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## Visitors' report

<b>Name of education provider</b>	University of East London
<b>Programme name</b>	Postgraduate Diploma in Social Work
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Social worker in England
<b>Date of visit</b>	22 – 23 October 2013

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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 3 December 2013. 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 the social work in England profession came onto the register in 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 an HCPC only visit. The education provider did not review the programme at the visit and the professional body did not consider their endorsement of the programme. The education provider supplied an independent chair and secretary for the visit.

## Visit details

Name of HCPC visitors and profession	Graham Noyce (Social Worker) Teri Rogers (Social Worker)
HCPC executive officer (in attendance)	Abdur Razzaq
Proposed student numbers	12
Proposed start date of programme approval	January 2014
Chair	Alan White (University of East London)
Secretary	Mewish Hafeez (University of East London)

## 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. The programme is new and therefore external examiners' reports have not been produced.

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"/>

The HCPC met with students from the BA (Hons) Social Work and MA in Social Work programmes 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 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 50 of the SETs have been met and that conditions should be set on the remaining seven 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

### **3.8 The resources to support student learning in all settings must be effectively used.**

**Condition:** The education provider must submit finalised programme documentation.

**Reason:** It was highlighted this programme is part of a suite of social work programmes. As part of the internal validation event, it was indicated programme documents would be amended and rewritten to ensure programme specific information is clear. The visitors require the education provider to submit the finalised programme documentation so they can be assured it will provide correct information and effectively support students learning.

### **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 submit further evidence of how they emphasise the generic nature of the standards of proficiency for social workers in England.

**Reason:** From the documentation provided the visitors were unable to determine how the programme ensures the standards of proficiency (SOPs) for social workers in England are embedded within the curriculum of the programme. The visitors noted there is a focus on children and families in the curriculum content and that the practice placement settings are in child and family social work. The visitors could not determine how the programme team teaches students about the holistic approach to the adult perspective and orientation in social work as is required from the generic SOPs. The visitors felt the current emphasis of the programme could reduce focus from other service user needs that are not linked to child and family social work. Therefore the visitors require the programme team to provide further evidence of how they emphasise the generic nature of the SOPs within the programmes conceptional framework.

### **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 gain sufficient breadth of social work experience on placement to support students meeting the standards of proficiency (SOPs) for their profession.

**Reason:** From reviewing the documentation, and from discussions with the placement providers and the programme team, the visitors were unclear how the education provider ensures students undertake a sufficient range of practice placement settings. During discussions with the programme team and the placement providers, the visitors noted students will have both their placements in child and family settings. The visitors agreed that child and family focused social work competencies are covered in these two placements; however they were unclear how the competencies not linked to child and family settings are achieved. The visitors considered this to be important especially as the curriculum of the programme is also focused on child and family settings (linked to SET 4.1 and 6.1). The visitors were unclear how the programme will ensure all the

standards of proficiency for social workers in England and associated learning outcomes that students are expected to meet when completing placements are achieved. Therefore, the visitors require further information that demonstrates how the programme team will ensure students have a sufficient breadth of social work experience on placement to support students meeting the standards of proficiency (SOPs) for their profession.

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

**Condition:** The education provider must provide further evidence to demonstrate they maintain a thorough and effective system for approving and monitoring all placements.

**Reason:** Documentation and discussion at the visit indicated the education provider uses the Quality Assurance in Practice Learning (QAPL) audit tool. It was highlighted by the education provider that the placement coordinator has left her post and a new member of staff has been appointed. The visitors considered the auditing system currently in place to work well in its role however they could not see evidence of what the programme team does with the information collated through QAPL. The visitors additionally could not determine that the education provider has systems in place to deal with any issues that may be raised through the process. The visitors therefore require the education provider to submit further evidence demonstrating they maintain a thorough and effective system for approving and monitoring all placements.

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

**Condition:** The programme team must provide further evidence as to their processes to ensure that practice placement educators have undertaken the appropriate placement educator training.

**Reason:** From the documentation provided, the visitors were made aware the Quality Assurance in Practice Learning (QAPL) audit tool was used in approving and monitoring placements. However, the documentation did not provide information around this tool or associated processes including how it is used to ensure that practice educators have undertaken the appropriate placement educator training. The SETs mapping referred to the roles and responsibilities of practice educators, however the visitors could find no evidence or further information around this in the documentation. The programme team and placement providers discussed the various practice educators training that is in place and what level of qualification is required from the practice educators for each placement. The visitors acknowledged that there were several training opportunities and workshops provided by the education provider for placement educators but were unable to see how each individual placement educator's training is monitored, or how the requirements for training feed into partnership agreements with the providers. The visitors were also unclear about the steps taken to ensure that suitably trained placement educators were in place for students. To ensure that this standard is met, the visitors require the education provider to articulate clearly the training requirements for placement educators and the processes in place for ensuring these requirements are met and monitored in practice.

**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 evidence to demonstrate how students will be fully prepared for placement through the 'skills days' and information given to students regarding readiness for practice.

**Reason:** The documentation submitted indicated the programme has readiness for practice process and 'skills days' for students to complete before they can go out onto their practice placements. Discussions with the programme team indicated the 'skills days' are designed to prepare the students so they all have a base level of knowledge and skills they need for the practice placements. The programme team indicated the 'skills days' were in the process of being developed. The visitors considered the 'skills days' to be crucial to fully prepare the students for the practice placement experiences. As the 'skills days' are still being finalised, the visitors were unable to determine that students would be fully prepared for placements. The visitors require further evidence about the process and information given to students regarding readiness for practice and the 'skills days', demonstrating they will be finalised before the programme commences and that the content of the days will fully prepare students for placements.

**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 submit further evidence to demonstrate the assessment strategy will ensure students are able to meet the standards of proficiency for social workers in England particularly considering the generic nature of the SOPs.

**Reason:** From the documentation provided the visitors were unable to determine how the programme ensures the standards of proficiency (SOPs) for social workers in England are embedded and assessed within the curriculum of the programme. The visitors noted there is a focus on children and families in the curriculum content and that the practice placement settings are in child and family social work. The visitors could not determine how the programme team teaches or assesses students' knowledge of the holistic approach to social work particularly the adult perspective and orientation in social work as is required from the generic SOPs. The visitors felt the current focus of the programme could reduce focus from other service user needs that are not linked to child and family social work. Therefore the visitors require the programme team to provide further evidence to demonstrate the assessment strategy will ensure students are able to meet the standards of proficiency for social workers in England particularly considering the generic nature of the SOPs.



Graham Noyce  
Teri Rogers