

HCPC major change process report

Education provider	The Frontline Organisation
Validating body	University of Bedfordshire
Name of programme(s)	The Frontline Academy (PG Dip Social Work), Full time
Date submission received	07 February 2019
Case reference	CAS-14402-M0W3W2

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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:

Michael Branicki	Social worker
Sheila Skelton	Social worker
Eloise O'Connell	HCPC executive

Section 2: Programme details

Programme name	The Frontline Academy (PG Dip Social Work)
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 July 2014
Maximum learner cohort	Up to 452
Intakes per year	1
Assessment reference	MC04133

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 that they intend to increase learner numbers from 352 to 452 learners on the programme, and develop a new region for practice-based learning. The education provider has also highlighted changes to the admissions process including DBS checks and eligibility criteria, and change to the provision of academic resources for the programme.

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: Visitors' recommendation

In considering the evidence provided by the education provider as part of the initial submission, the visitors were satisfied that there is sufficient evidence that our standards continue to be met, and therefore recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 06 March 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](#).

HCPC major change process report

Education provider	University of Hertfordshire
Name of programme(s)	BSc (Hons) Social Work, FT (Full time) BSc (Hons) Social Work, PT (Part time) MSc Social Work, FT (Full time) MSc Social Work, PT (Part time)
Date submission received	07 September 2018
Case reference	CAS-14151-BOZ3HB

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HCPC panel

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Michael Branicki	Social worker
Graeme Currie	Social worker
Rabie Sultan	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Social Work
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	MC04082

Programme name	BSc (Hons) Social Work
Mode of study	PT (part time)
Profession	Social worker in England

First intake	01 September 2019
Maximum learner cohort	Up to 45
Intakes per year	1
Assessment reference	MC04183

Programme name	MSc Social Work
Mode of study	FT (full time)
Profession	Social worker in England
First intake	01 July 2005
Maximum learner cohort	Up to 36
Intakes per year	1
Assessment reference	MC04139

Programme name	MSc Social Work
Mode of study	PT (part time)
Profession	Social worker in England
First intake	01 September 2019
Maximum learner cohort	Up to 36
Intakes per year	1
Assessment reference	MC04184

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 wants to introduce a part time route for both programmes which will affect a number of standards. One of them will be admissions, which includes giving both the applicant and the education provider the information they require to make an informed choice. Additionally, the education provider also informed us they intend to make changes to the curriculum for the BSc programme by introducing a block placement pattern whilst learners for the new part time Msc programme will undertake placement in year 3 and 4. We considered how these changes in addition to the changes in assessment procedures for both programmes will ensure that learners continue to meet the standards of proficiency (SOPs), how the revised assessment and practice-based learning structure continues to support the achievement of the SOPs.

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
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Major change notification form	Yes
Completed major change standards mapping	Yes

Section 4: Visitors' recommendation

In considering the evidence provided by the education provider as part of the initial submission, the visitors were satisfied that there is sufficient evidence that our standards continue to be met, and therefore recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 06 March 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](#).

HCPC major change process report

Education provider	Manchester Metropolitan University
Name of programme(s)	BA (Hons) Social Work, Full time BA (Hons) Social Work, Work based learning
Date submission received	17 January 2019
Case reference	CAS-14413-S4M2Z2

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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.

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Our standards

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HCPC panel

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Anne Gribbens	Social worker
Gary Dicken	Social worker
Eloise O'Connell	HCPC executive

Section 2: Programme details

Programme name	BA (Hons) Social Work
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 July 2003
Maximum learner cohort	Up to 48
Intakes per year	1
Assessment reference	MC04140

Programme name	BA (Hons) Social Work
Mode of study	WBL (Work based learning)
Profession	Social worker in England
First intake	01 March 2019
Maximum learner cohort	Up to 30
Intakes per year	2
Assessment reference	MC04163

We undertook this assessment to consider whether the proposed new route for the programme continues to meet our standards, following the proposal 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 us that they intend to offer an apprenticeship route for the existing BA (Hons) Social Work programme. The education provider has not made changes to the existing BA (Hons) Social work programme, rather they intend to run an additional route for the programme. The education provider highlighted the curriculum will not be different for the apprenticeship route, with the exception of a new 60-credit level six unit, taken by apprentices only, which will replace two existing 30 credit unites that is offered for learners on the current BA (Hons) Social Work programme.

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: Visitors' recommendation

In considering the evidence provided by the education provider as part of the initial submission, the visitors were satisfied that there is sufficient evidence that our standards continue to be met, and therefore recommend that the programme(s) remain approved.

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HCPC major change process report

Education provider	University of Portsmouth
Name of programme(s)	BSc (Hons) in Social Work, FT (Full time)
Date submission received	13 February 2019
Case reference	CAS-14364-P9G9N9

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Gary Dicken	Social worker (Approved mental health professional)
Vicki Lawson-Brown	Social worker
Ismini Tsikaderi	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) in Social Work
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 July 2003
Maximum learner cohort	Up to 51
Intakes per year	1
Assessment reference	MC04118

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 has informed us of a review of the curriculum for this programme to align it to the requirements of their new curriculum framework. The education provider is moving towards an inter-disciplinary model for health and social care education.

Section 3: Requirements to commence assessment

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

Section 4: Visitors' recommendation

In considering the evidence provided by the education provider as part of the initial submission, the visitors were satisfied that there is sufficient evidence that our standards continue to be met, and therefore recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 06 March 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](#).

HCPC major change process report

Education provider	University of Salford
Name of programme(s)	BA (Hons) Social Work, Full time
Date submission received	18 December 2018
Case reference	CAS-13725-D5F2H8

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Executive Summary

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HCPC panel

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Lynda Kelly	Social worker (Approved mental health professional)
Graham Noyce	Social worker (Approved mental health professional)
Rabie Sultan	HCPC executive

Section 2: Programme details

Programme name	BA (Hons) Social Work
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 September 2013
Maximum learner cohort	Up to 75
Intakes per year	1
Assessment reference	MC04070

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 intends to make changes to the curriculum by developing new modules with new learning outcomes that will continue to meet the standards of proficiency (SOPs), and ensuring learners have the most up to date knowledge and skills.

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: Visitors' recommendation

In considering the evidence provided by the education provider as part of the initial submission, the visitors were satisfied that there is sufficient evidence that our standards continue to be met, and therefore recommend that the programme remain approved.

This report, including the recommendation of the visitors, will be considered at the 06 March 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](#).

HCPC major change process report

Education provider	Swansea University
Name of programme(s)	PGCert Non-Medical Prescribing for Allied Health Professionals, Part time
Date submission received	22 January 2019
Case reference	CAS-14395-T4V9H0

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Executive Summary

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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 for prescribing (for education providers) (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

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HCPC panel

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Gemma Quinn	Independent prescriber
Nicholas Haddington	Independent prescriber
Shaista Ahmad	HCPC executive

Section 2: Programme details

Programme name	PGCert Non-Medical Prescribing for Allied Health Professionals
Mode of study	PT (Part time)
Entitlement	Supplementary prescribing
First intake	01 August 2017
Maximum learner cohort	Up to 70
Intakes per year	4
Assessment reference	MC04130

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 has informed us that they are increasing the number of learners on the programme. They are also proposing an increase to four cohorts from the current two cohorts per year commencing in January which would result in an increase of learner numbers from 20 up to 70 learners per year.

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: Visitors’ recommendation

In considering the evidence provided by the education provider as part of the initial submission, the visitors were satisfied that there is sufficient evidence that our standards continue to be met, and therefore recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 06 March 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](#).

HCPC major change process report

Education provider	University of Ulster
Name of programme(s)	BSc (Hons) Speech and Language Therapy, Full time
Date submission received	06 September 2018
Case reference	CAS-13701-B9N4Y7

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Executive Summary

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HCPC panel

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Calum Delaney	Speech and language therapist
Lorna Povey	Speech and language therapist
Shaista Ahmad	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Speech and Language Therapy
Mode of study	FT (Full time)
Profession	Speech and language therapist
First intake	01 September 2001
Maximum learner cohort	Up to 27
Intakes per year	1
Assessment reference	MC04023

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 has informed us that they have introduced a new curriculum design and the modular learning outcomes have been compressed into four learning outcomes. All four placements for the programme will now be delivered in the format of blocks. Assessment on practice placements will now be assessed on a pass / fail basis by the practice educator.

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.

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.

Reason: From a review of the evidence provided, the visitors noted the placement handbook describes the 'traffic light' system used to evaluate each of the core competencies in each section. A fail on two or more of the four sections will result in the module being failed. From this information, the visitors were unable to establish what criteria would be used to determine if a section is deemed to have been failed and how these would relate to the traffic light system. As the visitors have not seen the criteria used in assessment, they could not determine whether the assessment strategy and design would ensure that learners who successfully complete the programme have met the standards of proficiency (SOPs) for speech and language therapists. Therefore, the education provider must provide further evidence to demonstrate how the assessment

strategy and design ensures that the learner who successfully completes the programme meets the SOPs.

Suggested evidence: Further evidence of the criteria used in assessment of core competencies, which demonstrates how assessment strategy and design will ensure learners meet the SOPs.

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

Reason: From a review of the evidence provided, the visitors noted the placement handbook describes the 'traffic light' system used to evaluate each of the four core competencies in each section. A fail on two or more of the four sections results in the module being failed. From this information, the visitors were unable to find a rationale for permitting learners to progress when achieving a pass standard on only three of the four core competencies. The visitors were unable to establish how other marked assessment components would be factored into the pass/fail decision and what the consequences would be if the module was failed. As such, from the information provided the visitors could not determine whether the assessment regulations clearly specify the requirements for learner progression and achievement within the programme. Additionally, the reasoning behind including a percent mark on the Core Competencies Assessment form, and how it would be calculated, was not clear. Therefore, the education provider must clearly specify how the Pass/Fail decision is reached, the rationale behind which core competencies a learner could be failed on and still pass the module, and the options that would be available to a learner who is not able to compensate for a failed assessment.

Suggested evidence: A rationale explaining why a learner can progress when one of the four Core Competency sections has been failed. Evidence of compensation and retrieval processes relating to the practice placement modules.

Section 5: Visitors' recommendation

Considering the education provider's response to the request for further evidence set out in section 4, the visitors are satisfied that there is sufficient evidence that the standards continue to be met and recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 06 March 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](#).