



Inspection Report

Course provider: Bradford College

Course approval and reapproval: BA (Hons) Social Work

Inspection dates: 16-19 April 2024

Report date:	18 June 2024
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	16 July 2024
Date conditions met and approved:	07 November 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. Course details: Bradford College ('the college') wish to run a 3 year Bachelor of Arts in Social Work.

Inspection ID	BCR1
Course provider	Bradford College
Validating body (if different)	University of Bolton
Course inspected	BA (Hons) in Social Work (reapproval of current course and approval of new version)
Mode of Study	Onsite
Maximum student cohort	35
Proposed first intake	September 2024
Date of inspection	16-19 April 2024
Inspection team	Kate Springett (Education Quality Assurance Officer) Priscilla McGuire (Lay Inspector) Debbie Brown (Registrant Inspector)

Language

16. In this document we describe Bradford College as 'the education provider' or 'the college' and we describe the BA (Hons) in Social Work as 'the course' or 'the programme'

Inspection

17. An onsite inspection took place from 16 – 19 April 2024 at Bradford College, 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 students from years one to three who were studying the current BA (Hons) in Social Work. Discussions included the admissions process, support, and placements.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with college staff members including the programme lead, head of school 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. Discussions included current involvement in the course, as well as plans for future involvement.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including Bradford Council, Bradford Children and Families Trust and Leeds Street Outreach Team.

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 inspection, the inspection team were provided with documentary evidence to demonstrate that entry onto the course was considered following a holistic approach.

26. The inspection team were satisfied that admission onto the course was based on an interview, group exercise and written exercise, examples of these were provided to the inspection team during the inspection.

27. The inspection team were satisfied that assessments were designed to check applicants meet the professional standards, and could demonstrate they had appropriate ICT skills along with good command of English. Further to this, the education provider made it clear to applicants via a PowerPoint presentation that ICT skills were a requirement for entry to the course, as well as GCSE level 4 in English, or equivalent.

28. The inspection team clarified the requirement for applicants to have 100 hours of work experience during the inspection. The admissions team explained that the experience must have had some link to social work, however this was not restricted to social work and the education provider considered transferrable skills. Examples of work experience were provided which the inspection team were satisfied with. It was noted that where applicants did not meet these entry requirements, staff provided recommendations of where applicants could gain relevant experience.

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

Standard 1.2

30. Prior to inspection, the inspection team were provided with documentary evidence including the social work programme specification and the recognition of prior learning (RPL) procedures for higher education.

31. The inspection team felt it was unclear from the documentation provided what type of work experience was considered relevant, and sought examples during the inspection. The admissions team explained that applicants who had done part of another course at another institution, or had completed a course linked to social work at the college, could submit details to the quality team who consider if an applicant's experience mapped to social work. It was further explained that had an applicant completed a year in social work at another institution, consideration would be given to how previous studies could be mapped to the learning outcomes of the course. This was subject to permission from the applicant to

discuss with their previous higher education institution.

32. The inspection team heard that prior learning gained from nontraditional routes such as working in the sector for a number of years would also be considered, based on the applicant's academic ability.

33. The inspection team were assured that there were processes in place to consider recognition of prior learning (RPL) and this standard was met.

Standard 1.3

34. Evidence provided demonstrated that employers, placement providers and people with lived experience of social work (PWLE) were all involved in the interview process. However, there was a lack of evidence to demonstrate that all stakeholders were involved in other aspects of the admissions process.

35. During meetings with the course team and PWLE, the inspection team heard how the PWLE group was new and developing and therefore involvement of PWLE had been limited to date, however, there were plans for further inclusion moving forward. The inspection team met with employers and placement providers who advised that whilst they were involved in admissions, they would like to have more involvement.

36. Following a review of the evidence, the inspection team agreed the standard was met, however they are making a [recommendation](#) in relation to standard 1.3. We recommend that the employers, placement providers and PWLE be involved in review and/or development of interview questions.

Standard 1.4

37. Evidence provided prior to inspection demonstrated that applicants need to complete a health questionnaire, DBS check, and a social work declaration form. Narrative from the education provider explained each of these checks/forms were completed prior to enrolment onto the course.

38. The inspection team were able to triangulate evidence during the inspection in the meeting with the admissions staff and were satisfied that the suitability process was reviewed regularly.

39. The inspection team were assured this standard was met.

Standard 1.5

40. Prior to inspection, the admissions policy was provided which reflected policies and practice in relation to widening participation and monitoring of student intake to ensure inclusion/equality.

41. The inspection team were given examples demonstrating how the provider was trying to promote a more diverse and inclusive student cohort. For instance, by changing the social media strategy to target different groups and ensuring that publicity photos reflected the diversity of the college and local community.

42. During the inspection, the education provider was able to provide additional evidence around equality, diversity and inclusion (EDI) such as data about the characteristics of the student cohort. Examples provided demonstrated that the college has been successful in terms of their actions to increase diversity.

43. The inspection team sought information/evidence in relation to staff training around the admissions process. The admissions team confirmed to the inspection team that every member of the team underwent EDI and unconscious bias training in relation to admissions. The inspection team were advised that the education provider did not provide training for people with lived experience of social work (PWLE). However, it was made clear that the PWLE group was still in its development stages. The admissions staff explained that for interviews there would always be someone on the panel who had EDI training, and the panel would always include someone with lived experience of social work.

44. Following a review of the evidence, the inspection team agreed the standard was met, however they are making a [recommendation](#) in relation to standard 1.5. We recommend that the education provider roll out training in EDI with PWLE, as this group expands and develops.

Standard 1.6

45. Documentary evidence provided prior to inspection demonstrated that information about the course and role of social worker was provided to applicants.

46. On the inspection, the inspection team sought clarity on where applicants are given information about the professional standards and research opportunities.

47. The inspection team were informed by the course team that information on the professional standards was on the education provider's website, and further to this, applicants had a day onsite when they attended for an interview. Applicants were given a presentation which included information about the professional standards. They were also in the social work classroom, where the presentation took place.

48. The course team explained that as well as the above, the interview questions embedded the professional standards.

49. The inspection team were satisfied from discussions with the course team that at other stages of the student journey, students were given information about research interests and placement opportunities. The inspection team noted that research was embedded into the modules which were contained on the website and therefore, prior to enrollment on the course.

50. The inspection team were assured this standard was met.

Standard two: Learning environment

Standard 2.1

51. Prior to inspection, narrative was provided which explained the requirements of placement and skills days. Documentary evidence demonstrated how placements were organised to meet Social Work England requirements, and how this was communicated to students at different stages of their progress. Evidence was provided in the form of placement handbooks, programme specifications and skills days' timetables.

52. The inspection team were assured this standard was met prior to the inspection. The inspection team remained satisfied with this assessment following triangulation with students who explained they attended contrasting placements, and after discussions with practice educators.

53. The inspection team were assured this standard was met.

Standard 2.2

54. Prior to inspection, narrative was provided which stated the education provider had successful and long-standing partnerships with placement providers. Every year the practice learning co-ordinator monitored and reviewed the opportunities available to ensure they met students' needs.

55. The inspection team sought clarity that both teaching partnerships and non-teaching partnerships provided suitable learning opportunities across levels 5 and 6.

56. The inspection team noted that within the narrative there was an indication that an initial assessment for new placements was taking place. In the meeting with the course team, it was explained that new placements were carefully considered to ensure their suitability. During the education provider/placement coordination visits the placement asked relevant/suitable questions to ensure the placement was appropriate. The inspection team also heard that going forward, any new placement would go to a panel for approval.

57. It was explained that once a student was placed, the education provider evaluated the placement through mid-point meetings and placement evaluation forms. If any issues were raised, then the education provider would meet with the placement provider to discuss and resolve these.

58. This was triangulated in meetings with students and practice educators where feedback indicated that the education provider approach was positive and collaborative

59. The inspection team queried whether the placements were full time or part time as this was unclear. The course team clarified that placements take place as follows

- Level 5 students were on placement 4 days per week (7 hours per day) and had one day per week at college
- Level 6 students were on placement 3 days per week until January and then this changed to 4 days per week (7 hours per day)

60. The inspection team met with students who explained that they valued having one day a week at college during the placement and this was seen as a positive decision made by the education provider.

61. The inspection team were assured that the processes in place by the education provider ensured that students gained the knowledge and skills necessary to develop and meet the professional standards from their placements, and that this standard was met.

Standard 2.3

62. Documentary evidence provided prior to inspection demonstrated that consideration was given to students having appropriate induction, supervision, support, access to resources and a realistic workload. The placement handbook outlined different responsibilities of tutors and practice educators. The evidence provided indicated how student needs were identified and reviewed, including monitoring induction, supervision and workload.

63. The inspection team felt that this standard was met prior to the inspection, however sought triangulation of evidence during the inspection.

64. The inspection team met with staff involved in practice-based learning and placement provision and sought clarity on how workload was managed for students whilst on placement. Examples were provided to show how students were supported to cope with the demands of being on placement. This included students having one day per week in college for academic and pastoral support. It was also explained that bursaries were available to students to reduce the need for paid work, and the education provider had amended assignment lengths based on student feedback.

65. Students gave positive feedback about the quality of support, supervision and resources they receive from the college. In addition, students were aware of how to access support when required.

66. The inspection team were assured this standard was met.

Standard 2.4

67. The inspection team noted that the placement handbook indicated that supervision and review meetings were used to ensure students carried out tasks appropriate to their

capabilities. In addition, the learning agreement between the college and employers was used to ensure placement was effective and met students' needs.

68. The inspection team considered that evidence provided for standard 2.2 linked to this standard, where it is explained how placements were audited to ensure they are appropriate.

69. The inspection team asked for feedback on the quality of placements with both practice educators and students.

70. Practice educators provided positive feedback in relation to the education provider's approach. It was explained that the placement coordinator matched students to the placement, negotiated with the practice educators and worked with practice educators to ensure that practice support was individualised to meet students needs. Students in levels 5 and 6 described their placements as 'brilliant' and reported that they felt that they had developed during this time.

71. The inspection team were assured this standard was met.

Standard 2.5

72. Documentary evidence provided prior to inspection demonstrated that students undertook a readiness for practice module prior to placements.

73. The inspection team met with students and practice educators who both confirmed that students were adequately prepared for placement.

74. The inspection team were satisfied that students were well prepared for direct practice at each level of their study, with a clear process for assessment of readiness and thus, the inspection team were assured this standard was met.

Standard 2.6

75. Prior to inspection, documentary evidence was provided which demonstrated how practitioners were supported to become practice educators and maintain currency relating to this role. The college maintains a register of PEs which includes details of their qualifications and registration with Social Work England.

76. The inspection team were assured this standard was met.

Standard 2.7

77. Documentary evidence provided prior to inspection outlined the student whistle-blowing policy and procedure.

78. The inspection team met with practice educators who confirmed that students were aware of the whistleblowing policies.

79. Students also confirmed their understanding of whistleblowing policies and procedures. For example, a level 4 student explained that the head of school informed them of the

whistleblowing procedures at the beginning of the course, and this was followed up in emails. A level 6 student advised that the policy was discussed initially, and they had since been sent an updated version of the policy. It was further advised by students that they felt comfortable to speak to any of the tutors if required.

80. The inspection team were assured this standard was met.

Standard three: Course governance, management and quality

Standard 3.1

81. Narrative provided by the education provider demonstrated that there was a staffing structure in place, and this explained the lines of accountability/roles of each group. The inspection team were satisfied that there was adequate resourcing in terms of staffing.

82. Following discussions with the head of quality, and staff involved in quality assurance of the course, the inspection team were satisfied that there were clear management processes and a governance plan in place.

83. Evidence indicated that the teaching partnership and the college worked effectively together. The inspection team were reassured that the standard was met.

Standard 3.2

84. Documentary evidence provided prior to inspection included the learning agreement and placement handbook which set out the respective responsibilities of each of the parties involved in placements. Further to this, the placement handbook set out procedures to follow if concerns arose during placement.

85. The inspection team met with employer partners and placement providers. Communication between the provider and its partners was effective. The Practice Evaluation Panel (PEP) met regularly (every 4-6 weeks) and practice learning was quality assured to ensure that practice placements contributed appropriately to the curriculum.

86. The inspection team were assured from discussions with staff involved in practice-based learning, placement provision, employer partners, placement providers and practice educators that there were effective processes in place for placement breakdown. Examples were provided that the procedure that was consistently followed if and when a placement broke down.

87. The inspection team were assured this standard was met.

Standard 3.3

88. Documentary evidence provided prior to inspection demonstrated how students were individually supported to become aware of health and safety policies and support systems. Procedures were documented in the Placement Handbook and Student Induction Log.

89. The inspection team sought further information as to what policies and procedures placement providers needed to show when being assessed for suitability of placement provision.

90. The inspection team heard from staff involved in practice-based learning and placement provision that moving forward, they had plans to check all relevant policies from placement providers. This would extend to health, wellbeing and risk policies rather than only whistleblowing, which was at the time the only policy sought.

91. It was noted by the inspection team that all placement provider policies would be recorded on an agency information sheet. It was also heard that policies would be made available to students, however it was their own responsibility to read this as part of their induction.

92. The inspection team were assured this standard was met.

Standard 3.4

93. Prior to inspection, narrative was provided to state “Bradford College is part of the Bradford Teaching Partnership, along with Bradford Council and Bradford University. The skills days are co-run with the University and co-presented by the Principal Social workers for both Adults and Children.”

94. The education provider further stated that social workers delivered guest lectures on the course, and they provided resources for students to use.

95. The inspection team noted that the education provider worked with Bradford Teaching Partnership on a regular basis where discussions and consultations around the course content/curriculum were had, and training to practice educators was delivered jointly across the teaching partnership.

96. The inspection team were assured this standard was met.

Standard 3.5

97. Documentary evidence provided demonstrated that Bradford teaching partnership members/employers sat on the placement evaluation panel, and minutes of a meeting were provided. There is also evidence of input from the external examiner in terms of quality improvement.

98. Students confirmed that they were involved in evaluation/improvement of the course as they provided feedback via representatives, student council and module evaluation. Examples were given where feedback provided by students had been implemented/acted upon by the education provider.

99. The inspection team heard from the course team that the PWLE group was not fully developed. The limited number of PWLE members that met with the inspection team were unable to explain any involvement in monitoring, evaluation and improvement, however there was a plan in place to address this moving forward. The inspection team felt that to

meet the standard, more evidence of involvement of PWLE and employers was required, particularly with respect to monitoring and review of the course.

100. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 3.5 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 3.6

101. Documentary evidence was reviewed prior to the inspection. This included minutes from management meetings and an overview of employment trends for social workers across the region.

102. During the inspection, the senior management team outlined the range of engagement/marketing strategies used to recruit new students. This included careers fairs, open events and collaborative campaigning with the local authority.

103. The inspection team were satisfied that consideration was given to placement capacity. This was because the education provider worked collaboratively to identify workforce needs and the target number of 35 students per year was considered to be reasonable. Information provided by the senior management team in relation to collaboration with employers on placement needs was triangulated in the meeting with employers.

104. The inspection team were assured this standard was met.

Standard 3.7

105. Prior to inspection, the inspection team reviewed the course leader's registration status and confirmed they were a registered social worker.

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

Standard 3.8

107. Documentary evidence provided by staff CVs demonstrated that the staff were experienced and appropriately qualified to deliver/teach the course.

108. The inspection team noted that the CVs included indicated predominantly children and families social work backgrounds. During the inspection, the inspection team met with the course team to discuss experience across the team.

109. The course team advised that whilst only one member of the teaching team was from an adults' social work background, they ensured that there was a balance of adults' and children's content across the course. Additionally teaching staff with experience in children and families social work co-taught on adult modules.

110. The course team informed the inspection team that practice educators from adult services delivered teaching and were involved in skills days.

111. The inspection team met with students where the information provided by the course team was triangulated. It was confirmed during the meeting that during both adults' and children's modules, the education provider had regular visits from external contributors on a weekly basis, and students felt that these sessions were considered to be high quality.

112. The inspection team were satisfied that there is an appropriate staff to student ratio.

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

Standard 3.9

114. Documentary evidence provided prior to inspection included the education provider's programme annual monitoring report (AMR) and external examiner reports. The inspection team felt the evidence provided demonstrated how student performance, progression and outcomes were monitored and measured against the college's master targets and averages.

115. The inspection team sought further information in relation to analysis of attainment gaps related to EDI characteristics.

116. The course team explained that given they had small cohorts, attainment gaps could fluctuate based on one or two students and as a result the EDI data could be difficult to interpret. Despite this, the inspection team were satisfied that the education provider considered and acted on any issues that they identified in relation to specific individual characteristics. Examples were provided to show how the education provider had strategies in place to reduce attainment gaps, such as considering the nature of assessments to reflect different needs of students.

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

Standard 3.10

118. Prior to inspection, the education provider provided narrative to show that educators were supported to maintain their knowledge and understanding in relation to professional practice. Examples provided included tutors being required to spend 3 days in practice to ensure currency of knowledge, team members having 70 hours of scholarly activity per year and team members having the opportunity to read new books, journals and research articles.

119. During the inspection, the course team provided insight into the professional development review objectives and explained that targets were set in relation to courses, strategic objectives and research, and reviewed within reasonable time periods.

120. Evidence was triangulated during the inspection, and the inspection team heard how the course team were supported in their research interests and personal development. The inspection team were further advised that there was sufficient opportunity for development

and an example was provided in relation to one member of the team being supported to complete a teaching qualification.

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

Standard four: Curriculum assessment

Standard 4.1

122. Documentary evidence provided prior to inspection outlined course modules and module content.

123. The inspection team felt that there was an appropriate range of modules, and it was made clear by the education provider that professional skills were developed through skills days and practice placement.

124. The inspection team were satisfied that the course content and delivery equipped students with the tools necessary to meet the professional standards.

125. The inspection team were able to triangulate documentary evidence received when they met with practice educators as they explained how students developed their knowledge, and how theory came alive when on placement.

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

Standard 4.2

127. Evidence provided by the education provider showed that Bradford teaching partnership/employers were involved in all stages and levels of the programme, and additionally, students were involved in improvements to the programme.

128. The inspection team met with employer partners and placement providers and sought evidence of their involvement in relation to the design, ongoing development, and review of the curriculum. Information provided by practice educators was that they were involved in developing modules/course content but there was no involvement in planning or review of the teaching/learning resources. The inspection team were informed that there was a curriculum review group, however this was a work in progress and to date they had not had much involvement in this.

129. The inspection team also met with PWLE and were informed that the curriculum development took place prior to their recruitment, therefore this could not be done in retrospect. As mentioned in standard 1.5 the education provider had, at the time of inspection, recently introduced PWLE to the programme and they currently lacked involvement. The inspection team understood from the education provider that there was a structure in place for review moving forward.

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. Prior to inspection, evidence was provided which demonstrated that the education provider had considered EDI principles, and human rights and legislative frameworks and this was evidenced in the course module content.

132. The inspection team agreed that it was clear from module descriptors how EDI was delivered and assessed within teaching. Furthermore, it was noted that specific modules promoted equality and diversity learning, for example the equality, empowerment and rights module and the values, law and justice module.

133. The inspection team met with the course team where evidence was triangulated. The course team discussed what reasonable adjustments were made, and if any other inclusive approaches for students were in place.

134. The course team were able to provide examples of how they could be flexible to meet the needs of students and/or make reasonable adjustments, such as planned games being adaptable for those with a physical disability. The course team advised they looked at being inclusive in everything they did.

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

Standard 4.4

136. Evidence provided prior to inspection demonstrated to the inspection team that the course had recently been reviewed and updated. There was evidence to show the introduction of new modules and revision of old ones, showing how recent developments in local and national policy and practice had been incorporated.

137. During the inspection the inspection team learned that the education provider reviewed module content and delivery each year, as well as ensuring reading lists were kept up to date.

138. The inspection team met with the course team where they were satisfied the course was 'future proofed' as the modules were flexible enough that the education provider could review and adapt.

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

Standard 4.5

140. The inspection team were provided with module descriptors which showed a range of ways in which theory and practice were taught and assessed. The inspection team felt that theory and practice and preparation for professional practice were incorporated well into course design.

141. The inspection team were assured this standard was met prior to inspection and were able triangulate evidence during the inspection when meeting with practice educators, and in discussions with the education providers' librarian.

Standard 4.6

142. Prior to inspection, narrative was provided which stated that in student placements, the students were provided with opportunities to work alongside other professionals, this included but was not limited to nurses, community workers and teachers. This evidence was triangulated during the meeting with employers where examples were provided showing a range of interprofessional opportunities on placement.

143. It was further explained in narrative provided that students have the opportunity to learn from other professionals during the skills days.

144. During the inspection, the inspection team heard from the course team that students have shared sessions with other students, for example there was co-delivery of psychology modules, and this gave an opportunity to learn alongside other students.

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

Standard 4.7

146. Evidence submitted prior to inspection demonstrated that the hours spent in structured academic learning under the direction of an educator and independent study time were both appropriate.

147. The inspection team met with students who explained they felt there was an appropriate balance in their study time.

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

Standard 4.8

149. The inspection team felt that evidence provided prior to inspection gave an overview of a range of assessments and noted that the external examiner was positive about the assessment practice of the education provider.

150. The inspection team felt that, based on documentary evidence there was a range of assessments and that those who completed the course would have the knowledge and skills necessary to meet the professional standards, however the inspection team wanted to explore what measures were in place to provide alternatives to assessment methods where this was a reasonable adjustment for student.

151. The inspection team met with the course team and discussed the accessibility and inclusivity of assessments. The course team felt strongly about developing more inclusive approaches to assessments, and thus they had moved away from having mainly academic assignments.

152. In relation to making necessary adaptations to assessments, examples were provided such as adding subtitles to videos, or providing support to students where English was not a student's first language. The course provider added they were open to developing assessment methods, and they carefully considered what types of assessments to use depending on the needs of the students, which prevented any barriers to completing assessments.

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

Standard 4.9

154. The education provider provided narrative which made it clear to the inspection team what expectations were for students in relation to assessments in each year of study, this was reflected the placement handbook, module handbook and module specifications.

155. The evidence provided demonstrated that module descriptors showed the need for students to progress in knowledge and skills across the programme. In addition, practice-based learning was progressively complex, reflecting the need for statutory tasks at final placement level.

156. The inspection team agreed that prior to inspection, the evidence provided showed that assessments were appropriately matched to students' level of study and therefore, the standard was met.

Standard 4.10

157. The education provider explained in narrative prior to the inspection that both formative and summative feedback was offered to students throughout the course, including during practice-based learning.

158. During the meeting with practice educators, examples were provided showing how and when feedback was provided to students on placement. Evidence to support feedback during placement was shown in the mid-point review form.

159. Students confirmed that they received timely feedback about their written work. They also confirmed that the 20 day deadline for the provision of feedback was also routinely met. The inspection team agreed that this standard was met.

Standard 4.11

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

161. The inspection team were satisfied that the external examiner the education provider appointed was appropriately qualified, registered with Social Work England, and experienced to oversee the course assessment and marking methods.

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

Standard 4.12

163. Evidence provided prior to inspection demonstrated that students received feedback about their course work using the college's tutorial system, this was where student progression was monitored by a personal tutor.

164. Students spoke positively about tutors. They explained that they were comfortable asking questions and felt that their tutors always had time for them.

165. Evidence provided prior to inspection showed that practice educators and practice learning tutors provided feedback in relation to placements, and this was done on a regular basis. The inspection team met with practice educators and heard that feedback provided was consistent.

166. It was heard that feedback provided was always constructive and this was confirmed in the meeting with students.

167. In addition to progression on the social work course, the inspection team also heard from careers staff in relation to how they were involved when students were considering progression onto different routes.

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

Standard 4.13

169. The program included an evidence-based practice module, and this was described by the education provider in their narrative. The inspection team agreed that this module developed students' ability to use research both critically and effectively with reference to social work practice and lifelong learning.

170. The inspection team met with the course team who advised that they encouraged students' research. It was also explained that there were support systems in place to support students using research and reflecting on this in their writing.

171. Students advised the inspection team that they had good resources available for researching, and practice educators offered advice in relation to relevant research which was useful.

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

Standard five: Supporting students

Standard 5.1

173. Prior to inspection, evidence was provided to demonstrate that students had access to resources to support their health and wellbeing. Resources included but were not limited to, student services, careers advice, disability support, counselling support and mental health and wellbeing support. Meetings with students and support staff confirmed that the range of support resources met students' needs.

174. The inspection team met with students who felt that support was available, accessible and met their needs.

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

Standard 5.2

176. Evidence provided showed that students have access to resources to support their academic development. At the inspection, the education provider showed the inspection team their virtual learning environment (VLE) which demonstrated there were adequate resources for students.

177. Library services were also available to students, the inspection team met with academic support services who explained that there were both physical and online resources available. In addition to reading materials, the library has academic practice coaches and there is support available to assist students to develop their study skills such as referencing and writing skills.

178. As mentioned in standard 4.12, the education provider has a tutor system in place which students felt was beneficial and effective.

179. The inspection team triangulated evidence with students who felt supported academically.

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

Standard 5.3

181. Evidence was provided prior to inspection to demonstrate that processes were in place to ensure initial suitability for social work education and that fitness to practice and disciplinary procedures were available to deal with any conduct which raised concern.

182. The inspection team sought clarity from the course team in relation to how the education provider ensured ongoing suitability of students' conduct, character and health. It was explained that the course team made it clear to students that they must inform them if any issues arose which may impact their suitability.

183. In the lead up to placement, students must declare any conflict of interest connected to the placement. The course team were able to provide an example where a student let them know about potential suitability issues. It was also confirmed that DBS checks were completed prior to students beginning placement.

184. The course team explained that whilst students were not asked to complete/update the forms on an annual basis, students were encouraged to inform the course team if any circumstances change and examples of this were provided.

185. Following a review of the evidence, the inspection team agreed the standard was met, however they are making a recommendation in relation to standard 5.3. We [recommend](#) that the education provider consider a follow up declaration statement to confirm any

changes to student circumstances which may affect their suitability, every year on enrolment.

Standard 5.4

186. Narrative provided prior to inspection explained that all students were supported with any reasonable adjustments both whilst at college and on placement.

187. Documentary evidence provided included a learning support agreement which covered academic study and a placement support agreement which covered practice-based learning.

188. The inspection team triangulated evidence with students who provided examples of when reasonable adjustments had been made.

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

Standard 5.5

190. Documentary evidence provided prior to inspection included the programme handbook which provided information to students in relation to career pathways, assessments, curriculum and placements.

191. Narrative provided by the education provider stated that at the beginning of each year, students were verbally informed about their route through the course and into employment, registration and the continued professional development (CPD) requirements when qualified. This was then covered in level 6 module content.

192. The inspection team triangulated evidence with careers staff and students. Students confirmed they were provided with information in relation to CPD, careers and the Assessed and Supported Year in Employment (ASYE).

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

Standard 5.6

194. Narrative provided by the education provider stated that all students were expected to fully participate in their programmes of study and attend all timetabled activities.

195. The education provider had attendance policies in place, and information about the policies were communicated to students through the programme handbook. In addition, practice educators gave examples of how this worked in practice when students' attendance was not in line with the policy.

196. The inspection team also met with staff from the quality team who spoke about the robust system which was in place at the college for monitoring attendance and the follow up actions which were in place.

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

Standard 5.7

198. Prior to the inspection, the education provider provided narrative explaining at what stages of the programme feedback was provided, and how this was presented to students.

199. The inspection team met with students, and it was confirmed feedback was always provided on time and that they were happy with the quality of the feedback on assessments. Students gave examples of improving following feedback. Additionally, students explained that they were able to access their progress on the VLE which contained results information.

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

Standard 5.8

201. Documentary evidence provided demonstrated that the education provider had an academic appeals procedure, and this information was available to students on the VLE and in the student handbook.

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

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

Standard 6.1

203. As the qualifying courses are a BA (Hons) in Social Work, the inspection team agreed that this standard is met.

Proposed outcome

The inspection team recommend that the courses be approved with conditions. These 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	Standard 3.5 and 4.2	The education provider will: a. Provide evidence, for example terms of reference about how PWLE will be involved in monitoring and review of the course. b. put in place/implement arrangements to ensure employers are represented throughout/involved in all stages of course development, monitoring and review.	16 th October 2024	Paragraph 97 and Paragraph 127

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	Standard 1.3	The inspectors are recommending that that the employers, placement providers and PWLE are included in review and/or development of interview questions.	Paragraph 34

2	Standard 1.5	The inspectors are recommending that the education provider ensure that PWLE who are involved in the selection process have EDI training.	Paragraph 40
3.	Standard 5.3	The inspectors are recommending that the education provider consider a follow up declaration statement to confirm any changes to student circumstances which may affect their suitability, every year on enrolment.	Paragraph 181

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 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	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
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.	☒	☐	☐
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	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
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 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	☐	☒	☐

Standard	Met	Not Met – condition applied	Recommendation given
of social work are incorporated into the design, 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.	☒	☐	☐
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	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
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.	☒	☐	☒
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

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](#).

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

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

	Standard not met	Condition	Inspector recommendation
1	3.5 and 4.2	The education provider will: a. Provide evidence, for example terms of reference about how PWLE will be involved in monitoring and review of the course. b. put in place/implement arrangements to ensure employers are represented throughout/involved in all stages of course development, monitoring and review.	Condition met

Findings

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

With respect to the condition set against standard 3.5 and standard 4.2 the education provider submitted narrative and documentary evidence demonstrating that an Integrated Social Work Development and Monitoring Group (ISWDMG) had been formed which included people with lived experience of social work, and employers.

Terms of Reference were provided along with agenda templates for when the group meet 3 times per year.

The evidence submitted provided a sound framework for embedding PWLE and employers in all aspects of the course.

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

Regulator decision

Conditions met.