

Inspection Report

Course provider: University of Leeds

Course approval: BA (Hons) Social Work and MA Social Work and PGDip (exit route)

Inspection dates: 18th – 21st April 2023

Report date:	8 th June 2023
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	7 th August 2023
Date conditions met and approved:	12 th March 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, 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 perception 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 to 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, approved without conditions or that it does not meet the criteria for approval. Where the course has been previously approved we may also decide to withdraw 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 regulatory decision about the approval of the course.
13. The final 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. The university of Leeds BA (Hons) Social Work and MA Social Work and PGDip (exit route) courses were inspected as part of the Social Work England reapproval cycle; whereby all course providers with qualifying social work courses will be inspected against the new Education and Training Standards 2021. The course provider is currently teaching out the MA Social Work and PGDip (exit route) course in its current form and plans to close the course. At the time of inspection there was a very small number of postgraduate students in the second year of their studies, and none in the first.

Inspection ID	ULER1
Course provider	University of Leeds
Validating body (if different)	N/A
Courses inspected	BA (Hons) Social Work and MA Social Work and PGDip (exit route)
Mode of study	Full time
Maximum student cohort	45 BA (Hons) Social Work 20 MA Social Work and PGDip (exit route)
Date of inspection	18 th – 21 st April 2023
Inspection team	Daisy Bragadini Education Quality Assurance Officer Sam Jameson Education Quality Assurance Officer Lyn Westcott (Lay Inspector) Mary Macdonald (Registrant Inspector)
Inspector recommendation	Approved with conditions
Approval outcome	Approved with conditions

Language

16. In this document we describe the University of Leeds as ‘the education provider’ or ‘the university’ and we describe the BA (Hons) Social Work and MA Social Work and PGDip (exit route) as ‘the course’ or ‘courses’.

Inspection

17. An onsite inspection took place from 18th – 21st April 2023 in Leeds at the main university campus where the social work team is based. As part of this process the inspection team planned to meet with key stakeholders including students, course staff, employers, and people with lived experience of social work.

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

Conflict of interest

19. No parties disclosed a conflict of interest.

Meetings with students

20. The inspection team met with 4 students from the undergraduate route, from each year of study, and one student from the postgraduate route, from their last year of study. The majority of the students the inspection team met with were student representatives. Discussions included their practice placements, the curriculum, support at university and on placements, and both the feedback they received and provided on their courses.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from the teaching team, staff involved in practice placements, senior managers, specialist support staff and staff involved in admissions.

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 in admissions processes, management meetings and assessment. Discussions included how they were involved in providing feedback on the course and curriculum, their involvement in admissions and interviewing, how well supported they felt, training they received and assessment of students.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including the Leeds and Wakefield Social Work Teaching Partnership and employer partners from the local authorities. The inspection team also met with a placement provider representative from the private, voluntary, and independent sector. Discussions included the policies and processes provided by the university to facilitate and manage placements, communication, support, and input into the oversight of the courses.

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. During both the initial documentary review and the meeting held with staff involved in admissions, a holistic assessment process was evidenced. Initial checks by the wider admissions team ensured applicants' qualifications met the entry criteria, with involvement from the admissions tutor if discretionary decisions were required. A written exercise based on a case scenario and completion of an online referral form was used to assess applicants' skills and potential, and an interview was conducted online. Candidates were required to participate in a group exercise which was marked by the assessing panel, and the inspection team reviewed the interview questions and admissions process. The inspection team were assured that the standard was met.

Standard 1.2

26. Prior to the inspection, the inspection team were provided with the questions used during the interview which supported the consideration of prior relevant experience of candidates. During the meeting held with staff involved in admissions, the inspection team heard how staff differentiated between the expectations of prior relevant experience for the undergraduate and postgraduate routes. In addition, staff explained how they looked for evidence that candidates were able to make links between their prior relevant experience and the role of the social worker, collaboration with others and punctuality, for example. The inspection team agreed that this standard was met.

Standard 1.3

27. The Inspection team were able to review a range of evidence which illustrated the involvement of relevant stakeholders in the admissions processes. The inspection team met with the group of Experts by Experience who described their involvement in the admissions process of reviewing the written exercise and forming part of the interview panel alongside practitioners and academic staff. Through participation in the Programme Management Group, members of the Experts by Experience group had been involved in changing the interview questions. During the meeting held with employer partners the inspection team heard from members of the teaching partnership who detailed their roles within admissions and how they supported the assessment of candidates. The inspection team were satisfied that this standard was met.

Standard 1.4

28. Prior to the inspection, the inspection team were able to review the process the university followed to assess the suitability of applicants to the courses. Applicants were provided with a link to a webpage which provided them with information about the requirement for an occupational health check and criminal convictions check. Applicants were required to complete a declaration form which covered aspects of health, conduct and character. Where disclosures were received through the DBS process or the Social Work Student Declaration, employer partners were consulted with to ensure the suitability of students to complete their placements and the course. The inspection team agreed that this standard was met.

Standard 1.5

29. The inspection team were provided with the Equality and Inclusion Framework 2020-25 and informed that the policy was embedded within the admissions processes. Applicants were encouraged to declare any health needs or impairments prior to the interview and university staff, including specialist support staff, were prepared to respond effectively. Discussions held with admissions staff revealed an informal though responsive approach to the training needs of people with lived experience of social work. Employer partners within the admissions panel were provided with briefing sessions prior to the interviews, although training was not provided for this group. During the meeting with the admissions team the inspection team explored data collection and analysis of demographics of applicants in relation to equality, diversity and inclusion. They heard that currently the team do not routinely collect and analyse the outcomes of applicants in relation to protected characteristics, although they were aware that this was an area for development and had

the potential to enable them to inform their future processes. The inspection team agreed that this standard was met.

30. Following a review of the evidence, the inspection team is making a recommendation in relation to standard 1.5, and the detail can be found [here](#).

Standard 1.6

31. Prior to the inspection, the inspection team reviewed information provided to applicants on the undergraduate webpage and the presentation slides used at the School's open days and interview days. The course website for the undergraduate programme contained information about the course structure, delivery and assessment, and some information about placements. Candidates were provided with the opportunity to ask questions about their course at the interview stage and were provided with contact details of the admissions tutor.

32. The inspection team were provided with the link to the Undergraduate Admissions Policy 2019, which did not reflect the current regulator. Prior to the inspection, the inspection team reviewed the presentation slides which were used at open days and sent to all applicants of the courses. The inspection team were informed that the slides were occasionally reviewed although they did not reflect the current regulatory position and required updating. The presentation lacked information about the discovery modules on the undergraduate course that students could choose from and further information in relation to the professional standards and eligibility for registration with Social Work England.

33. 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 these courses. Consideration was given as to whether the finding identified would mean that the courses would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the courses would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the courses would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard two: Learning environment

Standard 2.1

34. Preceding the inspection, the inspection team were provided with the Leeds and Wakefield Social Work Teaching Partnership (LWSWTP) Memorandum of Understanding. This set out the commitment by the local authority to provide statutory placements for students on both courses, including 2 statutory placements for the postgraduate route. The

inspection team were also able to review the placement information website which contained comprehensive information about placements for students and practice educators. Students were supported to ensure they completed contrasting placements and were guided to choose between adults or children and families social work placements to achieve that contrast.

35. The inspection team were provided with the Placement Attendance Grid used to record placement attendance. However, this document indicated the minimum number of days for both first and second placements as 50 and 70 days. The Practice Educator Manual also referred to potential reduction of placement days which were implemented during the pandemic. This document has since been updated and resubmitted as evidence which reflects the accurate number of placement days as 70 and 100.

36. Prior to and during the inspection the inspection team requested evidence which would provide clarity in relation to the skills days students were expected to complete. They were provided with an Overview of Skills Days document which the inspection team determined did not provide sufficient detail or clarity on the provision of 30 skills days for both courses.

37. Following a review of the evidence, the inspection team is recommending that conditions are set against 2.1 in relation to the approval of these courses. Consideration was given as to whether the finding identified would mean that the courses would not be suitable for approval. However, it is deemed that conditions are appropriate to ensure that the courses would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the courses would not be required. Full details of the conditions, its monitoring and approval can be found in the [conditions table](#).

Standard 2.2

38. The inspection team were able to review the Memorandum of Understanding document for the teaching partnership which clearly outlined the requirements and expectations in relation to appropriate practice learning opportunities. This included the expectations in relation to statutory placement provision. The practice learning agreement process was used to identify and record learning opportunities. During the meeting held with students the inspection team heard about the range of learning opportunities provided to students through their placements and they felt there was sufficient evidence to support them to meet the professional standards. The inspection team concluded that this standard was met.

Standard 2.3

39. Prior to the inspection the inspection team reviewed the frameworks in place for students to receive induction, supervision, support, and a realistic workload. The Practice Learning Agreement and interim review were used to establish and plan for the needs of students and were used to identify and address concerns and implement action plans. The students on the courses were provided with recall days from their placements which provided an additional opportunity for them and their tutors to address issues of access to resources, support, and a realistic workload. During the meeting held with students the inspection team explored how useful students found the recall days and heard how they provided a time to request help from the university if necessary. The inspection team agreed that this standard was met.

Standard 2.4

40. The Practice Learning Agreement clearly identified where students, alongside their practice educators and personal tutors, agreed the work which they were expected to undertake whilst on placement. The inspection team reviewed documentation within the learning agreement which provided opportunity for workload to be managed and balanced appropriately. The interim review meeting provided the main point at which workload and progress was reviewed, and changes and adjustments planned for. During the meetings held with students and practice educators, the inspection team heard clear examples of how individual students' needs were supported by practice educators. These examples included cases of workload being increased or placements being changed, where this was deemed appropriate to align to the stage of training. The inspection team determined that this standard was met.

Standard 2.5

41. Preceding the inspection, the inspection team reviewed the Readiness to Practice Interview Marking Schedule document which outlined the stages of assessment students were required to complete prior to being ready for their placement. Students were expected to complete 20 days of work experience including shadowing a social worker. In addition, students completed an interview with a person with lived experience of social work and were assessed on their understanding of the professional standards and professional capabilities framework (PCF). A declaration of suitability and DBS check were assessed, along with their attendance record, as part of this process. The inspection team were assured that this standard was met.

Standard 2.6

42. The inspection team were provided with evidence of how the placement team collected and monitored details of the offsite practice educators they provided for students. Although this audit process included some relevant information, it did not include details of current knowledge, skills and experience and continued professional development, for example. The inspection team heard how the Quality Assurance in Practice Learning (QAPL) feedback processes involving students and placement providers aspired to reflect the effectiveness of offsite practice educators. Although the expectations for onsite practice educators was identified within the LWSWTP Memorandum of Understanding, the inspection team were unable to identify how the university maintained oversight of the registration, knowledge, skills and experience held by them. The inspection team concluded that a more robust system was required to ensure this standard could be met.

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

Standard 2.7

44. Preceding the inspection, the inspection team reviewed a range of evidence which illustrated the ways in which the course team ensured policies were in place to address whistleblowing and the reporting of unsafe behaviour. The inspection team reviewed the policy on Dignity and Mutual Respect which contained the procedures in relation to student and staff complaints. The Programme Handbook for each course outlined the processes which should be followed including the provision of Freedom to Speak Up Guardians, and ways to report concerns. The inspection team reviewed the presentation which was delivered in collaboration with local authority partners and dealt exclusively with the issue of whistleblowing before each placement. During the meeting held with students the inspection team were assured that they were aware of the policies in place and knew how to raise a concern and the support available to them. The inspection team agreed that this standard was met.

Standard three: Course governance, management and quality

Standard 3.1

45. In relation to this standard the inspection team reviewed a range of evidence which illustrated the organisational structure at the university which covered the roles, responsibilities, and lines of accountability. These documents included the Programme Handbook, organisational chart, the social work team structure, the Faculty and School committee structures and the Terms of Reference for the university's council. The inspection team were provided with minutes from a Curriculum Review Day Meeting held with the LWSWTP, along with the Terms of Reference for the Curriculum Review Group.

46. However, the inspection team concluded that there was a lack of evidence to show the detail of the work undertaken and completed by the various committees and review groups which could have illustrated the quality management of the course. For example, the inspection team reviewed the Undergraduate Programme Review document which included an action plan but were unable to see how actions had been followed up or the most recent review conducted.

47. Following a review of the evidence, the inspection team is recommending that a condition is set against 3.1 in relation to the approval of these courses. Consideration was given as to whether the finding identified would mean that the courses would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the courses would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the courses would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 3.2

48. Prior to the inspection the inspection team were able to review the LWSWTP Memorandum of Understanding which established the agreement between the university and local authority placement partners. The Professional Practice Module Handbook outlined the procedures which were followed when placements broke down, which placement providers receive before placements start. The inspection team were also provided with the process which was followed to support students who were required to return to a placement. This process outlined ways in which support was provided to them to gain the necessary skills to meet the professional standards.

49. During the inspection the inspection team met with local authority placement providers and requested an additional meeting to include a representative from the private, voluntary, and independent sector. These meetings provided evidence for the inspection which illustrated the working relationships with placement providers and how plans for contingency were managed.

50. The Professional Practice Module Handbook was referred to as being a central document to establish the details of the agreements held with placement providers.

However, it contained numerous references to the previous regulatory body including the inaccurate associated standards. The inspection team concluded that this standard was not met.

51. Following a review of the evidence, the inspection team is recommending that a condition is set against 3.2 in relation to the approval of these courses. Consideration was given as to whether the finding identified would mean that the courses would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the courses would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the courses would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 3.3

52. The inspection team reviewed the social work placement website where students, practice educators and placement providers were able to locate relevant policies, guidance, handbooks, and templates. In addition, the inspection team were able to review the Student Placement Induction Template which was used within the LWSWTP. During meetings held with placement providers and students the inspection team were assured about the appropriate provision of policies and procedures in relation to students' health and wellbeing. Students were able to describe sources of support and how to access them and the inspection team heard about an example of how a whole social work team had been supported during a particularly challenging event. The inspection team concluded that this standard was met.

Standard 3.4

53. Prior to the inspection the inspection team were provided with the draft Terms of Reference for the Curriculum Review Group which described the manner in which the course team worked with employer partners within the teaching partnership. Representatives from the teaching partnership were invited to be part of the practice assessment panels to assess students' portfolios, and others were invited to be involved in teaching on the course. The inspection team were provided with minutes from the Curriculum Review Group and heard that the next meeting had been postponed twice and was due to be held in the summer. During the meeting held with employer partners the inspection team heard that social workers from the local authority were involved in a curriculum working group and other practitioners engaged in teaching on the courses. The inspection team determined that this standard was met.

Standard 3.5

54. Within the Student Support Handbook, the inspection team were able to see the range of mechanisms used to collect feedback from students about various aspects of their course. These mechanisms included the personal tutoring system, module evaluations and the student and staff partnership forum. During the meeting held with students, the inspection team met with some student representatives from the courses who reflected overall on a responsive and useful set of processes in place.

55. Prior to the inspection the inspection team reviewed the Terms of Reference for the Curriculum Review Group, the Programme Management Group, and the Student Staff Partnership. The inspection team were also provided with meeting minutes from the Curriculum Review Day meeting and heard from both employer partners and people with lived experience of social work during the inspection. During these meetings the inspection team heard that people with lived experience of social work participated in the Programme Management Group and felt their ideas and perspectives were listened and responded to. Employer partners were able to comment on their involvement in the course's monitoring evaluation and improvement processes. The inspection team reviewed evidence of involvement from the private voluntary and independent employer partners which illustrated their involvement in placement provision and internal programme revalidation. The inspection team were assured that this standard was met.

Standard 3.6

56. Preceding the inspection, the inspection team were provided with the LWSWTP Memorandum of Understanding. This agreement covered areas of provision of staff to support admissions processes, supported market planning and workforce planning, and aligned this to student numbers and service need in the future. The inspection team met with senior managers during the inspection and heard confirmation of the role the teaching partnership played in ensuring placement numbers were aligned to student numbers, and that quality of placements for students in the region was a priority. The inspection team agreed that this standard was met.

Standard 3.7

57. Prior to the inspection the inspection team were provided with the CV for the lead social worker for the courses. This provided clear information which illustrated the appropriate qualifications and experience and current registration with Social Work England was confirmed. The inspection team confirmed that this standard was met.

Standard 3.8

58. Within meeting minutes submitted prior to the inspection, the inspection team noted that the course team had experienced some significant staff changes. During the meeting with senior managers, the impact of this was explored from a perspective of resourcing. The inspection team were reassured that staff who had left, had been replaced. Meetings held with the course team and students provided further evidence of appropriate staff resourcing levels including in relation to experience and qualifications. The numbers of staff compared to the numbers of students was matched appropriately and the inspection team were assured that the courses were resourced effectively. The inspection team concluded that this standard was met.

Standard 3.9

59. In relation to this standard the inspection team were provided with the external examiner reports and the Terms of Reference for the School Taught Student Education Committee. Additionally, the inspection team were referred to the Module Assessment Board Report Form and a document providing an overview of the mechanisms used to collect and analyse student data.

60. The inspection team explored questions of data evaluation and analysis with the course and the senior management team during their meetings. The inspection team felt there was a lack of data collected at course level in relation to outcomes for social work students specifically, including data on equality, diversity, and inclusion. The inspection team concluded that there was a lack of evidence that data collected at School level was used to inform the social work courses.

61. Following a review of the evidence, the inspection team is recommending that a condition is set against 3.9 in relation to the approval of these courses. Consideration was given as to whether the finding identified would mean that the courses would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the courses would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the courses would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 3.10

62. Prior to the inspection the inspection team reviewed documentary evidence which outlined a staff appraisal process which encompassed a review of workload and scholarly activity. Staff were allocated time for continuing professional development opportunities which included the opportunity to apply for funding to support them. Programme leads and

new staff were provided with some internal opportunities and the inspection team heard about a conference staff were able to attend, curated for the faculty. The inspection team agreed that this standard was met.

63. Following a review of the evidence, the inspection team is making a recommendation in relation to standard 3.10, and the detail can be found [here](#).

Standard four: Curriculum assessment

Standard 4.1

64. Prior to the inspection the inspection team were provided with the Assessment Strategy Document and module descriptors, which illustrated the mapping between the learning outcomes and the professional standards and relevant frameworks.

65. During meetings held with practice educators, students and placement providers, the inspection team were provided with evidence of a knowledge base which indicated that the course was designed to enable students to develop the necessary knowledge and skills.

66. During the review of the documentary evidence the inspection team highlighted the requirement for student facing documentation for the postgraduate course to be updated as it did not reflect the current regulatory environment. The inspection team agreed that this standard was met.

67. Following a review of the evidence, the inspection team is making a recommendation in relation to standard 4.1, and the detail can be found [here](#).

Standard 4.2

68. Preceding the inspection, the inspection team were provided with the terms of reference for the Curriculum Review Group and the Programme Management Group. The inspection team understood that students, placement providers and people with lived experience of social work participated in these meetings. They also heard about the involvement people with lived experience of social work had in the university's admissions processes.

69. However, during the meetings held within the inspection the inspection team heard that the schedule set for holding these meetings had been disrupted and postponed at different points.

70. This meant the inspection team felt unable to conclude that there was sufficient evidence available to show how relevant stakeholders were involved in the design, ongoing development, and review of the curriculum, and that this standard was not met.

71. Following a review of the evidence, the inspection team is recommending that a condition is set against 4.2 in relation to the approval of these courses. Consideration was given as to whether the finding identified would mean that the courses would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the courses would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the courses would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 4.3

72. The inspection team were provided with a link to the Equality and Inclusion Unit, a university wide resource and strategy which supported the design of the course in relation to relevant principles and legislation. The inspection team reviewed evidence of how students were able to access support for their learning and the processes which were followed if action plans were necessary. Following a review of the module content for both the courses the inspection team were confident that the structure of the course enabled students to learn according to their needs and abilities. The inspection team determined that this standard was met.

Standard 4.4

73. During the inspection the inspection team explored with the course team how they ensured their course was continually updated. Examples from teaching resources such as reading lists and teaching materials provided further evidence and the inspection team heard how practice models were incorporated into teaching through employer partners' involvement through the teaching partnership. The inspection team noted that intersectionality was one area which was well represented in reading materials, for example. The inspection team met with practice educators who provided examples of how they supported students to utilise and adopt models and theories reflecting best practice. The inspection team were satisfied that this standard was met.

Standard 4.5

74. In relation to how the course team ensured theory and practice were integrated within the courses, the inspection team reviewed the module descriptors and the assessment

strategy, which highlighted the importance of the application of theory. Examples were provided and included students being required to select a particular life course theory and illustrated how they would utilise it when working with families in relation to assessment and intervention techniques. The inspection team met with students, practice educators and the course team where they explored how students were encouraged and supported to learn about and use theory in practice. The inspection team agreed that this standard was met.

75. Within the meetings held the inspection team also explored the discovery modules which were on offer to undergraduate students in their first year of study, including the topics which were available to choose from. Students were able to choose from a selection of 20 credit university wide modules which were not required to be passed. The modules had to be completed and the inspection team reviewed the types of subjects on offer, some of which were considered to lack a direct relevance to social work.

76. Following a review of the evidence, the inspection team is making a recommendation in relation to standard 4.5, and the detail can be found [here](#).

Standard 4.6

77. The inspection team reviewed evidence which illustrated how students were supported to work with and learn from other professions. Students' placements were highlighted as the main source of these opportunities and the Practice Learning Agreement supported students and practice educators to identify learning opportunities aligned to work with other professionals. Within the meeting held with students the inspection team heard how students were being provided with these learning experiences whilst on placements. Evidence also exemplified multidisciplinary learning through nurse and mental health specialist guest speakers teaching on the courses and occupational therapists and physiotherapists supporting students to learn in the simulated flat environment. The inspection team agreed that this standard was met.

78. Alongside the course team, the inspection team explored how future opportunities for interprofessional learning could be developed. The social work team informed the inspection team that they would be moving within the campus to be situated in close proximity to other health care professions, which they said they hoped would facilitate an expansion of shared learning opportunities with students on different courses.

79. Following a review of the evidence, the inspection team is making a recommendation in relation to standard 4.6, and the detail can be found [here](#).

Standard 4.7

80. In relation to the number of hours students spent in structured academic learning the inspection team reviewed the module descriptors for the courses. These highlighted the teaching and study hours connected to each module which were provided to students within their academic learning at university. The inspection team were assured that this standard was met.

Standard 4.8

81. The inspection team reviewed the Code of Practice for Assessments and the Assessment Strategy document. They were also able to review the range and types of assessments which students were required to complete. These sources of evidence illustrated a variety of robust, reliable, and valid assessments used to monitor students' ability to develop the knowledge and skills necessary to meet the professional standards. In addition, the inspection team were provided with further assurances when they met with students that the assessments were relevant and appropriate to the course content. The inspection team concluded that this standard was met.

Standard 4.9

82. The inspection team reviewed the module descriptors and assessment schedules for the courses, which illustrated that assessments were aligned to learning outcomes and matched to students' progression. It was noted that a scaffolding approach to teaching was applied to students' learning and progression, designed to prepare learners to develop their knowledge and skills. During the meeting held with students no concerns were raised in relation to the appropriate level of development they were expected to achieve throughout their various stages of study. The inspection team agreed that this standard was met.

Standard 4.10

83. In relation to this standard the inspection team reviewed the Programme Handbooks and the Code of Practice on Assessment. During the inspection the inspection team heard about different examples of formative and summative assessments which were provided to students which supported their ongoing development. Students were clear about how their feedback aided their progression and identified how it enabled them to improve. The students also articulated how their practice educators, as well as academic staff provided constructive feedback, enabling them to apply their learning to practice. The inspection team determined that this standard was met.

Standard 4.11

84. The inspection team were able to review the CVs of teaching staff and external examiners. This evidence outlined appropriate expertise, experience, and qualifications. The external examiners were registered with Social Work England and been involved in social work education at other educational institutions. Other individuals, such as those with lived experience of social work, had appropriate experience and skills to contribute to the assessment of students. The inspection team were satisfied that this standard was met.

Standard 4.12

85. The inspection team were made aware that a range of people were involved in the assessment of students and their progression. They included people with lived experience of social work, practice educators, practice supervisors and academic staff. As part of students' assessment and progression to placement, students experienced a holistic assessment involving interviewing a person with lived experience of social work, a door knocking exercise and experience in the simulation flat. Practice educators were also required to seek feedback on students' progress from other professionals working with students on their placements which was incorporated into midway and final assessments. Direct observation of students' practice was outlined in placement paperwork and included in students' portfolio. The inspection team agreed that this standard was met.

Standard 4.13

86. The module outlines for both courses provided the inspection team with evidence which showed how students were taught the skills, knowledge and understanding in relation to research and evaluation. Both courses required students to complete a dissertation module which asked students to exemplify an evidence informed approach to practice. During meetings with practice educators and the course team the inspection team explored how students were supported to develop these skills whilst on placement and utilise evidence to support decision making. The inspection team concluded that this standard was met.

Standard five: Supporting students

Standard 5.1

87. Prior to the inspection the inspection team were provided with information about where students were able to access information about counselling services, careers advice and occupational health support. The webpages and the Student Support Handbook provided useful information for students to access, which was also accessible through their virtual

learning environment. During the meeting held with specialist support services, the inspection team heard about the referral processes, ease of access to services and regular and efficient guidance for students. Detailed information was also provided about how students were supported to prepare for being professional social workers and applying for jobs. The inspection team agreed that this standard was met.

Standard 5.2

88. Comprehensive information about the ways in which students were supported with their academic development was reviewed by the inspection team and could be found in the Student Support Handbook. The inspection team met with the course team and the students, which provided them with clear evidence of a responsive, bespoke and well resourced personal tutor system. Personal Tutors were also offered support and training from the university's training and development team, which further supported them to know when and how to refer students to specialist services. The inspection team concluded that this standard was met.

Standard 5.3

89. Within the Programme Handbook, processes for fitness to practice issues and the suitability of students was outlined along with detail of performance and conduct. The inspection team were provided with the student declaration form, which was required to be updated before each placement was undertaken. Students were required to complete a DBS check each year which was shared with placement providers as required.

90. The Student Professional Conduct Process and the Fitness to Practice Panel Terms of Reference and Process documents were submitted as evidence and reviewed prior to the inspection. It was noted that both documents did not reflect the current regulatory environment, including the professional standards.

91. Following a review of the evidence, the inspection team is recommending that a condition is set against 5.3 in relation to the approval of these courses. Consideration was given as to whether the finding identified would mean that the courses would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the courses would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the courses would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 5.4

92. Preceding the inspection, the inspection team were provided with the Student Support Handbook which clearly outlined the range of services and methods of access for support for students. During the inspection the inspection team met with specialist support services who illustrated how students were able to access support for disabilities, for example, and receive reasonable adjustments while at university and on their placements. During the meeting held with students, no concerns were raised in relation to the university's provision of support services to assist them in progressing through their course. The inspection team determined that this standard was met.

Standard 5.5

93. Students were provided with information about their course through a range of sources including recall days, a dedicated practice placement website and the virtual learning environment, Minerva. These sources provided information in relation to professional registration, their Assisted and Supported Year of Employment (ASYE), timing and requirements of practice placements.

94. However, the inspection team identified errors, gaps and outdated information included in students' handbooks. For example, the Programme Handbook for the postgraduate course contained references to the undergraduate course, the previous regulator, and clinical skills not relevant to social work.

95. Following a review of the evidence, the inspection team is recommending that a condition is set against 5.5 in relation to the approval of these courses. Consideration was given as to whether the finding identified would mean that the courses would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the courses would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the courses would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 5.6

96. During the meetings held with students and the course team the inspection team were assured that there were clear expectations and understanding in relation to parts of the course which required mandatory attendance.

97. However, in relation to this standard the inspection team were provided with the Student Support and Programme Handbook for both courses. The inspection team concluded that the information contained within the handbooks in relation to requirements for attendance lacked specificity to social work. Instead, they were orientated towards

medical professional courses, and the requirements set out for attendance at placement and skills days lacked relevant detail.

98. Following a review of the evidence, the inspection team is recommending that a condition is set against 5.6 in relation to the approval of these courses. Consideration was given as to whether the finding identified would mean that the courses would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the courses would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the courses would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 5.7

99. Prior to the inspection the inspection team were provided with the Code of Conduct for Assessment which stipulated that students would receive feedback within 15 days of submission of their work. The programme handbooks provided further guidance for students and their expectations for feedback. Students were able to submit 20% of a draft assignment and received formative feedback to help them develop their work. The inspection team noted reference within the external examiner's report to a requirement to improve some elements of marking on the courses. This was evidenced as having been acknowledged by the course team and was an area which was being addressed.

100. During the meeting held with students on both courses, the inspection team heard that the postgraduate course marking grid was helpful for students and that their experience of timely and meaningful feedback on their work was both positive and constructive. The inspection team determined that this standard was met.

Standard 5.8

101. The Programme and Student Support Handbooks outlined the academic appeals process for students. They were also provided with information about access to support from the Students' Union when they received their results. The inspection team agreed that this standard was met.

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

Standard 6.1

102. As the qualifying courses are a BA (Hons) Social Work course and MA Social and PGDip (exit route) course, the inspection team agreed that this standard was met.

Proposed outcome

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

Conditions

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

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

	Standard not currently met	Condition	Date for submission of evidence	Link
1	Standard 1.6	The education provider will provide evidence that demonstrates that the admissions process gives applicants the information they require to make an informed choice about their offer on the course. This will include information contained within the open day and interview presentation and the Undergraduate Admissions Policy. This information will need to reflect the current regulatory environment, information about the discovery modules for the undergraduate course, and appropriate reference to professional registration and the professional standards.	7 th December 2023	Paragraph 33
2	Standard 2.1	The education provider will provide clear evidence of the 30 skills days which are completed by students on both courses. This information needs to	7 th September 2023	Paragraph 37

		include the detail of which month and year of the course the skills days are in and the modules they are attached to.		
3	Standard 2.1	The education provider will ensure all documentation relating to placements and placement days reflects the current expectations of completion of 170 placement days.	7 th September 2023	Paragraph 37
4	Standard 2.6	The education provider will provide evidence that shows a robust quality assurance process is in place that enables the university to ensure that all practice educators are on the register and that they have the relevant and current knowledge, skills and experience.	7 th December 2023	Paragraph 43
5	Standard 3.1	The education provider will provide evidence that the mechanisms for quality management of the course are functioning and ongoing. This will include being able to evidence actions and outcomes which have taken forward and implemented.	7 th December 2023	Paragraph 47
6	Standard 3.2	The education provider will provide evidence that all documentation involved in establishing the agreements with placement providers is current and up to date, reflecting the current regulator and professional standards.	7 th December 2023	Paragraph 51
7	Standard 3.9	The education provider will provide evidence that there is an established process for evaluating student data. This will involve collecting, analysing and using student data, including in relation to equality, diversity and inclusion.	7 th December 2023	Paragraph 61

8	Standard 4.2	The education provider will provide evidence that their mechanisms for ensuring that the views of relevant stakeholders are incorporated into the design, ongoing development and review of the curriculum, are functioning regularly and effectively.	7 th December 2023	Paragraph 71
9	Standard 5.3	The education provider will provide evidence that the documentation provided to students in relation to ongoing suitability reflects the current regulatory environment and the professional standards.	7 th December 2023	Paragraph 91
10	Standard 5.5	The education provider will provide evidence that all student facing documentation and programme handbooks reflect the current regulator and the professional standards and includes relevant and accurate information for students about their course.	7 th December 2023	Paragraph 95
11	Standard 5.6	The education provider will provide evidence that students on both courses are given clear and accurate documented information about the requirement for them to have completed 200 days of practice setting learning essential for them meeting the professional standards by the time they qualify.	7 th December 2023	Paragraph 98

Recommendations

106. In addition to the conditions above, the inspectors identified the following recommendations for the education provider. These recommendations highlight areas that

the education provider may wish to consider. The recommendations do not affect any decision relating to course approval.

	Standard	Detail	Link
1	1.5	The inspectors are recommending that the university consider developing IT systems used by admissions and registry to track attainment gaps. This would enable those systems to monitor the academic outcomes of students enrolling with protected characteristics.	Paragraph 30
2	3.10	The inspectors are recommending that the university consider providing further formal opportunities for staff to engage with external CPD activities involving professional practice and research.	Paragraph 63
3	4.1	The inspectors are recommending that the university proofread and update their documentation to ensure the current regulatory environment is reflected in the course paperwork.	Paragraph 67
4	4.5	The inspectors are recommending that the university consider a review of the topics available for students to study through discovery modules to ensure relevance to social work.	Paragraph 76
5	4.6	The inspectors are recommending that the university consider ways in which they can strengthen and expand their offer of interprofessional learning opportunities for their students whilst at university working alongside other professionals and students from different professional courses.	Paragraph 79

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

107. 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](#).

108. A review of the conditions evidence will be undertaken and recommendations will be made to Social Work England's decision maker.

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

	Standard not met	Condition	Recommendation
1	1.6	The education provider will provide evidence that demonstrates that the admissions process gives applicants the information they require to make an informed choice about their offer on the course. This will include information contained within the open day and interview presentation and the Undergraduate Admissions Policy. This information will need to reflect the current regulatory environment, information about the discovery modules for the undergraduate course, and appropriate reference to professional registration and the professional standards.	Condition met.
2	2.1	The education provider will provide clear evidence of the 30 skills days which are completed by students on both courses. This information needs to include the detail of which month and year of the course the skills days are in and the modules they are attached to.	Condition met.
3	2.1	The education provider will ensure all documentation relating to placements	Condition met.

		and placement days reflects the current expectations of completion of 170 placement days.	
4	2.6	The education provider will provide evidence that shows a robust quality assurance process is in place that enables the university to ensure that all practice educators are on the register and that they have the relevant and current knowledge, skills and experience.	Condition met.
5	3.1	The education provider will provide evidence that the mechanisms for quality management of the course are functioning and ongoing. This will include being able to evidence actions and outcomes which have taken forward and implemented.	Condition met.
6	3.2	The education provider will provide evidence that all documentation involved in establishing the agreements with placement providers is current and up to date, reflecting the current regulator and professional standards.	Condition met.
7	3.9	The education provider will provide evidence that there is an established process for evaluating student data. This will involve collecting, analysing and using student data, including in relation to equality, diversity and inclusion.	Condition met.
8	4.2	The education provider will provide evidence that their mechanisms for ensuring that the views of relevant stakeholders are incorporated into the design, ongoing development and	Condition met.

		review of the curriculum, are functioning regularly and effectively.	
9	5.3	The education provider will provide evidence that the documentation provided to students in relation to ongoing suitability reflects the current regulatory environment and the professional standards.	Condition met.
10	5.5	The education provider will provide evidence that all student facing documentation and programme handbooks reflect the current regulator and the professional standards and includes relevant and accurate information for students about their course.	Condition met.
11	5.6	The education provider will provide evidence that students on both courses are given clear and accurate documented information about the requirement for them to have completed 200 days of practice setting learning essential for them meeting the professional standards by the time they qualify.	Condition met.

Findings

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

111. The course provider submitted evidence in relation to the conditions set for standard 2.1 one month after the regulator decision. This evidence was reviewed by the inspection team at the time which they concluded met the conditions set. A second submission of evidence for all the other conditions was received within the agreed timescale. After an initial review of the evidence the inspection team requested further evidence in relation to the conditions as they felt there was insufficient evidence to meet the conditions. This additional evidence has now been received and reviewed. After the review of documentary

evidence, the inspection team are satisfied that the conditions set against the reapproval of the BA (Hons) Social Work course are met. The MA Social Work and PGDip (exit route) courses received their last intake in 2022 and these courses have now closed.

112. In relation to the first condition set for standard 1.6 the course provider submitted evidence which illustrates that applicants are now provided with information about the course to enable them to make an informed decision. The inspection team reviewed an updated Social Work Selection Event presentation and Undergraduate Admissions policy. After reviewing this evidence, the inspection team provided further direction for the course provider in relation to some of the wording used within the powerpoint. This was to ensure that information about the regulator, professional standards and registration requirements reflected typically expected language. Confirmation was received from the course provider that these amendments had been made. This standard is now met.

113. In relation to the first condition set for standard 2.1 the course provider submitted evidence 1 month after the regulator decision which illustrated that students completed 30 skills days on both courses. The course provider submitted a skills day schedule for both courses which outlined the topics and activities covered on each day, which provided at least 30 skills days for students on both courses. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

114. In relation to the second condition set for standard 2.1 the course provider also submitted evidence 1 month after the regulator decision. The course provider submitted an updated Placement Attendance Grid and Professional Practice Module Handbook both of which accurately reflected the expectations for completion of 170 placement days. The inspection team agreed that this standard is now met.

115. In relation to the condition set for standard 2.6 the course provider submitted a letter template and process document which outlined the information the course provider would collect in order to satisfy the relevant requirements in relation to this standard. Following a review of these documents the inspection team concluded that the evidence provided did not illustrate a robust quality assurance process to ensure that all practice educators are on the register and that they have the relevant and current knowledge, skills and experience required. Additional evidence was requested from the course provider to show how the process would be governed, and for example, how the information would be stored, monitored and checked. Additional evidence was submitted by the course provider which outlined that relevant information would be collected annually, how the information collected would be stored, and the lines of responsibility held for ensuring this information was monitored and accurate. The inspection team concluded that this was evidence of a robust quality assurance process, and that this standard is now met.

116. In relation to the condition set for standard 3.1 the course provider submitted an Evaluation Process Narrative document, which outlined the process for module evaluation,

programme evaluation, input and evaluation from the teaching partnership and people with lived experience of social work, practice assessment panels, team meetings and programme management groups. This evidence illustrated the quality management processes followed and the stakeholders involved within them. The inspection team determined that this standard was now met.

117. In relation to the condition set for standard 3.2 the course provider submitted the updated Professional Placement Module Handbook, a relevant extract from the handbook in relation to practice placement provision, and an updated Practice Learning Agreement document. The documents submitted were current and reflected the current regulator and the professional standards. The inspection team agreed that this standard is now met.

118. In relation to the condition set for standard 3.9 the course provider submitted the university's Access and Student Success Strategy 2025, the Evaluation Process Narrative document, 3 weblinks including to the Code of Practice on Data Protection and the Learning Analytics Code of Practice. In addition, the course provider submitted a research report which examined the experience of social work students on placement at the university in relation to issues of diversity and intersectionality. The inspection team concluded that the evidence submitted illustrated established processes for evaluating student data. They noted that the Access and Student Success Strategy 2025 document outlined university wide processes to ensure attainment and progression based on data was evaluated and used. The inspection team concluded that this standard was now met.

119. In relation to the condition set for standard 4.2 the course provider submitted the Leeds and Wakefield Social Work Teaching Partnership Curriculum Review Agenda and the meeting minutes. The inspection team noted that the evidence included an intention of quarterly meetings to be convened. However, they concluded that the level of redaction completed for the meeting minutes meant they were unable to establish the range of stakeholder engagement involved in the meetings. Further clarification was sought from the course provider who confirmed the stakeholders involved in the Curriculum Review meetings, along with their roles. This satisfied the inspection team who concluded that the course provider had demonstrated evidence of mechanisms for ensuring views of relevant stakeholders were incorporated into the course. This standard is now met.

120. In relation to the condition set for standard 5.3 the course provider submitted the updated Student Professional Conduct Process and the Fitness to Practise Panel, Terms of Reference and Process documents. These documents now accurately reflect the current regulator and the professional standards. The inspection team concluded that this standard is now met.

121. In relation to the condition set for standard 5.5 the course provider submitted the Professional Practice Module Handbook and the course Programme Handbook for each year

of the course. These documents illustrated that they had been updated to reflect the current regulator and the professional standards. The inspection team were satisfied that this standard is now met.

122. In relation to the condition set for standard 5.6 the course provider submitted updated documentation from the placement handbook which clearly outlined the requirement for students to complete 200 days of practice setting learning. This also clearly outlined that all placement and skills days are mandatory. The inspection team concluded that this standard is now met.

Conclusion

123. The inspection team is recommending that as the conditions have been met, the course be approved.

124. It should be noted that all qualifying social work courses will be subject to reapproval under Social Work England's 2021 education and training standards.

Regulator decision

Approval.