



Inspection Report

Course provider: University of Central Lancashire

Course approval: MA Social Work (part time) & PGDip (exit route – part time)

Inspection dates: 15th – 17th July 2025

Report date:	29.08.2025
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	17.10.2025
Date conditions met and approved:	16.04.2026

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Introduction

1. Social Work England completes inspections as part of our statutory requirement to approve and monitor courses. Inspections form part of our process to make sure that courses meet our [education and training standards](#) and ensure that students successfully completing these courses can meet our [professional standards](#).
2. During the approval process, we appoint partner inspectors. One inspector is a social worker registered with us and the other is not a registered social worker (a 'lay' inspector). These inspectors, along with an officer from the education quality assurance team, undertake activity to review information and carry out an inspection. This activity could include observing and asking questions about teaching, placement provision, facilities and learning resources; asking questions based on the evidence submitted; and meeting with staff, training placement providers, people with lived experience and students. The inspectors then make recommendations to us about whether a course should be approved.
3. The process we undertake is described in our legislation; the Social Worker Regulations 2018¹, and the Social Work England ([Education and Training](#)) Rules 2019.
4. You can find further guidance on our course change, new course approval and annual monitoring processes on our website.

What we do

5. When an education provider wants to make a change to a course, or request the approval of a new course, they are asked to consider how their course meets our education and training standards and our professional standards, and provide evidence of this to us. We are also undertaking a cycle of re-approval of all currently approved social work courses in England following the introduction of the Education and Training Standards 2021.
6. The education quality assurance officer reviews all the documentary evidence provided and will contact the education provider if they have any questions about the information submitted. They also provide advice and guidance on our approval processes.
7. When we are satisfied that we have all the documentary evidence required to proceed with an inspection we assign one registrant and one lay inspector. We undertake a conflict of interest process when confirming our inspectors to ensure there is no bias or appearance of bias in the approval process.
8. The inspectors complete an assessment of the evidence provided and advise the

¹ <https://www.legislation.gov.uk/ukdsi/2018/9780111170090/contents>

officer if they have any queries that may be able to be addressed in advance of the inspection.

9. During this time a draft plan for the inspection is developed and shared with the education provider, to make sure it is achievable at the point of inspection.

10. Once the inspectors and officer are satisfied that an inspection can take place, this is usually undertaken over a three- or four-day visit to the education provider. We then draft a report setting out what we found during the inspection and if and how our findings demonstrate that the course meets our standards.

11. The inspectors may recommend in this report that the course is approved with conditions, without conditions or that it does not meet the criteria for approval.

12. A draft of this report is shared with the education provider, and once we have considered any comments or observations they may wish to provide, we make a final decision about the approval of the course.

13. The decisions that we can make are as follows, that the course is approved without conditions, the course is approved with conditions or that the course does not meet the criteria for approval. The decision, and the report, are then published.

14. If the course is approved with conditions, we will write to the education provider setting out how they can demonstrate they have met the conditions, the action we will take once we decide that the conditions are met, and the action we will take if we decide the conditions are not met.

Summary of Inspection

15. Course details: The University of Central Lancashire wish to run a MA Social Work & PGDip (exit route) part time course from January 2026.

Inspection ID	UCLCPP499
Course provider	University of Central Lancashire
Validating body (if different)	N/A
Course inspected	MA Social Work (part time) & PGDip exit route (part time)
Mode of Study	Part time
Maximum student cohort	15
Proposed first intake	January 2026
Date of inspection	15 th – 17 th July 2025
Inspection team	Daisy Bragadini (Education Quality Assurance Officer) Becky Madey (Education Quality Assurance Officer) Joanne Benn (Lay Inspector) Christine Stogdon (Registrant Inspector)

Language

16. In this document we describe the University of Central Lancashire as ‘the education provider’ or ‘the university’ and we describe the MA Social Work (part time) and the PGDip (exit route part time) as ‘the course’.

Inspection

17. An onsite inspection took place from 15th – 17th July 2025 at the School of Health, Social Work & Sport at the Preston Campus, where the education provider is based. As part of this process the inspection team planned to meet with key stakeholders including students, course staff, employers and people with lived experience of social work.

18. These meetings formed the basis of the inspection plan, agreed with the education provider ahead of inspection. The following section provides a summary of these sessions, who participated and the topics that were discussed with the inspection team.

Conflict of interest

19. No parties disclosed a conflict of interest.

Meetings with students

20. The inspection team met with 4 students from year 1 and 2 of the full time MA Social Work course, including 2 student representatives. Discussions included feedback, their curriculum, practice placements, support and workload.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from the course teaching team, support services, practice placement team, admissions and senior leadership team. The discussions included work with stakeholders, resourcing for the course, monitoring and quality assurance, support for students and placements.

Meeting with people with lived experience of social work

22. The inspection team met with people with lived experience of social work from the Community Engagement and Service User Support (Comensus) and Service User and Carer Academic (SUCAG) groups. The Comensus group were a group of individuals with lived experience who provide input into teaching and learning from their own perspectives of health and social care. The SUCAG group were the group made up of members from Comensus, but who work specifically with the social work department. Members of the groups had been involved in teaching, assessment and admissions. The discussions included how they were supported in their role, teaching and assessing students, interviewing applicants and their involvement in the new programme.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including employers from Blackpool council and Westmorland and Furness council, and regional private, voluntary and independent organisations. Discussion covered allocation of practice placements, learning opportunities, feedback processes and how they work with the university to support practice learning.

Findings

24. In this section we set out the inspectors' findings in relation to whether the education provider has demonstrated that it meets the education and training standards and that the course will ensure that students who successfully complete the course are able to meet the professional standards.

Standard one: Admissions

Standard 1.1

25. Prior to the inspection the inspection team reviewed the entry requirements for the course, information about the application process itself, the interview questions and benchmarking criteria, and the course specification. Applicants would be required to submit an application and personal statement, and if selected for an interview, provide a 10 minute presentation alongside an interview, which would be held online.

26. The inspection team were assured that this documented process was a robust and holistic assessment which enabled the admission team to assess the potential to develop necessary skills, demonstrate a good command of English, have the capacity to meet academic standards and the capability to use ICT. The inspection team agreed that this standard was met.

Standard 1.2

27. In relation to this standard the inspection team reviewed the Interview Guidance for Applicants document, the course handbook and the Recognition of Prior Learning Policy. Applicants would be required to reflect on examples from their relevant

personal and professional experiences, and the 10 minute presentation required them to focus on how past experience informed their preparation for social work training. The inspection team explored the process the admissions team follow in consultation with the course team when assessing applications in relation to relevant experience.

28. During the inspection the course team described their process of applying the university's Recognition of Prior Learning policy and that each application is considered on an individual basis, with accredited prior learning being mapped to the course learning outcomes. The inspection team determined that this standard was met.

Standard 1.3

29. The inspection team reviewed the interview questions, Social Work Interviews Information for Interviewers and correspondence with stakeholders in relation to the review of questions used at interviews.

30. Annual reviews for the interview process were conducted, and employer partners and people with lived experience of social work were involved in these consultations. The Greater Lancashire Teaching Partnership (GLTP) held a list of social work practitioners who were approached to support the course team with interviews for the course. The inspection team heard that due to pressures on practitioners' capacity, it was not always possible for them to attend interview panels. However, the course team were working in partnership with employers and aspired for them to be present at as many interviews as possible.

31. The inspection team heard from practice educators and people with lived experience of social work who were involved in the interviews for the current MA course, and who would be involved in the new part time route. The inspection team were satisfied that this standard was met.

Standard 1.4

32. Preceding the inspection the inspection team were provided with the Suitability Advice for Applicants document, the Suitability Declaration Form and the Suitability Panel Terms of Reference. At the point where a conditional offer was made and accepted, candidates would be required to complete the suitability declaration form and apply for an enhanced DBS check. The Suitability Panel then assessed and reviewed any disclosures received from these checks, which included practitioners and people with lived experience of social work. Subsequent recommendations were submitted to the Associate Dean of Social Work to confirm entry to the course or reject the application.

33. The management of health conditions was also covered within the declaration of suitability and the inspection team felt that information supplied to applicants was clear and supportive in this area. The inspection team agreed that this standard was met.

Standard 1.5

34. Prior to the inspection the inspection team reviewed the university's equality, diversity and inclusion (EDI) web pages, the EDI Annual Report, Belonging at UCLan EDI Statement 2021-2028, and the Black & Asian Student Mentoring Scheme Overview and Progress documentation. Data was shared in relation to protected characteristics and recruitment to the MA course, with detail about work which has been undertaken in response to identified trends.

35. Academic staff along with colleagues from the Comensus group were required to complete mandatory EDI training before being able to be involved in interviews at the admissions stage. The inspection team heard that practitioners who were involved were not required to complete this. Following a review of the evidence, the inspection team is making a recommendation in relation to standard 1.5. They recommend that the university introduce a mechanism of oversight for the EDI training which professionals have undertaken in their workplace, for example, prior to attending interview panels for the course. Detail of the recommendation can be found in the [proposed outcome](#) section.

36. Within the Guidance for Applicants document, applicants were invited to inform the admissions team of additional support needs, reasonable adjustments and requests they would like to make for the interview. The inspection team agreed that this standard was met.

Standard 1.6

37. In relation to this standard the inspection team reviewed the MA Social Work web page, the open day taster session, the Social Work Teaching Poster and Research Poster, and the MA Social Work Pre-Entry Sway presentation for the part time route. Information available to applicants through these resources included information about the professional standards, research interests and placement opportunities.

38. When the inspection team met with students on the full time MA course, students confirmed that they felt they had appropriate information to make an informed choice about accepting their offers. The inspection team were assured that this standard was met.

Standard two: Learning environment

Standard 2.1

39. Preceding the inspection, the inspection team reviewed the Practice Learning Guidance, the Course Handbook and the MA Social Work Skills Days Table document. This clearly outlined the provision of a 70 and 100 day placement and at least 30 skills days, and the processes in place to manage and account for them. Students would be expected to complete at least 11 of the 15 skills days offered in year 1, and the remaining across the following 2 years.

40. Placement Profile forms would be used to support the planning of learning opportunities for both the first and second placement and ensure placements were contrasting. These were used alongside pre-placement teaching and pre-placement meetings to plan and identify the tasks students would be undertaking during their placement.

41. A clear and regular audit process was outlined, and the inspection team were provided with the audit forms used. When the inspection team met with the Placement Learning Team they heard how this was used to ensure students were provided with at least one statutory placement.

42. Students who met with the inspection team confirmed a clear understanding of the requirements of their placements and how many days they had to complete. The inspection team agreed that this standard was met.

Standard 2.2

43. The inspection team were provided with the Practice Learning Guide and Placement Profile Forms, both of which were used to plan and monitor the provision of appropriate learning opportunities during placements. The Practice Learning Agreement defined students' learning needs which were framed against the professional and regulatory requirements for professional social work practice.

44. Students would be required to submit an Additional Information form alongside their Placement Profile Form. This would support the Placement Learning Team in understanding the previous experience and learning needs of the student, to refine placement planning, and provide suitable learning opportunities.

45. During midpoint meetings within placements, learning opportunities and progress would be monitored, and practice educators and personal tutors would support the students to gain the learning opportunities required. The department has adopted the online PARE (Practice Assessment Record and Evaluation) to record and monitor

progress, learning opportunities and learning needs. The inspection team heard how this system would help them to monitor learning on placement at each point, avoiding the reliance on fixed review points to address issues.

46. The Quality Assurance in Practice Learning (QAPL) would be used to review the learning opportunities provided during placements, and results of these would continue to be shared with placement providers.

47. The inspection team concluded that this standard was met.

Standard 2.3

48. During the inspection students who met with the inspection team confirmed that their Pre-placement checklist supported them to receive an appropriate induction and contextual information about the agency they would be learning with. Practice educators were involved in planning the induction for students and providing the appropriate level of supervision.

49. During the Practice Learning Agreement meeting, the mechanisms for meeting the needs of students were explored. Students the inspection team met with shared detailed examples of how careful and responsive consideration was given to students' workload and how this was monitored on an ongoing basis.

50. The inspection team heard from the Placement Learning Team, employer partners and practice educators how students' wellbeing was prioritised and the systems which were in place to ensure they got to know each one, along with their learning needs. Students reported feeling supported and having been in receipt of appropriate monitoring and access to resources.

51. Through discussions, the inspection team reviewed and explored how the audit and QAPL process helped to ensure the relevant aspects related to this standard were managed by the course provider. The inspection team were assured that this standard was met.

Standard 2.4

52. Prior to the inspection the inspection team reviewed the PARE Guides and screenshots, Reasonable Adjustment Plans and Practice Placement Agreement documentation. Before placement, during, and after, students would be supported to plan, manage and monitor their responsibilities in partnership with their tutor and practice educator, utilising these documents.

53. The Placement Profile Forms enabled placement providers and practice educators to match placements and responsibilities which were appropriate for each student, taking account of past learning and experience.

54. As part of the documentary submission, the inspection team read that from pre-placement meetings, through induction, shadowing, joint working and developing on to more autonomous learning, students' responsibilities increased steadily as they progressed. The inspection team concluded that this standard was met.

Standard 2.5

55. During year 1 of the part time course students would be required to complete and pass the module Preparing for Social Work Practice. As part of this, students would complete a skills observation, critical observation and reflection, and online test. Communication skills, the ability to engage with users, working within an organisation, responding to feedback, and demonstrating values, would be considered as part of this assessment.

56. Students would need to meet attendance requirements at 80%, with work to compensate attendance at 70%. Attendance below 70% would prohibit a student from progressing to placement. Students would also be required to be free from any fitness to practice or professional concerns in order to be assessed as ready for direct practice.

57. In year 2, students would be required to successfully complete all year 1 and year 2 modules, along with appropriate attendance records to enable them to progress into year 3 and their final placement.

58. The inspection team agreed that this standard was met.

Standard 2.6

59. Prior to the inspection, evidence received by the inspection team illustrated that The Practice Learning Team held a register of the independent practice educators and this was checked annually. Independent practice educators were required to provide a CV which helped to monitor their qualifications, experience and currency. Similar requirements for onsite practice educators were not evidenced, and through discussions during the inspection, the course team recognised this represented a gap in oversight.

60. The placement audit form contained details of the practice educator who would be supporting the student, and although these forms were reviewed regularly, the

inspection team identified an absence of a systematic process for checking the professional register and verifying the relevant aspects of each practice educator.

61. The inspection team heard how both the local authority partners and the teaching partnership provided regularly updated lists of qualified practice educators, with their own mechanisms for checking suitability. However, the inspection team were unable to identify how the course provider maintained assurances or oversight of these processes, which also differed for each organisation.

62. Evidence illustrated how the course provider ran training workshops and covered topics which were relevant and informed by feedback from employer partners and practice educators. Pre-placement workshops were also provided for practice educators along with training for on-site supervisors, too. Assurances were provided by the practice educators who met with the inspection team, that they felt well supported by the course provider to carry out their role.

63. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 2.6 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcome](#) section.

Standard 2.7

64. Through pre-placement teaching and the Practice Learning Guidance, students would be taught how and when to raise concerns. Within the PARE Practice Learning Agreement, whistleblowing and reporting concerns formed part of the requirement for students' induction for their placement, with clear guidance on who students should contact to raise issues. Both practice educators and students would be required to confirm their understanding of how to use the whistleblowing policy at the start of their placements.

65. Within the university's website, students would be able to utilise the Report and Support facility which supported the reporting of a range of concerns, and the access to appropriate guidance and support. The inspection team confirmed that this standard was met.

Standard three: Course governance, management and quality

Standard 3.1

66. In relation to this standard the inspection team reviewed a range of evidence which illustrated both the management and governance systems provided through the teaching partnerships, and through the internal university management processes. The Terms of Reference for the GLTP Steering Group, Practice Learning & CPD subgroup and the Curriculum Development subgroup highlighted the role of the groups within the teaching partnership. An overview of the course leader's management responsibilities and module leaders' roles and responsibilities laid out how the course would be managed by staff at the university.

67. As part of additional evidence requested, the inspection team reviewed Course Review Meeting minutes, with action plans for course development included, along with a diagram of the organisational structure. The Academic Governance Manual included the procedures which governed the Academic Board and committees.

68. During the inspection the senior leaders provided a presentation which outlined how the course would be managed and how roles and responsibilities covered the delivery, resourcing and quality management of the course. The inspection team agreed that this standard was met.

Standard 3.2

69. In relation to this standard the course provider submitted the Practice Learning Guidance, the Placement Audit Form and the Practice Issues Panel annual report. These documents outlined how relevant consent was obtained for the placement from people with lived experience of social work. The Practice Learning Agreement addressed the professional and education and training standards, and also stipulated processes to be followed in cases of placement breakdown and monitoring mechanisms during a placement.

70. The Practice Learning Team and the Practice Issues Panel maintained oversight and management of placements. During the inspection the inspection team heard that placement providers were members of the Practice Issues Panel and worked to ensure contingencies were identified when necessary and deal with concerns in a timely manner.

71. In addition, the course provider submitted internal university Health & Safety documents used to manage and monitor placements, which were used as formal agreement documents for placements. The inspection team agreed that this standard was met.

Standard 3.3

72. Preceding the inspection, the course provider submitted internal university placement health and safety policies, the Placement Audit Form and the Placements Letter of Expectations. Along with the Practice Learning Agreement, these demonstrated how the course provider ensured placement providers provided for students' health, wellbeing and risk.

73. The inspection team were provided with evidence of the introduction of a new system to manage reasonable adjustments from September 2025. The Reasonable Adjustment on Placement Plan would be activated at enrolment to identify and make provision for students' needs as early as possible on their course. The inspection team heard how this would enable the Practice Learning Team to accommodate students' needs and match each student to a suitable placement. This information would be shared on the online learning and progression platform, PARE, and accessed during pre-placement and practice learning agreement meetings.

74. The inspection team were assured that this standard was met.

Standard 3.4

75. In relation to this standard the inspection team reviewed the terms of reference for the GLTP's Steering Group, Practice Learning and Continuous Professional Development (CPD) Group and the Curriculum Development Group. Meeting minutes from these subgroups illustrated the collaboration with employer partners through the teaching partnership. In addition, the inspection team received evidence of the Curriculum Development Workshop held in March, and when they met with employer partners, they heard how the university staff team worked closely and responded actively to input from employers and practitioners.

76. The inspection team also reviewed evidence which illustrated employers' involvement in the allocation of placements, teaching on the course and representation within the Practice Issues Panel.

77. During the inspection, and meetings with the senior leaders and the employer partners, the inspection team explored the mechanisms used to ensure work undertaken within the teaching partnership subgroups fed through to the MA Social Work courses at the university. The course lead for the new course attended the teaching partnership subgroups and fed back into the internal Course Review and Monitoring Process. Additionally, initiatives such as the Curriculum Development Workshops enabled direct input from employers. The inspection team concluded that this standard was met.

78. The inspection team identified that not all employer partners were enabled to engage in the management and monitoring of the course. They concluded that the input from smaller employer partners and those from the private, voluntary and independent sector could be facilitated in order to expand the representation and influence on the course.

79. Following a review of the evidence, the inspection team is making a recommendation in relation to standard 3.4. They recommend that the university review the range of employer partners represented within management and monitoring mechanisms to ensure those outside the teaching partnership are included. Detail of the recommendation can be found in the [proposed outcome](#) section.

Standard 3.5

80. As part of the submission prior to the inspection the inspection team were able to review the Course Review and Monitoring Process within the Academic Quality Assurance Manual. This required the course teams to evaluate their courses at 3 points during the year, which enabled them to remedy issues as the course was still being delivered. Views from representatives from the SUCAG and Comensus groups, as well as students, were incorporated into these reviews which informed actions for the course teams to implement improvements to the course.

81. Innovative methods of communication were described by the course team which allowed ongoing feedback to be shared by students and responded to quickly through online portals and mid and end of module questionnaires. For example, the use of Microsoft Teams chat and the platform Unitu facilitated the sharing of feedback for timely responses to be made.

82. During the inspection the inspection team heard from members of the SUCAG who described the various ways in which they were able to provide more formal feedback, through the steering group and less formally, after sessions held with students within a debrief. The inspection team heard that the group felt listened to and that this fostered a culture of collaboration.

83. Employer partners' involvement in monitoring and evaluation was evidenced to the inspection team through the work carried out within the teaching partnership's Steering Group, Practice Learning and CPD Group, and the Curriculum Development Group. During the meeting held with employer partners the inspection team heard that partners were closely involved in the development of the new part time course. They described being regularly invited to provide their feedback, asked to identify skills gaps noted in students' learning, invited to teach on the course, being involved in curriculum

development work, and provided with feedback from the QAPL process. The inspection team agreed that this standard was met.

Standard 3.6

84. Prior to the inspection the inspection team reviewed the Practice Learning Guidance and narrative explanation provided by the university in relation to their strategic planning for placements.

85. Formal planning meetings were held within the teaching partnership Practice Learning Subgroup and the Steering Group, and placement allocation meetings. Information from each cohort was used to inform planning, including characteristics such as distance students were required to travel, individual preferences for specific service experience, driving status, and placement capacity demands from the social work degree apprenticeship course. The inspection team heard how placements for the new course had been planned regionally, with a holistic consideration given to the demands on various local authorities already providing placements.

86. During the meeting held with employer partners the inspection team heard how they were required to indicate placement capacity as part of the audit process carried out by the university. They had also been involved in discussions and planning for the new course and explained that the part time route reflected the changing working patterns for their staff, such as part time practice educators keen to support part time students.

87. The inspection team were confident that the course team had made detailed and regionally informed decisions about placement quality and capacity to ensure all part time students were provided with appropriate learning opportunities. The inspection team were satisfied that this standard was met.

Standard 3.7

88. In relation to this standard the inspection team reviewed the CVs for both the lead social worker and the Associate Dean for Social Work. The inspection team were assured of their appropriate qualification and experience and professional registration. The professional lead for social work maintained overall responsibility for the development and delivery of the course and worked alongside the Associate Dean who maintained managerial responsibility for the social work department. The inspection team agreed that this standard was met.

Standard 3.8

89. The inspection team reviewed staff CVs, along with social work school initiatives and examples of how staff had supported students through their practice experience. The inspection team were satisfied that there was provision for the course to be well resourced, with part time students being taught alongside the full time MA students.

90. The inspection team were provided with numerous examples of areas of specialist research and practice that staff were involved in, which included studying for professional doctorates and practising as Approved Mental Health Professionals. Staff had developed the Black and Asian Student Mentoring Scheme, and hosted Shining the Light on Black & Asian Students & Practitioners Conference, won educational awards, and were actively involved in research. The inspection team agreed that this standard was met.

Standard 3.9

91. Preceding the inspection, the inspection team reviewed the Sample Module Report for Understanding and Applying Social Work Law & Policy, the equality diversity and inclusion data for postgraduate courses, and the annual report from the Practice Issues Panel. This provided evidence of how data and outcomes in relation to diversity and characteristics was analysed and responded to by the course team, which was able to be linked to actions and changes the course team had taken forward.

92. Module leaders were able to review module attainment data and compare results from different cohorts which informed changes to assessment models, for example. Data was shared in relation to outcomes and attainment for students and the course team were able to illustrate how they evaluated this information and improved the course continuously. The inspection team were assured that this standard was met.

Standard 3.10

93. The inspection team reviewed the Appraisal Form used for staff in conjunction with the formal appraisal process to manage scholarly activity and workload monitoring. Staff were supported to spend time back in practice and the teaching partnership facilitated shadowing opportunities. The inspection team heard examples from the course team about how they were involved in training and staff development opportunities and took part in continuing professional practice. The inspection team determined that this standard was met.

Standard four: Curriculum assessment

Standard 4.1

94. Preceding the inspection the inspection team reviewed the Programme Specification, Module Descriptors and the Assessment and Delivery Plan. Additionally, the inspection team were provided with the professional standards mapping form. This evidence outlined how both the programme and module learning outcomes were aligned to the professional standards. The Practice Learning documentation clearly supported students and their practice educators to identify learning opportunities aligned to the Professional Capabilities Framework (PCF) and be assessed against this.

95. The Course Handbook and teaching resources reviewed by the inspection team clearly outlined the role of the regulator and the professional standards. This enabled students to be aware of their obligations to meet the professional standards when they completed their course. The inspection team were assured that this standard was met.

Standard 4.2

96. The course provider submitted evidence of the remit and work undertaken by both the Comensus and SUCAG groups, including meeting minutes, terms of reference and social work reports. Meetings between volunteers from the groups and the social work course team were regular, and mechanisms for both formal and informal feedback collection were made possible, with members being invited to the Course Review meetings.

97. Within the evidence submission and the meeting with members of the SUCAG group, the inspection team reviewed numerous examples of the ways in which their views had been incorporated into the curriculum. Members had provided presentations, delivered 'time to talk' sessions, been involved in admissions and assessment for readiness for practice, and been consulted with on establishing attendance levels and compensation work required from students. In relation to the new part time route, members of SUCAG described providing input and their views for essential aspects of the course and content for the Course Handbook.

98. As described under standard 3.4, the inspection team reviewed evidence which illustrated how the views of employers and practitioners are involved in the curriculum. The course team held a Curriculum Development Workshop on behalf of the teaching partnership's curriculum development subgroup and employer partners described a responsive and collaborative approach taken by the course provider. Further examples of how input from employer partners influenced the curriculum will be laid out under standard 4.4. The inspection team agreed that this standard was met.

Standard 4.3

99. In relation to this standard the inspection team reviewed the Programme Specification and Module Descriptors and noted that the course content was in line with equality, diversity and inclusion principles and legislative frameworks. They also reviewed the Black & Asian Mentoring Scheme Overview and Progress document and Decolonisation Symposium resources. Students were enabled to request support for reasonable adjustments and students expressed feeling supported and informed about how the course could provide them with their own individual learning experience. The inspection team were satisfied that this standard was met.

Standard 4.4

100. The inspection team reviewed evidence which outlined how the course would be continually updated and included examples of how they had done this for the current full time MA. Within the teaching partnership's Curriculum Development Subgroup, the course currency and content were reviewed and updated. Employer partners highlighted changes in practice, reflected updates in assessment models and made suggestions for course content based on students' level of knowledge, for example.

101. The teaching partnership supported the course team to invite practitioners to teach on the course, providing a proximity for students to current practice methods of working and contemporary issues.

102. Course content was reviewed annually and during the meetings held with the course team the inspection team heard examples which illustrated the ways in which the course content was refreshed. They included legal updates to the course content, updates in research, development in case law in adults' social work, and changes to best practice models of supervision. The inspection team agreed that this standard was met.

Standard 4.5

103. In relation to this standard the inspection team reviewed the Module Descriptors which illustrated how and where students were taught the theoretical models of social work. During academic learning, students had experience of being taught by practitioners, through simulated learning activities, by people with lived experience of social work, case studies, and engagement in practice scenarios.

104. Practice educators supported students during their placements to engage with and apply theoretical frameworks and critically reflect on their use. This was affirmed

by students who described embedding their learning of theory through supervision and teaching from their practice educators, as well as through skills days and multi-disciplinary learning. The inspection team were assured that this standard was met.

Standard 4.6

105. Prior to the inspection the inspection team reviewed the Inter-Professional Education Event resources facilitated in collaboration with other students from allied health courses which focused on multi-agency decision making. Students were also given the opportunity to learn alongside student occupational therapists to share information and build confidence with working with different professionals. The university shared evidence of achieving an award for Transforming Interprofessional Education at the Educate North Awards in recognition of their use of technology to enhance students learning in this area.

106. Alongside their practice educators, students were expected to identify learning opportunities to work with and learn from other professionals during their practice placements. The inspection team were satisfied that this standard was met.

Standard 4.7

107. The inspection team were provided with the Academic Quality Assurance Manual, Module Descriptors and the Assessment and Delivery Plan. The Module Descriptors outlined the expectation for teaching time and independent study allocated to each module, and attendance was recorded both through an online portal and paper register. Mechanisms for monitoring and responding to issues in relation to poor attendance were well evidenced to ensure that students received sufficient teaching time. The inspection team agreed that this standard was met.

108. Whilst reviewing the structure and timing of the modules within the course, the inspection team noted that expected hours of study were heavily consolidated and raised a question over workload expectations for a part time course. Following a review of the evidence, the inspection team is making a recommendation in relation to standard 4.7. They recommend that the university review the module delivery pattern to better align with the stated 'part time' intent of the programme design. Detail of the recommendation can be found in the [proposed outcome](#) section.

Standard 4.8

109. In relation to this standard the inspection team reviewed the Module Descriptors, Programme Specification, Assessment Strategy, PARE Portfolio and the professional standards teaching resources.

110. Mechanisms were in place to support assessments to be robust and valid, such as oversight from the external examiner, standardised marking and the use of rubrics, and the Practice Issues Panel.

111. The inspection team noted a variety of different assessment methods used throughout the course, with clear links between learning outcomes and knowledge and skills required to meet the professional standards. The Practice Learning Agreement required students to be assessed in relation to the professional standards whilst undertaking their practice learning. The inspection team agreed that this standard was met.

Standard 4.9

112. In relation to this standard the inspection team reviewed the Assessment Strategy and the Assessment & Delivery Plan, which outlined the structure of the programme and the planning behind the design of the assessment format.

113. The inspection team reviewed the learning outcomes for the programme and assessment methods, which were aligned to postgraduate study levels with an incremental development of complexity. The PCF was utilised to ensure students' progression was appropriately sequenced and students reported that they found the guidance of the framework helpful. The inspection team were satisfied that this standard was met.

Standard 4.10

114. The inspection team reviewed the Professional Dialogue Marking Feedback & Grading Template, and the Sample Feedback Template used to standardise and structure feedback to students. Feedback was clearly related to learning outcomes for the programme and included 3 points for development as well as identification of strengths and general comments. Students noted that they found feedback on their work supported their development and helped them to progress. The inspection team agreed that this standard was met.

Standard 4.11

115. Preceding the inspection the inspection team reviewed staff CVs, and those of 2 external examiners who provided oversight of the social work courses at the university. The inspection team were assured that those involved in assessment and oversight were appropriately qualified, experienced and registered. The inspection team confirmed that this standard was met.

Standard 4.12

116. The inspection team reviewed the Programme Specification and Academic Regulations Exemption Request, along with the Assessment Strategy. Progression points at the end of each year would require students to pass all modules before moving on, and a range of people were involved in assessing students. Students would be required to undertake a total of 5 direct observations over 2 placements, where their practice educator would assess their skills, knowledge and behaviour.

117. The Practice Issues Panel involved the input from the Professional Lead, 2 practitioners, a representative from the Practice Learning Team, the course leader, a Practice Learning Administrator and a service user, where this was possible. Readiness for Practice Panels were chaired by the Professional Lead, course lead, tutor and member of the Practice Learning Team, and practitioners and service users were invited. The inspection team agreed that this standard was met.

Standard 4.13

118. Reading lists for all modules were updated annually, and students were provided with access to online platforms for research resources. From induction students were prepared to use evidence and research supported by the library, study skills tutors, academic support and their tutors. Throughout the course case studies coproduced with members of the Comensus group encouraged the application of evidence. Research undertaken by staff at the university was shared with students and the inspection team were able to review research and teaching posters which illustrated the breadth of social work research being undertaken.

119. Students confirmed that their practice educators and personal tutors encouraged them to refer to models of best practice and to utilise research to inform practice. The inspection team were satisfied that this standard was met.

Standard five: Supporting students

Standard 5.1

120. Preceding the inspection the inspection team were provided with a range of links to webpages which outlined the provision of wellbeing and support offered to students. The evidence also included results from surveys showing feedback praising the investment into these services. Wellbeing support covered counselling, wellbeing, mental health advisors, inclusivity, disability and learning support. Careers services provided bespoke guidance and information for social work students and support to apply for jobs. Within the narrative evidence and the Support to Study Policy & Procedure, the process in place to support students with health needs was outlined.

121. During the inspection the inspection team met with student support services. This enabled the inspection team to triangulate the evidence they had reviewed, and they heard how services were well connected and responsive to the requirements of the social work team and their students. Students who met with the inspection team also confirmed they felt supported during their study. The inspection team were satisfied that this standard was met.

Standard 5.2

122. The inspection team were provided with the Personal Tutor Framework 2024-25 and the Role of Personal Tutor for Social Work 2025. During the inspection they met with the course team and students who were able to confirm the role provided by personal tutors and how students were supported by them for the length of the course. The evidence supplied here clearly laid out the systems which underpinned the tutor role and illustrated the various aspects of support they provided. These included signposting to relevant and specialist services, the provision of feedback and oversight of attendance.

123. The inspection team also reviewed the provision available for support to study which included assignment feedback, workshops, group activity sessions and digital skills courses. The inspection team were satisfied that this standard was met.

Standard 5.3

124. Prior to the inspection, the inspection team were provided with the Terms of Reference for the Suitability Panel, the course handbook and the Practice Learning Guidance, where expectations about suitability were outlined. Students would be required to complete a declaration of suitability as part of annual enrolment, and through induction, pre-placement teaching and assessment for readiness for direct practice, their suitability would be reviewed.

125. The suitability and fitness to practice processes in place were clear, documented and accessible for students. The inspection team met with students who confirmed their understanding of the expectations in relation to suitability and how to report changes in their circumstances.

126. Provision was also made for students who were unable to complete the course, where the course lead worked with Assessment Board chairs to inform appropriate outcomes as well as support for students. The inspection team determined that this standard was met.

Standard 5.4

127. Preceding the inspection the inspection team reviewed documentary evidence which outlined how students were supported through reasonable adjustments to progress on their course. These included the Reasonable Adjustment Plan for Practice, the Process for supporting disabled students on placement and the Support to Study Policy and Procedure. Through discussions with the Course and Practice Learning Team, the inspection team heard an aspiration to identify and provide for support needs as early as possible on a student's journey through their training.

128. The inspection team also met with support services who worked with the social work team to offer a range of ways students could discuss their needs, request adjustments and understand their rights. The Starfish recording portal was used to manage referrals and requests, and data analysis was used to inform the provision of support. The inspection team concluded that this standard was met.

Standard 5.5

129. Preceding the inspection, the inspection team were provided with the Course Handbook Part-time MA Social Work 2025-26 which provided students with details on their placements, curriculum and application to the professional register. Within the Practice Learning Guide details about placements and practice learning requirements were included.

130. Within the module Social Work Practice: Experience 2 (Advanced), students would be provided with teaching in relation to the Assisted and Supported Year of Employment (ASYE), contributed to by employer partners, and learn about professional requirements once they became registered.

131. The inspection team met with students who confirmed that through their handbooks, placement documentation and online learning platform, Blackboard, they

had all the relevant information needed. The inspection team agreed that this standard was met.

Standard 5.6

132. The inspection team reviewed a range of documentary evidence which illustrated how clearly attendance expectations and requirements for students were conveyed and included the Student Engagement and Attendance Monitoring Policy 2024/25. The course handbook outlined expectations for attendance at taught sessions at university, and skills and placement days, too. Students were aware that it was a requirement of successful completion of the course to attend at least 30 skills days and 170 placement days.

133. The expectation was that students attended 100% of all teaching sessions, and if the level was between 70% and 80%, work to compensate missed learning was required to be completed. As part of assessed readiness for direct practice, students were required to have an attendance record of 80% in order to be assessed as ready for placement.

134. The Early Intervention Model would be utilised by personal tutors to explore reasons behind low attendance levels and provide support where a student required it. This model was informed by attendance data recorded through robust systems designed to ensure a holistic oversight of attendance. The inspection team were assured that this standard was met.

Standard 5.7

135. The inspection team reviewed the Academic Quality Assurance Manual and the Academic Regulations 2024-25, which stipulated that students should receive marking feedback within 15 days of submission. The inspection team heard how moderation and standardised marking ensured consistency in the feedback students received and enabled them to understand how they could improve their work.

136. Current students reported that they felt feedback was useful for their development, alongside consistent contact from their personal tutors, and referrals to academic study support. The inspection team determined that this standard was met.

Standard 5.8

137. Students were made aware of the appeals process in place for them to use, through information contained in their handbook and through the Student Hub. The inspection team were also provided with the Academic Regulations, which outlined the process in place for appeals, and the conditions which had to be met before an appeal could be submitted. The inspection team were satisfied that this standard was met.

Standard six: Level of qualification to apply for entry onto the register

Standard 6.1

138. Prior to the inspection the inspection team reviewed the Programme Specification and the Course Handbook Part-time MA Social Work 2025-26. Students who would not go on to complete the dissertation module, Research Informed Social Work, could be awarded the Post-graduate Diploma in Social Work as an exit route to the MA Social Work course. Both of which would be qualifying routes, and the inspection team agreed that this standard was met.

Proposed outcome

The inspection team recommend that the course be approved with one condition. This will be monitored for completion.

Conditions

Conditions for approval are set if there are areas of a course that do not currently meet our standards. Conditions are binding and must be met by the education provider within the agreed timescales.

Having considered whether approval with conditions or a refusal of approval was an appropriate course of action, we are proposing the following condition for this course at this time.

	Standard not currently met	Condition	Date for submission of evidence	Link
1	2.6	The education provider will provide evidence of a robust mechanism of monitoring and assurance for all practice educators in relation to their professional registration,	16.01.2026	Paragraph 59

		relevant and current knowledge, skills and experience.		
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Recommendations

In addition to the conditions above, the inspectors identified the following recommendations for the education provider. These recommendations highlight areas that the education provider may wish to consider. The recommendations do not affect any decision relating to course approval.

	Standard	Detail	Link
1	1.5	The inspectors are recommending that the university introduce a mechanism of oversight for the EDI training which professionals have undertaken in their workplace, for example, prior to attending interview panels for the course.	Paragraph 34
2	3.4	The inspectors are recommending that the university consider reviewing how they extend the range of placement providers invited to be part of the monitoring and management processes for the course.	Paragraph 75
3.	4.7	The inspectors are recommending that the team review the module delivery pattern to better align with the stated 'part time' intent of the programme design.	Paragraph 107

It should be noted that all qualifying social work courses will be subject to re-approval under Social Work England's [2021 education and training standards](#).

Annex 1: Education and training standards summary

Standard	Met	Not Met – condition applied	Recommendati on given
Admissions			
1.1 Confirm on entry to the course, via a holistic/multi-dimensional assessment process, that applicants: <ul style="list-style-type: none"> i. have the potential to develop the knowledge and skills necessary to meet the professional standards ii. can demonstrate that they have a good command of English iii. have the capability to meet academic standards; and iv. have the capability to use information and communication technology (ICT) methods and techniques to achieve course outcomes. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Ensure that applicants’ prior relevant experience is considered as part of the admissions processes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Ensure that employers, placement providers and people with lived experience of social work are involved in admissions processes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Ensure that the admissions processes assess the suitability of applicants, including in relation to their conduct, health and character. This includes criminal conviction checks.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.6 Ensure that the admissions process gives applicants the information they require to make an informed choice about whether to	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard	Met	Not Met – condition applied	Recommendati on given
take up an offer of a place on a course. This will include information about the professional standards, research interests and placement opportunities.			
Learning environment			
2.1 Ensure that students spend at least 200 days (including up to 30 skills days) gaining different experiences and learning in practice settings. Each student will have: i) placements in at least two practice settings providing contrasting experiences; and ii) a minimum of one placement taking place within a statutory setting, providing experience of sufficient numbers of statutory social work tasks involving high risk decision making and legal interventions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Provide practice learning opportunities that enable students to gain the knowledge and skills necessary to develop and meet the professional standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Ensure that while on placements, students have appropriate induction, supervision, support, access to resources and a realistic workload.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Ensure that on placements, students' responsibilities are appropriate for their stage of education and training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Ensure that students undergo assessed preparation for direct practice to make sure they are safe to carry out practice learning in a service delivery setting.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Ensure that practice educators are on the register and that they have the relevant and	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Standard	Met	Not Met – condition applied	Recommendation given
current knowledge, skills and experience to support safe and effective learning.			
2.7 Ensure that policies and processes, including for whistleblowing, are in place for students to challenge unsafe behaviours and cultures and organisational wrongdoing, and report concerns openly and safely without fear of adverse consequences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course governance, management and quality			
3.1 Ensure courses are supported by a management and governance plan that includes the roles, responsibilities and lines of accountability of individuals and governing groups in the delivery, resourcing and quality management of the course.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Ensure that they have agreements with placement providers to provide education and training that meets the professional standards and the education and training qualifying standards. This should include necessary consents and ensure placement providers have contingencies in place to deal with practice placement breakdown.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Ensure that placement providers have the necessary policies and procedures in relation to students' health, wellbeing and risk, and the support systems in place to underpin these.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Ensure that employers are involved in elements of the course, including but not limited to the management and monitoring of courses and the allocation of practice education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Standard	Met	Not Met – condition applied	Recommendati on given
3.5 Ensure that regular and effective monitoring, evaluation and improvement systems are in place, and that these involve employers, people with lived experience of social work, and students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Ensure that the number of students admitted is aligned to a clear strategy, which includes consideration of local/regional placement capacity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7 Ensure that a lead social worker is in place to hold overall professional responsibility for the course. This person must be appropriately qualified and experienced, and on the register.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8 Ensure that there is an adequate number of appropriately qualified and experienced staff, with relevant specialist subject knowledge and expertise, to deliver an effective course.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9 Evaluate information about students' performance, progression and outcomes, such as the results of exams and assessments, by collecting, analysing and using student data, including data on equality and diversity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.10 Ensure that educators are supported to maintain their knowledge and understanding in relation to professional practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum and assessment			
4.1 Ensure that the content, structure and delivery of the training is in accordance with relevant guidance and frameworks and is designed to enable students to demonstrate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard	Met	Not Met – condition applied	Recommendati on given
that they have the necessary knowledge and skills to meet the professional standards.			
4.2 Ensure that the views of employers, practitioners and people with lived experience of social work are incorporated into the design, ongoing development and review of the curriculum.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Ensure that the course is designed in accordance with equality, diversity and inclusion principles, and human rights and legislative frameworks.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Ensure that the course is continually updated as a result of developments in research, legislation, government policy and best practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Ensure that the integration of theory and practice is central to the course.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 Ensure that students are given the opportunity to work with, and learn from, other professions in order to support multidisciplinary working, including in integrated settings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7 Ensure that the number of hours spent in structured academic learning under the direction of an educator is sufficient to ensure that students meet the required level of competence.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.8 Ensure that the assessment strategy and design demonstrate that the assessments are robust, fair, reliable and valid, and that those who successfully complete the course have developed the knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard	Met	Not Met – condition applied	Recommendati on given
necessary to meet the professional standards.			
4.9 Ensure that assessments are mapped to the curriculum and are appropriately sequenced to match students’ progression through the course.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10 Ensure students are provided with feedback throughout the course to support their ongoing development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.11 Ensure assessments are carried out by people with appropriate expertise, and that external examiner(s) for the course are appropriately qualified and experienced and on the register.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.12 Ensure that there are systems to manage students’ progression, with input from a range of people, to inform decisions about their progression including via direct observation of practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.13 Ensure that the course is designed to enable students to develop an evidence-informed approach to practice, underpinned by skills, knowledge and understanding in relation to research and evaluation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting students			
5.1 Ensure that students have access to resources to support their health and wellbeing including: i. confidential counselling services; ii. careers advice and support; and iii. occupational health services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard	Met	Not Met – condition applied	Recommendati on given
5.2 Ensure that students have access to resources to support their academic development including, for example, personal tutors.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Ensure that there is a thorough and effective process for ensuring the ongoing suitability of students’ conduct, character and health.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Make supportive and reasonable adjustments for students with health conditions or impairments to enable them to progress through their course and meet the professional standards, in accordance with relevant legislation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Provide information to students about their curriculum, practice placements, assessments and transition to registered social worker including information on requirements for continuing professional development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6 Provide information to students about parts of the course where attendance is mandatory.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.7 Provide timely and meaningful feedback to students on their progression and performance in assessments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.8 Ensure there is an effective process in place for students to make academic appeals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level of qualification to apply for entry onto the register			

Standard	Met	Not Met – condition applied	Recommendati on given
6.1 The threshold entry route to the register will normally be a bachelor’s degree with honours in social work.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Regulator decision

Approved with conditions.

Annex 2: Meeting of conditions

1. If conditions are applied to a course approval, Social Work England completes a conditions review to make sure education providers have complied with the conditions and are meeting all of the [education and training standards](#).
2. Inspectors will undertake the conditions review and make recommendations to Social Work England’s decision maker.
3. This section of the report will be completed when the conditions review is completed.

	Standard not met	Condition	Inspector recommendation
1	2.6	The education provider will provide evidence of a robust mechanism of monitoring and assurance for all practice educators in relation to their professional registration, relevant and current knowledge, skills and experience.	Met.

Findings

4. The conditions review was undertaken as a result of the conditions set during the course approval as outlined in the original inspection report above. For the condition set against standard 2.6, the course provider supplied a completed mapping form and subsequent evidence to support their narrative. The evidence showed the steps taken by the course provider to ensure practice educators were on the register. This was evident through an independent practice educator CV which requested confirmation of registration to Social Work England. A detailed practice educator placement audit form was also supplied. This form showed the course provider’s placement improvements in the monitoring and assurance of practice educators to meet the requirements of standard 2.6. These implementations assured inspectors of a rigorous process to meet their condition. The inspection team were satisfied with the evidence, and this standard was met.

5. Following the review of the documentary evidence submitted, the inspection team were satisfied that the condition set against the approval of the MA Social Work (part time) & PGDip exit route (part time) at the University of Central Lancashire has been met.

Regulator decision

Conditions met.