

Visitors' report

Name of education provider	Sheffield Hallam University
Programme name	BSc (Hons) Applied Nursing (Learning Disability) and Generic Social Work
Mode of delivery	Full time
Relevant part of the HCPC Register	Social worker in England
Date of visit	13 – 14 February 2012

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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. The HCPC is a statutory regulator and our main aim is to protect the public. The HCPC currently regulates 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 ongoing approval of the programme. This recommended outcome was accepted by the Education and Training Committee (Committee) on 6 June 2013. At the Committee meeting on 6 June 2013, the ongoing approval of the programme was re-confirmed. This means the education provider has met the condition(s) outlined in this report and the programme meets our standards of education and training (SETs) and ensures 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 the social work profession (in England) came onto the register on 1 August 2012 and a decision was made by the Education and Training Committee to visit all existing programmes from this profession. 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 (the College of Social Work (TCSW)) considered their endorsement of the programme, and the Nursing and Midwifery Council (NMC) considered their approval of the programme. The visit also considered the following programmes - BA (Hons) Social Work (full time), Masters In Social Work (full time), Postgraduate Diploma in Social Work (Masters Exit Route Only) (full time). The professional body, the NMC 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 all the programmes and dialogue throughout the visit; this report covers the HCPC's recommendations on this programme only. Separate reports exist for the other programmes. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC's standards. Separate reports, produced by the professional body and the NMC, outline their decisions on the programmes' status.

Visit details

Name of HCPC visitors and profession	Gordon Burrow (Chiropodist / podiatrist) Vicki Lawson-Brown (Social worker) John Taylor (Social worker)
HCPC executive officer (in attendance)	Jamie Hunt
HCPC observer	Maria Burke
Proposed student numbers	25 per year
First approved intake	September 2013
Chair	Graham Holden (day 1) (Sheffield Hallam University) Clive Woodman (day 2) (Sheffield Hallam University)
Secretary	Helen Garner (Sheffield Hallam University)
Members of the joint panel	Alison Purvis (Internal Panel Member) Mick Purdy (Internal Panel Member) Barbara Young (Internal Panel Member) Nicky Sampson (Internal Panel Member) Emma Stockdale (Internal Panel Member)

	<p>Member)</p> <p>Karen Booker (Internal Panel Member)</p> <p>Kiefer Lee (External Faculty Panel Member)</p> <p>Wijaya Mallikaaratchi (External Panel Member)</p> <p>Helen Wenman (The College of Social Work)</p> <p>Kath Morris (The College of Social Work)</p> <p>Anne Kelly (The College of Social Work)</p> <p>Peter Griffin (The Nursing and Midwifery Council)</p> <p>Tony Bottiglieri (The Nursing and Midwifery Council)</p>
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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"/>

The education provider tabled further information at the visit, but the HCPC was unable to review all of this documentation in detail due to time constraints.

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 30 of the SETs have been met and that conditions should be set on the remaining 27 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.

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

2.1 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 revise all programme and admissions documentation to ensure that the terminology used is accurate, consistent and reflective of the current terminology used in relation to statutory regulation.

Reason: From a review of the programme documentation, the visitors noted a number of instances where out of date or incorrect terminology is used. The visitors require the education provider to review the programme and admissions documentation to ensure it is accurate, current and consistent. For example, the documents state that 'students have to meet HCPC Standards' (page 60 of the submission document), but does not state which standards, or by when. There is also a statement here that students must comply with 'HCPC (2012b) Standards of education and training (SETs)'. These are standards that the education provider must comply with, rather than students themselves. There are statements in the documents that by the end of the programme students will meet 'all standards required for registration for Social Work (HCPC 2012)' (eg page 20 of the course handbook). Information for prospective students also states that graduates will be 'fully qualified as a social worker'. We expect students to meet the standards of proficiency (SOPs) for the profession when they complete the programme, but the HCPC makes a health and character judgment at the point of registration. Therefore we ask education providers to use the term 'eligible to apply for registration with the HCPC'. There are references to an 'HCPC code of practice' (eg page 6 of the 'Practice Learning & Placement Approval Audit' document), which does not exist. There are also incorrect statements that HCPC registration means an individual can practice as a social worker in the UK, when the HCPC's regulatory responsibility for social workers is England only and several references to the General Social Care Council (GSCC) as the regulator for social workers in England. There are also incorrect references to HCPC requirements about the timings and durations of placements (eg page 20 of the submission document) in the documentation. The HCPC does not have specific requirements about length of placement as stated in the documentation. Therefore, the education provider must revisit the programme documentation and update all instances of the use of incorrect and inconsistent terminology.

2.4 The admissions procedures must apply selection and entry criteria, including compliance with any health requirements.

Condition: The education provider must provide clear information about the health requirements for prospective students in their admissions documentation, and set out the process for dealing with any health issues.

Reason: The documentation sets out health requirements, but the visitors noted that this information is nursing focused. The statement 'applicants will be required to undergo health screening to assess their fitness to commence the course within the field of nursing' (page 35 of the submission document) makes it unclear whether these health requirements also apply to the social work elements of the programme. The visitors also noted that there was no information about how the education provider deals with health issues identified as part of the screening, or if there is a declaration process at the point of application. The visitors therefore require the education provider to clarify

the information given to students, to ensure they are aware any health requirements apply to all aspects of the programme. The visitors also require further information about how the education provider deals with any issues with health at the point of application, and that this is clearly reflected in the information given to applicants.

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 revise the admissions and programme documentation to articulate clearly the scheme for the accreditation of prior (experiential) learning (APEL) or other inclusion mechanisms that are in place for programme entry.

Reason: From a review of the programme documentation the visitors noted that, while the website and programme handbook indicated that applicants could apply to enter stages of the programme and be admitted through an accreditation procedure, there was no clear detailed information about the scheme. During discussions with the programme team the visitors noted that prior certificated credit or prior experiential credit may be used within the programme, and any evidence of prior learning and experience is assessed during short listing and during interview. Also evaluated are each applicant's knowledge of social work roles and responsibilities, social work values and service user perspectives. The team considered how prior experience mapped onto the programme's learning outcomes and determined an appropriate entry point. However, the visitors were unable to determine that enough information was available to potential applicants about APEL. In order to meet this standard, information about APEL should be clearly articulated to potential applicants. The visitors therefore require the education provider to revise the admissions and programme documentation to explain the process in place.

2.7 The admissions procedures must ensure that the education provider has equality and diversity policies in relation to applicants and students, together with an indication of how these will be implemented and monitored.

Condition: The education provider must provide evidence of how equality and diversity policies are implemented and monitored through the admissions procedures.

Reason: The visitors were satisfied that there was an equality and diversity policy in place in relation to applicants and students, but were not clear how this policy works, or how it is implemented and monitored. Specifically, the visitors were unclear how student progression is monitored in relation to equality and diversity. The education provider tabled information at the visit regarding equality and diversity policies, including annual reports, but the visitors were unable to review this documentation due to time constraints. The visitors therefore require further evidence of the equality and diversity policies in place, together with an indication of how they are implemented and monitored in order to determine whether this standard has been met.

3.2 The programme must be effectively managed.

Condition: The education provider must provide further evidence to clearly outline the management structure of the programme including the lines of responsibility and links to the management of practice placement providers.

Reason: From the documentation, the visitors were unsure how several aspects of the programme are managed. They were unclear of the formal lines of responsibility of the programme team, and how the team interacts with practice placements and the senior team. In the documentation, there is information which defines specific roles at the education provider and at the practice placements (page 6-11 of the course handbook), but it is not always clear how these roles interact with each other, or how these roles are structured in terms of lines of responsibility. The visitors met with the programme team, senior staff and practice placement supervisors and discussed this interaction. From these meetings, the visitors were satisfied that these groups understood their roles and responsibilities, but the visitors require this information to be clearly reflected in the documentation.

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

Condition: The education provider must submit further evidence regarding the systems in place for programme monitoring and evaluation.

Reason: The visitors discussed the monitoring and evaluation of several aspects of the programme with the programme team. They discussed some monitoring and evaluation systems in place, but these systems were not always clearly reflected in the programme documentation. Some of the information referenced in the SETs mapping provided was focused on the monitoring of students, rather than monitoring the programme itself, for example, page 54 of the submission document relates to monitoring student progress. The visitors also noted the academic quality framework document titled 'Routine Monitoring and Review', which gives an overview of the ongoing programme review process at the education provider. The visitors were unclear about several aspects of the monitoring and evaluation systems in place, however. Specifically, the visitors were unclear exactly how student feedback is considered by the programme team, how any changes initiated by this feedback are implemented, and how any changes to the programme following feedback are communicated to students. The visitors also noted the feedback forms for students, practice placement educators and practice placement providers in the practice learning documentation, but were unclear how this feedback is considered by the programme team, how any changes initiated by this feedback are implemented, and how any changes to the programme following feedback are communicated to stakeholders. Much of the information in the practice learning documentation relates to information about the domains of the Professional Capabilities Framework (PCF), information about how to complete placement documentation, and the documentation itself. There is limited information in this document about the procedures behind these feedback mechanisms, or how feedback is considered by the programme team, and the visitors were therefore unclear how this standard is met. The visitors require information which clearly articulates how student feedback is implemented and that robust quality assurance procedures for practice placements are in place to be satisfied that this standard is met.

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 education provider must ensure the individual with overall responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are agreed, be on the relevant part of the Register.

Reason: When reviewing the documentation, the visitors were unable to determine who has overall professional responsibility for the programme and were therefore unable to make a judgment of their suitability for the position. The education provider tabled information at the visit regarding the programme leader, but the visitors were unable to review this documentation due to time constraints. In order for this standard to be met, the visitors require details of the individual with overall professional responsibility for the programme, which could include their CV including any registration details, and information about how this individual is supported in their role.

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

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

Reason: Upon reviewing the documentation, and from discussion with the senior team and the programme team, the visitors could not fully determine the staff resources that were in place for the programme. Although the education provider included staff CVs with the documentation, the visitors were unsure which staff were full time, and which were part time or guest lecturers, and were unsure about the level of staffing (full time equivalent) that was in place. The visitors noted from the submission document that 'all... social work lecturers are qualified social workers' but the staff CVs did not state which individuals are registered as social workers in England with the HCPC. The visitors therefore require clarification from the education provider concerning the staffing levels of the programme, to include details of the full and part time members of the programme team and their allocated areas of responsibility across the programme. The education provider should also provide information on any additional staffing resources that are in place to support the delivery of an effective programme. The education provider should detail how the staffing levels are reviewed in relation to the number of students on the programme and the education provider's strategy for ensuring that an adequate number of staff is in place to deliver the programme effectively.

3.6 Subject areas must be taught by staff with relevant specialist expertise and knowledge.

Condition: The education provider must demonstrate that staff with specialist expertise and knowledge are in place to deliver the programme.

Reason: Upon reviewing the documentation, and from discussion with the senior team and the programme team, the visitors could not fully determine the staff resources that were in place for the programme. Although the education provider included staff CVs with the documentation, the visitors could not determine which of the teaching staff had input into each module, and were therefore unable to make a judgment about whether

subject areas were being taught by staff with relevant specialist expertise and knowledge. The visitors therefore require clarification from the education provider concerning the staffing levels of the programme, to include details of the full and part time members of the programme team and their allocated areas of responsibility across the programme. The education provider should also provide information on any additional staffing resources that are in place to support the delivery of an effective programme. The education provider should detail how they ensure that staff have relevant specialist expertise and knowledge to deliver the programme effectively.

3.14 Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Condition: The programme team must provide evidence of the formal protocols to obtain informed consent from students when they participate as service users and for managing situations when students decline from participating as service users, in practical sessions.

Reason: The visitors noted through discussion with the students and the programme team that there were no formal protocols for obtaining informed consent from students before they participated as a service user in practical sessions. The visitors were concerned that without consent protocols in place it would be hard to mitigate any risk involved with students participating as service users. The visitors could not determine how students were informed about participation requirements within the programme, how records were maintained to indicate consent had been obtained, or how situations where students declined from participation were managed with alternative learning arrangements so there would be no impact on their learning. The visitors therefore require the programme team to provide evidence of formal protocols for obtaining informed consent from students and for managing situations where students decline from participating in practical and clinical teaching.

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 programme team must revise programme documentation to clearly identify the minimum attendance requirements for the practice placement setting and the academic setting.

Reason: The programme documentation submitted prior to the visit did not clearly specify the minimum attendance requirements for the academic setting and the practice placement setting. Discussions with the students indicated they knew the procedures to follow when absences were necessary however did not know the minimum requirements for attendance at the practice placement setting or in the academic setting. Discussions with the programme team indicated there was an expected attendance of 100% for all components of the programme with allowances made for reasonable absences. From the evidence received the visitors were not satisfied the minimum requirements were being fully communicated to the students. The visitors also noted that if students were not aware of the threshold requirement, it would be difficult for the education provider to monitor and step in to take action to ensure absence does not affect students' learning and development. The visitors therefore require the programme documentation to be revised to communicate the minimum attendance requirements for the academic setting and the practice placement setting to students.

3.16 There must be a process in place throughout the programme for dealing with concerns about students' profession-related conduct.

Condition: The education provider must provide further detail of the formal procedure in place to deal with any concerns about students' profession related conduct and how it may be implemented.

Reason: From reviewing the documentation provided, and from discussions with the programme team, practice placement team and the students, the visitors were clear that there are mechanisms in place to deal with any misconduct of students in the education setting. The visitors were unclear, however, how concerns about students' profession-related conduct while on placement are relayed to the programme team, or how any issues would be dealt with by the education provider. The visitors were also unclear how any non-academic conduct issues would be dealt with by the education provider, or whether the students are aware how any issues could impact on future registration. Therefore, the visitors require evidence of the formal mechanisms by which the education provider manage any concerns with students' profession-related conduct on placement to ensure this standard is met.

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.

Condition: The education provider must demonstrate how the learning outcomes ensure that students who complete the programme meet all the standards of proficiency (SOPs) for social workers in England.

Reason: The visitors noted that the documentation provided prior to the visit included module descriptors, each with several of the SOPs listed as being covered in each module. There was also a mapping document which showed the SOPs mapped against module titles. The education provider did not provide any further detailed mapping to show how the programme's learning outcomes mapped onto specific teaching and learning opportunities and demonstrated how all the SOPs were met. The visitors therefore require further evidence of how the programme's learning outcomes ensure that students who complete the programme meet the SOPs for social workers in England to ensure that this standard is met. The visitors require a detailed breakdown of how each SOP is delivered in relation to the learning outcomes.

4.2 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.

Condition: The education provider must revise the programme documentation to ensure that there is balance between requirements for social work and requirements for nursing.

Reason: The programme intends to deliver graduates that are eligible to apply to the HCPC Register as a social worker in England, and the NMC Register as a nurse. The visitors noted from reading the documentation and from discussions with the students, that the programme is nursing focused. The visitors acknowledge that the students felt prepared as both a social worker and a learning disabilities nurse, however, and noted the work the education provider has done to ensure students are learning skills from both professions while on placement. The visitors also acknowledged the education

provider's work with ensuring students feel like joint practitioners, rather than learning two professions. This work is not reflected clearly enough in the documentation, however, which is often focused on the nursing aspects of the programme. As the visitors were unable to make a judgment about how the learning outcomes ensure that students who complete the programme meet all the standards of proficiency (SOPs) for social workers in England, they were unsure whether all aspects of social work were being adequately covered by the curriculum. Specifically, the visitors were unsure how students were taught about the relationship between social workers and other professional groups. The visitors require the education provider to review the programme documentation to ensure that there is a balance between requirements for social work and nursing, and to ensure all aspects of social work are demonstrated in the learning outcomes for the programme.

4.5 The curriculum must make sure that students understand the implications of the HCPC's standards of conduct, performance and ethics.

Condition: The education provider must demonstrate how the curriculum ensures that students understand the implications of the HCPC's standards of conduct, performance and ethics.

Reason: In discussions with the programme team the visitors learnt that students are taught about the HCPC's standards of conduct, performance and ethics during the programme. From a review of the programme documentation the visitors were unable to find specific reference to the standards of conduct, performance and ethics publication, evidence to outline where exactly the standards of conduct, performance and ethics would be taught in the curriculum or how the education provider ensures that students understand these standards, including how and where they apply. The visitors therefore require additional evidence to identify how the programme team ensures that students understand the implications of the HCPC's standards of conduct, performance and ethics, and suggest that this document is specifically referenced in the programme documentation.

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 programme team must provide further evidence to demonstrate how they will ensure students' placements are appropriate to support the students' achievement of the learning outcomes.

Reason: From reviewing the documentation, and from discussions with the practice placement team, students, and the programme team, the visitors were unclear how the education provider manages placements to ensure students undertake a sufficient range of practice placements. From their discussions with students, the visitors noted that students were more likely to attend placements focused on learning disabilities nursing. The visitors agreed that social work competencies could be covered in a learning disabilities nursing focused placement, but were unclear about the structure of placements and of the learning outcomes that students are expected to meet when completing all placements. The students also stated that they were expected to manage their own achievement of learning outcomes on placement, and on occasion had to swap placements with their peers to ensure they were able to do so. The practice learning documentation has a 'practice learning agreement' which includes a section

about the student's 'learning needs'. The visitors were unclear how these forms were used to support students' needs on placements, or how they help to manage learning outcomes required of students. The visitors were unclear how the education provider manages this process beyond the audit forms provided. Therefore, the visitors did not have clear evidence that there was a sufficient breadth of social work experience on placement to support students meeting the standards of proficiency (SOPs) for the profession. The visitors require further information about the number, duration and range of placements, and how the education provider effectively manages the learning of the students on placement, to support them meeting the SOPs.

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

Condition: The education provider must submit revised documentation which shows how they ensure a thorough and effective system for approving and monitoring all placements.

Reason: From the documentation received, the visitors could not determine how the education provider ensured a thorough and effective system was in place for approving and monitoring all placements. In their evidence for meeting this SET, the education provider referenced a quality assurance of practice learning (QAPL) document. The visitors noted that this document is from January 2010 and refers to requirements of the General Social Care Council (GSCC). The education provider also referenced their 'Social Work Practice Learning document' in the SETs mapping document, but it was not clear how this document related to the approval and monitoring of placements. Much of the information in the practice learning documentation relates to information about the domains of the Professional Capabilities Framework (PCF), information about how to complete placement documentation, and the documentation itself. There is limited information in this document about the procedures behind these feedback mechanisms, or how feedback is considered by the programme team. From discussions with the programme team and the practice placement team, these groups were clear that there are policies and procedures in place to ensure that placements are monitored. With the documentary information provided however, it was unclear whether the systems in place have been reviewed following the transfer of regulation to the HCPC, and therefore difficult for the visitors to make a judgment about whether they are effective. The visitors were unclear how the education provider approves placements, how this approval is recorded, how they monitor the placement, and how they deal with any issues arising from the monitoring. The visitors require revised documentation which demonstrates how the education provider ensures a thorough and effective system is in place for approving and monitoring all placements.

5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Condition: The education provider must submit revised documentation to show how they ensure equality and diversity policies are in place, and how they are implemented and monitored within practice placements.

Reason: From the documents submitted prior to the visit and from discussions with the programme team the visitors were not able to determine what mechanisms are in place to ensure that practice placements have equality and diversity policies in place, or how

these policies are implemented and monitored. For this standard, the education provider referenced the 'Social Work Practice Learning document' in their SETs mapping document, but the visitors were unclear how this document ensured this standard was met. The education provider also provided a document titled 'Partnership Practice Learning Agreement' to support its meeting of this standard, but the visitors noted that it refers to requirements of the General Social Care Council (GSCC). The visitors were unclear whether this partnership agreement is still in effect in its current form, considering the GSCC has been disbanded. The education provider tabled some information at the visit regarding equality and diversity policies, but the visitors were unable to review this documentation due to time constraints. The visitors were unclear whether the systems in place have been reviewed following the transfer of regulation to the HCPC, and therefore difficult for the visitors to make a judgment about whether they are effective. The visitors therefore require the education provider to provide revised documentation outlining how they ensure equality and diversity policies are in place, implemented and monitored within practice placements.

5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.

Condition: The education provider must submit evidence which shows how they ensure practice placements have an adequate number of appropriately qualified and experienced staff.

Reason: From the documentation provided, the visitors could not determine how the education provider ensures that practice placements have an adequate number of appropriately qualified and experienced staff. For this standard, the education provider referenced the 'Social Work Practice Learning document' in their SETs mapping document, but the visitors were unclear how this document ensured this standard was met. From discussions with the programme team and the practice placement team, the visitors understood that there are policies and procedures in place to manage staffing levels at practice placements, but these policies and procedures were not reflected in the documentation provided prior to the visit. The education provider tabled documentation at the visit with information about practice placement educators, but the visitors were unable to review this documentation due to time constraints. The visitors were therefore unable to make a judgment about whether this standard is met, and require information which demonstrates how the education provider ensures practice placements have an adequate number of appropriately qualified and experienced staff.

5.7 Practice placement educators must have relevant knowledge, skills and experience.

Condition: The education provider must provide further evidence to outline the systems in place to ensure that all practice placement educators have relevant knowledge, skills and experience.

Reason: From the documentation received, the visitors could not determine how the education provider ensures that practice placement educators have relevant knowledge, skills and experience. For this standard, the education provider referenced the submission document in their SETs mapping document, but the visitors were unclear how this document ensured this standard is met. This document includes a list of job roles which support students at placement, but it is unclear how the education provider ensures that individuals who fill these roles have relevant knowledge, skills and

experience. From discussions with the programme team and the practice placement team, the visitors understood that there are policies and procedures in place to manage this, but these policies and procedures were not reflected in the documentation provided prior to the visit. The education provider tabled documentation at the visit with information about practice placement educators, but the visitors were unable to review this documentation due to time constraints. The visitors were therefore unable to make a judgment about whether this standard is met, and require information which demonstrates how the education provider ensures practice placement educators have relevant knowledge, skills and experience for the delivery of practice placements on an approved social work programme.

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

Condition: The education provider must provide further evidence to outline the systems in place to ensure that all practice placement educators undertake appropriate training.

Reason: From the documentation received, the visitors could not determine how the education provider ensures that practice placement educators undertake appropriate training, including initial training and refresher training. For this standard, the education provider referenced the 'Social Work Practice Learning document' in their SETs mapping document, but the visitors were unclear how this document ensured this standard was met. The education provider also provided a page from their intranet space for practice educations titled 'Training and professional development', but the visitors were unclear whether this training was mandatory, or what it would encompass. From discussions with the programme team and the practice placement team, the visitors understood that there are some policies and procedures in place to manage practice placement education training, such as workshops to support assessors and recall days, but policies and procedures such as these were not reflected sufficiently in the documentation provided prior to the visit. The visitors therefore require information which demonstrates how the education provider ensures practice placement educators undertake appropriate training.

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

Condition: The programme team must provide evidence to demonstrate how the programme team ensures that practice placement educators are appropriately registered, unless other arrangements are agreed.

Reason: From the documentation received, the visitors could not determine how the education provider ensures that practice placement educators are appropriately registered. For this standard, the education provider referenced the 'Practice Learning & placement Approval Audit' document in their SETs mapping document, but the visitors were unclear how this document covered this area. Part of the form asks for details of all 'registered social workers' at the placement, but it does not ask for registration numbers. There is also no clear procedure for the continuing audit of practice placement educator's registration. The education provider tabled some documentation at the visit with information about practice placement educators, but the visitors were unable to review this documentation due to time constraints. From discussions with the programme team and the practice placement team, it was clear that there are some policies and procedures in place to manage this, including a database of placements,

but these policies and procedures were not reflected in the documentation provided prior to the visit. The visitors therefore require information which demonstrates how the education provider ensures practice placement educators are appropriately registered, unless other arrangements are agreed with the HCPC.

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:

- the learning outcomes to be achieved;
- the timings and the duration of any placement experience and associated records to be maintained;
- expectations of professional conduct;
- the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and
- communication and lines of responsibility.

Condition: The education provider must provide documentation which details the expected placement structure at each stage of the programme and how this information is provided to fully prepare practice placement educators and student for placements.

Reason: From discussions with the students, the visitors understood that they were expected to demonstrate several competencies at each placement. The visitors were unclear about how the demonstration of the ability to meet the competencies led to clear progression through the programme and how progression is communicated to students and practice placement educators. The visitors also could not determine what broad set of competencies each student would be expected to meet after each placement to enable them to progress to the next stage of the programme. The documentation provided states that there is a collaborative approach between students and the education provider with the identification of competencies to be achieved on placement. It was not clear from the documents how the education provider would keep records of the competencies achieved, however. The visitors therefore require further information about the broad set of competencies the programme team would expect a student to have met after each placement. This evidence should also include information about how students and practice placement educators are informed of these requirements to prepare them for placement. This is to ensure that students and practice placement educators are aware of the requirements for successful completion of each placement and that this standard is met.

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:

- the learning outcomes to be achieved;
- the timings and the duration of any placement experience and associated records to be maintained;
- expectations of professional conduct;
- the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and
- communication and lines of responsibility.

Condition: The education provider must revise the documentation to ensure that lines of responsibility and expected communication between the programme team and the practice placement team are clearly reflected.

Reason: From discussions with the programme team and the practice placement team, the visitors noted that both groups were clear about lines of responsibility at placements and expectations around communication channels. For example, the practice placement team is involved with a strategic group which manages placements. There is some information regarding the 'hub and spoke' nature of the placements in the submission document, but the visitors were unclear about formal lines of responsibility for placements, and were unsure how the 'hub and spoke' nature of the placements would impact upon this. The visitors were also unclear how the rationale of the hub and spoke placement structure translates into practice, and how the education provider ensures the learning plans agreed by students are met. For this standard, the education provider referenced the 'Social Work Practice Learning document' in their SETs mapping document, but the visitors were unclear how this document ensured this standard was met. The visitors require a clear explanation of the lines of responsibility on placement, and how effective communication, such as frequency of formal communication, expectations about informal communication and initial communication to new practice placement providers, is maintained to be satisfied that this standard is met.

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.

Condition: The education provider must demonstrate how the assessment strategy and design ensure that students who complete the programme meet all the standards of proficiency for social workers in England.

Reason: In line with the visitors' concerns relating to SET 4.1, they noted that the mapping documentation provided prior to the visit did not clearly indicate how all students who successfully completed the programme demonstrated that they had met all the standards of proficiency. The visitors therefore require further evidence of how the programme's assessment strategy and design ensures that all students who complete the programme meet all the standards of proficiency to ensure that this standard is met.

6.6 There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment.

Condition: The education provider must provide further information about how it monitors the processes for providing feedback to students on assessments to ensure that feedback is timely, consistent and sufficiently detailed to inform their learning and progression.

Reason: The visitors noted the documentation provided (External Examiner Report 2010-11) included reference to external examiner's concerns about 'the persistent inconsistencies in standards of marking feedback: some scripts are annotated / corrected, others are not; some scripts offer extensive summative feedback, others offer only brief comment; some scripts clearly indicate how second marking / moderation has been undertaken, others do not.' During discussions with the programme team, it was evident that the issue of feedback and annotation is an area of continued activity towards improvement. The assessment officer is taking a lead on developing and implementing a system that means the feedback format for each module will be decided

and published to students, so that expectations are clear. Limited information about how this system will work in practice was provided to the visitors and they remain uncertain whether the education provider has a strategy in place for monitoring feedback on assessments that would identify and address the concerns raised by external examiners. The visitors therefore require the education provider to provide further information about how it monitors the processes for providing feedback to students to make sure that students receive assessment feedback, which is timely, sufficiently detailed and consistent, to ensure that this standard is met.

6.9 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.

Condition: The education provider must revisit the programme documentation to clearly state that aegrotat awards do not confer eligibility to apply to the Register.

Reason: From the documentation provided the visitors could not determine where in the assessment regulations there was a clear statement regarding aegrotat awards. The visitors could not determine how the programme team ensured that students understood that aegrotat awards would not enable them to be eligible to apply to the Register. The visitors therefore require further evidence to ensure that there is a clear statement included in the programme documentation.

6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.

Condition: The education provider must revise the assessment regulations to clearly articulate the requirements for the appointment of at least one external examiner to be from the relevant part of the HCPC Register, unless other arrangements are agreed with the HCPC.

Reason: From documentation tabled at the visit, the visitors were satisfied that the current external examiners for the programme are appropriately registered. This standard requires the assessment regulations to clearly articulate the requirement that at least one external examiner is from the relevant part of the Register, unless other arrangements are agreed with the HCPC. The visitors noted the 'statement of compliance with university standard assessment regulations and procedures' documentation in the submissions document (page 55-61), but there was no specific reference to the requirement for at least one external examiner to be appropriately registered in this document. The visitors therefore require evidence that HCPC requirements regarding the appointment of external examiner to the programme have been included in the assessment regulations to ensure that this standard is met.

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