

## Visitors' report

<b>Name of education provider</b>	University of Manchester
<b>Programme name</b>	MA in Social Work
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Social worker
<b>Relevant modality / domain</b>	Social worker in England
<b>Date of visit</b>	19 – 20 March 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. 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 4 July. At the Committee meeting on 4 July, the ongoing approval of the programme was re-confirmed. 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 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 education provider reviewed the programme and the professional body considered their endorsement of the programme. The visit also considered the following programme - Postgraduate Diploma in Social Work (Masters Exit Route Only). The education provider, the professional body 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 education provider and the professional body outline their decisions on the programmes' status.

## Visit details

Name of HCPC visitors and profession	Ruth Baker (Clinical psychologist) Beverley Blythe (Social worker) Patricia Higham (Social worker)
HCPC executive officer (in attendance)	Abdur Razzaq
Proposed student numbers	70 (Inclusive of Postgraduate Diploma in Social Work (Masters Exit Route Only))
Proposed start date of programme approval	September 2013
Chair	Phil Padfield (University of Manchester)
Secretary	Sue Knight (University of Manchester)
Members of the joint panel	Jonathan Dickens (External Panel Member) Jane Heyes (The College of Social Work) Nigel Simons (The College of Social Work) Nigel Haydon (Observer) (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 55 of the SETs have been met and that conditions should be set on the remaining 2 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 have also made a number of 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 programme team must revisit the programme documentation to ensure terminology used is accurate and reflective of the language associated with statutory regulation and the HCPC.

**Reason:** The visitors noted that documentation submitted by the education provider contained incorrect terminology. For example, the information pack for applicants on page 9 states 'the ECDL is a HCPC precondition for registration as a Social Worker, students are responsible for the ECDL'. This is an incorrect statement as HCPC does not require the European Computer Driving License (ECDL) as a precondition for registration. The same document on page 10 states 'The award (Postgraduate Diploma or MA in Social Work) will qualify students to register with the General Social Care Council a competent to practice social worker'. This reference to the previous regulatory body is misleading as the social work profession (in England) came onto the HCPC Register on 1 August 2012. The programme specification document page 9 refers 30 days of professional skill development and the 170 days of practice learning as requirements of HCPC which is incorrect. HCPC does not require specific number of practice learning days. On another occasion, the Social Work Placements Collaboration Agreement states 'We are now required by the Health and Care Professions Council (HCPC) to have a written agreement contract in place with all of our placement providers'. This statement is incorrect as the HCPC requires the education provider to have appropriate policies and procedures in place to manage placements, but does not have specific requirements about what these policies must be. The visitors noted other instances of incorrect terminology used throughout the documentation submitted. Such incorrect statements could create confusion and mislead potential applicants and students. Therefore the visitors require the education provider to review the programme documentation, to ensure that the terminology used is accurate, reflects the language associated with statutory regulation and avoids any potential confusion for applicants and students.

### **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 further evidence to demonstrate how they ensure practice placement educators are prepared for placements including information about an understanding of the learning outcomes to be achieved.

**Reason:** From discussions with the programme team, the practice placement providers and practice educators, the visitors noted that both groups were involved with the programme team in developing and evaluating the programme. It was also made clear

that they were provided information to prepare them for supervising students on placements. However, the visitors were unclear what information practice placement educators are given about the specific learning outcomes that students need to achieve while on placement. The visitors were also unclear about how these learning outcomes relate to the standards of proficiency (SOPs) for social workers (in England) and how practice placement educators were aware of this. Therefore, visitors require further evidence from the education provider to demonstrate how practice placement educators are made aware of the specific learning outcomes students need to achieve while on placement. They also require further evidence to demonstrate how these learning outcomes are related to the SOPs. In this way the visitors can determine if 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 provide further evidence to demonstrate how practice placement educators are prepared to supervise students on placement and ensure that they adhere to the expectations of professional conduct.

**Reason:** From discussions with the programme team, the practice placement providers and practice educators, the visitors noted that both groups were involved with the programme team in developing and evaluating the programme. It was also made clear that they were provided information to prepare them for supervising students on placements. However, the visitors were unclear as to how placement educators were prepared to ensure that students adhere to the expectations of professional conduct while on placement. In particular the visitors could not determine how practice placement educators were prepared to ensure that students understand the application of the HCPC's standards of conduct, performance and ethics (SCPEs). Therefore, the visitors require further evidence from the education provider to demonstrate how practice placement educators are made aware of the professional expectations that students must adhere to and how these expectations reflect the SCPEs. In this way the visitors can determine if this standard is met.

## Recommendations

### **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.**

**Recommendation:** The education provider may wish to consider revisiting the programme documentation to further highlight learning outcomes specific to the Social Worker (in England) part of the Register.

**Reason:** From discussions with the programme team the visitors were satisfied that the delivery of social work specific content ensures that those who successfully complete the programme meet the relevant standards of proficiency. The visitors also noted that the modules descriptors provided evidence to ensure that students who successfully complete the programme meet the standards of proficiency for their part of the Register. The visitors were therefore satisfied that this standard is met. However, from a review of the programme documentation the visitors highlighted that it was not always clear which learning outcomes are associated with which standard of proficiency. The visitors recommend that the education provider should consider revisiting the programme documentation to further emphasise the learning outcomes that are specific to standards of proficiency for social workers in England.

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

**Recommendation:** The education provider may wish to consider reviewing the programme documentation to further emphasise the HCPC's standards of conduct, performance and ethics (SCPEs).

**Reason:** From discussions with the programme team, the students, and from reviewing programme documentation, the visitors noted that HCPC's standards of conduct, performance and ethics will be taught and assessed. The visitors were therefore satisfied that the curriculum ensures that students understand the implications of these standards. However, from a review of the programme documentation the visitors noted that references to the HCPC's standards of conduct, performance and ethics were limited and implicit. The visitors therefore recommend that the education provider should consider reviewing the programme documentation to further highlight the HCPC's standards of conduct, performance and ethics.

Beverley Blythe  
Patricia Higham  
Ruth Baker