

Visitors' report

Name of education provider	Canterbury Christ Church University in collaboration with Bromley College of Further and Higher Education
Validating body / Awarding body	Canterbury Christ Church University
Programme name	BA (Hons) Social Work Studies
Mode of delivery	Full time
Relevant part of the HCPC Register	Social worker in England
Date of visit	14 – 15 April 2016

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Executive summary

The Health and Care Professions Council (HCPC) approve educational programmes in the UK which health and care professionals must complete before they can apply to be registered with us. We are a statutory regulator and our main aim is to protect the public. We currently regulate 16 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'social worker' in England must be registered with us. The HCPC keep a register of health and care professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. This recommended outcome was accepted by the Education and Training Committee (Committee) on 9 June 2016. At the Committee meeting on 25 August 2016, the programme was approved. This means that the education provider has met the conditions outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

Introduction

The HCPC visited the programme at the education provider as it was a new programme which was seeking HCPC approval for the first time. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider and validating body reviewed the programme. The education provider and the HCPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of the programme and dialogue throughout the visit; this report covers the HCPC's recommendations on the programme only. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC's standards. A separate report, produced by the education provider outlines their decisions on the programme's status.

Visit details

Name and role of HCPC visitors	Richard Barker (Social worker in England) Anne Mackay (Social worker in England) Frances Ashworth (Lay visitor)
HCPC executive officer (in attendance)	Hollie Latham
Proposed student numbers	15 per cohort, 1 cohort per year
Proposed start date of programme approval	1 September 2016
Chair	Christopher Stevens (Canterbury Christ Church University)
Secretary	Lauren Smyth (Canterbury Christ Church University)
Members of the joint panel	Alison Coates (Internal panel member) Peter Hall (External panel member) Catherine Meehan (Internal panel member) Susan Riddell (Internal panel member)

Sources of evidence

Prior to the visit the HCPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The HCPC did not review external examiners' reports from the last two years prior to the visit as there is currently no external examiner as the programme is new.

During the visit the HCPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators / mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HCPC met with students from the Foundation Degree in Social Care Studies as the programme seeking approval currently does not have any students enrolled on it.

Recommended outcome

To recommend a programme for approval, the visitors must be satisfied that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for the relevant part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 44 of the SETs have been met and that conditions should be set on the remaining 14 SETs.

Conditions are requirements that the education provider must meet before the programme can be approved. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors have also made a recommendation for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme can be approved. Recommendations are made to encourage further enhancements to the programme, normally when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

Conditions

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 a programme.

Condition: The education provider must demonstrate where applicants will have access to the information they need to make an informed choice about whether to take up or make an offer of a place on the programme, prior to applying.

Reason: To demonstrate how this standard is met the visitors were directed to the student handbook. The visitors were satisfied that the information in the student handbook could give applicants the information they require to make an informed choice about whether to take up an offer of a place on the programme, however, the visitors note that this document is not available to applicants prior to applying. The programme team stated that information would be made available to applicants prior to applying via the programme's web page, however the visitors were not provided with any evidence to demonstrate how this would be presented to applicants and the information that would be included. The visitors note that without seeing how applicants can access the information they require to make an informed choice about whether to take up a place on this programme prior to applying they cannot be certain that this standard is met. The visitors therefore require evidence which clearly demonstrates where applicants will have access to the information they need to make an informed choice about whether to take up an offer of a place on this programme, prior to applying.

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 a programme.

Condition: The education provider must clarify the length of this programme and how this will be communicated to applicants.

Reason: From the documentation provided the visitors noted discrepancies in the stated programme length. For example, page 11 of the student handbook states that students will study for 13 months whereas page 4 of the programme specification states that students will study for 12 months. In addition to this the programme timetable suggests that the programme is 9 months in duration. The visitors were also unable to locate where applicants would have access to information regarding the programme length prior to applying. The visitors note that the programme length is an important factor in applicants being able to make an informed decision about whether to take up an offer of a place on this programme. The visitors therefore require evidence to clearly outline the confirmed duration of this programme and how this will be effectively communicated to applicants prior to applying.

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 a programme.

Condition: The education provider must demonstrate how they explain their accreditation of prior (experiential) learning (AP(E)L) policies to applicants and students.

Reason: To evidence this standard the visitors were directed to the education providers AP(E)L policies. The visitors were satisfied that the AP(E)L policies were appropriate for this programme, however, the visitors were unable to see how the policy would be effectively communicated to applicants and students. For example, the visitors could not see how applicants would have access to information regarding what might be accepted as AP(E)L and the procedures associated with this. The visitors note that, due to that nature of this programme, there could be a high number of applicants and current students applying to this programme via the AP(E)L route. The visitors therefore require evidence which demonstrates how the education provider will effectively communicate their AP(E)L policies and associated processes to potential applicants and students.

3.1 The programme must have a secure place in the education provider's business plan.

Condition: The education provider must confirm the anticipated student numbers for this programme and provide evidence to demonstrate how they will support this number of students.

Reason: From documentation provided prior to the visit the visitors understood that the programme was looking to recruit a maximum of 15 students per year. However, at the visit the programme and senior teams stated that they were unsure of the confirmed student numbers for the programme and were potentially looking at recruiting in excess of 15 students per year. The visitors note that without having confirmation of the anticipated student numbers for this programme they cannot make a judgement on the programme having a secure place in the education provider's business plan. The visitors therefore require evidence to demonstrate a confirmed maximum number of students for this programme and how the education provider will be committed to adequately supporting this.

3.1 The programme must have a secure place in the education provider's business plan.

Condition: The education provider must provide an updated and signed copy of the Operational Annex to the Memorandum of Agreement or other evidence that demonstrates how this standard is met.

Reason: At the visit the visitors were provided with the Operational Annex to the Memorandum of Agreement which outlined the roles and responsibilities of Canterbury Christ Church University (CCCU) and Bromley College. However, the visitors noted that this document has not yet been signed by both parties involved. The visitors note that without seeing a signed Memorandum of Agreement they cannot be certain that all parties will be committed to delivering this programme and therefore cannot be certain that this programme has a secure place in the education providers' business plan. The visitors therefore require further evidence in the way of a signed Operational Annex to the Memorandum of Agreement, or other evidence, to ensure that this standard is met.

3.2 The programme must be effectively managed.

Condition: The education provider must update the Operational Annex to the Memorandum of Agreement to accurately reflect the complaints and application processes, and provide a finalised and signed version.

Reason: At the visit the visitors were provided with the Operational Annex to the Memorandum of Agreement which outlined the roles and responsibilities of Canterbury Christ Church University (CCCU) and Bromley College. However, the visitors noted that there were some discrepancies in what was stated in this document compared to other documents and comments from the programme team. For example, the Operational Annex to the Memorandum of Agreement stated that students will go through Bromley College's complaints process and then onto Canterbury Christ Church University's (CCCU) complaints process if necessary. However, the Bromley College website states that student complaints will go through Bromley College's complaints process and then onto the Skills Funding Agency (SFA) if necessary. In addition, the Operational Annex to the Memorandum of Agreement states that applicants will apply direct to Bromley College, however the programme team confirmed that applicants would apply through Universities and Colleges Admissions Service (UCAS). The visitors also note that the Operational Annex to the Memorandum of Agreement has not been signed by both parties involved. The visitors were satisfied that the information provided by the programme team was appropriate to ensure that the programme is effectively managed. Without seeing this accurately reflected in a finalised and signed Memorandum of Agreement, the visitors are unable to be certain that the aforementioned processes will be applied. The visitors therefore require the programme team to revisit the Operational Annex to the Memorandum of Agreement to ensure it accurately reflects the processes for this programme and is in a final and signed state to ensure that the programme is effectively managed.

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

Condition: The education provider must demonstrate how academic staff will appropriately support students with academic direction throughout the programme.

Reason: At the visit the visitors heard contradicting statements regarding the level of support available for students throughout and between modules. Specifically the programme team stated that students would only have access to academic direction for each module within the five weeks that it is running. However, in the same meeting it was stated that students would have access to academic support outside of the five week module period. The visitors note that the current time frames applied to modules is limited and it is therefore imperative that students receive adequate academic support throughout and between each module. From the information provided the visitors were unable to make a judgement on how the academic direction to support student learning effectively supports the required learning and teaching activities of the programme. The visitors therefore require evidence to demonstrate that the academic support available to students throughout and between modules is appropriate to support the required learning and teaching activities of the programme.

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

Condition: The education provider must demonstrate that the library resources effectively support the required learning and teaching activities of the programme.

Reason: From a tour of the facilities the visitors noted that there were a limited number of up to date texts available to students in the library at Bromley College. In addition to this, students mentioned buying their own books for the programme to counter the

volume of resources available in the library. The programme team stated that students would have access to facilities at the Canterbury Christ Church University (CCCU) Campus however this is some distance from Bromley College where the students will be based. The programme team also stated that there was a budget set aside for resources at Bromley College however the visitors received no confirmation of the budget amount, where it would be spent or a commitment from the senior team that this budget would be allocated to library resources for this programme. The visitors note that the current library resources are not adequate to support the required learning and teaching activities of this programme. The visitors also note that without confirmation of the budget amount and which specific resources this will be spent on they cannot be certain that the library resources will be adequate to support the required learning and teaching activities of the programme before the intended start date of September 2016. The visitors therefore require evidence to demonstrate that there are adequate library facilities to support the required learning and teaching activities of this programme, or, a clear outline and commitment to acquiring appropriate resources before the intended start date of September 2016.

3.10 The learning resources, including IT facilities, must be appropriate to the curriculum and must be readily available to students and staff.

Condition: The education provider must demonstrate that the library resources are appropriate to the curriculum and readily available to students.

Reason: From a tour of the facilities the visitors noted that there were a limited number of up to date texts available to students in the library at Bromley College. In addition to this, students mentioned buying their own books for the programme to counter the volume of resources available in the library. The programme team stated that students would have access to facilities at the Canterbury Christ Church University (CCCU) Campus however this is some distance from Bromley College where the students will be based. The programme team also stated that there was a budget set aside for resources at Bromley College however the visitors received no confirmation of the budget amount, where it would be spent or a commitment from the senior team that this budget would be allocated to library resources for this programme. In addition to this, the programme team were not able to confirm intended student numbers for this programme, therefore the visitors are unable to make a judgement on the resources being appropriate for the number of students on this programme. The visitors note that currently they cannot see how the library resources are appropriate to the curriculum and readily available to students. The visitors also note that without confirmation of the budget amount and allocation for library resources on this programme they cannot be certain that the library resources will be appropriate to the curriculum and readily available to students before the intended start date of September 2016. The visitors therefore require evidence to demonstrate that there are adequate library facilities that are appropriate to the curriculum and readily available to students, or, a clear outline and commitment to acquiring appropriate resources before the intended start date of September 2016.

3.13 There must be a student complaints process in place.

Condition: The education provider must confirm the full cycle of the student complaints process and how this is communicated to students.

Reason: From the documentation provided and discussions at the visit the visitors heard contradictions in the process used for student complaints. For example, the Operational Annex to the Memorandum of Agreement states that students will go through Bromley College's complaints process and then onto Canterbury Christ Church University's (CCCU) complaints process if necessary. However, the Bromley College website states that student complaints will go through Bromley College's complaints process and then onto the Skills Funding Agency (SFA) if necessary. The programme team confirmed that the correct process was that which is highlighted in the Operational Annex to the Memorandum of Agreement. The visitors were satisfied that this was an appropriate process, however, were not clear how this would be effectively communicated to students. The visitors also note that the information on Bromley College's website could mislead students in understanding the correct complaints process. The visitors therefore require evidence to confirm the complaints process for this programme and how this will be effectively communicated to students.

3.15 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

Condition: The education provider must clarify appropriate attendance requirements and trigger points for this programme, and demonstrate how these are effectively communicated to both staff and students.

Reason: From the documentation provided and discussions at the visit the visitors noted discrepancies in the stated attendance requirements and trigger points for the programme. For example, the Canterbury Christ Church University (CCCU) attendance policy states that any attendance requirements for professional programmes will be highlighted in the programme handbook, however the visitors were unable to find any additional information in the programme handbook. The visitors were therefore unable to understand the attendance requirements for this programme and how these would be effectively communicate to students. In addition to this, the programme team provided mixed responses to the attendance requirements for this programme and any trigger points at which action would be taken as a result of dissatisfactory student attendance. The visitors were therefore unable to see that the programme team had a clear understanding of the attendance requirements for this programme and the trigger points at which action would need to be taken regarding a student's attendance. The visitors therefore require evidence which clearly outlines appropriate attendance requirements and trigger points for this programme, and demonstrate how these are effectively communicate to both staff and students.

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

Condition: The education provider must outline a clear and appropriate plan for service user and carer involvement on this programme.

Reason: The visitors were directed to the programme specification to demonstrate how service users and carers will be involved in this programme. The programme specification made a number of references to service user and carer involvement, however, the visitors were unable to identify a clear implementation plan to identify exactly how and where service users and carers will be involvement in this programme. In addition to this the visitors met with service users and carers who stated they have not currently had any involvement with this programme and have not been made aware

of any intended involvement. The visitors heard a number of ways that service users and carers are involved with other programmes offered by Canterbury Christ Church University (CCCU) and noted that these could be appropriate to ensure service user and carer involvement on this programme. However, there was no confirmation of this happening or intending to happen. The visitors note that without seeing that service user and carer involvement is in place for this programme, or a clear action plan for how and where this will take place, they cannot be certain that service users and carers are involved in the programme. The visitors therefore require evidence which demonstrates a clear and appropriate process and commitment for how and where service users and carers will be involved in this programme.

4.6 The delivery of the programme must support and develop autonomous and reflective thinking.

Condition: The education provider must demonstrate how the module structure allows students to develop autonomous and reflective thinking.

Reason: The documentation provided demonstrated that the programme currently runs each module over a five week period. From this structure the visitors were unable to see how students would have sufficient time and support within and between each module to develop autonomous and reflective thinking. Specifically, the visitors were unable to see where students would be able to find sufficient time and support to reflect on their academic work in the critical literature review. In addition to this, the programme team provided contradictions in the support that was available to students within and between each module. For example, the programme team stated that students would only have access to academic direction for each module within the five weeks that it is running. However, in the same meeting it was stated that students would have access to academic support outside of the five week module period. The visitors note that without confirmation on the level of academic support available to students throughout the programme they cannot make a judgement on how the delivery of the programme supports autonomous and reflective thinking. The visitors therefore require evidence to demonstrate how the module structure, including academic support, will support and develop autonomous and reflective thinking.

4.8 The range of learning and teaching approaches used must be appropriate to the effective delivery of the curriculum.

Condition: The education provider must demonstrate how the module structure for the critical literature review is appropriate to ensure effective delivery of the curriculum and achievement of the learning outcomes.

Reason: From the documentation provided the visitors could see that the programme currently runs each module over a five week period, including the critical literature review. The visitors noted that the learning outcomes for the critical literature review are appropriate to ensure that students are able to meet the standards of proficiency (SOPs) for social workers in England. However, the visitors were unable to see how the current module time frames would enable students to meet the learning outcomes for this module. In addition to this, the visitors heard contradicting statements regarding the academic support that would be made available to students for this module. For example, the programme team stated that students would only have access to academic direction for each module within the five weeks that it is running. However, in the same meeting it was stated that students would have access to academic support

outside of the five week module period. The visitors were therefore unable to make a judgement on the level of support available to students in the delivery of the curriculum. In being unable to see how students are able to meet the learning outcomes for this module, adversely the visitors are unable to see how students will meet some SOPs such as 11.1 and 14.6. The visitors note that ability to meet the SOPs for social workers in England is crucial to ensuring that students on this programme are able to practice safely and effectively. The visitors therefore require additional evidence to demonstrate how the module structure for the critical literature review is appropriate to the effective delivery of the curriculum and enables students to successfully meet all learning outcomes for the module.

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.

Condition: The education provider must clearly outline the number and range of placement settings that will be available to students on this programme and that they are appropriate to support the student numbers, delivery of the programme and the achievement of the learning outcomes.

Reason: From the documentation provided the visitors were unable to see that an appropriate number and range of practice placements would be available to students on this programme. The programme team discussed a range of placements that could be appropriate to support this programme. However, the placements discussed were in place for other programmes at Canterbury Christ Church University (CCCU) and were not confirmed as placements that were available to this programme. The visitors were therefore unable to make a judgement on the range of practice placements being appropriate to support this programme. In addition to this, the programme team were unable to confirm the student numbers for this programme. The visitors were therefore unable to make a judgment on the number of placements available being appropriate to support the programme. The visitors therefore require documentation which clearly outlines the range of placements available for this programme and that they are appropriate to support the delivery of the programme and the achievement of the learning outcomes. In addition to this, the visitors require evidence to clearly outline the student numbers for this programme and that the number of secured practice placements is appropriate to support the student numbers and consequently the delivery of the programme and the achievement of the learning outcomes.

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

Condition: The education provider must demonstrate that a clear process is in place to deliver appropriate compulsory initial and refresher training to practice educators, specifically related to this programme.

Reason: From the documentation provided the visitors were unable to see a clear process for initial and refresher training for practice educators. Specifically the visitors were unable to see how practice educators would be trained to support students from this particular programme. The programme teams stated that most practice educators are already in place for other programmes at Canterbury Christ Church University (CCCU) and have therefore already undergone practice educator training. However the visitors note that, due to the nature of this programme, the students going on placement

will have different learning needs compared to those on other programmes at CCCU. Also, this programme will have different learning outcomes to any other delivered at CCCU. In addition to this, the visitors heard that some practice educators do not attend any refresher training as it is felt that they do not require it. The visitors note that it is a requirement that all practice educators undergo some form of initial and refresher training to ensure their knowledge is up to date in line with the programme and its learning outcomes. The visitors therefore require evidence to demonstrate that both initial and refresher training are in place, in an appropriate capacity, and compulsory for all practice educators on this programme. In addition to this, the visitors require evidence to demonstrate that both initial and refresher training are appropriate to specifically support students on this programme.

6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for Social workers in England.

Condition: The education provider must demonstrate how the assessment strategy and design appropriately supports the module structure for the critical literature review, and ensures that all students are able to meet the standards of proficiency for social workers in England.

Reason: From the documentation provided the visitors could see that the programme currently runs each module over a five week period, including the critical literature review. The visitors noted that the learning outcomes for the critical literature review are appropriate to ensure that students are able to meet the standards of proficiency (SOPs) for social workers in England. However, the visitors were unable to see how the current assessment strategy and design appropriately supports the current module time frames to enable students to meet the learning outcomes for this module. In addition to this, the visitors heard contradicting statements regarding the academic support that would be made available to students for this module. For example, the programme team stated that students would only have access to academic direction for each module within the five weeks that it is running. However, in the same meeting it was stated that students would have access to academic support outside of the five week module period. The visitors were therefore unable to make a judgement on the level of support available to students leading up to and during assessment. In being unable to see how students are appropriately assessed to meet the learning outcomes for this module, adversely the visitors are unable to see how students will meet some SOPs such as 11.1 and 14.6. The visitors note that ability to meet the SOPs for social workers in England is crucial to ensuring that students on this programme are able to practice safely and effectively. The visitors therefore require additional evidence to demonstrate how the assessment strategy and design appropriately supports the module structure for the critical literature review and ensures all students are able to meet the SOPs for social workers in England.

Recommendations

3.11 There must be adequate and accessible facilities to support the welfare and wellbeing of students in all settings.

Recommendation: The visitors recommend that the education provider reviews the ways in which it communicates the support systems available to students.

Reason: From the documentation provided the visitors could see that there were clear support systems in place for students and are therefore satisfied that this standard is met. However, the visitors noted that students were not always aware of all the support systems that were available to them. For example, some students were unaware that they were able to access support systems at both Bromley College and Canterbury Christ Church University (CCCU) campus. Whilst the visitors were satisfied that students were aware of adequate support available to them they noted there is a risk that students may not be aware of all support systems available to them. The visitors therefore recommend that the education provider reviews how they communicate with students regarding available support systems.

Richard Barker
Anne Mackay
Frances Ashworth