

HCPC major change process report

Education provider	Anglia Ruskin University
Name of programme(s)	BA (Hons) Social Work (Cambridge), Full time BA (Hons) Social Work (Chelmsford), Full time BA (Hons) Social Work (Degree Apprenticeship), Work based learning
Date submission received	08 April 2019
Case reference	CAS-14593-S1S8Z9

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Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the major change process undertaken by the HCPC to ensure that programmes detailed in this report meet our standards of education and training (referred to through this report as ‘our standards’). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC).

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process report. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Kate Johnson	Social worker
Lynda Kelly	Social worker
Eloise O'Connell	HCPC executive

Section 2: Programme details

Programme name	BA (Hons) Social Work (Cambridge)
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 July 2003
Maximum learner cohort	Up to 30
Intakes per year	1
Assessment reference	MC04236

Programme name	BA (Hons) Social Work (Chelmsford)
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 July 2003

Maximum learner cohort	Up to 45
Intakes per year	1
Assessment reference	MC04237

Programme name	BA (Hons) Social Work (Degree Apprenticeship)
Mode of study	WBL (Work based learning)
Profession	Social worker in England
First intake	01 August 2019
Maximum learner cohort	Up to 45
Intakes per year	1
Assessment reference	MC04336

We undertook this assessment to consider whether the programme continues to meet our standards, following changes reported to us via the major change process. The following is an overview of the changes from the information received via this process.

The education provider informed the HCPC of their plans to introduce a degree apprenticeship route for the current BA (Hons) Social Work programme. The education provider intends to use the existing modules from the current programme, with some changes to the curriculum to incorporate the requirements of a degree apprenticeship, including a 60 credit module for the end point assessment.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
Major change notification form	Yes
Completed major change standards mapping	Yes

Section 4: Outcome from first review

In considering the evidence provided by the education provider as part of the initial submission, the visitors were not satisfied that there was sufficient evidence that our standards continued to be met at this time, and therefore require further evidence as noted below.

Further evidence required

In order to determine whether the standards continue to be met, the visitors require further evidence for the following standards for the reasons noted below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programme(s), and then provide any further evidence to demonstrate how they meet the standards.

2.1 The admissions process 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.

Reason: The education provider did not submit evidence for this standard. The education provider plans to introduce a degree apprenticeship route for the current programme. The visitors understand that employers will have some influence in the admissions process for applicants on the degree apprenticeship. The visitors were not clear if employers would be involved in selecting applicants for the programme, or whether these applicants would then go through the standard admissions process. If the employers are involved in the admissions process, the visitors were not clear what selection criteria employers would use to select candidates, or how candidates would be aware of the selection criteria and admissions processes for this route. The visitors were also not clear how employers would refer candidates to the degree apprenticeship programme. As such, the visitors did not have enough information to determine whether applicants, or employers involved in the admission process, would have the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.

Suggested evidence: Evidence of the information that is provided to applicants for the degree apprenticeship route, which gives them the information they require to make an informed choice about the programme. The education provider should also provide information about how employers are involved in the admissions process, and how they ensure the employers have the information they require.

2.2 The selection and entry criteria must include appropriate academic and professional entry standards.

Reason: In the SETs mapping document, the education provider said that they have revised the entry requirements, in consultation with partners. The education provider said this will reflect the new pathway for degree apprenticeships from the workplace. The education provider said that a minimum level three sector specific qualification would be required. However, no further information was given. Therefore, the visitors were not clear whether the revised requirements, made in consultation with partners, will continue to meet this standard.

Suggested evidence: Further evidence about the revised entry requirements for the degree apprenticeship programme which demonstrate appropriate academic and professional entry standards.

2.7 The education provider must ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored.

Reason: The education provider indicated that no changes were made to this area. The visitors understand that employers may be involved in selecting applicants for the proposed programme. If the employer is selecting the applicants, the visitors were not clear how the education provider will ensure equality and diversity procedures are

followed in line with their own policies. Therefore, the visitors require further information to determine whether this standard continues to be met.

Suggested evidence: Information about how the education provider will ensure equality and diversity procedures are followed in line with their own policies, when the employer is involved in selecting applicants for the degree apprenticeship.

3.1 The programme must be sustainable and fit for purpose.

Reason: The education provider did not submit evidence in relation to this standard. In regards to learner numbers on the degree apprenticeship route, the education provider initially said that if they were to exceed the maximum number of learners for the current approved programme, years one and two modules will be separately timetabled. The education provider has since confirmed via email that they are seeking approval for a maximum of 50 learners. The education provider highlighted that at this stage of procurement and bidding, they have limited information from Local Authorities in regards to prospective numbers.

As part of the submission, the visitors have not received information which supports the proposal for a maximum of 50 learners on the degree apprenticeship route. In addition, the visitors have not seen any evidence of who the partner organisations are and what commitment they have offered in relation to the proposed degree apprenticeship. The visitors have not seen any evidence of formal agreements with partner organisations to support this programme. Therefore, the visitors cannot determine whether the programme will be sustainable and fit for purpose.

Suggested evidence: Further evidence about how the proposed degree apprenticeship route is sustainable and fit for purpose. This should include information about how the education provider is prepared to support an additional 50 learners on the degree apprenticeship route, and evidence about the arrangements with partner organisations involved with the programme.

3.2 The programme must be effectively managed.

Reason: For this standard, the education provider said that they have established an Apprenticeship Steering Committee dedicated to this programme, similar to other current structures such as teaching partnerships. The education provider did not provide further evidence for this standard. The visitors understand that the degree apprenticeship programme will be a different route to the current provision. However, they have not seen information about how this might differ to traditional routes, and whether this needs to be managed differently. The visitors understand that there will be a collaborative management of the programme with partner organisations. However, no evidence has been provided about this management structure, and how the partners are involved.

In an email, the education provider has said they are seeking approval of the degree apprenticeship route for a maximum of 50 learners. The education provider has not included information in the submission about how they would plan to manage this number of learners, in addition to the current provision. Without this information, and without information about how this programme is managed in relation to the current programme, the visitors could not determine whether this standard is met.

Suggested evidence: Evidence which demonstrates the programme will be effectively managed. This should include information about learner numbers, management structure, and the involvement of partner organisations in the management of the programme.

3.5 There must be regular and effective collaboration between the education provider and practice education providers.

Reason: For this standard, the education provider has said there is an established relationship between the education provider and the local authorities. The education provider said there are no changes to how this standard is met. The education provider has indicated that the management of the programme will be collaborative with partner organisations, however no evidence has been provided in relation to this. The visitors have also not seen evidence of the commitment from partner organisations for this proposed programme. The visitors have not seen evidence of the collaboration between the education provider and partner organisations in relation to the proposed degree apprenticeship programme. Therefore, the visitors require further evidence to determine whether this standard is met.

Suggested evidence: Evidence which demonstrates there is regular and effective collaboration between the education provider and practice education provider in relation to the proposed degree apprenticeship.

3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.

Reason: For this standard, the education provider said that there is an established and maintained relationship between the education provider and local authorities which ensures practice-based learning opportunities are available to learners. The education provider has not provided any evidence about the process they have in place to ensure the availability and capacity of practice-based learning for all learners. The education provider indicates no changes have been made in this area. This is a new standard, and we have not previously seen what process the education provider has in place to meet this standard.

The education provider said that they intend to take up to 50 learners on the degree apprenticeship programme. The visitors have not seen any evidence which demonstrates there would be availability and capacity of practice-based learning for the amount of learners. The visitors understand that the employers would likely be providing some of the practice-based learning, however no information has been provided on this. The visitors required further information to determine whether this standard is met.

Suggested evidence: The education provider must provide evidence of an effective process in place which ensures the availability and capacity of practice-based learning for all learners.

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

Reason: For this standard, the education provider highlighted that they have a full team of qualified lecturers in social work in place to teach this programme. The education provider did not provide further evidence for this standard. The education provider has said in an email that they intend to take up to 50 learners on the degree apprenticeship

programme. The education provider has not provided information about how they plan to support this number of learners with the current staffing arrangements. Therefore, the visitors were not clear whether there are sufficient staff in place to deliver an effective programme. The visitors require further information to determine whether this standard is met.

Suggested evidence: Further information about how the education provider plans to ensure sufficient staff are in place for the proposed programme, which demonstrates there is an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

3.12 The resources to support learning in all settings must be effective and appropriate to the delivery of the programme, and must be accessible to all learners and educators.

Reason: The education provider has indicated there are no changes to this area. The education provider said that their virtual learning environment is easily accessible to all learners. The visitors understand that for the degree apprenticeship programme learners will be spending a significant amount of their time in their work place while studying, and therefore their needs may be different to those of on traditional routes. The visitors have not seen evidence which shows how this has been considered, and how it will be managed by the education provider. The visitors were also not clear how often learners will need to attend the education provider for learning, and how this will be supported by employers.

The visitors noted that the work-based learning model could impact upon how learners access the resources that they need to support learning. The visitors were not clear how this has been addressed by the education provider. Therefore, the visitors require further information to determine this standard is met.

Suggested evidence: Evidence which demonstrates resources to support learning in all settings are effective and appropriate to the delivery of the programme, and accessible to all learners and educators.

3.13 There must be effective and accessible arrangements in place to support the wellbeing and learning needs of learners in all settings.

Reason: The education provider indicated there will be no changes in this area. The visitors noted that for the degree apprenticeship route learners will also be employees during the programme. Given this is a different model of learning, the visitors were not clear how the education provider has considered the different needs of the learners on the proposed programme, considering the learner will be both a learner and an employee. For example, it was not clear to the visitors how the education provider plans to support learners while they are in the work place. The visitors require further information to determine whether this standard is met.

Suggested evidence: Evidence which demonstrates how the education provider will ensure effective and accessible arrangements are in place to support the wellbeing and learning needs of learners on the degree apprenticeship route.

4.6 The learning and teaching methods used must be appropriate to the effective delivery of the learning outcomes.

Reason: The education provider indicated no changes have been made in relation to this standard. The visitors noted that the degree apprenticeship route is a different model of learning, which may impact upon the learning and teaching methods used. The visitors understand that learners on the degree apprenticeship route will spend a significant amount of time in the work place. The visitors were not clear whether the current learning and teaching methods will be adapted to reflect this. The visitors were not clear how the timetable for the current programme would be adapted to suit the needs of learners and employers to ensure this suits a work-based learning model. As such, the visitors require further information to determine whether this standard is met.

Suggested evidence: Further information about how the learning and teaching methods are appropriate for the delivery of a work-based learning model, to ensure the effective delivery of the learning outcomes.

5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.

Reason: For this standard, the education provider has said that the programme delivers the same amount of days dedicated to practice-based learning, which is 200 days, including an initial and final placement. In an email, the education provider confirmed that the final placement will be 60 days. These 60 days will take place in a setting other than their place of employment. The visitors understand that typically social work programmes follow a model which has the final placement as 100 days. The visitors were not clear as to what the rationale was for the 60 days, and how this would ensure that learners on the degree apprenticeship route would have sufficient learning in a new and different area of practice in the 60 days.

The visitors considered that the work-based learning model could impact upon the range of placements. It was not clear to the visitors whether either of the two placements will be in the learner's usual workplace. If the employers are providing some of the practice-based learning for the degree apprenticeship route, it is not clear to the visitors whether this will affect the range of practice-based learning. The education provider said that they intend to take up to a maximum of 50 learners on the degree apprenticeship route. Considering the increase on learners on an additional route, the visitors were not clear whether there will be an impact on the education provider's ability to provide a range of practice-based learning for all learners. The visitors require further information to determine whether this standard is met.

Suggested evidence: Further information on practice-based learning for the degree apprenticeship route which demonstrates the structure, duration and range continues to support the achievement of the learning outcomes and the standards of proficiency for social workers in England.

5.4 Practice-based learning must take place in an environment that is safe and supportive for learners and service users.

Reason: For this standard, the education provider said that practice-based learning takes place in environments which are quality assured by the education provider and partners. The visitors considered that the different model of work based learning could impact upon how this standard is met. For example, the visitors were not clear whether either of the two placements will be in the learner's usual workplace, and whether there

are any potential conflict of interest issues in relation to the quality assurance and safety audits. The visitors were not clear how any conflict of interest in the work place would be managed if the learner is on placement with their employer. For example, it was not clear how the education provider plans to ensure learners on the degree apprenticeship route are supported. Therefore, the visitors require further information to determine whether this standard is met.

Suggested evidence: Evidence which demonstrates how the education provider plans to support learners on the degree apprenticeship route while they undertake practice-based learning in the work place.

5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

Reason: For this standard, the education provider said they have an experienced practice-based learning team who are directly involved in coordinating and supporting practice-based learning. The education provider did not provide further evidence for this standard. The education provider has said in an email that they intend to take up to 50 learners on the degree apprenticeship programme. Considering this would be an increase to the current provision at the education provider, the visitors were not clear whether there is an adequate number of appropriately qualified and experienced staff involved in practice-based learning. The visitors require further information to determine whether this standard is met.

Suggested evidence: Further information about the number of learners and the number of practice-based learning staff for the proposed programme, which demonstrates there is an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

Section 5: Outcome from second review

Recommendation of the visitors – approval visit required

The education provider responded to the request for further evidence set out in section 4. Following their consideration of this response, the visitors were not satisfied that there was sufficient evidence that the following standards continue to be met, for the reason(s) detailed below.

3.1 The programme must be sustainable and fit for purpose.

Reason: In response to the visitors' request for further information around this standard, the education provider referred to their current approved programme. They explained that "class numbers" for social work often vary from a minimum of 30 and a maximum 60 across both campuses for each individual cohort. The education provider has indicated that the additional 50 learners in the apprenticeship route would be managed within the current resources used by the existing social work programmes. The visitors noted that the education provider may be accustomed to managing cohorts of this size but they could not confirm from this information how the education provider will specifically resource 50 extra learners. The visitors cannot judge from the statement by the education provider that there are sufficient resources for the additional degree apprenticeship cohort as they have not provided evidence relating to resource

management for the additional learners. Therefore the visitors are unable to make an evidence based decision that the standard is met.

Furthermore, the visitors requested evidence regarding the partner organisations and their commitment to the apprenticeship route to ensure the sustainability of the programme. The education provider has responded to this request by stating that local social care providers have “consistently expressed an interest in the apprenticeship programme”. The education provider also highlighted a subgroup of the local teaching partnership that specifically has been created to facilitate the successful implementation of the apprenticeship programme. However the education provider has not provided any formalised arrangements with partners, therefore the visitors could not confirm that there was support from partner organisations. Without evidence to show relevant support from external partner organisations the visitors cannot confirm the programme is sustainable.

3.2 The programme must be effectively managed.

Reason: In response to a request for additional information, the education provider has indicated that a course leader will be appointed to oversee the day to day running of the programme once approval has been obtained. The education provider has also indicated there will be a “steering committee” to be led by the course leader in partnership with the employer representatives. The visitors were not able to see the details of the steering committee, such as the frequency of meetings or members of the committee. Without the details of this committee or other information about the strategic and day to day management of the programme the visitors were not able to determine that the programme will be effectively managed.

Furthermore, as noted in standard 3.1 above, the education provider has not supplied details of the partner organisations that will be involved in the degree apprenticeship programme. Consequently the education provider has not detailed how the partner organisations will be involved in the management of the programme. Due to the collaborative nature of degree apprenticeships, the visitors requested specific information about the management collaboration between the education provider and partner organisations. From the information provided, the visitors were unclear on the specific involvement of the partner organisations and so could not confirm the management of the programme is effective.

3.5 There must be regular and effective collaboration between the education provider and practice education providers.

Reason: To evidence this standard the education provider highlighted their approach to practice-based learning and indicated their requirements and methods in monitoring it. As noted in the reasoning above, the visitors were not provided with evidence of commitment from any partner organisations. This standard is about showing how the education provider works in partnership with those who provide practice-based learning as a way of making sure that they provide ongoing quality and effectiveness. With no evidence to show commitment from partner organisations, the visitors cannot judge that there is regular and effective collaboration between the education provider and practice education providers.

3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.

Reason: In response to the additional information request for this standard the education provider has indicated that the employer or employers are responsible for the allocation of apprentices' placements and practice-based experiences. However, the visitors were not provided with any evidence of how each employer ensures the availability and capacity of practice-based learning, or how the group of employers will ensure this for 50 learners in each cohort. Furthermore, as the visitors were not provided with evidence of collaboration with the partner employers they could not determine that the education provider has secured formal arrangements with partners and thus visitors cannot confirm this standard has been met. This standard is about the process in place to make sure that all learners on the programme have access to practice-based learning which meets their learning needs. From the evidence provided the visitors cannot judge the effectiveness of the process to ensure that all learners will have access to practice-based learning.

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

Reason: To evidence this standard the education provider has stated that the teaching team is currently fully staffed and no positions are unfilled. They have stated that additional work generated by the apprenticeship cohort will be covered by the existing team, and that they are experienced at supporting large cohorts. The education provider has also detailed the qualifications and teaching experience of the staff on the teaching team. From this evidence the visitors were able to confirm the staff were appropriately qualified and experienced. However, they were not clear how the current teaching numbers were adequate for the increase in learner numbers. The visitors make decisions on the basis of the numbers for which programmes are currently approved and must ensure the numbers are adequately resourced. The proposed apprenticeship programme will lead to an additional 150 learners across all three years with differing learning needs to the existing BSc programme. The visitors are unclear how the staffing levels that are adequate for the current number of learners will be adequate for such a large increase in learners.

5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.

Reason: In their original request for additional information, the visitors sought a rationale for the education provider's decision to have 110 days of placement compared to a more typical 170 days. From the education provider's response, the visitors could not see how the education provider had rationalised their decision for this number. Additionally, the education provider provided a timetable that indicated a total of 200 practice-based days compared the 110 that been indicated originally. However, the visitors noted that high proportion of the 200 practice-based days timetabled by the education provider were spent on self-directed days, study days and consolidation days, with only 110 of the days being spent on placement. The HCPC defines practice-based learning as the clinical or practical experience that forms essential part of an approved programme. Therefore the visitors could not see how the self-directed days, study days and consolidation days could count as practice-based learning, as they did not appear to be clinical or practical based. As such, the visitors could not confirm that the structure and duration of practice-based learning would support the achievement of the learning outcomes and the standards of proficiency. Therefore the visitors could not confirm that the standard has been met.

5.4 Practice-based learning must take place in an environment that is safe and supportive for learners and service users.

Reason: To evidence this standard the education provider gave an overview of how learners will be supported in practice and how their progress will be monitored through employers and the education provider. However, the visitors noted that the education provider has not disclosed any relevant safety policies for learners or service users. This standard relates to policies and procedures in place that allow the education provider to deal with risks to the health and wellbeing of learners and service users. The education provider must ensure there are procedures in place to ensure that learners are carrying out practice-based learning in an environment that is safe and supportive. Furthermore, as the education provider has not disclosed information about their partner organisations, it is not clear to the visitors that the relevant communication has taken place to ensure that the environment for practice-based learning has been checked for its safety and supportiveness. Therefore the visitors could not judge that practice-based learning will take place in an environment that is safe and supportive for learners and service users.

5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

Reason: To evidence this standard the education provider has provided a description of how they ensure an adequate number of appropriately qualified and experienced staff involved in practice-based learning. They have confirmed how they quality assure practice educators and ensure they are able to support learners in the practice setting. However, the visitors could not see any commitment from partners or description of numbers of learners they expect to deliver for the apprenticeship cohort. The visitors could not see evidence to show how the education provider was ensuring there would be an adequate number of appropriately qualified and experienced staff involved in practice-based learning, for the maximum capacity of 50 learners on the degree apprenticeship route. Furthermore, without evidence of commitment from employer partners, the visitors could not judge they would have the capacity to replace practice learning assessors should the situation arise.

Section 6: Visitors' recommendation

Considering the education provider's response to the request for further evidence set out in section 4, the visitors are not satisfied that there is sufficient evidence that the standards continue to be met for the reason(s) noted in section 5, and recommend that an approval visit is undertaken to consider the approval of the programme(s).

This report, including the recommendation of the visitors, will be considered at the 22 August 2019 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).