

Inspection Report

Course provider: Solent University

Course approval: MA Social Work, PG Dip Social Work (masters exit route only)

Inspection dates: 5th – 8th March 2024

Report date:	25 th April 2024
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	13 th June 2024
Date conditions met and approved:	24 th December 2024

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

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

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 Solent University's proposed MA Social Work and PG Dip Social Work (masters exit route only) courses were inspected for approval against Social Work England's education and training standards 2021.

Inspection ID	SSUR2
Course provider	Solent University
Validating body (if different)	
Course inspected	MA Social Work PG Dip Social Work (masters exit route only)
Mode of Study	Full time
Maximum student cohort	20
Proposed first intake	
Date of inspection	5 – 8 March 2023
Inspection team	Kate Springett (Education Quality Assurance Officer) Zoe Burke (Education Quality Assurance Operations Manager (observing)) Lyn Westcott (Lay Inspector) Lisa Brett (Registrant Inspector)

Language

16. In this document we describe Solent University as 'the education provider' or 'the university' and we describe the MA Social Work and MA Social Work (PG Dip) as 'the course'.

Inspection

17. A remote inspection took place from 5 - 8 March 2024. 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 students, four from year one of the BA (Hons) Social Work Degree Apprenticeship, and students from year two and three on the BA (Hons) social work course. Discussions included placement, support and assessments.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members including the Course Lead, Practice Coordinator, Admissions Tutor and teaching staff.

Meeting with people with lived experience of social work

22. The inspection team met with people with lived experience of social work who have been involved with the university for a varying number of years, the earliest being since 2011. Discussions included admissions and contributions to the course.

Meetings with external stakeholders

23. The inspection team met with representatives from employer and placement partners including staff from South West Advocacy Network, Christchurch and Poole Council, and Bournemouth Council.

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. Documentary evidence was provided in support of there being a holistic/multidimensional approach to admissions. Documentary evidence also outlined the make-up of the interview panel.

26. There was clarity around what the English requirements are to gain entry to the course, as well as it being clear that there are different types of assessments as part of the admissions process.

27. During the inspection, the inspection team were able to triangulate and were satisfied that entry to the course was confirmed by a holistic assessment process which is in line with the current approved BA course.

28. The inspection team felt it is unclear who will make up the interview panel. We heard evidence that the interview panels on current programmes are made up of either an employer or person with lived experience of social work, alongside a member of academic staff, however the learner handbook presented prior to the inspection says that the panel usually comprises of representatives from the employer partners, an academic from the university and a service user who has lived experience of social work.

29. Following a review of the evidence, the inspection team agreed the standard is met, however they are making a [recommendation](#) in relation to standard 1.1.

30. We recommend that the education provider is clear about the makeup of the interview panel, including the amount of people on the panel and who the panel consists of.

Standard 1.2

31. Documentary evidence was provided in the form of candidate interview questions which explores candidates' prior relevant experience.

32. The inspection team acknowledged that prior experience/learning is recognised by the education provider, and narrative provided outlined the process further advising that all applications for the award of credit through RPL are subject to formal academic scrutiny and are the responsibility of the RPL sub-committee of the Progression and Award Board. The

award of RPL is based on the achievement of equivalent, not identical, learning outcomes. This means that the learning achieved should be equivalent in terms of the level, breadth, depth, volume and currency. However, during meetings the inspection team observed that not all those involved had a clear view of how this is assessed/considered.

33. Recognition of prior learning/experience was explored in the admissions staff meeting, and the employer partners and placement providers meeting. Despite having a university policy, the inspection team were informed that there is not set way to assess prior relevant experience for the apprenticeship as there are no set criteria. It was also established that the currency (in terms of age) of qualifications is not considered.

34. The inspection team were satisfied that this standard is met, however following a review of the evidence, the inspection team is making a [recommendation](#) in relation to standard 1.2. We recommend that the education provider has a clear criteria or formalised framework for recognition of prior learning/experience which would inform their decision and provide a context by which they can respond to any applicants appealing and/or not being offered a place on the course.

Standard 1.3

35. Documentary evidence was provided to demonstrate that people with lived experience are involved in the admissions process. Evidence provided included training information/documents and an equality, diversity and inclusion plan.

36. At the inspection, the inspection team met with people with lived experience of social work in an attempt to triangulate, however no evidence was provided that they had been involved with the Masters/PG Dip and therefore this does not align with the documentary evidence.

37. The inspection team met with employers to gauge whether they have had involvement in the MA/PG Dip programme. The response was that there has been no involvement on any level and were unaware of the MA/PG Dip programme.

38. The inspection team appreciated that the education provider plan to involve stakeholders with the admissions process, however, to date this has not yet been done.

39. Following a review of the evidence, the inspection team is recommending that a condition is set against 1.3 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 1.4

40. Documentary evidence provided demonstrates that the education provider has an appropriate criminal convictions procedure and policy in place, the inspection team were also provided with evidence that Disclosure and Barring Service (DBS) checks are completed at enhanced level.

41. The inspection team met with course team who confirmed that current students knew they have to update their 'declaration of suitability' at the beginning of terms and the inspection team are satisfied this would also be the case on the MA/PG Dip programme.

42. The inspection team were provided with a copy of the Occupational Health and Wellbeing services External referral form, and narrative outlined that health checks form part of the on-boarding process, where applicants are invited to disclose any health issues so that the education provider can determine with the applicant how needs can be met in support of their studies. If health issues are disclosed, depending on their nature, the applicant will either be referred to 'Access Solent' or in exceptional circumstances, a referral made to the Head of Department for an Occupational Health Assessment, so that appropriate support can be determined.

43. Following a review of the evidence, the inspection team agreed the standard is met.

Standard 1.5

44. Documentary evidence provided prior to the inspection demonstrated that the education provider has an equality policy. Evidence provided also included a candidate disclosure form in relation to health, and information accessible on the Solent website in relation to disability, reasonable adjustments, access and provision.

45. The education provider also provided narrative which states admissions staff are trained in equality, diversity and inclusion and that people with lived experience of social work are supported with equality, diversity and inclusion.

46. Evidence was triangulated at the inspection in meetings with the admissions team, employer partners and placement providers. The inspection team were satisfied that the above would apply with the MA/PG Dip programmes and agreed that this standard is met.

Standard 1.6

47. Narrative provided prior to the inspection demonstrated that information is provided on the website, as well as in the course handbook (which is given to applicants prior to enrolment).

48. At the point of inspection, the website for the MA/PG Dip was not complete and the inspection team understand from meetings with the course team that information that will

support applicants in making an informed choice about the course would be contained on the website.

49. The university have however provided evidence that there are some sections on the website in relation to international students, for example, and living in the UK.

50. The inspection team noted that in the Masters/PG Dip course handbook there is reference to content relevant to other social work courses and not the MA/PG Dip.

51. As outlined in standard 1.2, following meetings with the education provider, the inspection team concluded that there was a lack of information in relation to recognition of prior learning and how it's assessed.

52. Following a review of the evidence, the inspection team is recommending that a condition is set against 1.6 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 two: Learning environment

Standard 2.1

53. Documentary evidence provided by the education provider demonstrates there is a clear vision for students spending at least 200 days in learning and practice settings as per the standard.

54. Evidence provided includes a placement guide, student timetables and skills days mapping. The evidence shows students will spend at least 170 days in placement and the placement days will take place across two years.

55. There is evidence of there being plans to deliver 30 skills days in addition to placement days. The inspection team are satisfied that these will be delivered within the full time timetable.

56. The inspection team understand that the process will mirror/replicate the already established BA programme, which is successfully running, and the inspection team were assured that standard is met.

Standard 2.2

57. The education provider provides narrative that there is quality assurance of placements. They also state there is separate drop-in provision for students, Practice Supervisors and Practice Educators throughout the placement period and documentary evidence provided shows there are many opportunities for feedback.

58. The inspection team met with students, practice educators and placement providers during the inspection.

59. The inspection team heard evidence and examples from the placement group supportive of the education providers monitoring, they also confirmed that the university look at standards and portfolios, as well as the level of skills/knowledge of students. Practice Educators advised that university monitor opportunities for students in tri-partite meetings.

60. In the meeting with students, positive feedback was provided in relation to placements, and explanations were provided in relation to how their learning develops from placement one to placement two.

61. The inspection team were satisfied that the approach currently used for already established social work courses will be replicated with the MA/PG Dip programme and the inspection team agreed the standard is met.

Standard 2.3

62. Documentary evidence provided prior to the inspection included a placement guide as well as information which would support Practice Educators in providing the appropriate placement experience to students. The inspection team met with students and support services during the inspection and were able to triangulate evidence.

63. Support services confirmed that students on the current programmes can access support whilst off campus/on placement and examples were provided. Students were satisfied with support services and provided examples of support provided.

64. The inspection team agreed that this standard is met.

Standard 2.4

65. Documentary evidence was provided which demonstrated learning needs for the different levels of study.

66. At the inspection, the team met with current students who explained they are aware of responsibilities and expectations, and the inspection team were satisfied these are reasonable.

67. The inspection team were unable to meet with current students, with the MA/PG Dip course not yet being run, however were satisfied with what was discussed with students on the current programmes.

68. The inspection team also met with the senior management team who explained that

students complete a quality assurance form at the end of their placement which is reviewed/audited.

69. The inspection team agreed that this standard is met.

Standard 2.5

70. Documentary evidence for this standard includes a 'Readiness for Direct Practice Evidence Tracker' specific to the MA/PG Dip students, which needs to be signed off by tutors before students begin placement. Narrative provided states the tracking tool is designed to ensure a safe level of knowledge prior to commencement of the first substantive placement.

71. The inspection team met with students across current social work programmes where it was advised students felt fully prepared for practice and commented that preparation by the university was excellent.

72. As the MA/PG Dip programme is yet to commence, the inspection team were unable to meet with students specific to this programme, however were satisfied with discussions had with current students.

73. Evidence was triangulated when the inspection team met with employers, it was confirmed employers felt all students were well prepared.

74. The inspection team agreed that this standard is met.

Standard 2.6

75. Prior to inspection, the inspection team were provided with documentary evidence to demonstrate that the education provider clearly tracks Practice Educators by using a monitoring form.

76. The inspection team were assured that this standard was met prior to inspection.

Standard 2.7

77. Documentary evidence was provided to demonstrate there is a whistleblowing policy in place. The inspection team were also provided with a copy of a student speak up policy which outlines a mechanism by which any student at the university can raise legitimate and genuine serious concerns about the perceived behaviour and activities of staff or other students within the university, without fear of victimisation or harassment or of a detrimental effect on his/her academic results. They also saw details of the complaints process.

78. The documentary evidence provided is not specific to the MA course, but the Social Work Degree Apprenticeship.

79. Whilst the inspection team are satisfied that the existing policies and procedures will be applicable to the MA as this has been confirmed by the education provider, evidence has not been made available at this stage to meet the condition for the MA / PG Dip course.

80. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 2.7 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 three: Course governance, management and quality

Standard 3.1

81. The documentary evidence provided demonstrated how the course is to be managed and shows the staffing structure. Documentation provided included staff CVs and the roles/responsibilities of team members.

82. The inspection team heard evidence from the course team and senior management team, and the inspection team were satisfied that there are clear management processes and a governance plan in place.

83. The inspection team had questions around the education providers resourcing and whether this was sufficient. The course team were able to provide examples of how the team worked during key staff absence. The inspection team were reassured that, as a result, staffing is managed and thus agreed the standard is met.

Standard 3.2

84. Documentary evidence was provided which outlines the expectation to Practice Educators to provide an appropriate range of learning opportunities, which would meet both the professional standards and the education and training standards. The inspection team agreed that the placement documentation provided prior to the inspection is clear about roles/responsibilities or placement providers.

85. The education provider was able to provide evidence to demonstrate there is a process to follow when there is potential placement breakdown.

86. Triangulation was attempted during the meeting with students (on the BA courses), however the students did not have experience of placement breakdowns and did not present any issues about their placements.

87. The inspection team agreed that the standard is met.

Standard 3.3

88. Documentary evidence was provided which demonstrates that the education provider has a clear procedure and process for placement evaluation. There are plans for bi-annual internal feedback meetings to review feedback from placements.

89. The inspection team met with support services and the information provided was that students on other social work courses were responsive to the support on offer and the inspection team were assured this would also be the case with the MA.

90. The inspection team agreed that the standard is met.

Standard 3.4

91. Documentary evidence provided for this standard includes minutes of the Solent Social Work Stakeholders Forum, of which employers are involved. The minutes include reference to introducing the MA with PG Dip exit route courses, and the courses going through internal validation.

92. During the inspection, the inspection team met with employers who advised they are involved in every aspect of the undergraduate and apprenticeship programmes, however they have not been involved in the development of the MA.

93. The inspection team asked the course team about their plans for employer/practitioner input to the MA/PG Dip. The course team advised the inspection team that they have plans to meet with employers in relation to the MA and their involvement.

94. The course team were able to provide evidence that they had asked for contributions from employers, however no responses have been received.

95. As a result of the above information, the inspection team concluded currently there is a lack of evidence to show that there is sufficient employer input.

96. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 3.4 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 3.5

97. Documentary evidence provided demonstrates that the education provider has clear monitoring structure in place, including detailed involvement from employers.

98. Evidence of minutes from meeting with students were provided, however, these were for another undergraduate course, therefore the inspection team were keen to meet with people with lived experience of social work and students, to be able to consider whether this standard is met.

99. The inspection team met with people with lived experience of social work. There was knowledge of the MA/PG Dip programme within the group but there wasn't evidence of being involved in meetings or sessions regarding the development of the courses to date.

100. Student representatives on current programmes confirmed that they are involved in evaluation/improvement of the courses as they provide feedback which is acted upon by the education provider and examples were provided. As a result of this and discussions with the course team, the inspection team were assured that the same processes would be in place for these courses.

101. The inspection team agreed that the standard is met.

Standard 3.6

102. Documentary evidence provided demonstrates that the education provider has a strategy in relation to student numbers/cohort across their Social Work courses, up to the year 2024-2025. This includes Undergraduate, Apprenticeships and MA/PG Dip courses.

103. The inspection team agreed that there is a clear strategy in relation to recruiting to the course, and heard from the education provider that there is placement capacity on the MA programme, however when triangulating evidence with placement providers, contrasting information was provided.

104. Feedback provided from employers/placement providers to the inspection team was that they may struggle to open up additional placement opportunities to accommodate MA students.

105. The inspection team felt that there is a lack of evidence in relation to whether the education provider has communicated its strategy for all courses/capacity with employers/placement providers to be assured of the necessary placement capacity for the MA programme.

106. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 3.6 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 3.7

107. Prior to inspection, the inspection team reviewed the Course Leader's CV and confirmed they are registered social worker.

108. The inspection team were assured that this standard is met.

Standard 3.8

109. Documentary evidence provided by staff CVs demonstrated that staff are experienced and appropriately qualified to deliver/teach on the MA.

110. The inspection team met with the course team who advised they have experience in delivering to level 7 in previous post graduate programmes before.

111. The inspection team met with the senior management team. It was outlined that the social work course team are one which is stable, with most staff having been in role for some time. It was advised there is an approved senior leadership post, which can be recruited to when/if required. It was also advised that they are considering spreading out programme lead roles across the social work courses when the MA begins, so there may be an additional lead role.

112. The inspection team were satisfied that consideration is given to staff to student ratios and were re-assured that the university would consider spreading out programme lead roles, should cohort numbers increase.

113. The inspection team were assured that this standard is met.

Standard 3.9

114. Documentary evidence in relation to this standard was provided which demonstrates the education provider has policies and process in terms of performance, progression and outcomes for when the MA/PG Dip begins.

115. External examiner report examples were provided for an undergraduate course given the MA/PG Dip in Social Work has not yet begun. During the inspection the course team were able to evidence that this was an area of strength, and many examples of evaluation were provided. Examples included there being various systems to track information, and this includes 'Access to Solent', 'Open Solent' and 'in the job' and 'off the job' trackers where students are supported with tracking their own information.

116. Whilst the education provider appreciates some examples provided are specific to the Social Work Degree Apprenticeship, they intend to open these up to the MA and the inspection team were assured there would be adequate resource for the MA.

117. In addition to this, the inspection team met with the Senior Management Team who explained they use data in relation to equality, diversity and inclusion and advised they monitor this data.

118. The inspection team were assured this standard is met.

Standard 3.10

119. Documentary evidence was provided to demonstrate the support given to Practice Educators and the inspection team felt this was good. However, prior to inspection there appeared to be gaps in the evidence in relation to what support is given to teaching staff on the course.

120. The inspection team met with the senior management team where they were informed about the workforce management system. The staff have specific time allocated for research and scholarly activity. They also heard that a number of the team already have PhDs, which involves active research, and there is one professor on the team.

121. It was further explained that new staff are supported to become fellows of the Higher Education Academy via a teaching course, which the inspectors felt is good practice in the sector.

122. The course team explained that they go out and learn from people who teach on skills days to develop their knowledge.

123. The inspection team were assured that this standard is met.

Standard four: Curriculum assessment

Standard 4.1

124. Documentary evidence provided prior to inspection demonstrates that views of different stakeholders are considered, and different stakeholder groups are consulted with in relation to the design of the course and ongoing development of the curriculum.

125. The inspection team met with the course team and felt assured that the modules had been developed at an appropriate level for postgraduate study and would support students to demonstrate the necessary knowledge and skills to meet the professional standards.

126. The inspection team agreed this standard is met.

Standard 4.2

127. Documentary evidence provided prior to inspection demonstrates that views of different stakeholders are considered. The evidence presented outlines the tasks that the stakeholders will undertake as part designing and developing the curriculum.

128. The inspection team were able to meet with employers and practitioners who provided evidence and examples of their involvement in the current programmes, including delivery of skills days which the inspectors were satisfied with. It was advised there is the expectation that employers and practitioners will be involved in delivery of the MA/PG Dip, however they are yet to be involved in this. Despite the inspection team being assured employers/practitioners will be involved in delivery of the programme, they were not satisfied that employers and practitioners have been involved in the design of the programme.

129. People with lived experience also met with the inspection team and explained that they are involved in delivery of the current courses, including skills days and readiness for direct practice. The inspection team considered that there is a potential gap with people with lived experience of social work's involvement with the course at a strategic level. They were provided with Terms of Reference for, and minutes of Solent's Stakeholder Group for November 2023, but there was no detail of any future planning in this area and people with lived experience of social work were unable to provide any examples of experience in this area.

130. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 4.2 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 4.3

131. Documentary evidence was provided which demonstrated that the course is designed within the university's equality, diversity and inclusion policies.

132. At the inspection, the inspection team were able to triangulate when they met with various stakeholders. The Senior Management Team shared that students have their own gateway they can access and apply for grants/bursaries. The education provider is able to see what demographics are accessing services and this is supportive of equality, diversity and inclusion.

133. Employer partners and placement providers spoke highly of the education providers approach to equality, diversity and inclusion on the current courses. People with lived experience also spoke of being involved in modules where equality, diversity and inclusion is targeted.

134. The inspection team felt this was an area of strength and that the standard is met.

Standard 4.4

135. Prior to the inspection, the inspection team felt that there were gaps in evidence provided by the education provider in relation to the standard. Documentary evidence included course material, a copy of an external examiner report (for the BA), reading lists, and staff CVs but this left queries with the inspection team around currency and the use of contemporary themes within the course.

136. However, the inspection team felt discussions with current students and library services were reassuring in relation to currency and students provided examples of using appropriately dated information/references.

137. Students felt they were well educated and prepared and resources are relevant and current. Students and the course team explained that contemporary themes are included in the learning, again giving examples.

138. The inspection team were satisfied from meeting with stakeholders and in reviewing CVs, that the course team are research active.

139. Despite the MA/PG Dip course not yet being run, the inspection team were satisfied with the education providers approach on the current courses and agreed that the standard is met.

Standard 4.5

140. Documentary evidence provided demonstrates there is a clear connection of theory to practice within the module specifications. It is shown that placements provide a platform to apply concepts to enable evidence-based practice.

141. Examples of integrating theory and practice were provided by course team during the inspection. This was triangulated in the meeting with current students. Current students spoke highly of the teaching staff and their learning in relation to integration of theory and practice. Apprentices explained that what is learnt throughout the week on placement aligns with the theory taught by the academic staff at the university. The inspection team were satisfied that this would also be the case with the MA/PG Dip.

142. The inspection team felt this was an area of strength and were assured this the standard is met.

Standard 4.6

143. Documentary evidence provided demonstrated that interprofessional learning is included within modules, however the inspection team noted that the 'communication and interprofessional practice' module doesn't seem to include learning alongside people from other professions.

144. The inspection team were informed there is the option to attend a skills day with nursing students. Whilst it is understood that the skills days bring in a mix of expertise, the inspection team felt opportunities could be improved.

145. In the meeting with students, current students felt this area could be developed more, and would welcome working with students from other courses such as Health or Law, where possible.

146. Following a review of the evidence, the inspection team is making a [recommendation](#) in relation to standard 4.6. We recommend that the education provider develops their interprofessional learning potential and pursues further opportunities to work with different courses.

Standard 4.7

147. Documentary evidence provided included a timetable for the MA/PG Dip as well as module descriptors.

148. The inspection team were of the view that that the timetable adequately outlines the structured academic learning for the programme.

149. The inspection team were satisfied that module descriptors demonstrate the expected number of hours students will engage with learning under the direction of an academic.

150. The inspection team were assured that this standard is met.

Standard 4.8

151. Documentary evidence was provided, including a module assessment brief peer review example and internal moderation record, which demonstrates that the education provider has procedures in place to ensure that assessments are fairly marked and moderated.

152. The inspection team had sight of different elements of the assessment strategy, including Level 7 grading criteria and information on a module level assessment brief peer review.

153. The inspection team were assured by the course team that the marking criteria which guides their marking, and the criteria/rubrics are university wide and not specific to social work.

154. The inspection team were assured the standard is met.

Standard 4.9

155. Documentary evidence provided prior to inspection was a course specification which demonstrates that assessments are mapped to the curriculum and are appropriately sequenced to match students' progression through the course.

156. The inspection team felt that the progression route for students is clear, appropriate and specific for level 7 as students have to pass modules in the first semester and a portfolio is used to track development and competency.

157. The inspection team met with course team, and it was queried whether the course team felt confident that the assessment criteria is appropriate for the level of study and is appropriately sequenced. The feedback received was positive, and the inspection team were assured the standard is met.

Standard 4.10

158. Documentary evidence provided demonstrates that there are procedures in place for feedback opportunities and marking/moderation and the inspection team were confident that they would be able to recommend that the standard is met.

159. Evidence was triangulated at the inspection, and in the meeting with current students, students explained that feedback was informative and effective.

160. The inspection team met with the course team and felt assured that there are many feedback opportunities throughout the course.

161. The inspection team were assured this would be reflected on the MA/PG Dip course, therefore the standard is met.

Standard 4.11

162. Prior to the inspection, the inspection team reviewed the course team CVs that demonstrated they have the appropriate expertise to undertake student assessments.

163. The education provider was unable to provide a current external examiner report with the course being yet to run, however the inspection team were satisfied that the external examiner the education provider appointed is appropriately qualified, registered with Social Work England, and experienced to oversee the course assessment and marking methods.

164. The inspection team were assured that this standard is met.

Standard 4.12

165. Documentary evidence was provided in the form of an anonymized example placement final report. The inspection team were satisfied that the education provider evidences there are systems in place to manage progression through assessment of practice and academic work. The inspection team noted that direct observation of practice is part of practice requirements.

166. The education provider has evidenced that student progression will be managed at fixed points during the academic year.

167. The inspection team met with practice educators who explained that there was good training provided in relation to assessing current students and the inspection team felt this was an area of strength.

168. The inspection team agreed that this standard is met.

Standard 4.13

169. Documentary evidence provided for this standard was module descriptors.

170. During the inspection, the inspection team met with the course team and heard about their research informed teaching approach.

171. Prior to the inspection, the inspection team noted that the age of some reading materials may not be appropriate, i.e. too old, however they were able to meet with library services and were reassured that teaching staff are continually updating their research knowledge and consideration is given to the currency of reading materials.

172. The inspection team considered that modules are designed to enable students to develop evidence informed social work practice. Mapping against knowledge and skills and research modules inform this development in students. On meeting with current students, the inspection team triangulated information provided by the course team and library services. Students felt that the teaching staff research skills were strong.

173. On review of documentary evidence it appeared that students taking the PG Dip exit route wouldn't complete the final 60 credit module, Research in the Development of Social Work Practice and the inspection team were unsure how they would gain the necessary skills and knowledge relating to research and evaluation.

174. Whilst the inspection team are satisfied that the standard is met for the MA programme, following a review of the evidence, the inspection team is recommending that a condition is set against 4.13 in relation to the approval of the PG Dip 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 five: Supporting students

Standard 5.1

175. Documentary evidence provided by the education provider demonstrates the university have a range of support services, and documentation provided is detailed. The support ranges across various areas such as disability, mental health, wellbeing and grants/bursaries.

176. The inspection team met with pastoral support services. The support team explained that social work students have access to an online service which includes mental health services covering counselling, CBT, social prescribing, and single session intervention.

177. The inspection team met with the course team where it was explored if and how students know about support on offer to them. The response demonstrated that there are various ways this is communicated including in welcome week, online on the course page and during tutorial contact. It is expected that this would be reflected across the MA/PG Dip programmes.

178. The inspection team noted that occupational health referrals are from the course staff and whilst the service is available across social work programmes, it appears to be discrete and not accessible to all.

179. The inspection team were not provided with evidence that careers advice would be available to PG Dip students. The inspection team notes that with the PG Dip being an exit route, students may leave/complete their course before the point when careers advice happens.

180. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 5.1 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 5.2

181. Documentary evidence was provided demonstrating that current students on social work courses have support from tutors, this is contained within the Social Work Student Guide, and was triangulated during the meeting with academic support services.

182. The inspection team explored whether or not students access support whilst off campus. In the meeting with students, the response was positive in relation to accessing support with the course.

183. The inspection team felt that this support would be provided to MA/PG Dip students and agreed that this standard is met.

Standard 5.3

184. Documentary evidence provided prior to the inspection included an annual student declaration form, as well as a clear fitness to practise policy, criminal convictions policy and disciplinary procedure.

185. During the inspection, the inspection team triangulated with admissions staff where they confirmed the student declaration is revisited prior to students starting placement, where students sign to say there is no change to their circumstances. It was also confirmed that the DBS check is to an enhanced level. Whilst evidence presented is applicable to the current social work programmes, the inspection team were satisfied that the same would be applied to the MA/PG Dip.

186. The inspection team met with the course team during the inspection where they were satisfied from discussions there is a clear process for making suitability decisions, and there is a designated safeguarding lead.

187. The inspection team were assured that this standard is met.

Standard 5.4

188. Documentary evidence provided demonstrates that there is support available to students with disabilities and this is outlined to students in the student guide/handbook.

189. The inspection team met with learning support staff who explained that there are funds available to support those with disabilities and there are processes in place to provide the support.

190. The information provided by learning support staff was triangulated during the meeting with students, where a specific example was provided by a current student, showing a high level of support which included reasonable adjustments being made.

191. The inspection team were assured the same level of support would be provided to MA/PG Dip students that this standard is met.

Standard 5.5

192. Documentary evidence provided includes resources available to students such as placement/international placement information, assignment briefs and module descriptors.

There is also a virtual learning environment available to current students which provides a range of information which is course specific.

193. The inspection team met with the course team, where the transition from student to social worker was discussed. The course team were able to explain that they embed information about the Assessed and Supported Year in Employment (ASYE) into their delivery as well as holding employability sessions during the final year of the course.

194. The inspection team triangulated with students who felt well informed about all aspects of the course and the transition to becoming a registered social worker. Students that the inspection team met with advised that they felt well prepared for practice and said that the university could not have done any more to prepare them for placement. They also considered that learning on theory is excellent, relevant and up to date.

195. The inspection team were assured that the same level of information would be provided to MA/PG Dip students and therefore agreed that this standard is met.

Standard 5.6

196. Documentary evidence for this standard included a student recruitment PowerPoint presentation outlining the mandatory attendance requirements for placement days. However, while the course handbook provides general information in relation to expectations on attendance for taught sessions, the inspection team were unable to identify any specific evidence about the MA/PG Dip with respect to what happens if sessions are missed or how absence is followed up.

197. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 5.6 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 the [proposed outcome](#) section.

Standard 5.7

198. Documentary evidence provided prior to inspection demonstrates that there is a process in place for providing feedback to students. The education provider provided a timetable for when feedback is due to students throughout the year. There is also evidence of a process for helping students if they are at risk of failing a placement.

199. The inspection team met with the course team who explained that the format for providing feedback is university wide and not specific to social work and they have received training on providing feedback on assessments.

200. The inspection team understood that the course team work together in relation to giving feedback and they share good practice. The inspection team were satisfied that feedback on placement activities is well documented in the placement portfolios.

201. The inspection team triangulated with students who fed back that that feedback was on time and helpful, and further to this, they are aware of assessment criteria.

202. The inspection team were assured that this standard is met.

Standard 5.8

203. Documentary evidence provided demonstrates that there is an Academic Appeals Policy Detailed in documentation for students.

204. The inspection team were satisfied this standard was met prior to the inspection.

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

Standard 6.1

205. As the qualifying course is MA Social Work and PG Dip Social Work (masters exit route only), the inspection team agreed that this standard is met.

Proposed outcome

206. The inspection team recommend that the course be approved with conditions. These will be monitored for completion.

Conditions

207. 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.

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

	Standard not currently met	Condition	Date for submission of evidence	Link
1	Standard 1.3	The education provider will provide evidence that employers and people with lived experience will be part of the planning process for admissions and the MA/PG Dip webpage will include information for candidates which outlines the admissions process.	13 th August 2024	Paragraph 35
2	Standard 1.6	The education provider will provide evidence that: a. There are clear criteria for recognition of prior learning. b. It is made clear to students what prior learning is considered/accepted. The education provider will ensure and evidence that the course handbook has been reviewed to ensure that the content is relevant to the course.	13 th August 2024	Paragraph 47
3	Standard 2.7	The education provider will provide evidence that they have reviewed policies and procedures that are student facing, and ensure the branding is correct and course specific.	13 th August 2024	Paragraph 77

4	Standard 3.4	The education provider will provide evidence of their current engagement and plans to involve employers in the design and delivery of the MA programme.	2 months from regulator decision.	Paragraph 91
5	Standard 3.6	The education provider will provide evidence of their placement capacity strategy that can provide assurances adequate placement capacity for the course.	13 th August 2024	Paragraph 102
6	Standard 4.2	The education provider will provide evidence that demonstrates: a. Employers have been/will be involved in the design of the programme. b. the involvement of people with lived experience of social work at a strategic level on the course.	13 th August 2024	Paragraph 127
7	Standard 4.13	The education provider will provide evidence that demonstrates how students completing the PG Dip route will gain skills and knowledge in relation to research and evaluation.	13 th August 2024	Paragraph 169
8	Standard 5.1	The education provider will provide evidence that: a. All students are aware of how they can access occupational health services and that they are available if required. b. Careers advice will be provided to PG Dip students	13 th August 2024	Paragraph 175
9	Standard 5.6	The education provider will provide evidence that demonstrates what happens if mandatory parts of the course are missed and how attendance is monitored.	13 th August 2024	Paragraph 196

Recommendations

209. 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	Standard 1.1	The inspectors are recommending education provider is clear about the makeup of the interview panel, including the amount of people on the panel and who the panel consists of.	Paragraph 25
2	Standard 1.2	The inspectors are recommending the education provider has a clear criteria or formalised framework for recognition of prior learning/experience which would inform their decision and provide a context by which they can respond to any students appealing and/or not being offered a place on the course.	Paragraph 31
3	Standard 4.6	The inspectors are recommending that the course provider develops their interprofessional learning potential and pursues further opportunities further opportunities for social work apprentices to work and learn alongside students from other disciplines when not on placement.	Paragraph 143

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	Recommendation given
Admissions			
1.1 Confirm on entry to the course, via a holistic/multi-dimensional assessment process, that applicants: 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.	☒	☐	☒
1.2 Ensure that applicants' prior relevant experience is considered as part of the admissions processes.	☒	☐	☒
1.3 Ensure that employers, placement providers and people with lived experience of social work are involved in admissions processes.	☐	☒	☐
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.	☒	☐	☐
1.5 Ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored.	☒	☐	☐
1.6 Ensure that the admissions process gives applicants the information they require to make an informed choice about whether to take up an offer of a place on a course. This will include	☐	☒	☐

Standard	Met	Not Met – condition applied	Recommendation given
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.	☒	☐	☐
2.2 Provide practice learning opportunities that enable students to gain the knowledge and skills necessary to develop and meet the professional standards.	☒	☐	☐
2.3 Ensure that while on placements, students have appropriate induction, supervision, support, access to resources and a realistic workload.	☒	☐	☐
2.4 Ensure that on placements, students' responsibilities are appropriate for their stage of education and training.	☒	☐	☐
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.	☒	☐	☐
2.6 Ensure that practice educators are on the register and that they have the relevant and current knowledge, skills and experience to support safe and effective learning.	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
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.	☐	☒	☐
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.	☒	☐	☐
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.	☒	☐	☐
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.	☒	☐	☐
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.	☐	☒	☐
3.5 Ensure that regular and effective monitoring, evaluation and improvement systems are in place, and that these involve	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
employers, people with lived experience of social work, and students.			
3.6 Ensure that the number of students admitted is aligned to a clear strategy, which includes consideration of local/regional placement capacity.	☐	☒	☐
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.	☒	☐	☐
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.	☒	☐	☐
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.	☒	☐	☐
3.10 Ensure that educators are supported to maintain their knowledge and understanding in relation to professional practice.	☒	☐	☐
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 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,	☐	☒	☐

Standard	Met	Not Met – condition applied	Recommendation given
ongoing development and review of the curriculum.			
4.3 Ensure that the course is designed in accordance with equality, diversity and inclusion principles, and human rights and legislative frameworks.	☒	☐	☐
4.4 Ensure that the course is continually updated as a result of developments in research, legislation, government policy and best practice.	☒	☐	☐
4.5 Ensure that the integration of theory and practice is central to the course.	☒	☐	☐
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.	☒	☐	☒
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.	☒	☐	☐
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 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.	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
4.10 Ensure students are provided with feedback throughout the course to support their ongoing development.	☒	☐	☐
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.	☒	☐	☐
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.	☒	☐	☐
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.	☐	☒	☐
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	☐	☒	☐
5.2 Ensure that students have access to resources to support their academic development including, for example, personal tutors.	☒	☐	☐
5.3 Ensure that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health.	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
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.	☒	☐	☐
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.	☒	☐	☐
5.6 Provide information to students about parts of the course where attendance is mandatory.	☐	☒	☐
5.7 Provide timely and meaningful feedback to students on their progression and performance in assessments.	☒	☐	☐
5.8 Ensure there is an effective process in place for students to make academic appeals.	☒	☐	☐
Level of qualification to apply for entry onto the register			
6.1 The threshold entry route to the register will normally be a bachelor's degree with honours in social work.	☒	☐	☐

Regulator decision

Approved with conditions.

Annex 2: Meeting of conditions

210. 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](#).

211. Inspectors will undertake the conditions review and make recommendations to Social Work England's decision maker.

212. This section of the report will be completed when the conditions review is completed.

	Standard not met	Condition	Inspector recommendation
1	Standard 1.3	The education provider will provide evidence that employers and people with lived experience will be part of the planning process for admissions and the MA/PG Dip webpage will include information for candidates which outlines the admissions process.	Condition met
2	Standard 1.6	The education provider will provide evidence that: a. There are clear criteria for recognition of prior learning. b. It is made clear to students what prior learning is considered/accepted. The education provider will ensure and evidence that the course handbook has been reviewed to ensure that the content is relevant to the course.	Condition met
3	Standard 2.7	The education provider will provide evidence that they have reviewed policies and procedures that are student facing, and ensure the branding is correct and course specific.	Condition met
4	Standard 3.4	The education provider will provide evidence of their current engagement and plans to involve employers in the design and delivery of the MA	Condition met

		programme.	
5	Standard 3.6	The education provider will provide evidence of their placement capacity strategy that can provide assurances adequate placement capacity for the course.	Condition met
6	Standard 4.2	The education provider will provide evidence that demonstrates: a. Employers have been/will be involved in the design of the programme. b. the involvement of people with lived experience of social work at a strategic level on the course.	Condition met
7	Standard 4.13	The education provider will provide evidence that demonstrates how students completing the PG Dip route will gain skills and knowledge in relation to research and evaluation.	Condition met
8	Standard 5.1	The education provider will provide evidence that: a. All students are aware of how they can access occupational health services and that they are available if required. b. Careers advice will be provided to PG Dip students	Condition met
9	Standard 5.6	The education provider will provide evidence that demonstrates what happens if mandatory parts of the course are missed and how attendance is monitored.	Condition met

Findings

213. This conditions review was undertaken as a result of conditions set during course approval as outlined in the original inspection report above.

214. With respect to the condition set against standard 1.3, the education provider submitted documentary evidence demonstrating that PWLE and employers are involved in the admission process, and this is included within the student handbook. Furthermore, the admissions process is made clear to applicants on the course website.

215. With respect to the condition set against standard 1.6, the student handbook was provided. This provides applicants with the relevant information on recognition of prior learning, including a definition of experiential and accredited prior learning and credits. In addition to this, a 'Recognition of Prior Learning and Credit Transfer' policy was provided and this demonstrates how PRL is considered. In relation to part C of the condition, the course handbook has been reviewed to ensure that the content is relevant to the course and this has been amended to include accurate information in relation to DBS and occupational health.

216. With respect to the condition set against standard 2.7, the 'speak up' and whistleblowing policies were provided. The education provider has explained that the policies are university wide and not course specific and therefore would not have specific MA branding.

217. With respect to the condition set against standard 3.4, the education provider submitted stakeholder minutes and a Terms of Reference that sets out the aim of involving employers in design and delivery of the programme.

218. With respect to the condition set against standard 3.6, the education provider submitted the social work placement strategy, and this gives an overview on how they work to secure placements.

219. With respect to the condition set against standard 4.2, information was provided on the Solent Social Work Stakeholders Forum. This sets out engagement by all stakeholders in strategic development of the social work provision at Solent University, this includes employers and people with lived experience, as the condition required.

220. With respect to the condition set against standard 4.13, evidence submitted was module descriptors. These provide information on how skills and knowledge in research will be gained.

221. With respect to the condition set against standard 5.1, the student handbook was submitted which provides university wide information on how to access occupational health. Additionally, the inspectors were directed to the university wide careers service, which is available to students on the programme.

222. With respect to the condition set against standard 5.6, the course specification was provided, which contains information on modules that must be passed. In addition to this,

an attendance monitoring process was provided which demonstrated there is a clear process on monitoring attendance.

223. The inspectors' recommendation is that these conditions are now met.

Regulator decision

Conditions met.