacy, a service user group who undertake work across Nottinghamshire, Derbyshire and Lincolnshire, including work in partnership with the education provider. During the meeting with service users and carers, the visitors were made aware that service user and carers had not had any involvement with the proposed programme to this point. From the meeting, the visitors were informed that

service users and carers had been shown an outline of the programme. The visitors were also informed that service users did not know how they would be involved in the proposed programme. The visitors considered service users and carers had not yet contributed to this programme. The visitors require the education provider to provide information as to the aspects of the programme where service users and carers are involved, and how will they be supported in their involvement. The education provider should also demonstrate how the involvement is appropriate to the programme and how it will contribute to the governance and continuous improvement the programme.

### **3.8 Learners must be involved in the programme.**

**Condition:** The education provider must demonstrate how learners' involvement will contribute to the ongoing quality and effectiveness of the programme.

**Reason:** In the documentation provided as evidence for this standard, the visitors were made aware that learners were involved as representatives on course committee meetings and will be asked to give feedback for each module studied. In the meeting with learners, the visitors were made aware learners had been consulted on the degree apprenticeship programme specifically only prior to the meeting. The visitors were unclear whether learners had been fully consulted about the proposed programme. The visitors were unclear how learner involvement would work in practice, considering their attendance of one day a week at the education provider and how this involvement means learners will contribute to the ongoing quality and effectiveness of the programme. The visitors therefore considered there to be a lack of clarity about the consideration in regards to the engagement and involvement of learners on the proposed programme. The visitors require further evidence about how learners are asked for, allowed and encouraged to be involved, and how that has contributed to the quality, effectiveness and improvement of the programme.

### **3.13 There must be effective and accessible arrangements in place to support the wellbeing and learning needs of learners in all settings.**

**Condition:** The education provider must clarify how they will ensure that there will be effective and accessible arrangements in place to support the wellbeing and learning needs of learners in employment and practice-based learning.

**Reason:** In their evidence provided for this standard, the education provider directed the visitors to information provided to learners about wellbeing and learning needs support that would be available. The information for learners about services available at the education provider was appropriate. During the visit, the visitors were made aware the education provider was unsure of how they gave support to learners in employment or practice-based learning settings. Therefore, the visitors were not clear how the education provider would ensure that learners in the workplace or practice-based learning had access to effective support for their wellbeing and learning needs. The visitors could not be sure that all learners on the programme would have appropriate access to wellbeing and learning needs support. The visitors require further evidence relating to how the education provider will ensure that all learners have access to resources to support their wellbeing and learning needs while in on the programme.

### **4.9 The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.**



**Condition:** The education provider must demonstrate how they will ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.

**Reason:** From their review of the documentation, the visitors were made aware that learners undertake interprofessional education (IPE) while on practice-based learning and during one module. During the meeting with the programme team, the visitors were made aware the education provider had intentions of learning with and from paramedics, nurses, police and psychologists. However, the visitors considered there to be no detail about how exactly IPE would work, and it was not clear what kind of activities or events would be used to deliver appropriate IPE. It was also not clear how the education provider had designed IPE to make it as relevant as possible for learners, or how they had determined which were the most appropriate other professions to involve. The visitors therefore require further evidence showing how learners will be enabled to learn with, and from, professionals and learners in other relevant professions.

#### **4.10 The programme must include effective processes for obtaining appropriate consent from service users and learners.**

**Condition:** The education provider must demonstrate that they have effective processes in place for obtaining appropriate consent from service users and learners.

**Reason:** From the evidence provided, the visitors were aware that the education provider used a form which asked learners to confirm that the service user or carer has been asked for and given permission for the observation to go ahead. In the meeting with learners, the visitors were made aware there is an informal process to obtain their consent in situations such as role play. In the meeting with service users and carers, the visitors were made aware that although service users could choose not to undertake an exercise, there were no formal arrangements in place. The visitors were therefore not able to view clear evidence of how service users give consent when interacting with learners and how learners give consent when taking part in teaching where they take the part of service users themselves. The visitors require further information on how both learners and service users give appropriate consent where necessary.

#### **4.11 The education provider must identify and communicate to learners the parts of the programme where attendance is mandatory, and must have associated monitoring processes in place.**

**Condition:** The education provider must demonstrate how they will ensure that learners understand the attendance requirements of the programmes and how attendance is monitored.

**Reason:** In the evidence provided for this standard, the visitors were made aware that attendance of all parts of the programme is mandatory. The visitors were informed learners not able to attend parts of the programme had to contact the course administrator. In the programme team meeting, the visitors were informed there were different ways for learners to ensure they caught up with any learning they may have missed. However, the visitors had not seen evidence of how the education provider clearly communicates to learners how to make up for any learning they may have been unable to attend. Additionally, during the programme team meeting, the visitors were made aware the education provider will monitor learner attendance through the use of

the IT system Pebble Pad. However, the visitors were unclear how this will be undertaken. The visitors therefore require further evidence showing how learners will be made fully aware of the attendance requirements for the programmes and how attendance is monitored.

#### **5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.**

**Condition:** The education provider must demonstrate how they will ensure an adequate number of appropriately qualified and experienced staff in practice-based learning.

**Reason:** In their evidence for this standard, the education provider referred to the roles involved in practice-based learning such as the practice educator and work-based supervisor. During the meeting with practice educators, the visitors were made aware there were several roles working within practice-based learning, including mentor, line manager, practice educators, senior practitioner and tutor. In the meeting with the programme team, the visitors were informed mentors would be involved when the learner is in employment, and would not necessarily be a social worker. The visitors were therefore unclear about which job roles are going to be working within practice-based learning. The visitors require further evidence demonstrating that the education provider can ensure that there is enough support for learners to take part in safe and effective practice-based learning.

#### **5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.**

**Condition:** The education provider must provide further information about how they make sure practice educators have the necessary knowledge, skills and experience to be able to support safe and effective learning.

**Reason:** In their evidence for this standard, the education provider referred to the roles involved in practice-based learning such as the practice educator and work-based supervisor. During the meeting with practice educators, the visitors were made aware there were several roles working within practice-based learning, including mentor, line manager, practice educators, senior practitioner and tutor. In the meeting with the programme team, the visitors were informed mentors would be involved when the learner is in employment, and would not necessarily be a social worker. The visitors were unclear about which roles are going to be working within practice-based learning and so were unable to consider whether they have the necessary knowledge, skills and experience. The visitors require further evidence demonstrating how the education provider makes sure that those responsible for a learner's education during their practice-based learning are suitable and so able to support safe and effective practice-based learning in relation to the learning outcomes of the programme.

#### **5.7 Practice educators must undertake regular training which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.**

**Condition:** The education provider must provide further evidence to show how practice educators undertake regular training so they can support learning and assess learners effectively.

**Reason:** In their evidence for this standard, the education provider referred to the roles involved in practice-based learning such as the practice educator and work-based supervisor. During the meeting with practice educators, the visitors were made aware there were several roles working within practice-based learning, including mentor, line manager, practice educators, senior practitioner and tutor. In the meeting with the programme team, the visitors were informed mentors would be involved when the learner is in employment, and would not necessarily be a social worker. The visitors were also informed the education provider will be offering training for mentors, who are not necessarily a social worker. The visitors were unclear on the training offered to the other roles based in practice-based learning so all are adequately prepared to support learning and assess learners effectively. The visitors require further evidence demonstrating how the education provider makes sure all practice educators are trained and receive refresher training and support, including aspects specific to the programme, delivering the learning outcomes and individual needs of learners.

### **5.8 Learners and practice educators must have the information they need in a timely manner in order to be prepared for practice-based learning.**

**Condition:** The education provider must provide further evidence about the information they provide to those practice educators engaged in practice-based learning.

**Reason:** In their evidence for this standard, the education provider referred to the roles involved in practice-based learning such as the practice educator and work-based supervisor. During the meeting with practice educators, the visitors were made aware there were several roles working within practice-based learning, including mentor, line manager, practice educators, senior practitioner and tutor. In the meeting with the programme team, the visitors were informed mentors would be involved when the learner is in employment, and would not necessarily be a social worker. The visitors were unclear about which roles are going to be working within practice-based learning. The visitors were also unclear about what information was given to those in practice education so they understood their roles and what is expected and required for the practice-based learning to be safe and effective. The visitors therefore require further evidence about how the education provider communicates clear expectations regarding practice-based learning to practice educators.

### **6.5 The assessment methods used must be appropriate to, and effective at, measuring the learning outcomes.**

**Condition:** The education provider must show how the assessment methods are appropriate to and effective at measuring the learning outcomes.

**Reason:** From reviewing the module descriptors as part of the evidence provided for this standard, the visitors were unable to find full details about the assessment methods. They noted that for the assessments, there was insufficient information about the word count or length of assessment. For example, for module 'Social Policy and Law for Social Workers' at level 4, the visitors were made aware learners were assessed through an exam and a report, with both assessments having 50 per cent weighting. However, the visitors were unclear as to the length and word count respectively of the assessment and so were unsure whether the assessment methods are appropriate in measuring the learning outcomes. The visitors therefore require

further information about the assessments to ensure the learning outcomes of the programme and consequently the SOPs have been met.

**6.7 The education provider must ensure that at least one external examiner for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.**

**Condition:** The education provider must provide further information about the recruitment of an external examiner for the programme.

**Reason:** From a review of the documentation, the visitors were informed there were two external examiners. However, the visitors were not clear from the documentation and discussions at the visit what the process was for appointing external examiners to make sure at least one has professional experience and qualifications relevant to the programme. The visitors could not determine the policies and processes to ensure a suitable external examiner is appointed and, if necessary, replaced. The visitors require further evidence about the appointment process and requirements for the role, including information about how it is ensured external examiners from a different professional background are suitable.

## Section 5: Outcome from second review

### **Second response to conditions required**

The education provider responded to the conditions set out in section 4. Following their consideration of this response, the visitors were satisfied that the conditions for several of the standards were met. However, they were not satisfied that the following conditions were met, for the reasons detailed below. Therefore, in order for the visitors to be satisfied that the following conditions are met, they require further evidence.

### **2.2 The selection and entry criteria must include appropriate academic and professional entry standards.**

**Condition:** The education provider must clearly articulate the selection and entry criteria for the programme and make sure it includes the appropriate academic and professional entry standards.

**Reason condition not met at this time:** In response to this condition, the visitors were made aware that information about entry requirements onto the programme was contained on the programme's webpage and in the validation document. Both stated that selection will be undertaken in partnership with employers. However, the visitors did not see information provided to applicants about the two stages of the admissions process.

As employer partners set the criteria for stage one of the process and different tenders may have different selection and entry criteria the visitors considered there to be a lack of clarity about the selection and entry criteria. The visitors therefore require further information about the academic and professional entry standards to ensure they are appropriate to the level and content of the programme, and which ensures learners are able to meet our standards for registration once they have completed the programme.

**Suggested documentation:** The education provider must supply full detailed information about the two-stage application process and how potential applicants are informed of it, and the academic and professional entry standards to ensure they are appropriate to the level and content of the programme

#### **2.4 The admissions process must assess the suitability of applicants, including criminal conviction checks.**

**Condition:** The education provider must demonstrate how they will ensure all applicants have undergone a criminal conviction check and clarify the process when making a decision about an applicant's character.

**Reason condition not met at this time:** In response to this condition, the visitors were made aware learners complete a form relating to whether they have any convictions or cautions. The visitors were also informed about how declarations and disclosures of offences are discussed with a manager from both Nottinghamshire County Council and Nottingham City Council. However, the visitors considered there remained a lack of clarity on the process and the role of the employer who have oversight of information about criminal conviction checks. The visitors therefore require further information about the process to make sure applicants are of appropriate character to train to be a health and care professional and to interact safely with service users and carers

**Suggested documentation:** The education provider must provide further evidence of the process to make sure applicants are of appropriate character to train to be a health and care professional and to interact safely with service users and carers.

#### **2.6 There must be an appropriate and effective process for assessing applicants' prior learning and experience.**

**Condition:** The education provider must provide further information about how they assess applicant's previous learning and experience, and how they assess other programmes or training routes.

**Reason condition not met at this time:** In response to this condition, the visitors were made aware the education provider has developed a new form to assess prior learning and experience. However, the visitors had not seen evidence of how the education provider will effectively assesses applicants' previous learning and experience, and other programmes or training. This might be by defining a process which would be used in these situations, including how it is operationally carried out, and evidence of its effectiveness. The visitors therefore require further information about how the education provider makes sure they consider any previous learning and experience an applicant has as part of the admissions process in an appropriate and effective way.

**Suggested documentation:** The education provider must submit further information about the process to make sure they consider any previous learning and experience an applicant has as part of the admissions process in an appropriate and effective way.

#### **3.1 The programme must be sustainable and fit for purpose.**

**Condition:** The education provider must demonstrate that employers are committed to supporting the programme to ensure that it is sustainable.

**Reason condition not met at this time:** In their response to the condition, the visitors were made aware that the programme has been awarded the tender for Derbyshire County Council and that internal approval for the programme was given in May 2019. However, the evidence of the outcome of the tendering did not provide details about the number of learners the tender was for and the length of time of the tender. The visitors were therefore unclear whether there was clear support for the programme from employers and the commitment of partners whose co-operation was essential for the success of the programme. The visitors were therefore unable to determine whether the programme was secure and is supported by all stakeholders involved. The visitors require further documentary evidence which demonstrates that employers are committed to employing learners and providing resources to the programme, and that the programme will be sustainable as a result.

**Suggested documentation:** The education provider must submit further documentary evidence which demonstrates that employers are committed to employing learners and providing resources to the programme, and that the programme will be sustainable as a result.

### **3.2 The programme must be effectively managed.**

**Condition:** The education provider must clarify the lines of responsibility for the programme to ensure there is effective management.

**Reason condition not met at this time:** In the response to the condition, the visitors reviewed the course handbook that had been updated with further information about roles and responsibilities on the programme. The visitors were also informed that workplace mentors will be trained by the education provider to clarify roles and responsibilities. However, the visitors were unclear about how the various partners on the programme will work and liaise together to ensure the programme will be effectively managed. The visitors were informed a collaborative document would be produced giving clear information about the lines of ownership and responsibility within the programme. However, the visitors had not seen this document. The visitors therefore require clarification as to who is responsible for the coordination of the programme to ensure there is effective management and clear responsibility for the programme.

**Suggested documentation:** The education provider must supply documentation giving clear information about the lines of ownership and responsibility within the programme, for example, the collaborative document.

### **3.3 The education provider must ensure that the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.**

**Condition:** The education provider must demonstrate how the process for identifying and appointing an appropriately qualified and experienced person to hold overall professional responsibility for the programme is appropriate.

**Reason condition not met at this time:** In the response to this condition, the visitors were provided with the job description for the Head of Department and Principal Lecturer. The visitors were made aware both posts require the need for appropriate qualification and registration. However, the visitors were unable to find evidence of the

requirement to be registered with HCPC in the job description for the post of Principal Lecturer. The visitors were also unable to find details of how the programme makes sure the individuals are appropriate for the role and have access to the necessary information and resources for the relevant information if it is possible and appropriate for the programme to be led by someone who is not registered on the relevant part of the Register. As such the visitors require the education provider to demonstrate they have an effective process in place to ensure that the person with overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.

**Suggested documentation:** The education provider must provide information to demonstrate they have an effective process in place to ensure that the person with overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.

### **3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.**

**Condition:** The education provider must provide further information about the process in place to ensure all learners on the programme have access to practice-based learning, which meets their learning needs.

**Reason condition not met at this time:** In the response to this condition the visitors were made aware the employer will have responsibility of identifying and allocating a suitable placement for the apprentice, including the practice educator. The visitors were informed the education provider will be involved in this process in terms of being assured that both the placement and practice educators are suitable and appropriate. However, the visitors were not provided with any evidence of this process. The visitors could therefore not be sure how the education provider ensures that all learners on the programme have access to practice-based learning. The visitors therefore require further information about who has responsibility for ensuring practice-based learning is available for all learners.

**Suggested documentation:** The education provider needs to provide evidence of how they identify and allocate suitable practice-based learning which ensures that all learners on the programme have access to practice-based learning and who has responsibility for ensuring practice-based learning is available for all learners.

### **3.13 There must be effective and accessible arrangements in place to support the wellbeing and learning needs of learners in all settings.**

**Condition:** The education provider must clarify how they will ensure that there will be effective and accessible arrangements in place to support the wellbeing and learning needs of learners in employment and practice-based learning.

**Reason condition not met at this time:** In the response to this condition, the visitors were made aware the course handbook had been updated with information about the range of support services for learners. The visitors were also informed apprentices can seek support through the website of the D2N2 Teaching Partnership, of which the education provider is a partner. However, the visitors remained unclear about the support specific to apprenticeship learners in the practice-based learning and

employment settings. The visitors were not clear how the education provider would ensure that learners in the workplace or practice-based learning had access to effective support for their specific wellbeing and learning needs. The visitors could not be sure that all learners on the programme would have appropriate access to wellbeing and learning needs support. The visitors require further evidence relating to how the education provider will ensure that all learners have access to resources to support their wellbeing and learning needs while on the programme.

**Suggested documentation:** The education provider must supply further information about how the education provider will ensure that all learners have access to resources to support their wellbeing and learning needs while in the practice-based learning and employment settings on the programme.

#### **4.9 The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.**

**Condition:** The education provider must demonstrate how they will ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.

**Reason condition not met at this time:** In the response to this condition, the visitors were made aware of modules where interprofessional education (IPE) is to take place. The visitors considered the information to show where someone from another profession may be involved in teaching, but did not clearly demonstrate where meaningful learning will take place alongside learners from other professions. The visitors considered there to be no detail about how exactly IPE would work, and it was not clear what kind of activities or events would be used to deliver appropriate IPE so learners are able to learn with and from professionals and learners in other relevant professions. It was also not clear how the education provider had designed IPE to make it as relevant as possible for learners, or how they had determined which were the most appropriate other professions to involve. The visitors therefore require further evidence showing how learners will be enabled to learn with, and from, professionals and learners in other relevant professions.

**Suggested documentation:** The education provider must clearly demonstrate how learners are able to learn with and from learners and professionals from other relevant professions.

#### **4.11 The education provider must identify and communicate to learners the parts of the programme where attendance is mandatory, and must have associated monitoring processes in place.**

**Condition:** The education provider must demonstrate how they will ensure that learners understand the attendance requirements of the programmes and how attendance is monitored.

**Reason condition not met at this time:** In the response to this condition, the visitors were made aware the education provider will use an electronic database to record details about workplace contacts and that information about who the learner need to contact if learning has been missed. However, the visitors remained unclear what learners will need to do to catch up with any learning they may have missed, and had not seen clear evidence of how the education provider clearly communicates to learners



how to make up for any learning they may have been unable to attend. Additionally, during the programme team meeting, the visitors were made aware the education provider will monitor learner attendance through the use of the IT system Pebble Pad. However, the visitors were unclear how this will be undertaken. The visitors therefore require further evidence showing how learners will be made fully aware of the attendance requirements for the programmes and how attendance is monitored.

**Suggested documentation:** The education provider must supply further evidence of how the education provider clearly communicates to learners how to make up for any learning they may have missed and how attendance is monitored.

#### **5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.**

**Condition:** The education provider must provide further information about how they make sure practice educators have the necessary knowledge, skills and experience to be able to support safe and effective learning.

**Reason condition not met at this time:** In the response to this condition, the visitors were made aware practice educators can complement their knowledge, skills and experience by a number of methods through the D2N2 teaching partnership, such as training events, videos and other resources. However, the visitors were unclear how the education provider ensures that individuals with roles in practice-based learning have the relevant knowledge, skills and experience to support and develop the learners specifically on the apprenticeship programme. The visitors require further evidence demonstrating how the education provider makes sure that those responsible for a learner's education during their practice-based learning are suitable and so able to support safe and effective practice-based learning in relation to the learning outcomes of the programme.

**Suggested documentation:** The visitors require further evidence demonstrating the roles who are going to be working within practice-based learning and be responsible for a learner's education during their practice-based learning are suitable and so able to support safe and effective practice-based learning in relation to the learning outcomes of the programme.

#### **5.7 Practice educators must undertake regular training which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.**

**Condition:** The education provider must provide further evidence to show how practice educators undertake regular training so they can support learning and assess learners effectively.

**Reason condition not met at this time:** In the response to this condition, the visitors were made aware a range of workshops, training events and conferences are offered to practice educators through the D2N2 Teaching Partnership that help and support their role. However, the visitors considered the training events and conferences to be generic in nature and not specific to ensure that individuals with roles in practice-based learning have the relevant knowledge, skills and experience to support and develop the learners on the apprenticeship programme. The visitors were unclear on the training offered to

all roles based in practice-based learning so all are adequately prepared to support learning and assess learners effectively. The visitors require further evidence demonstrating how the education provider makes sure all practice educators are trained and receive refresher training and support, including aspects specific to the programme, delivering the learning outcomes and individual needs of learners.

**Suggested documentation:** The education provider must supply further evidence demonstrating how the education provider makes sure all practice educators are trained and receive refresher training and support specific to the needs of the learners and the apprenticeship programme, including delivering the learning outcomes and individual needs of learners.

#### **5.8 Learners and practice educators must have the information they need in a timely manner in order to be prepared for practice-based learning.**

**Condition:** The education provider must provide further evidence about the information they provide to those practice educators engaged in practice-based learning.

**Reason condition not met at this time:** In the response to this condition, the education provider stated briefing sessions will be held in a timely manner prior to practice-based learning. The visitors were unclear about which roles are going to be working within practice-based learning. The visitors were also unclear about what information was given to those in practice education so they understood their roles and what is expected and required for the practice-based learning to be safe and effective. The visitors therefore require further evidence about how the education provider communicates clear expectations regarding practice-based learning to practice educators.

**Suggested documentation:** The education provider must provide further evidence of how they communicate about practice-based learning to practice educators so they understand their roles and what is expected and required for the practice-based learning to be safe and effective and are appropriately prepared.

#### **6.5 The assessment methods used must be appropriate to, and effective at, measuring the learning outcomes.**

**Condition:** The education provider must show how the assessment methods are appropriate to and effective at measuring the learning outcomes.

**Reason condition not met at this time:** In response to this condition, the visitors were made aware the education provider does not require module specifications to detail the word count or length of assessment. The visitors were informed this information is shared with students in the Module Handbook and / or assessment briefing which is posted on the Virtual Learning Environment. The visitors were provided with an example of the word count of an assessment in a module as part of written assignment guidance but noted this module is not part of the proposed programme. The education provider had not supplied full details of the assessment methods. They considered there was insufficient information about the word count or length of assessment and so were unsure whether the assessment methods are appropriate in measuring the learning outcomes. The visitors therefore require further information about the assessments to ensure the learning outcomes of the programme and consequently the SOPs have been met.

**Suggested documentation:** The visitors therefore require further information about the assessments, including full details about the assessment methods and word count or length of assessment, to ensure the learning outcomes of the programme and consequently the SOPs have been met.

**6.7 The education provider must ensure that at least one external examiner for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.**

**Condition:** The education provider must provide further information about the recruitment of an external examiner for the programme.

**Reason condition not met at this time:** In response to the condition, the visitors were made aware an external examiner has been appointed to the programme. The visitors were provided with the curriculum vitae of the external examiner and the job advertisement for the post. However, the visitors were not clear from the documentation what the process was for appointing external examiners to make sure at least one has professional experience and qualifications relevant to the programme and unless other arrangements are appropriate, on the relevant part of the Register. The visitors could not determine the policies and processes to ensure a suitable external examiner is appointed and, if necessary, replaced. The visitors require further evidence about the appointment process and requirements for the role, including information about how it is ensured external examiners from a different professional background are suitable.

**Suggested documentation:** The visitors require further evidence about the appointment process and requirements for the role, including information about how it is ensured external examiners from a different professional background are suitable and how the programme ensures external examiners are on the relevant part of the Register unless other arrangements are appropriate.

## Section 6: Visitors' recommendation

Considering the education provider's response to the conditions set out in section 4, and the request for further evidence set out in section 5, the visitors are satisfied that the conditions are met and recommend that the programme(s) are approved.

This report, including the recommendation of the visitors, will be considered at the 06 November 2019 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

## Section 7: Future considerations for the programme(s)

We include this section to note areas that may need to be considered as part of future HCPC assessment processes. Education providers do not need to respond to this section at this time, but should consider whether to engage with the HCPC around these areas in the future.

From a review of the documentation, the visitors were made aware of the programme team, their experience and backgrounds and the various roles in the programme. The

visitors were satisfied there is an appropriate number of staff able and equipped to deliver the programme effectively and that the standard is met at threshold. However, the visitors were made aware the education provider planned to increase learner numbers in the following two cohorts. The visitors considered that this increase, if taken forward, would require an increase in the number of staff involved in delivering the programme, to ensure it can still be delivered effectively. If more staff were not recruited, there was a risk the standard would no longer be met. The visitors therefore suggest that in the event of the expansion of the programme, the education provider review staffing requirements to ensure there is an appropriate number of staff who are able and equipped to deliver the programme effectively.