

HCPC approval process report

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| Education provider | University of Chichester |
| Name of programme(s) | BA (Hons) Social Work, FT (Full time) BA (Hons) Social Work Degree Apprenticeship, FT (Full time) |
| Approval visit date | 30-31 January 2019 |
| Case reference | CAS-13541-M0W8R4 |

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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.

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:

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|---------------|--------------------------|
| Dorothy Smith | Social worker in England |
| Susan Bell | Social worker in England |
| Rabie Sultan | 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.

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|-----------------|--|--------------------------|
| Mike Lauder | Independent chair (supplied by the education provider) | University of Chichester |
| Margaret Guise | Secretary (supplied by the education provider) | University of Chichester |
| Nigel Horner | External panel member | University of Lincoln |
| Vida Douglas | External panel member | Brunel University |
| Ian Perkins | Internal panel member | University of Chichester |
| David Cleverley | Internal panel member | University of Chichester |

Section 2: Programme details

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|------------------------|--------------------------|
| Programme name | BA (Hons) Social Work |
| Mode of study | FT (Full time) |
| Profession | Social worker in England |
| First intake | 01 July 2003 |
| Maximum learner cohort | Up to 50 |
| Intakes per year | 1 |
| Assessment reference | APP01999 |

We undertook this assessment via the approval process, which involves consideration of documentary evidence and an onsite approval visit, to consider whether the programme continues to meet our standards. We decided to assess the programme via the approval process due to the outcome of a previous assessment via major change where it was identified that the current programme will have changes to a number of standards covering areas such as programme admissions, management and resources, curriculum, practice placements and assessment.

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|------------------------|---|
| Programme name | BA (Hons) Social Work Degree Apprenticeship |
| Mode of study | FT (Full time) |
| Profession | Social worker in England |
| First intake | 01 August 2019 |
| Maximum learner cohort | Up to 10 |
| Intakes per year | 1 |
| Assessment reference | APP02014 |

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 require 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.

| Required documentation | Submitted |
|--|-----------|
| Programme specification | Yes |
| Module descriptor(s) | Yes |
| Handbook for learners | Yes |
| Handbook for practice based learning | Yes |
| Completed education standards mapping document | Yes |
| Completed proficiency standards mapping document | Yes |

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|---|-----|
| Curriculum vitae for relevant staff | Yes |
| External examiners' reports for the last two years, if applicable | Yes |

We also expect to meet the following groups at approval visits:

| Group | Met |
|---|-----|
| Learners | Yes |
| Senior staff | Yes |
| Practice education providers | Yes |
| Service users and carers (and / or their representatives) | 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 programmes 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 11 April 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 ensure that appropriate, clear and consistent information, that enables applicants to make an informed choice about whether to take up a place on the BA (Hons) Social Work Degree Apprenticeship programme, is available to applicants.

Reason: This condition relates to the degree apprenticeship programme. From the review of the programme documentation, the visitors noted there is clear information available for applicants applying to the BA (Hons) Social Work programme. For the BA (Hons) Social Work Degree Apprenticeship programme, the visitors could not find any information specifically relating to admissions for this route and noted that the content was similar to the BA (Hons) Social Work programme. At the visit, the programme team explained the admissions process for the BA (Hons) Social Work Degree Apprenticeship programme involved employers referring their employees to the

university as potential applicants. The education provider and, if required, the human resources representative, would then explain the admissions process, any associated costs and how the apprenticeship levy works, to the applicant. The programme team noted that this information will be added to the revised documentation, but since this information was not available anywhere in writing, the visitors were unable to make a judgement about how information relating to the admissions process will be available to potential learners. Therefore, the visitors require further evidence which demonstrate what the admissions process is to apply to the apprenticeship programme. In this way the visitors can determine whether learners have all the information they require in order to be able to make an informed choice when deciding whether to take up a place on this programme.

3.1 The programme must be sustainable and fit for purpose.

Condition: The education provider must provide evidence demonstrating both the BA (Hons) Social Work Degree Apprenticeship and BA (Hons) Social Work programmes are sustainable.

Reason: For this standard, the visitors reviewed the programme handbooks for both programmes. The visitors noted under the section entitled 'Programme Structure' that each credit equates to a total study time of around 10 hours. The 10 hours of total study time includes scheduled teaching, independent study and assessment activity. As per the module descriptors, most modules were 15 credits and some modules were 30 credits. With 10 hours per credit, the visitors interpreted that a 15-credit module would equate to one hundred and fifty hours. With one hundred and twenty credits each semester, the visitors could not determine if this is a realistic approach as the indicated total number of study hours will be significantly high. As such, the visitors could not determine how this could be achieved with the number of staff and with the current timetable for delivery of the programmes. The visitors were also unable to determine how it would be possible for learners to meet these requirements. This was discussed with the programme team and they informed the visitors that this information along with the contact time on module descriptors will need to be revised.. Based on the current documentary evidence, the visitors were unable to make a judgement about whether the programme will be sustainable and has sufficient resources to deliver the programme with the required number of contact and study hours with learners. Therefore, the education provider must provide accurate information about the total study hours required on the programme including the revised documentation highlighting the contact time clarified clearly in the module descriptors in order for the visitors to make a judgement on whether this standard is met.

3.2 The programme must be effectively managed.

Condition: The education provider must outline the roles and responsibilities of those who will be contributing to both the BA (Hons) Social Work Degree Apprenticeship and BA (Hons) Social Work programmes to ensure they are effectively managed.

Reason: The visitors reviewed the programme staff list which included senior team members responsible for the delivery and management for both programmes. They noticed there was information regarding the programme teams' contact details, work experience along with the roles and duties of programme co-ordinators and administrators'. However, from the information provided, it was not clear which members of the programme team would be responsible for which aspects of

programme management, or who would be delivering specific areas of the programme. The education provider intends to deliver the BA (Hons) Social Work Degree Apprenticeship programme in partnership with West Sussex County Council, but the visitors noted that the information provided for the programme around this standard was similar to that provided for the BA (Hons) Social Work programme. Therefore, to the visitors were unable to determine who will manage individual aspects of the programme. Therefore, the education provider must provide further information for both the programmes regarding the structure for the day-to-day management of the programme and the lines of responsibility of the teaching team. In this way, the visitors can determine how the management of the programme will work in practice, and how learners will be supported through the programme by members of the programme team.

3.9 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Condition: The education provider must demonstrate that there will be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Reason: The visitors reviewed the evidence submitted for this standard, including a list of the core programme staff team and their curriculum vitae (CVs). They also discussed staffing with the senior team and programme team. From the evidence provided and from the discussions that took place, the visitors were satisfied that the programme team were appropriately qualified and experienced. However, as noted in the condition for standard 3.2, without information for both programmes regarding the structure for the day to day management of the programme and lines of responsibility of the teaching team, the visitors were not clear about how much time each of the core team would be able to commit to the existing BA (Hons) Social Work programme and the new programme. The visitors were also unable to determine how staff time would be allocated across each programme to deliver both programmes effectively and considering the numbers of learners on the programmes. Given these findings, the education provider must provide further evidence of the staff resourcing plan for both the programmes, which clearly articulates which staff members will be available to deliver the programmes and what arrangements are in place to review the staff numbers involved, if necessary.

3.17 There must be an effective process in place to support and enable learners to raise concerns about the safety and wellbeing of service users.

Condition: The education provider must demonstrate that the process in place to support and enable learners to raise concerns about the safety and wellbeing of service users is readily accessible and clear to learners for the BA (Hons) Social Work Degree Apprenticeship programme.

Reason: For this standard, the visitors were directed to the programme handbook and the whistle blowing policy document. The visitors noted there was a university wide complaints procedure for learners. Since the Apprenticeship programme is an employer led programme, from reviewing the documents and discussions with the programme team and practice educators, the visitors were unclear about what process learners on the Apprenticeship programme would use to raise concerns about the safety and wellbeing of service users. As such, the visitors were not clear how learners would know how or where to find this information easily. Considering the nature of this work-

based learning programme, the visitors require the programme team to clearly articulate how learners on the apprenticeship route will report concerns about service user safety when taking part in the different elements of the programme. Therefore, in order for the visitors to make a judgement about whether this standard is met, the education provider must demonstrate how they will ensure that the process in place to support and enable learners to raise concerns about the safety and wellbeing of service users is readily accessible and clear to learners on both programmes.

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 ensure that their attendance policy is clear and consistent in programme documentation, along with how these requirements are communicated to learners for both programmes.

Reason: From a review of the documentation, the visitors noted the BA (Hons) Social Work programme had an eighty per cent attendance requirement, which includes a hundred percent attendance requirement on placement. However, the visitors could not determine the minimum attendance requirement for the BA (Hons) Social Work Degree Apprenticeship Programme. Additionally, the documents for both programmes stated learners who miss 3 or more taught lessons, had to provide a valid reason or medical evidence, but there was no mention of the consequences or follow up steps when learners do not meet the requirement. Additionally, it was unclear in what timeframe the 3 or more lessons could not be missed and how this would apply. For instance, the visitors were unsure whether this would apply to learners who missed 3 or more lessons per module, per semester, per year or 3 consecutive days. From discussions with learners for the existing BA (Hons) Social Work Programme, the visitors felt that learners did not have clear information regarding the attendance policy. The learners mentioned that their attendance was not always recorded accurately at their work placement and they had to keep on asking for it to be corrected. Considering this information, the visitors were unable to determine what the clear attendance policy is, how it is communicated to learners and how it is monitored effectively. Therefore, the education provider must provide evidence clearly articulating what the attendance requirements are, how attendance is monitored, what the consequences of not meeting the attendance requirement is and how this is communicated to learners for both the programmes.

6.3 Assessments must provide an objective, fair and reliable measure of learners' progression and achievement.

Condition: The education provider must demonstrate how assessments will provide an objective, fair and reliable measure of learners' progression and achievement for the Degree Apprenticeship programme

Reason: The visitors reviewed the programme handbook as part of the evidence provided for this standard, the visitors could not see information regarding the EPA module assessment. They noted that in the sections of the programme handbook entitled "outline assessment schedule", "draft plan", "intended learning outcomes" and the module information section the EPA section was either left blank or contained insufficient information. Additionally, the visitors noted that throughout the documentation, there were inaccuracies concerning the credit weightings for the EPA,

which stated it to be either thirty or sixty credits. At the visit, programme team told the visitors that they have recently finished drafting the EPA module, which contains all information associated with it including assessment. As the visitors have not seen the contents of the EPA module document or the associated assessment document, they could not make a judgement if the assessments throughout the programme will provide an objective, fair and reliable measure of learners' progression and achievement. Therefore, the visitors require further information in order to determine whether this standard is met.

6.4 Assessment policies must clearly specify requirements for progression and achievement within the programme.

Condition: The education provider must clearly communicate the specific requirements for progression and achievement on the BA (Hons) Social Work Degree Apprenticeship programme.

Reason: From reviewing the BA (Hons) Social Work Degree Apprenticeship programme handbook as part of the evidence provided for this standard, the visitors could not see relevant information regarding the EPA module assessment. They noted that the "outline assessment schedule", "draft plan", "intended learning outcomes" and module information section pertaining to the EPA was either blank or contained insufficient information. Additionally, the visitors noted that throughout the documentation, there were inaccuracies concerning the credit weightings for the EPA, which stated it to be either thirty or sixty credits. At the visit, the programme team mentioned that they have recently finished drafting the EPA module, which contains all information associated with it, including information about assessments. As the visitors have not seen the contents of the EPA module document or the associated assessments, it was not possible to determine how learners would progress on this apprenticeship programme. The visitors therefore require the education provider to clarify the number of credits associated with the EPA and demonstrate how they will clearly specify to learners the requirements for progression and achievement on the programme.

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

Condition: The education provider must provide further information to show that the assessment methods used on the Degree Apprenticeship programme concerning the End Point Assessment are appropriate to, and effective at, measuring the learning outcomes.

Reason: From reviewing the programme handbook as part of the evidence provided for this standard, the visitors were unable to find information regarding the EPA module assessment. They noted that the "outline assessment schedule", "draft plan", "intended learning outcomes" and module information section pertaining to the EPA was either blank or contained insufficient information. At the visit, the programme team mentioned that they have recently finished drafting the EPA module, which contains all information associated with it, including information about assessments. Without having sight of the EPA module and assessment details, the visitors were unable to determine which learning outcomes are associated with the EPA and if the assessment methods to measure those learning outcomes are appropriate to, and effective at, measuring them. As such, the visitors require further information to determine which learning outcomes

are linked to the EPA to determine whether the EPA is an appropriate assessment method to measure those learning outcomes. In this way, the visitors can determine whether this standard is met.

Recommendations

We include recommendations when standards are met at or just above threshold level, and where there is a risk to that standard being met in the future. Recommendations do not need to be met before programmes can be approved, but they should be considered by education providers when developing their programmes.

3.4 The programme must have regular and effective monitoring and evaluation systems in place.

Recommendation: The education provider should consider monitoring its departmental team meetings' staff attendance to ensure regular and effective monitoring of the programme continues to take place.

Reason: The visitors were satisfied that this standard was met after reviewing the evidence provided for this standard. However, the visitors noted some of the team meetings of the Social Work and Social Care department held last year had low staff attendance. This was noted and acknowledged in the programme team meeting at the visit. The visitors would like to recommend that the education provider checks attendance numbers are sufficient and monitored regularly which will continue to ensure that the programme monitoring and evaluation systems are regular and effective.

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

Recommendation: The education provider should consider strengthening how they plan and monitor service user and carer involvement, including service user and carer contribution to the governance and continuous improvement of the programmes.

Reason: The visitors were satisfied that the standard was met at threshold level, as service users and carers have input in the programme through involvement in admissions and programme board meetings. However, after meeting the service users and carer, the visitors felt that their involvement was inconsistent and at times occurred on an ad hoc basis. The visitors recommend strengthening their involvement to ensure service user and carer involvement continues to be regular and consistent across both the programmes.

3.12 The resources to support learning in all settings must be effective and appropriate to the delivery of the programme, and must be accessible to all learners and educators.

Recommendation: The education provider should consider revising the documentation for both programmes

Reason: The visitors were satisfied that this standard is met. The visitors noticed that the programme documentation for the BA (Hons) Social Work Apprenticeship programme has similar content to the BA (Hons) Social Work programme. The visitors noted to the programme team that where the content for both programmes was so similar it may be difficult for learners to know what information relates to them as

learners on their programme. As such the education provider should consider how best to present the information to learners for ease of use. The visitors recommend that the documentation be revised and, where necessary, amendments are made to ensure that learners, and educators can distinguish between the programmes.

3.17 There must be an effective process in place to support and enable learners to raise concerns about the safety and wellbeing of service users.

Recommendation: The education provider should consider clearly labelling the 'whistle blowing policy' document for both programmes so that learners will know how to find the appropriate information.

Reason: The visitors noted that the 'whistleblowing policy' document is available for learners to view on the visual learning environment as such the visitors determined that this standard was met. The visitors considered that the learners may have difficulty finding the document if they require to access the information contained within it. . Therefore, the visitors recommend the education provider consider clearly labelling the document with a relevant title and place it somewhere in the documentations for ease of access to the learners.

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

Recommendation: The education provider should consider strengthening how they ensure learners are able to learn with, and from, professionals and learners in other relevant professions.

Reason: The visitors noted that there were examples of interprofessional learning where learners can learn with and from others and therefore this standard was met at threshold level. However, to ensure that the programme continues to ensure learners benefit from learning with and from others in relevant professions, the visitors recommend that the education provider considers how they can develop opportunities for interprofessional learning.

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.

2.1 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 ensure that appropriate, clear and consistent information, that enables applicants to make an informed choice about whether to take up a place on the BA (Hons) Social Work Degree Apprenticeship programme, is available to applicants.

Reason condition not met at this time: From reviewing the evidence provided for this condition, the visitors noted there was detailed information provided regarding the admissions process for the BA (Hons) Social Work Degree Apprenticeship programme. However, the visitors could not find information addressing the implications a learner may have to face, for being unable to complete the programme. The evidence provided included how an apprenticeship levy and funding will work, but the visitors were not clear if there will be any financial or employment implications if a learner fails or is unable to complete the programme for any reason. As per the requirement for this standard, learners must be informed regarding all aspects of the programme, to enable them to make an informed choice whether to take up a place on a programme. Therefore, the education provider must demonstrate and articulate if there will be any costs involved, financial impact or employment implications; should the learner fail to complete the programme.

Suggested documentation: Updated information or explanation in the relevant document to address the implications a learner might have in regards to the programme or their employment contract, should they fail the programme. Admissions information regarding this might also be covered in the applicants' local authority human resource policy or contract of employment.

3.1 The programme must be sustainable and fit for purpose.

Condition: The education provider must provide evidence demonstrating both the BA (Hons) Social Work Degree Apprenticeship and BA (Hons) Social Work programmes are sustainable.

Reason condition not met at this time: The visitors reviewed the conditions response which explained how 120 credits per year, equating to 1200 notional learning hours, was distributed into 40 hours per week during the 30 teaching weeks. There was also explanation regarding how a 15 credits module equating to 150 learning hours, consisted of 30 hours' teaching with the remainder allocated to seminars, one-to-one sessions, seminars, tutorials, assessment and self-directed study. The visitors noted that the module descriptors had not been revised to reflect the accurate information regarding total study time and teaching hours per module. With the number of hours being listed against modules, the visitors could not make a judgement as to what plan was in place to cope with teaching hours and how much contact time will be involved for both the BA (Hons) Social Work Degree Apprenticeship and BA (Hons) Social Work programmes. Therefore, the education provider must provide revised module descriptors and demonstrate total teaching and contact time across both the programmes.

Suggested documentation: Revised module descriptors reflecting accurate information regarding total study time and teaching hours per module.

3.9 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Condition: The education provider must demonstrate that there will be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Reason condition not met at this time: The visitors reviewed the information provided in the handbooks regarding the programme management structure, which includes programme staff names including their profiles and responsibilities. The education provider also clarified who will be the lead administrator for the BA (Hons) Social Work Degree Apprenticeship and BA (Hons) Social Work programmes, by providing their curricula vitae. From reviewing the evidence, the visitors were not clear as to what the staffing levels and their respective time equivalents are for the BA (Hons) Social Work Degree programme, and how will this be managed along with teaching the learners for BA (Hons) Social Work Degree Apprenticeship programme. The visitors were unclear what arrangements are in place to review the number of staff involved in the programme and to deal with situations such as staff absences. Additionally, they could not determine how staff time would be allocated across each programme to deliver both programmes effectively. Therefore, the education provider must provide evidence of the staff resourcing and allocation plan for both programmes and articulate the arrangements in place to review staff numbers.

Suggested documentation: Updated module descriptors with accurate information regarding total study time and teaching hours per module. Timetable for both programmes and staff resourcing plan clearly articulating which staff members will be available to deliver which aspect of the programmes, and what arrangements are in place to review staff numbers involved, if necessary.

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 programmes are approved.

This report, including the recommendation of the visitors, will be considered at the 22 August 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](#)