

## Visitors' report

<b>Name of education provider</b>	City College Norwich
<b>Validating body / Awarding body</b>	University of East Anglia
<b>Programme name</b>	BA (Hons) Applied Social Work
<b>Mode of delivery</b>	Flexible (Top up)
<b>Relevant part of the HCPC Register</b>	Social worker in England
<b>Date of visit</b>	11 – 12 March 2014

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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 5 June 2014. At the Committee meeting, the programme was approved. This means that the education provider has met the condition(s) 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 professional body considered their endorsement of the programme.

The full time route is a three year programme leading to the award of BA (Hons) Applied Social Work.

The flexible route is a stepped pathway through the programme. The education provider refers to this programme as the 'Top up' pathway. Students apply and complete each academic level in turn. At the end of Level 4 they will exit with a Certificate HE in Social Care Practice. They then are able to re-join Level 5 when they will exit with a Diploma HE in Social Care Practice. Those who wish to continue through to Level 6 are required to complete assessed practice placements and skills days to meet the national standards beforehand. They will complete with a final award of BA (Hons) Applied Social Work. Only students with completed Levels 4, 5 and 6 from City College Norwich will be awarded with the BA (Hons) Applied Social Work.

The professional body and the HCPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. The visit also considered the BA (Hons) Applied Social Work (Full time) programme. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HCPC's recommendations on this programme only. A separate report exists for the other programme. 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 professional body, outlines their decisions on the programme's status.

## Visit details

Name of HCPC visitors and profession	Teresa Rogers (Social worker) Graeme Currie (Social worker)
HCPC executive officer (in attendance)	Abdur Razzaq
Proposed student numbers	30 per cohort once a year inclusive of students from full and flexible (Top up) route
Proposed start date of programme approval	September 2014
Chair	Erica Towner (University of East Anglia)
Secretary	Sally Whittaker (City College Norwich)
Members of the joint panel	Robert Johns (The College of Social Work) Kausar Iqbal (The College of Social Work) Vicki Lawson-Brown (The College of Social Work)

## 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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"/>
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"/>

## Recommended outcome

To recommend a programme for approval, the visitors must be assured 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 their 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 54 of the SETs have been met and that conditions should be set on the remaining three SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for approval. 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 did not make any recommendations for the programme.

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

## Conditions

### **2.6 The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.**

**Condition:** The education provider must provide further evidence of the process for applying accreditation of prior (experiential) learning (AP(E)L) to students transferring from other programmes.

**Reason:** The programme documentation states that students wishing to transfer from Diploma HE in Social Care Practice to this programme will be considered on a case by case basis. The programme team expanded on this at the visit, explaining the education provider's policies in place for mapping credits and exemption for modules. Students will also be subject to the programme's selection procedures and an assessment to prove that they have met the required learning outcomes in order to be accepted on the programme. The visitors were therefore content that the education provider has processes in place for applying AP(E)L at all levels of the programme. However, they were unclear from reading the documentation if potential applicants were informed clearly about these AP(E)L processes. The visitors therefore require the programme team to revisit the programme documentation to ensure that the formal processes for AP(E)L, as discussed at the visit, are clearly articulated in programme documentation to be satisfied potential applicants will understand how AP(E)L polices and processes will work.

### **3.4 There must be a named person who has overall professional responsibility for the programme who must be appropriately qualified and experienced and, unless other arrangements are agreed, be on the relevant part of the Register.**

**Condition:** The programme team need to clarify the person who has overall professional responsibility for the management of the programme and ensure that they are consistently referenced throughout the programme documentation.

**Reason:** From documentation and discussion at the visit it was clarified that the programme leader is Alison Lamont not Fern Farr. During discussions with the programme team the visitors learnt that Alison Lamont is an HCPC registered social worker. However, from the review of the documentation the visitors could not determine who the programme leader is for this programme. The visitors therefore the programme team to revisit the programme documentation to ensure they reflect Alison Lamont as the person with overall professional responsibility for the programme and therefore meet this SET.

### **6.7 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.**

**Condition:** The programme team must ensure programme documentation clearly articulates the requirements for student progression and achievement within the programme.

**Reason:** From review of the programme documentation and meetings with students and the programme team the visitors learnt that students are not allowed to retake any modules of the programme and if students fail the re-sit they will not be allowed to progress on to the programme. During discussions with the programme team the visitors learnt the education provider's progression policy stipulated students will not be allowed to progress if they failed any of the modules for the programme. However, the visitors could not see if these requirements for progression are made clear to students in the documentation. Therefore the visitors require the programme team to revisit their programme documentation to ensure this information is clearly articulated to students so that they are aware of the requirements for progression including arrangements for taking any re-sits.

Graeme Currie  
Teresa Rogers