

# Welcome

June - July 2012

# Social worker education seminar



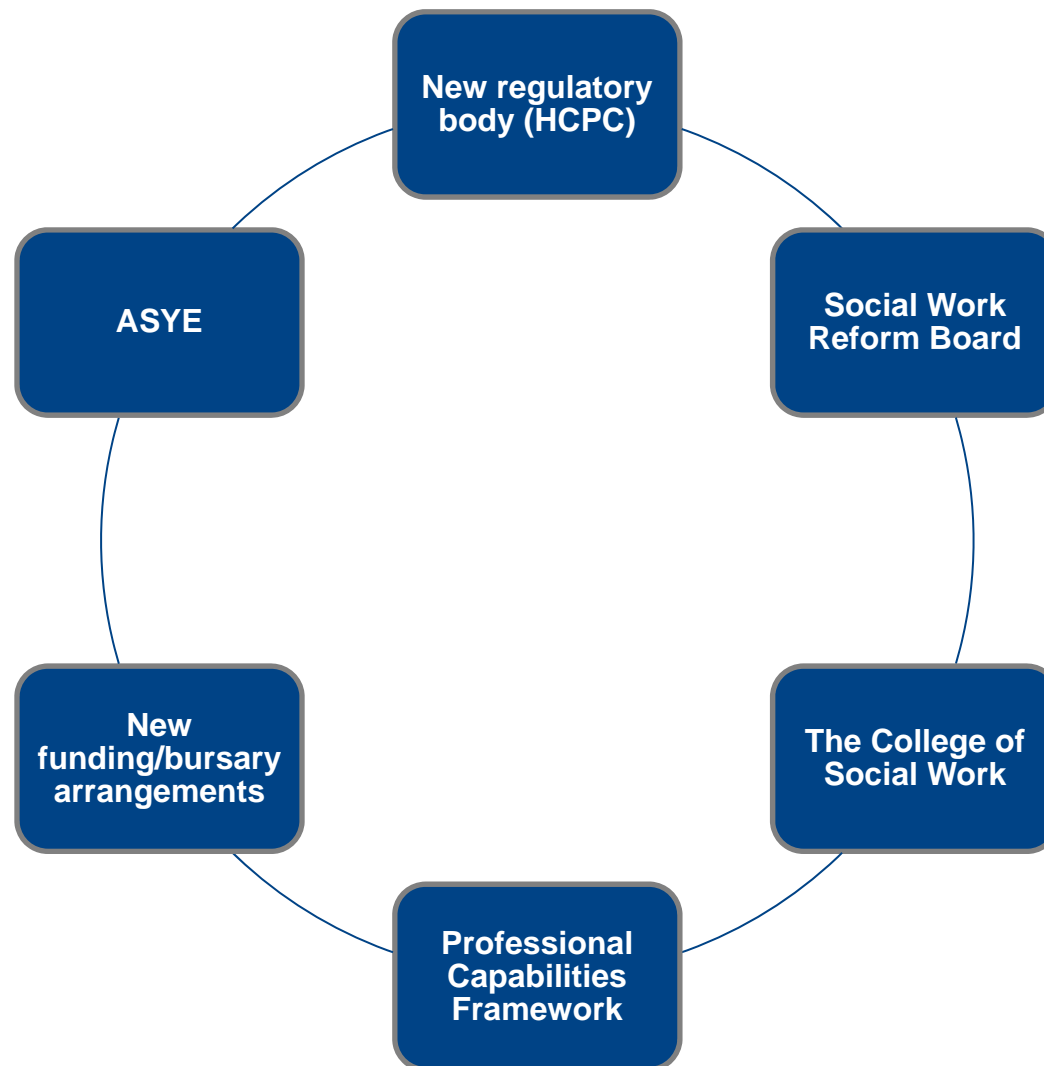
## Agenda

13.45 - 14.00	<b>Registration</b> Refreshments will be available
14.00 – 14.10	<b>Welcome and Introduction to the seminar</b>
14.10 - 15.00	<b>Session One</b> HPC and the Social Work transfer
15.00 - 15.20	<b>Session One Q&amp;A</b>
15.20 - 15.35	<b>Break</b>
15.35 - 16.35	<b>Session Two</b> Working with HPC standards
16.35 - 17.00	<b>Session Three</b> Re-cap of the day and open Q&A
17.00	<b>Finish</b>

# HPC and the Social Work transfer

Session One

## The changing landscape of social work education



## The role and remit of Health Professions Council

- Independent statutory regulator
- Public protection

*“To safeguard the health and well-being of persons using or needing the services of registrants” – Article 3(4), Health Professions Order 2001*

- Set threshold standards
- Council for Healthcare Regulatory Excellence
- ISO registered

## How are we different?

1. Multi-professional regulatory model
2. Flexible, non-prescriptive standards which ensure fitness to practice for entry to the Register
3. Decision making through profession specific input
4. Working alongside professional bodies
5. Approval pre-registration education and training and some post-registration programmes related to specific areas of practice for some professions
6. Operate open-ended approval of education and training programmes



## How are we different?

The following areas of work **are not** included as part of our remit:

- Development and implementation of curriculum frameworks for pre-registration or post-registration education
- Funding and bursaries for education and placement providers
- Workforce planning (Demand and supply)
- Professional / Career pathways and post-qualification frameworks
- Employer standards and programmes (eg. ASYE)

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## **HPC and the SWRB recommendations for social work education**

- Our Standards of education and training (SETs) are not designed to specifically require the implementation of SWRB recommendations.
- However, our standards do already align with the key SWRB recommendations for:
  - Calibre of entrants (SET 2: Admissions)
  - Curriculum and delivery (SET 4: Curriculum)
  - Practice placements (SET 5: Placement)
- The College of Social Work (TCSW) endorsement process will seek to deliver SWRB recommendations.
- Education providers can plan approval visits to accommodate both HPC and TCSW

## Background to the transfer

- Report of the Arms-length Bodies Review (July 2010)
- Part 7 of The Health and Social Care Act (Royal Assent March 2012)
- Transfer will take place on 31 July 2012 after which HPC renamed



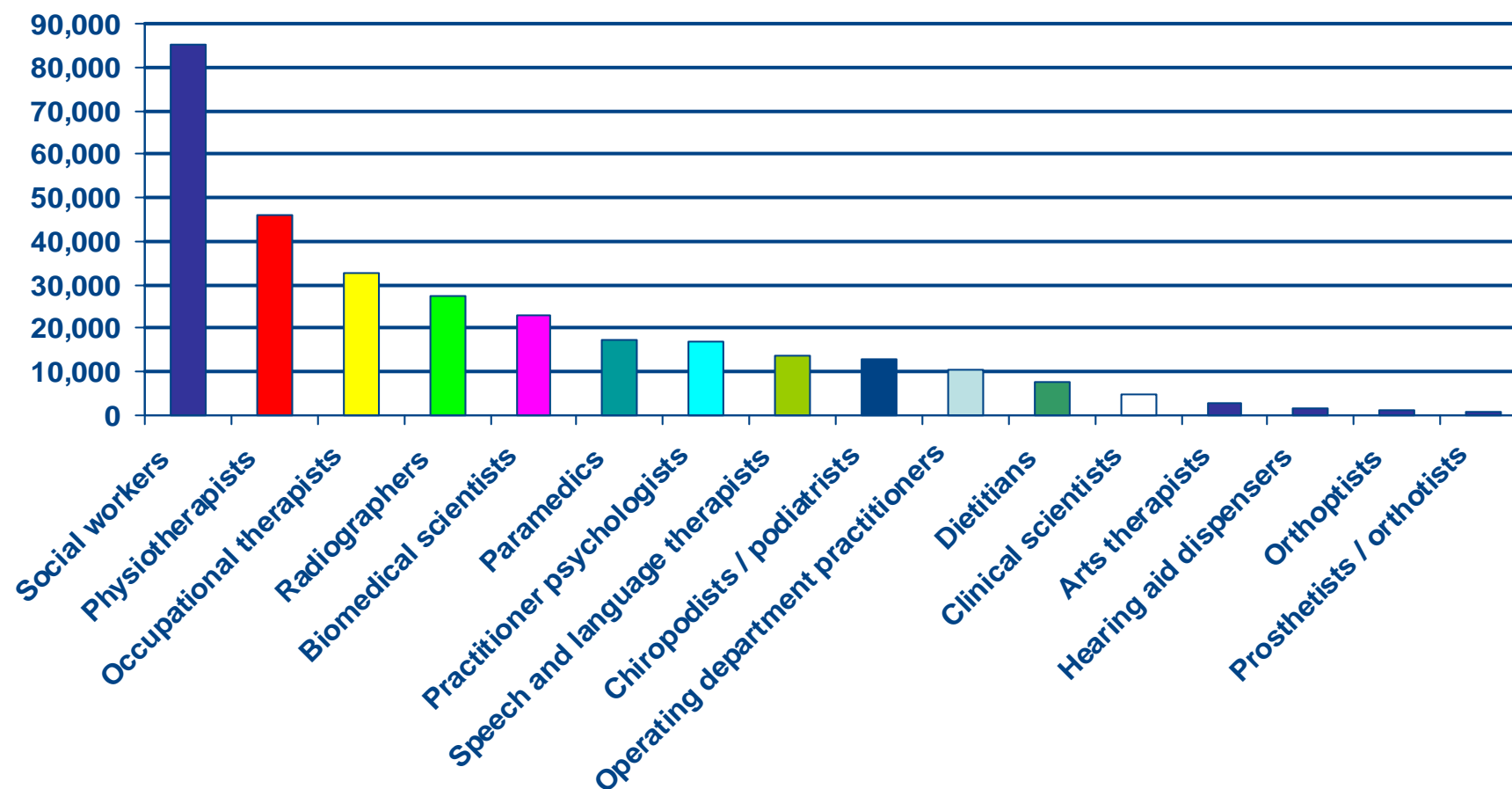
“Regulating health, psychological and social work professionals”

## **Professional and lay input: partners and working groups**

- Council and Committees
  - Strategic role
- Partners
  - 703 Partners working across six partner roles
  - Professionals and lay persons
  - Provide expertise for good decision-making
  - 80 social worker partners recruited
- Professional Liaison Groups (PLGs)
  - Short-term expert working groups
  - eg standards of proficiency for social workers

## HPC Register from 1 August 2012

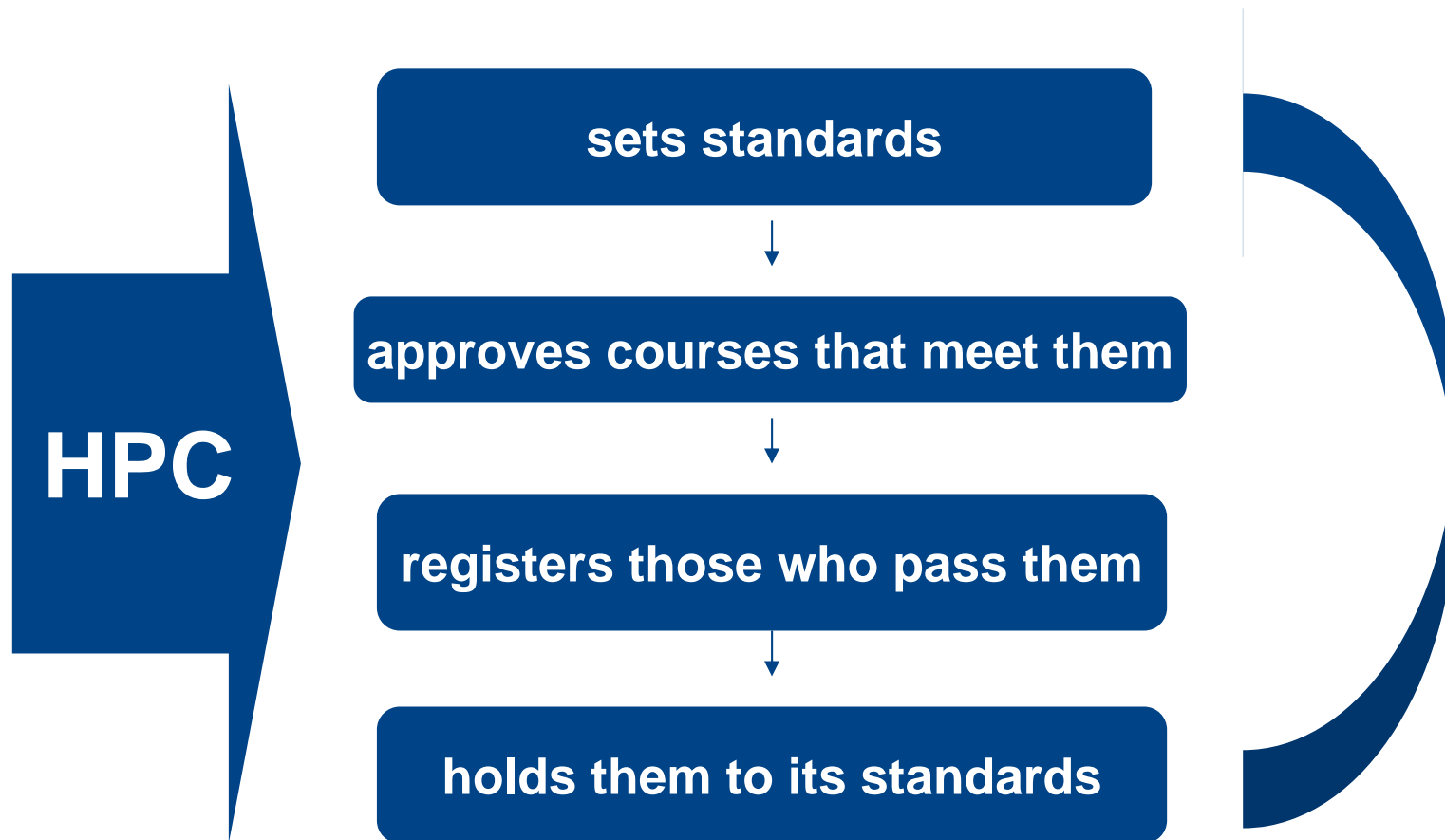
304,000\* registrants from 16 professions (\*estimated)



## **Preparation for transfer**

- Collaboration with GSCC
- Collaboration with key stakeholders
- Data transfer from GSCC - approved programme list (current, historic and UK wide)
- Standards and consultation
- Partner recruitment and training
- Executive recruitment and training
- Communication

# Introducing our standards





## Standards

- Threshold
- Generic
- Flexible
- Enabling
- Broad
- Output focused
- Periodic review

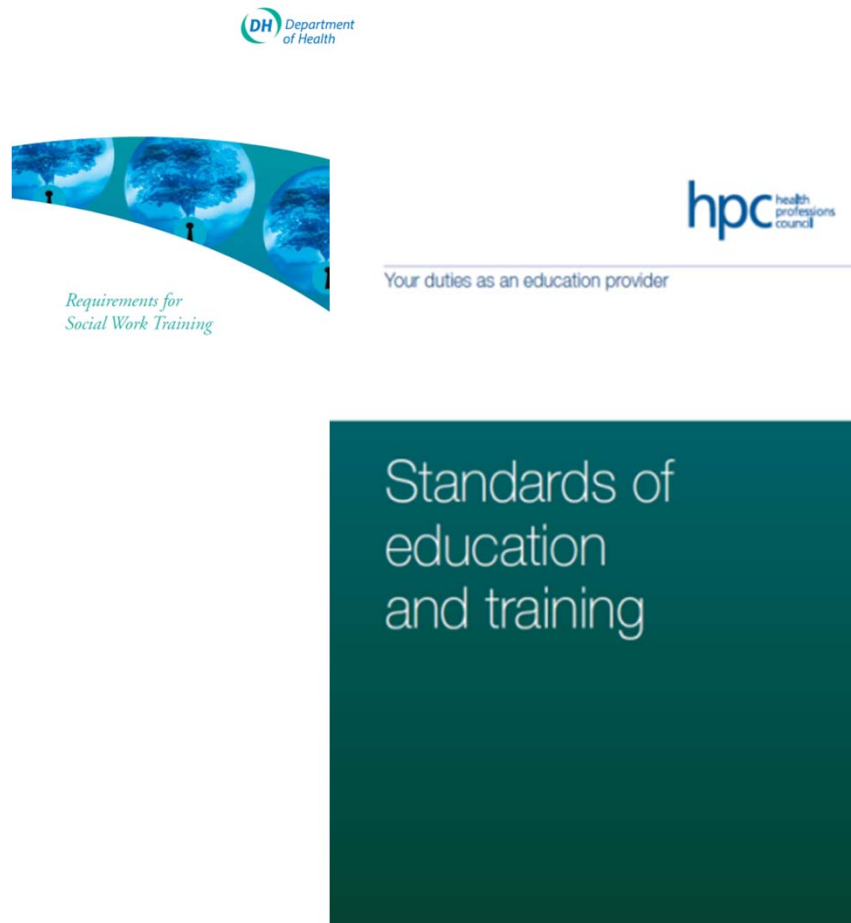
## Standards of proficiency (SOPs)



Social workers  
in England

- Education programme approval and monitoring
- Registration application and renewal
- Fitness to practise

## Standards of education and training (SETs)



- Education programme approval and monitoring
- Education provide complaints

## Standards of conduct, performance and ethics



**Codes Of Practice**  
For Social Care Workers



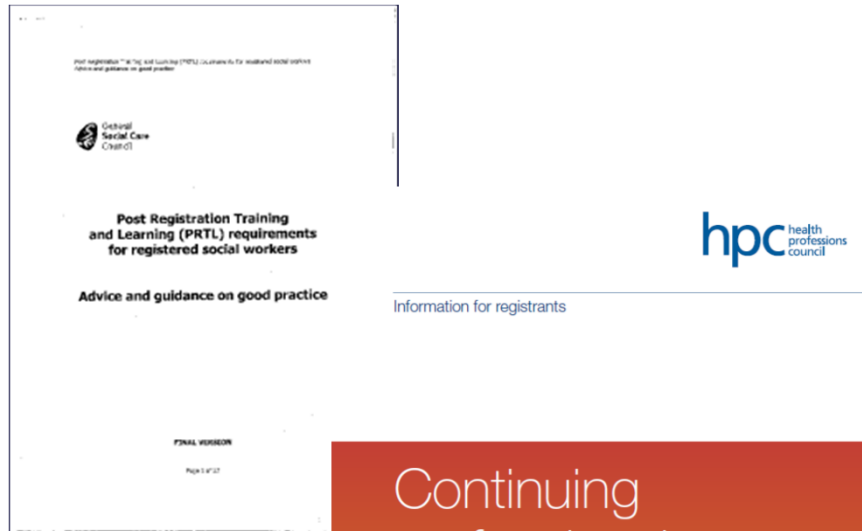
Your duties as a registrant

Web and print-friendly version

Standards of  
conduct,  
performance  
and ethics

- Education approval and monitoring
- Registration application and renewal
- Fitness to practise

## Standards of continuing professional development

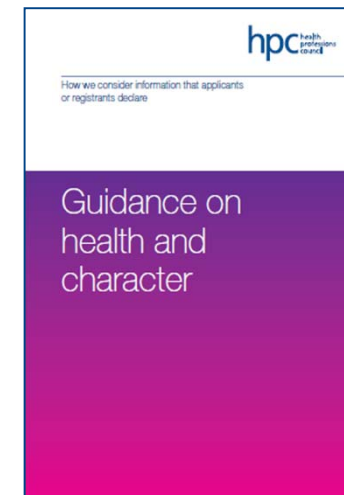
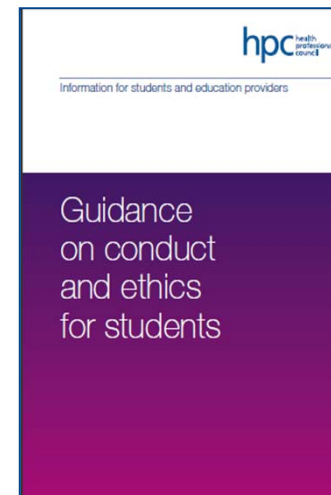
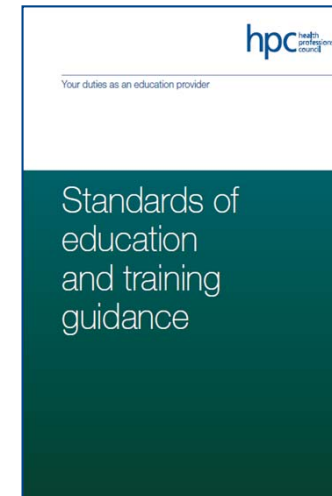


Continuing  
professional  
development  
and your  
registration

- Requirements for on-going learning
- Computer-generated random sample from 2.5% of each profession
- First audit September 2014
- Registration renewal

## Guidance for education providers

- Standards of education and training guidance
- Guidance on health and character
- Guidance on conduct and ethics for students



# Student fitness to practice and registration

## **Student fitness to practise and registration – recent work**

- Public consultation (November 2011 to February 2012)
- Literature review
- Council discussions and decisions (May & June 2012)
- Implementation of decisions (June 2012 → )



## Why was the decision made?

There are explicit standards which ensure that:

- only students of suitable character are offered a place on a programme to train;
- education providers deal with concerns about the fitness to practise of students whilst studying on a programme, including whilst they are learning on practice placements;
- students understand the standards required of them as students and as future registrants;
- education providers own and manage the risks associated with the character and conduct of students whilst students are on practice placements;

## Why was the decision made?

- practice learning is appropriately managed and monitored, including effective collaboration between education providers and practice placement providers over concerns about student conduct, progression and achievement;
- students are assessed appropriately and effectively in professional aspects of practice, in both the education and practice placement settings.

## **Social Work Student Suitability Scheme**

- Transitional arrangement – proportionate to public protection function
- Education providers continue making admissions and suitability decisions
- HCPC will not register students - will hold a prohibited list of students
- In exceptional circumstances HCPC will:
  - provide advice to education providers on admissions
  - investigate a complaint about student conduct
- Education providers must:
  - notify HCPC if they exclude a student from programme or student withdraws during proceedings
  - check if applicant on prohibited list for applications

# Service user involvement

## **Service user involvement**

- Standards of education and training already include guidance regarding service user involvement
- In 2009, The Education and Training Committee considered current guidance and further options regarding service users
- Lay pilot conducted in June – October 2011
- Research commissioned (March 2011 – March 2012)
- Committee / Council discussions and decisions – overarching principles (March – July 2012)
- Public consultation (September - December 2012)

# Q&A

## Session One

# Refreshments

**15 minutes**

# Working with HPC standards

Session Two

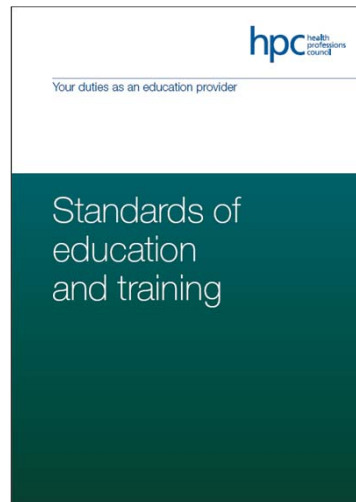


## Language of regulation

- ‘Student’
- ‘Programme’
- ‘Approval’ and ‘Ongoing approval’
- ‘Education Provider’
- ‘Programme team’
- ‘Practice placement providers’ and ‘Practice placement educators’
- ‘Service user’
- Regulatory status advertising guidelines for education providers - [www.hpc-uk.org/education/downloads/](http://www.hpc-uk.org/education/downloads/)

## How does HPC ensure the standards are met?

- Approval process
- Annual monitoring process
- Major change process
- Complaints process



## The approval process

- Approval visits required for:
  - new programmes
  - new professions
  - some significant changes
- Includes a site visit
- We work collaboratively
- Conditions and/or recommendations
- Outcomes expressed in a public report published on our website
- No retrospective approval
- Minimum 9 months in duration



## SOPs and SETs

hpc health & care  
professions  
council

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Standards of proficiency

Social workers  
in England

hpc health  
professions  
council

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Your duties as an education provider

Standards of  
education  
and training  
guidance

## **SOPs: Generic and profession specific**

**Generic:** recognises commonality across all the professions we regulate.

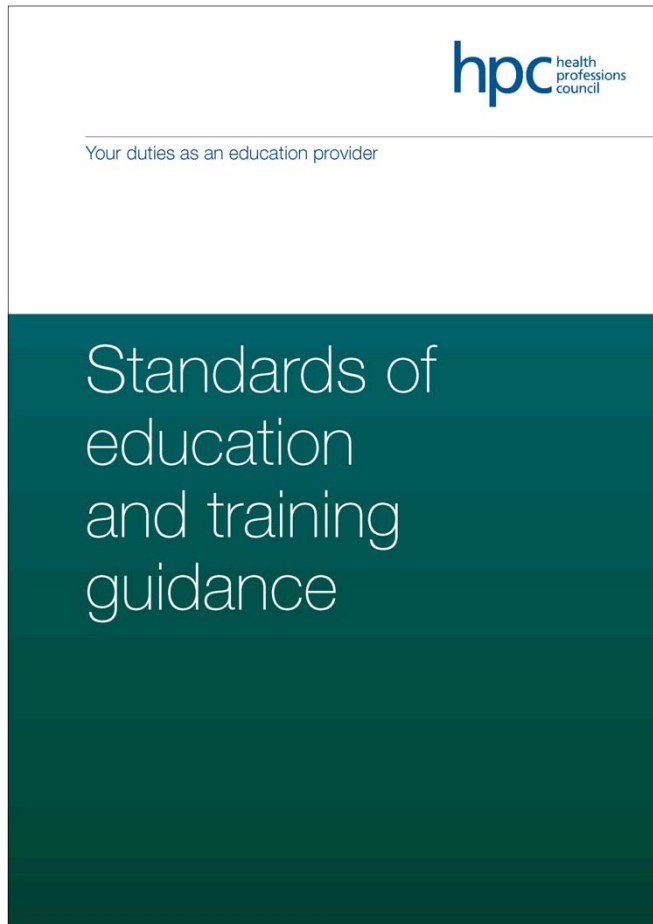
- 1) be able to practise safely and effectively within their scope of practice
- 2) be able to practise within the legal and ethical boundaries of their profession

**Specific:** recognises core proficiencies which distinguish a profession.

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

**9.2** - *be able to* work with service users and carers to enable them to assess and make informed decisions about their needs, circumstances, risks, preferred options and resources

## The six sections of SETs



SET 1: Level of qualification for entry to the register

SET 2: Programme admissions

SET 3: Programme management and resources

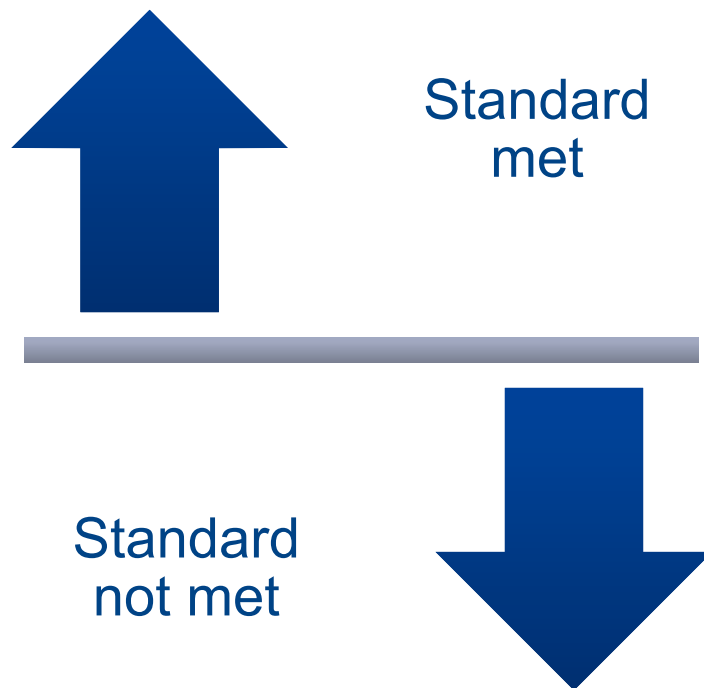
SET 4: Curriculum

SET 5: Practice placements

SET 6: Assessments

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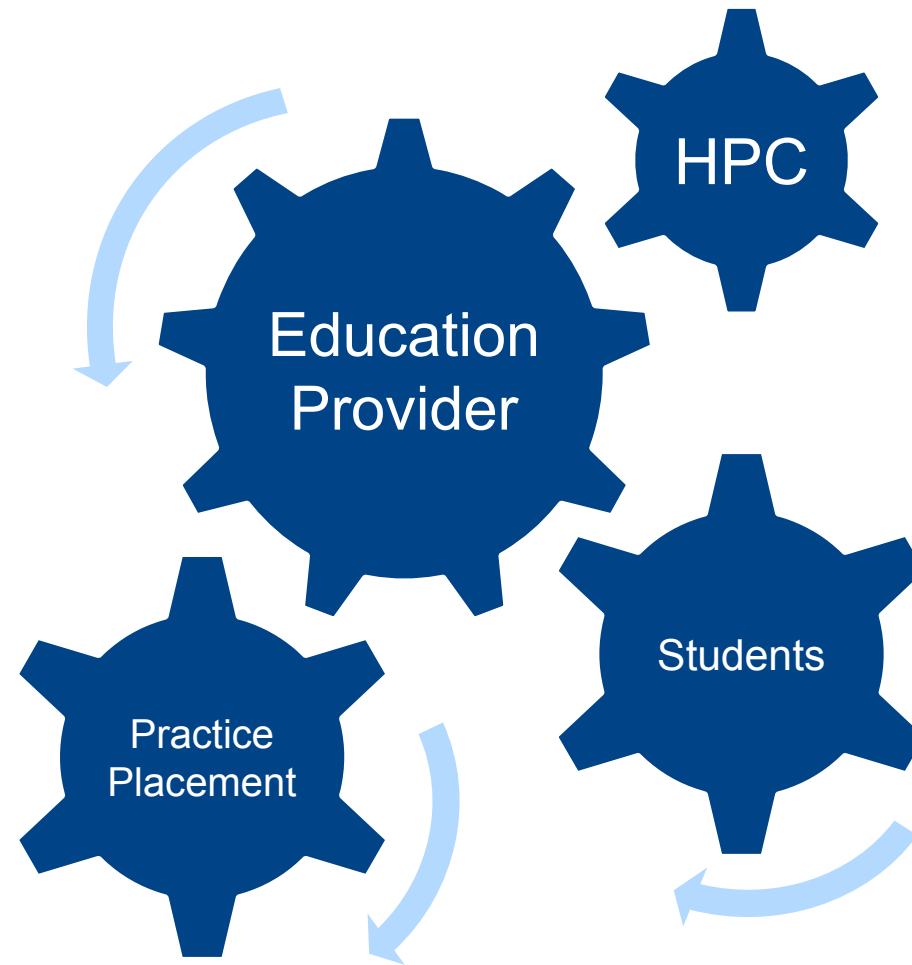
## Meeting the SETs: Threshold level



- Approved programmes meet each of the 57 SETs
- They do this by providing evidence to demonstrate they meet all SETs at or above threshold level
- The evidence is most often evidence of the systems and policies in place

## Overall responsibility for ensuring SETs maintained

- The education provider has overall responsibility for ensuring the SETs maintained
- Education providers must work in partnership and collaborate with stakeholders to ensure the learning opportunities are available to allow the SOPs to met.





## **Interpreting the SETs**

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

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

**3.9** The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.

**4.1** The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.

**6.1** The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.

## **SET 5: Practice placements**

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

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

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

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

## SETs and conduct, performance and ethics

SETs		
2. Programme admissions	2.3	
3. Programme management and resources	3.16	
4. Curriculum	4.1	4.5
5. Practice placements	5.12	
6. Assessment	6.3	

Most SETs have some effect on how an education provider deals with issues around students' conduct, performance and ethics. However there are some key SETs which are designed **specifically** to ensure that these issues are dealt with consistently and clearly by education providers.

## SETs and conduct, performance and ethics

SETs		
2. Programme admissions	2.7	
3. Programme management and resources	3.11	
4. Curriculum	4.2	4.6
5. Practice placements	5.11	5.13
6. Assessment	6.5	

These SETs, while not directly affecting how issues around students' conduct performance and ethics, **have a role** in ensuring that these issues are dealt with in a clear and consistent way.

## **Social worker programmes in England**

- GSCC approved programmes
- Transitional approval
- Approval visit to ensure our standards are met
- Prioritisation of visits within 3 year academic period
- First visits to start no earlier than April 2013
- Possible to undertake joint visits with TCSW
- AMHP visits will commence in 13-14 academic year

# Recap and Q&A

Session Three

## **Recap of the seminar**

### **Session 1**

- HPC and the Social Work transfer
- HPC standards
- Policy updates

### **Session 2**

- More information and understanding about the SOPs, SETs and SCPEs
- Brief introduction to HPC Education Department processes

## Finding out more and getting in touch

Accessibility | Check the HPC Register | Contact us | My Account | Sitemap

hpc health professions council

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### Education providers

Information for you:

- Registered health professionals
- Members of the public
- Employers
- Journalists and media
- Education providers**
- Prospective registrants

→ Education update  
→ Standards of Education and Training  
→ Useful documents

Approved programmes

Approvals and monitoring information

Educational materials

#### HPC for Education providers

The HPC approve programmes which health professionals must complete before they can register with us.

The links on this page provide useful information and support for education providers.

Further information and contact details can be found in our [Information for education providers](#) section of this website.

#### Latest news

- The HPC proposes a minor amendment to the standards of proficiency for health psychologists
- HPC launches new guidance for students
- Key changes to the major change process

Consultations

CPD

HPC In Focus newsletter

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