

HCPC approval process report

Education provider	«Education_provider»
Name of programme(s)	«Programme_list_Case»
Approval visit date	«Visit_date_APP»
Case reference	«Case_Number_Case»

Contents

Section 1: Our regulatory approach	2
Section 2: Programme details.....	3
Section 3: Requirements to commence assessment.....	4
Section 4: Outcome from first review.....	5
Section 5: Outcome from second review	13
Section 6: Visitors' recommendation.....	14

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:

«Visitor_1»	Lay
«Visitor_2»	Social worker «Modality_Visitor_2»
«Visitor_3»	Social worker
«Executive»	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.

Mark Lyne	Independent chair (supplied by the education provider)	University of Suffolk
Alison McQuin	Secretary (supplied by the education provider)	University of Suffolk
Kay Richards	Internal panel member	University of Suffolk
Chris Smith	Internal panel member	University of Suffolk
Angela Cobbold	Internal panel member	University of Suffolk

Mark Wheeler	Internal panel member	University of East London
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Section 2: Programme details

Programme name	«Programme_name_Programme»
Mode of study	«Mode_of_study_Programme»
Profession	Social worker in England
Proposed First intake	«First_intake_Programme»
Maximum learner cohort	Up to «Student_cohort_Programme»
Intakes per year	«Intakes_per_year_Programme»
Assessment reference	«Name»

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.

Programme name	BA (Hons) Social Work
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 July 2004
Maximum learner cohort	24
Intakes per year	«Intakes_per_year_Programme»
Assessment reference	APP02099

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. The education provided informed us they intended to make changes to their BA (Hons) Social Work programmes alongside introducing a BA (Hons) Social Work (Degree apprenticeship) programme. The education provider confirmed learners from all three programmes would learn alongside each other until year 3. We therefore decided to re-approve the BA (Hons) Social Work programmes at the same visit.

Programme name	BA (Hons) Social Work
Mode of study	PT (Part time)
Profession	Social worker in England
First intake	01 July 2004
Maximum learner cohort	22
Intakes per year	«Intakes_per_year_Programme»
Assessment reference	APP02100

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. The education provider informed us they intended to make changes to their BA (Hons) Social Work programmes alongside introducing a BA (Hons) Social Work (Degree apprenticeship) programme. The education provider confirmed learners from all three programmes would learn alongside each other until year 3. We therefore decided to re-approve the BA (Hons) Social Work programmes at the same visit.

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	Reason for non-submission
Programme specification	«Programme_handbook»	
Module descriptor(s)	«Module_descriptors»	
Handbook for learners	«Student_handbook»	
Handbook for practice based learning	«Placement_handbook»	
Completed education standards mapping document	«Standards_mapping»	
Completed proficiency standards mapping document	«SOPs_mapping»	
Curriculum vitae for relevant staff	«Staff_CVs»	
External examiners' reports for the last two years, if applicable	«External_examiner_reports»	External examiner reports were not received for the WBL programme as this is a new programme

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

Group	Met
Learners	«Student_meeting_APP»
Senior staff	«Senior_team_meeting_APP»

Practice education providers	«Placement_meeting_APP»
Service users and carers (and / or their representatives)	«Service_users_meeting_APP»
Programme team	«Programme_team_meeting_APP»
Facilities and resources	«Resources_review_meeting_APP»

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 12 June 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: For the BA (Hons) Social Work programmes, the education provider must ensure any information relating to costs for assessing the suitability of applicants is clearly outlined, to allow applicants to make an informed choice about whether to take up a place on a programme.

Reason: The visitors were referred to the Course Handbook from which they learnt that all learners would be required to complete an enhanced Disclosure and Barring Scheme (DBS) application. However, the visitors were unclear about whether applicants to the programmes would have access to this document and therefore this information. The programme team informed the visitors it was a requirement that learners undertake a yearly DBS check and that learners were responsible for covering any associated costs. The visitors were unclear about how potential applicants to the programmes would be aware of this process and the cost implication.

The visitors were therefore unable to determine whether the information provided to applicants provides sufficient information for an individual to make an informed decision about costs prior to the programme. Therefore, the education provider must provide evidence that shows how potential applicants are made fully aware of the costs associated with the BA (Hons) Social Work programmes and demonstrate it is sufficient for applicants to make a considered choice about whether to accept a place on either programme.

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: For the degree apprenticeship programme, the education provider must ensure appropriate, clear and consistent information is available to applicants which enables them to make an informed choice about whether to take up a place on the programme.

Reason: From the documentation and website, the visitors could not find any information specifically relating to the admissions process for the degree apprenticeship programme. From the senior and programme team meetings, the visitors learnt the admissions process had been co-produced between the education provider and the employer. As part of this, the employer created a specific role brief for apprentices and sought expressions of interest from potential applicants. In conjunction with the education provider, the employer held information sessions that outlined the commitment necessary and expectations required of the programme. Once applicants had been identified by the employer, the education provider's standard application process applied. While the visitors received clear information about the education provider's process, they did not receive information relating to the full apprenticeship admissions process, including the information provided to applicants, within the employer setting.

The visitors also learnt the admissions process for assessing the suitability of applicants, including criminal conviction checks, differs for the degree apprenticeship programme. As these applicants are employees, the employer has a specific process in place. However, the visitors did not receive information about this or how potential applicants would be made aware of this requirement and, for example, who would be required to pay for these checks.

As the content relating to the employer setting was not available for review by the visitors, they were unable to determine whether the information to be provided to applicants regarding the admissions process will be sufficient for them to make an informed decision about whether to take up an offer of a place on the programme. Therefore the education provider must provide evidence that shows the information which is available to potential applicants to the degree apprenticeship programme. This evidence must demonstrate it is sufficient for applicants to make a considered choice about whether to accept a place on the programme.

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

Condition: For the BA (Hons) Social Work programmes, the education provider must demonstrate the process for assessing the suitability of applicants, including criminal conviction checks.

Reason: The visitors were referred to the Course Handbook from which they learnt all learners would be required to complete an enhanced Disclosure and Baring Service (DBS) application. However, the visitors were unclear about whether applicants to the programmes would have access to this document and therefore this information. The programme team informed the visitors that it was a requirement that learners undertake this yearly and the process is currently moving from a paper exercise to an automatic

update. In addition the visitors learnt these checks must have been completed within the first fortnight of the programme. The visitors were unclear what the process was to ensure this occurred and if any changes to the process would be required with the move to the yearly automatic update. Therefore, the visitors require further clarification as to the process in place for assessing the suitability of applicants regarding criminal conviction checks.

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

Condition: For the degree apprenticeship programme, the education provider must demonstrate the process in place for assessing the suitability of applicants, including criminal conviction checks, and who is responsible for ensuring the process is completed.

Reason: From the documentation provided, the visitors were referred to the Course Handbook from which they learnt all learners would be required to complete an enhanced Disclosure and Baring Service (DBS) application. However, the visitors were unclear about whether applicants to the programme would have access to this document and therefore this information. In addition, the Course Handbook covers all three programmes, and the visitors were aware that a different process might be applicable to the degree apprenticeship programme as the applicant is an employee and hence, the employer's process might be applicable. From the practice educators, the visitors learnt this would be the situation, however, the visitors did not receive any further information relating to the employer's process for assessing the suitability of applicants or how the education provider ensures this is appropriate.

Due to the lack of clarity, the visitors were unsure of the process for dealing with applicants' criminal convictions checks and who would be responsible for assessing an applicants' suitability. Nor how the education provider retains overall responsibility for this area. Therefore, the visitors require further clarification as to the process in place for assessing the suitability of applicants regarding criminal conviction checks, and who is responsible for ensuring that the process is completed.

2.5 The admissions process must ensure that applicants are aware of and comply with any health requirements.

Condition: For the BA (Hons) Social Work programmes, the education provider must demonstrate how applicants are made aware of and comply with any health requirements, including the process to manage health related issues.

Reason: The visitors were referred to the Course Handbook from which they learnt an Occupational Health screening takes place prior to admission on the programme. However, the visitors were unclear about whether applicants to the programmes would have access to this document and therefore this information. The programme team confirmed applicants were consulted about additional needs which might be required and if necessary, the applicant would be asked to attend an Occupational Health screening. From the documentation and discussions at the visit, the visitors were unclear about how the admissions process deals with any information provided through the Occupational Health screening, including how any issues are dealt with and how applicants are made aware of this process. The visitors therefore require further information which demonstrates how applicants are made aware of and comply with

any health requirements, and the education provider's process undertaken through Occupational Health screening to manage health related issues.

2.5 The admissions process must ensure that applicants are aware of and comply with any health requirements.

Condition: For the degree apprenticeship programme, the education provider must demonstrate how applicants are made aware of and comply with any health requirements, and who is responsible for ensuring this occurs.

Reason: From the documentation provided, the visitors were referred to the Course Handbook from which they learnt an Occupational Health Screening takes place prior to admission on the programme. However, the visitors were unclear about whether applicants to the programmes would have access to this document and therefore this information. In addition, the Course Handbook covers all three programmes. The visitors were aware that a different process might be applicable to the degree apprenticeship programme as the applicant is an employee and hence, the employer's process might be applicable. From the practice educators, the visitors learnt this would be the situation, however, the visitors did not receive any further information relating to how the apprentice applicants were made aware of and complied with any health requirements of the programme. Due to the lack of clarity, the visitors were unsure what the process for this was. Therefore, the visitors require further clarification as to how applicants are made aware of and comply with any health requirements of the programme, and who is responsible for ensuring this occurs.

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 ensure there is a process in place to identify and appoint an appropriately qualified and experienced person to hold overall professional responsibility for each of the programmes.

Reason: For this standard, the visitors were directed to the staff curriculum vitae. From the documentation and discussions with the senior team, the visitors were aware of the individuals who will have overall professional responsibility for the three programmes. The visitors noted that the staff identified were appropriately qualified and experienced and, on the relevant part of the Register. The senior team also informed the visitors there was an appraisal process in place to develop an individuals' responsibilities. However, the visitors did not receive any further information about this. They were therefore unable to determine whether it was appropriate to ensure the appointment of a suitable person and, if necessary, a suitable replacement. As such, the visitors require the education provider to demonstrate they have an effective process for ensuring that the person with overall professional responsibility for each of the programmes is appropriately qualified and experienced.

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.

Condition: For the degree apprenticeship programme, the education provider must update the programme documentation to clearly outline the relevant policies and processes to ensure the effective and appropriate delivery of the programme.

Reason: From a review of the documentation, the visitors noted the Course Handbook was applicable to all three programmes. The senior team confirmed the handbook had been designed in such a way because the learning outcomes were similar across all three and learners would be taught together for elements of the programmes. They therefore did not want to create separateness between the programmes.

The visitors were aware that different processes might be applicable to the degree apprenticeship programme as the learner is an employee and hence, the employer's processes might be applicable. From the practice educators, the visitors learnt this would be the situation. However, from their review of the Course Handbook, the visitors were unable to determine the specific information relating to the degree apprenticeship programme about:

- The process for receiving and responding to learner complaints;
- The process for ensuring the ongoing suitability of learner conduct, character and health;
- The attendance policy and associated monitoring mechanisms; and
- The assessment policies surrounding progression and achievement, specifically surrounding the failing learner.

The visitors therefore require the education provider to update the programme documentation to clearly outline the relevant policies and processes for the degree apprenticeship programme to ensure the effective and appropriate delivery of the programme.

3.15 There must be a thorough and effective process in place for receiving and responding to learner complaints.

Condition: For the degree apprenticeship programme, the education provider must demonstrate the process / processes for receiving and responding to learner complaints, including:

- Who is responsible for these; and
- How they work together to ensure they are thorough and effective.

Reason: From the Standards of education and training mapping document, the visitors identified that learner complaints would be dealt with in accordance with the university complaints procedure, which were received as an appendix. The visitors were also referred to the Course Handbook and Placement Handbook for the BA (Hons) Social Work programmes. The sections referred to in these documents focussed on the actions a learner should take if they witness an incident in practice rather than if they have a complaint about the programme. In addition, the visitors were aware that different processes might be applicable to the degree apprenticeship programme as the learner is an employee and hence, the employer's processes might be applicable. From the practice educators, the visitors learnt this would be the situation, however, it was unclear what the process was. In addition, the visitors were unclear about when the

education provider and employer policies would be applicable and how these processes worked together to ensure all complaints were dealt with appropriately. This meant the visitors were unclear about how apprentice learners would be informed of their rights, how and who to raise a concern with, and what possible outcomes there may be. The visitors therefore require further evidence about the process for receiving and responding to apprentice learner complaints, who is responsible for these, and how they work together to ensure they are thorough and effective.

3.16 There must be thorough and effective processes in place for ensuring the ongoing suitability of learners' conduct, character and health.

Condition: For the degree apprenticeship programme, the education provider must demonstrate the process / processes for ensuring the ongoing suitability of learners' conduct, character and health, including:

- Who is responsible for this; and
- How they work together to ensure they are thorough and effective.

Reason: The visitors were referred to the Fitness to Practise Procedure which they identified applies to all learners enrolled on courses at the education provider which lead to professional registration. In addition, the visitors were referred to the Course Handbook and Placement Handbook for the BA (Hons) Social Work programmes. However, the visitors were aware that different processes might be applicable to the degree apprenticeship programme as the applicant is an employee and hence, the employer's processes might be applicable. From the practice educators, the visitors learnt this would be the situation, however, they did not receive further information about the process in place at the employer. It was therefore unclear whose process would be enacted and when, should there be a need to reassess the suitability of an apprentice learner. In addition, the visitors were unclear about how any employer and education provider processes work together to ensure the reassessment is undertaken appropriately. This meant the visitors were unclear about how apprentice learners would be informed of their rights, what support was available and what possible outcomes there might be. The visitors therefore require further evidence about the process / processes for assessing the ongoing suitability of apprentice learners' conduct, character and outline, who is responsible for this, and how they work together to ensure they are thorough and effective.

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

Condition: The education provider must demonstrate the formal processes to obtain consent from learners when they participate as service users in practical and clinical teaching and for managing situations when learners decline from participating.

Reason: From the Standards of education and training mapping document, the visitors discovered that learners are asked to complete a Learners Consent Form in the first few weeks of commencing the programmes. From this, the visitors identified that any consent given was time limited, usually for 12 months. The programme team confirmed the Learners Consent Form had been omitted from the Course Handbook for this year. From learners, the visitors heard about recent experiences from some who had undertaken a large role play, were not asked for their consent beforehand and did not feel fully informed about the activity. The learners did not appear to be aware of the policy in place.

The Learners Consent Form includes the statement 'I understand that not giving consent now or in the future will deem that I have decided not to continue in these studies'. The programme team confirmed the key modules when consent from learners is required as it is necessary for assessment against the learning outcomes. The visitors were unclear about this as the statement and discussions did not take into account factors such as cultural differences nor a learner's physical or mental health and how that may change over the course of a programme or year. To ensure this standard is met, the visitors require evidence, which demonstrates the following:

- the formal protocols in place for obtaining consent from learners;
- how learners are informed about the requirement for them to participate; and
- the circumstances under which alternative learning arrangements can be put in place where learners do not consent to participation as a service user and what such arrangements would usually be.

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: For the degree apprenticeship programme, the education provider must identify to learners the relevant policies, including the consequences of non-attendance on the programme.

Reason: From the Course Handbook, the visitors discovered that learners are expected to fully attend all scheduled sessions and engage with all other learning activities. The visitors were clear about the monitoring aspects for the BA (Hons) Social Work programmes. However, the visitors were aware that different processes might be applicable to the degree apprenticeship programme as the learner is an employee and hence, the employer's processes might be applicable. From the practice educators, the visitors learnt this would be the situation. However, it was unclear about whose process would be applicable to an apprentice learner and when. The programme team confirmed that the attendance policy, including monitoring, would be the same for all three programmes. However, there would be further consequences if an apprentice learner did not attend due to the nature of their employment contract. The visitors did not receive any further information relating to the employer policies about these differing consequences. They were therefore unsure how apprentice learners would be made aware of the requirements and any consequences of missing compulsory parts of the programme. The visitors therefore require further evidence applicable to the degree apprenticeship programme, including the possible consequences of non-attendance.

5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.

Condition: For the degree apprenticeship programme, the education provider must demonstrate how the structure and range of practice-based learning supports the achievement of the learning outcomes and the standards of proficiency.

Reason: The visitors were referred to the Employment Based Practice Learning (Route 2) module descriptor. In this they discovered all learners must have assessed practice based learning in at least two contrasting settings in years 2 and 3. The senior team outlined a rotational structure to deliver practice based learning. For example, in year 1, apprentice learners undertake practice-based learning in the same directorate as their

employment, though in a different team. In year 2, apprentice learners move services and undertake practice-based learning outside their employment directorate. In year 3, they return to their employment directorate, though to a different team. However, the visitors were unable to locate this level of detail within the documentation to apprentice learners, practice educators or the employer. In addition they were unable to locate a rationale for this model. They were therefore unsure about how the structure and range of practice-based learning supports the achievement of the standards of proficiency (SOPs) for social workers. As such the visitors require further documented evidence of the structure and range of practice based learning for apprentice learners, and how it is appropriate to support the achievement of the learning outcomes and SOPs for social workers.

6.1 The assessment strategy and design must ensure that those who successfully complete the programme meet the standards of proficiency for the relevant part of the Register.

Condition: For the degree apprenticeship programme, the education provider must demonstrate how the assessment strategy and design for the End Point Assessment (EPA) ensures those who successfully complete the programme meet the relevant standards of proficiency.

Reason: In the documentation, the visitors were referred to the Definitive Course Record for the degree apprenticeship programme. In this, the visitors identified all learners on the course undertake the EPA to complete their degree. The Course Handbook outlines how gaining 300 credits on the programme acts as a gateway to the EPA. The programme team confirmed this and clarified that the employer makes a decision about whether an apprentice learner proceeds to the EPA once they have reached the gateway. If the employee decides the apprentice should not continue, they are offered an exit award which is not approved and means they will be ineligible to apply to the HCPC Register. However, the visitors could not locate the level of detail provided by the programme team within the documentation. As such, they were unsure about the rationale for the gateway decision as it appeared to be in addition to the standard education provider assessment strategy. In addition, the visitors were unclear about the circumstances in which the employer might decide whether the learner proceeds onto the EPA or not. From this, they were unclear of the assessment strategy for progression onto the EPA and what criteria are considered when making this decision. Therefore, the visitors require further information about how the assessment strategy and design for the EPA ensures those who successfully complete the programme meet the relevant standards of proficiency.

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

Condition: For the degree apprenticeship programme, the education provider must demonstrate how they intend to deliver the assessment of the End Point Assessment (EPA) to ensure an objective, fair and reliable measure of learners' progression and achievement.

Reason: In the documentation, the visitors were referred to the Learning, Teaching and Assessment Framework and the External Examiners Policy. From their review of these documents, the visitors were clearly able to see the University regulations around assessment and the programme team discussed the arrangements in place for the End

Point Assessment (EPA). Their intention is to engage with local education providers running degree apprenticeship programmes so each can review another providers EPA modules. This will ensure the independence required by the Institute for Apprenticeships (IFA). The programme team also confirmed they are currently considering how this will work as they are not registered as an EPA assessment organisation and need to build relationships with local providers. The programme team also confirmed there was sufficient time to develop this as the EPA was in year 3 of the programme. No further information was provided about the discussions to date or provisional plans which demonstrated how the education provider intends to work with other local providers, including who will be making the decisions and how is this managed to ensure the assessments are objective, fair and reliable.

The visitors noted that the standards of education and training (SETs) do not require an education provider to be an EPA assessment organisation or ensure independence through this assessment. Rather the SETs require all assessments within a programme to be an objective, fair and reliable measure of progression and achievement. They also noted that the approval process requires programmes to be able to meet all the SETs before a programme can gain approval and that there are many different ways in which to meet them. Therefore, the visitors require evidence which demonstrates how the education provider intends to deliver the assessment of the EPA to ensure it is an objective, fair and reliable measure of a learners' progression and achievement.

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

Condition: For the degree apprenticeship programme, the education provider must demonstrate clear requirements for progression and achievement, specifically around the failing learner, and how these are communicated to all relevant stakeholders.

Reason: In the documentation, the visitors were referred to the Course Handbook and Placement Handbook for the BA (Hons) Social Work programmes. From these documents, the visitors could clearly see the assessment policies for the BA (Hons) Social Work programmes but not for the degree apprenticeship programme. The visitors were aware that different processes might be applicable to the degree apprenticeship programme as the learner is an employee and hence, the employer's processes might be applicable. From the senior team, the visitors heard about the three way meeting between the apprentice learner, education provider and employer and about the capacity within the programme, to retake modules if necessary. The practice educators talked through possible options which may be applicable to a failing apprentice learner depending on different circumstances. However they also confirmed there was a need to finalise this process. From this information, the visitors were unclear of the policies surrounding a failing apprentice learner and how they, and practice educators, are made aware of these. The visitors therefore require evidence which demonstrates clear requirements for progression and achievement, specifically around the failing apprentice learner, and how these are communicated to all relevant stakeholders.

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.

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 ensure there is a process in place to identify and appoint an appropriately qualified and experienced person to hold overall professional responsibility for each of the programmes.

Reason condition not met at this time: From reviewing the evidence submitted in response to the condition for this standard, the visitors noted the name, registration number, qualifications and experience of the individual who is the Programme Lead Deputy. The visitors are satisfied this individual is appropriately qualified and experienced and, on the relevant part of the Register, and therefore able to support the Subject Lead should the need arise. They also noted that the course handbook clearly outlines this individual is the Deputy Subject Lead so that learners are aware of who to contact should they need. However, this is a revised standard and requires education providers to demonstrate how they identify a suitable person to hold overall professional responsibility for the programmes, including finding a replacement should it be necessary. The visitors were unable to locate any additional evidence which outlined how the education provider goes about doing this. Therefore the education provider must demonstrate the process in place to identify and appoint an appropriately qualified and experienced person to hold overall professional responsibility for the programmes.

Suggested documentation: Information about the process used by the education provider to identify an appropriately qualified and experienced person to hold overall professional responsibility for the programme and, if it becomes necessary, a suitable replacement.

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 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](#).