



Inspection Report

Course provider: Anglia Ruskin University

Course approval: Post Graduate Diploma in Social Work

Inspection dates: 3rd – 5th February 2026

Report date:	31 March 2026
Inspector recommendation:	Approved
Regulator decision:	15 May 2026
Date of Regulator decision:	Approved

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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.
6. The education quality assurance officer reviews all the documentary evidence provided and will contact the education provider if they have any questions about the information submitted. They also provide advice and guidance on our approval processes.
7. When we are satisfied that we have all the documentary evidence required to proceed with an inspection we assign one registrant and one lay inspector. We undertake a conflict-of-interest process when confirming our inspectors to ensure there is no bias or appearance of bias in the approval process.
8. The inspectors complete an assessment of the evidence provided and advise the

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

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

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

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

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

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

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

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

Summary of Inspection

15. Course details: Anglia Ruskin University wish to run a twenty-one month Post Graduate Diploma in Social Work, to be ran from both Cambridge and Chelmsford campuses.

Inspection ID	ARU_CPP510
Course provider	Anglia Ruskin University
Validating body (if different)	
Course inspected	Post Graduate Diploma (PG Dip) in Social Work
Mode of Study	Full time
Maximum student cohort	Cambridge PG Dip: 30 and Chelmsford PG Dip: 25
Proposed first intake.	September 2026
Date of inspection	3 rd – 5 th February 2026
Inspection team	Sam Jameson (Education Quality Assurance Officer) Glenn Mathieson (Lay Inspector) Christine Stogdon (Registrant Inspector)

Language

16. In this document we describe Anglia Ruskin University as ‘the education provider’ or ‘the university’ and we describe the PG Dip in Social Work as ‘the course’ and/or the ‘programme’.

Inspection

17. An onsite inspection took place from 3rd – 5th February 2026 at the Chelmsford campus where the education provider is based. As part of this process the inspection team planned to meet with key stakeholders including students, course staff, employers and people with lived experience of social work.

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

Conflict of interest.

No parties disclosed a conflict of interest.

Meetings with students

20. The inspection team met with students from the MA Social Work course, including student reps, graduates, and students at different levels of the course. Discussions included their experiences of the teaching and learning within the course, their access to support services of the university, admissions process, placements and how ready they felt for practice.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from the senior management team, staff involved in selection and admissions, library and academic support services, the social work course team, staff involved in placement-based learning, and student support services.

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 the social work courses, referred to as the Service User and Carer Involvement (SUCI) group within the course provider. Discussions included what area(s) of the new course and other social work courses they were involved with, how much input and feedback they had from, and were able to provide to the university, the course and what training they received in this role.

Meetings with external stakeholders

23. The inspection team met with representatives from practice educators and placement partners from a range of local authorities, including but not limited to Essex County Council, Southend Council and Suffolk County Council.

Findings

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

Standard one: Admissions

Standard 1.1

25. Discussions with staff involved in selection and admissions enabled the inspectors to triangulate documentary evidence to confirm that the new courses' admissions process would involve three elements. The process would include a written task, a group discussion and an individual interview. Therefore, the inspection team were assured that entry to the course would be via a holistic and multi-dimensional process and agreed this standard was met.

Standard 1.2

26. Documentary evidence outlined how an applicants' prior relevant experience would be considered as part of the admissions process for the new course, identified within the personal statement, and explored within the interview. The inspectors were able to learn if successful at interview, applicants could request consideration of previous learning and experience or academic credits, known as Accredited Prior Certificated Learning (APCL). The inspection team were satisfied that this standard was met.

Standard 1.3

27. During the inspection week, the inspectors were able to meet with and confirm that employers, placement providers, and members of the SUCI group would be involved in the admission processes. The inspection team met with the lead for admissions from the SUCI group, who provided insight into the robust level of management and oversight they have had in the planning process for the selection and admissions process for the new course. Examples included, leading the interview panel and designing an aspect of

the process to ensure candidates are not using Artificial Intelligence. The inspection team concluded that this standard was met.

Standard 1.4

28. Documentary evidence submitted in support of this standard included links to the (enhanced) Disclosure and Barring Service (DBS) Checks ARU process, and an example of a Student Profile Form 2025. The inspectors were able to triangulate this information within their meeting with staff involved in selection and admissions, satisfied that the new course would appropriately assess the suitability of applicants. The inspection team agreed that this standard was met.

Standard 1.5

29. Meetings with the course team and senior management team allowed the inspectors to explore and discuss how the admissions process for the new course would be in line with equality, diversity, and inclusion (EDI) principles. The inspectors were provided with examples of reasonable adjustments put in place for applicants, including how EDI data had been collected and analysed to support applicants and students. The inspection team agreed that this standard was met.

Standard 1.6

30. Prior to the inspection, the inspectors were able to review the university website and an example of the Applicant Day Slides that would provide information regarding the new course to applicants and support their decision-making process. Student representatives that the inspection team met with spoke of being able to make an informed choice about whether to accept an offer of a place on their course. The inspection team were satisfied that this standard was met.

Standard two: Learning environment

Standard 2.1

31. Placement learning days were identified in the documentary evidence submission, with placements of 70 days, 100 days, and 30 skills days, spread across the new programme. There was a structured approach to ensuring all placement days, and skills days, are attended and this would be monitored, with processes for making these days up as/when required.

32. Documentary evidence and information contained within the education and training standards mapping form outlined that students would have placements in practice settings that provide contrasting experiences, including a minimum of one placement taking place within a statutory setting. The inspectors were assured, following their meetings with employer partners, placement providers and staff involved in placement-

based learning, that placements provide experience and sufficient numbers of statutory social work tasks involving high risk decision making and legal interventions. The inspection team concluded that this standard was met.

Standard 2.2

33. Information contained within the education and training standards mapping form identified that students would be supported in their learning from placement-based experiences by appropriately qualified practice educators. The students allocated placement tutor would monitor and evaluate the quality of learning opportunities offered on at least three occasions (practice learning agreement, midway and end of placement meetings).

34. The inspection team were able to triangulate the documentary evidence within their meetings with student representatives, employer partners, and placement providers. The course has a range of mechanisms in place to ensure that administrative and practical information regarding placements is shared and accessible for students. The inspection team agreed that this standard was met.

Standard 2.3

35. The inspection team were able to learn that students would be invited to pre-placement days, student profiles would match learning needs with placement opportunities. The course handbook detailed the levels of support for students during their placement, and the practice learning agreement set the scene for supervision, access to resources, learning needs and workloads. The mid-point review would monitor these areas and the progress and suitability of learning opportunities. The inspection team agreed that this standard was met.

Standard 2.4

36. Documentary evidence submitted prior to the inspection provided an overview of the process and procedures in place from the course provider of how they would ensure that whilst on placements, students' responsibilities are appropriate for their stage of education and training.

37. The inspection team were assured that the audit process of placements and the pre-placement, practice learning agreement meeting, and mid-point review would be in place to ensure that student's responsibilities should gradually increase, under appropriate supervision, as their knowledge and skills develop. The inspection team concluded that this standard was met.

Standard 2.5

38. Prior to their first placement all students would need to successfully complete the Skills and Standards for Social Work Practice 1 module, which comprises 10 days of intensive skills-based preparation for practice within a placement setting. Information contained within the education and training standards mapping form identified that the module would include observed role plays and reflection and would be assessed by academics, SUCI group members and social work practitioners. The inspection team were able to learn that all skills and standards for the modules (learning outcomes and content) are mapped against the Professional Standards. The inspection team agreed that this standard was met.

Standard 2.6

39. As a result of their meeting with staff involved in practice-based learning and the documentary evidence review, the inspection team were assured that the course provider had a clear procedure for ensuring that independent practice educators were on the register and that they had the relevant and current knowledge, skills and experience. However, the inspectors were unclear how the same checks would be carried out for practice educators based within a local authority.

40. Members of the course and systems teams met with the inspectors following the above meeting. This provided insight into the changes they had made over the course of the inspection week to adapt course materials and processes to ensure that had a system in place to request, record and check all practice educators' details. The inspection team was satisfied that this standard was met.

Standard 2.7

41. The practice learning handbooks provided guidance for whistleblowing to enable students to report unsafe behaviours and cultures. Pre-placement preparation reinforced to students the importance, and process, of challenging unsafe practice and the Quality Assurance in Practice Learning (QAPL) creates opportunities for concerns to be raised. The inspection team agreed that this standard was met.

Standard three: Course governance, management and quality

Standard 3.1

42. During the inspection week the inspectors met with members of the senior management team. This enabled the inspection team to triangulate documentary evidence submitted by the course provider that detailed the structure and the governance of the new programme, including the links between the course, committees, and boards within the university.

43. As a result of these discussions the inspection team were assured of the close working relationships and clear lines of communication and accountability across

individuals and governing groups involved in the course management and governance. The inspection team concluded that this standard was met.

Standard 3.2

44. Following their review of the documentary evidence and their discussions with staff involved in placement-based learning, employer partners and placement providers, the inspection team was able to triangulate that the course would have agreements in place with placement providers. The inspection team were assured from these discussions with key stakeholders, and meeting with student representatives, that these placements provided education and training learning opportunities in line with the professional standards and the education and training qualifying standards.

45. The inspection team learnt of the proactive work carried out by staff involved in placement-based learning to match students to appropriate placement settings. There was a clear three stage process for managing any potential issues within a placement setting, including the supportive and collaborative approach towards placements at a potential risk of breakdown by the course provider, employer partners, placement providers. The inspection team agreed that this standard was met.

Standard 3.3

46. The course practice support team and officers would initially check, and then review, all placement providers to ensure that they had the necessary policies and procedures in relation to students' health, wellbeing and risk, and the support systems in place to underpin these. Documentary evidence outlined when additional needs or concerns are identified in relation to a students' health, wellbeing or risk, the course provider could initiate a risk assessment or an occupational health referral and/or the Wellness and Reasonable Adjustments Placement Plan (WRAPP). The inspection team agreed that this standard was met.

Standard 3.4

47. Documentary evidence submitted in support of this standard included, the slides of the Stakeholders Event May 2025, New Curriculum Consultation with Employers from local authorities and the World Social Work Day Research Conference. Minutes from the course providers meetings with other local authorities were also submitted, outlining that employer partners had been and would be involved to manage and monitor the course and allocate placements. Placement providers and employer partners that the inspection team met with spoke of the collegiate and robust working relationships that they had with the course team and felt involved in the new course. The inspection team agreed that this standard was met.

Standard 3.5

48. Information contained within the education and training standards mapping form identified that the new course would be part of the Institutional Annual Monitoring and this would take place at an individual school level on an annual basis. The University's Business Intelligence Service would produce a data pack, which covers information regarding continuation, completion, student satisfaction, and achievement.

49. As identified in standard 3.4, the inspection team were assured that placement providers and employer partners would be involved in the monitoring and improvement of the course.

50. Members of the SUCI group that the inspection team met with spoke of the robust level of involvement and oversight that they had for current social work courses and planned for the new course. This meeting enabled inspectors to triangulate how they engaged in the monitoring, evaluation, and improvement of social work courses, as identified within the SUCI Report 2025. The inspection team heard of the qualitative and quantitative feedback that would be gained from students every trimester, through the National Student Survey, Module Evaluation Surveys and Student Staff Liaison Committees. The inspection team agreed that this standard was met.

Standard 3.6

51. The inspectors were assured that, following their review of documentary evidence and discussions with the course team and senior management team, the number of students that will be admitted to the programme is identified from a clear strategy. The inspection team were satisfied that this included consideration of local and regional placement capacity and ensuring that students would complete quality placements in appropriate settings.

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

Standard 3.7

53. Documentary evidence submitted prior to the inspection included detailed information of the lead social worker for the course and the deputy head of school. The evidence identified their role, confirming their registration with Social Work England, appropriate qualifications, and experience. The inspectors were able to check and verify this information. The inspection team concluded that the documentary evidence provided in advance of the inspection was able to demonstrate that this standard was met.

Standard 3.8

54. During the inspection, the inspectors discussed the course team's wide range of expertise in relation to social work, covering areas of active research and links to current social work practice. Members of the team spoke about their completed,

active, and future social work research plans, including how these would be brought into teaching on the new course.

55. The inspectors were assured from information submitted prior to the inspection, including Staff CVs, and discussions with the course team and senior management team that there was an adequate number of appropriately qualified and experienced staff. Documentary evidence confirmed they were registered with Social Work England, with relevant specialist subject knowledge and expertise to deliver the new course. The inspection team agreed that this standard was met.

Standard 3.9

56. As identified in standard 3.5, the new course would be part of the Institutional Annual Monitoring, taking place at an individual school level on an annual basis. The inspection team learnt that the University's Business Intelligence Service would produce a data pack, which covers information pertaining to equality and diversity of the student body and how this relates to achievement, continuation, progression/completion, student satisfaction, and student performance. This information would be broken down further by delivery site which is particularly important for multi-site delivery to ensure parity of experience for students.

57. Documentary evidence, including the external examiner report, confirmed that module evaluation information would be analysed as part of the Staff Student Liaison Committee report and the exam board would review individual and module outcomes. The inspection team agreed that this standard was met.

Standard 3.10

58. Documentary evidence and discussions with the senior management team and course team identified that staff were supported in a range of activities to enhance their learning, development, and teaching. New members of the teaching team would access and complete a PGCert in Higher Education as part of their development, all members of the social work academics were registered with Social Work England.

59. Staff were supported through an appraisal system, including time allocated for research activity, attend training courses and participate in personal development activities, including completion of mandatory training for their role. The inspection team was satisfied that this standard was met.

Standard four: Curriculum assessment

Standard 4.1

60. The inspectors were satisfied that the documentary evidence provided prior to the inspection was able to demonstrate that the content, structure, and delivery of the new

course was in accordance with relevant standards, guidance and frameworks. The inspection team were assured that the course is designed to enable students to demonstrate that they have the necessary knowledge and skills to meet the professional standards upon completion of the programme. The inspection team agreed that this standard was met.

Standard 4.2

61. Documentary evidence submitted in support of this standard included, the slides of the Stakeholders Event May 2025, New Curriculum Consultation with Employers from Local Authorities and the SUCI Report 2025. Minutes from the course providers meetings with other local authorities were also submitted, outlining that employer partners had been involved in the design of the new course and plans for their involvement to review it. Members of the SUCI group that the inspection team met with spoke of the robust level of involvement and oversight that they had for current social work courses and planned for the new course. The SUCI group lead on specific areas of social work courses and had been involved throughout the design and development of the curriculum of the new course.

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

Standard 4.3

63. Prior to the inspection the inspectors were able to review documentary evidence submitted by the course provider, this included but was not limited to Race Equality Checklist for Curriculum and Pedagogy Change and the Collaborative Race Equality Course Roadmap. Information contained within the education and training standards mapping form indicated that the course providers development and use of the checklist helped them to identify areas for improvement and actions.

64. One example that they provided included diversifying the pool of guest speakers they invited to lectures and to have accurate representation of their student body. On completion of the checklist, the social work team, with the support of the race equality lead, generated a collaborative race equality roadmap for social work education at the university. Student and alumni representatives that the inspectors met with spoke of their awareness of individualised support and adjustments that they could receive and peers who had accessed support as/when they required.

65. The inspection team were satisfied that this standard was met.

Standard 4.4

66. Information contained in the education and training standards mapping form confirmed that the course will be part of the University's Active Curriculum Framework, to review courses and identify any areas of development and improvement. Employer

partner consultation, teaching staff research and CPD, student feedback from module evaluations and the Student Staff Liaison Committee will also feed into the updating of the course. The inspection team heard from library services of the close working relationship that they had with the social work teaching team. Members of the team explained that this helped to ensure that regular and annual updates were carried out for all reading lists and course materials to ensure they reflect any developments relevant to social work courses. The inspection team agreed that this standard was met.

Standard 4.5

67. The inspectors were assured that the documentary evidence submitted by the course provider demonstrated that the integration of theory and practice is central to the new course, and threads throughout its modules and teaching materials. Documentary evidence was triangulated within meetings with the course team, SUCI group, student and alumni representatives, and practice educators.

68. The inspectors heard directly how social work theoretical frameworks are introduced, developed through modules, including insight from the SUCI group, and consolidated within placement settings, and further academic learning. The inspection team concluded that this standard was met.

Standard 4.6

69. Information submitted prior to the inspection identified the interprofessional learning opportunities students on the new course would have. These included work and time with peers, and teaching staff, from other professions within the faculty of Health, Medicine and Social Care, including learning and development opportunities within multi-disciplinary teams in their placement settings. The inspection team concluded that the documentary evidence provided in advance of the inspection was able to demonstrate that this standard was met.

Standard 4.7

70. Documentary evidence submitted in support of this standard included the course Attendance Policy, Practice Learning Handbooks and Attendance Guidance. The inspectors were satisfied that students would spend enough time in structured academic learning for them to meet the required learning outcomes and to demonstrate that they can meet the professional standards by the time they complete the new course. The inspection team were able to triangulate this information within their discussions with student and alumni representatives, employer partners and the course team.

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

Standard 4.8

72. As a result of their review of documentary evidence, Assessment and Feedback Strategy and PG Dip Assessment Strategy, prior to the inspection, the inspectors were assured that assessments would be mapped to the module learning outcomes and the professional standards.

73. From their discussions with key stakeholders the inspectors were satisfied that those who successfully complete the new course will have developed the knowledge and skills necessary to meet the professional standards. The inspection team were able to learn of the mechanisms in place, including internal and external marking and moderation processes, to ensure that assessments are robust, fair, reliable and valid.

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

Standard 4.9

74. Information contained within the education and training standards mapping form identified that each of the new course module's assessments were constructively aligned to the module learning outcomes and it was stated on the Module Definition Form which element of assessment is assessing each outcome. A student could not pass a module without having met all the learning outcomes for that module. Documentary evidence confirmed that learning outcomes were mapped against the appropriate standards. The inspection team agreed that this standard was met.

Standard 4.10

75. Documentary evidence provided prior to the inspection outlined how a range of feedback was provided on both formative and summative assessments for students, including how this will be organised for the new course.

76. The inspection team were assured that students were provided with varied forms of feedback from different sources throughout their course to support their ongoing learning and development. Information contained within the education and training standards mapping form identified that all modules incorporated formative feedback and tutorials, to directly feed forward and highlight how to engage with support. Feedback is given within the timescales in the Senate Code of Practice, which is 20 working days. The inspection team learnt of the library support services Study Skills Plus that provided additional 1:1 workshops and feedback to support students' academic learning and development. The inspection team agreed that this standard was met.

Standard 4.11

77. The inspection team was satisfied that there were appropriately qualified and experienced staff team who will carry out assessments for the new course, including an external examiner who is registered with Social Work England.

78. The inspectors learnt that social work courses adhere to the Senate Code of Practice on External Examiners for Taught Courses, with guidelines for the appointment of an external examiner and guidance regarding checks for any conflict of interest. The inspection team concluded that this standard was met.

Standard 4.12

79. Information submitted within the education and training standards mapping form provided the inspectors with an overview of the processes in place to manage students' progression, in practice learning settings, including via direct observations, and academic development.

79. Throughout the meetings with key stakeholders, SUCI group, practice educators and employer partners, the inspection team heard of the range of people involved in the processes of assessing and managing students' progression through their course. The inspection team agreed that this standard was met.

Standard 4.13

80. Documentary evidence submitted in support of this standard, identified that from trimester one, students will be encouraged to gather, use and evaluate sources of relevant information and research, including how these inform social work practice. Discussions during the inspection week explored how the new course would seek to enable students to learn about a research-informed approach and the ability to identify their reasoning and professional judgement in practice.

81. The skills for social work practice modules and children and families and adults module all included evidence-based interventions and seek to develop critical thinking. Research informed practice is part of the direct observations and Critical Reflections on Practice (CROP) provided further insight into how the new course would reinforce evidence-based learning and development. The inspection team agreed that this standard was met.

Standard five: Supporting students.

Standard 5.1

82. Documentary evidence submitted prior to the inspection identified that students would have access to Into ARU, a system to identify and link them to all the support services at the university. The inspectors were able to confirm that there would be no

disparity to access to these services for students based on the different campuses for where the course would be based.

83. The inspectors were able to meet with university student support services during the inspection week. This enabled them to triangulate the documentary evidence submitted by the course provider, which highlighted the comprehensive range of resources and services that students have access to, to support their health and wellbeing. This included, but was not limited to, occupational health services, careers advice and support and counselling services. The inspection team agreed that this standard was met.

Standard 5.2

84. Discussions with student representatives and the course team enabled the inspectors to triangulate documentary evidence to confirm that all students will have a Personal Development Tutor (PDT). Information received prior to the inspection identified that the PDT would provide academic guidance and pastoral support. The inspection team met with members of the library support services and heard of the robust level and access to study skills that students on the course would have to support their academic development. The inspection team agreed that this standard was met.

Standard 5.3

85. Documentary evidence, Rules, Regulations and Procedures for Students, Lapses in Professionalism Policy and an example of the Student Profile Form, identified the process regarding how the course would ensure the ongoing suitability of students. The inspectors were able to hear examples during the inspection week of students having to declare if there was any change in their conduct, character and/or health. The inspection team were satisfied that this standard was met.

Standard 5.4

86. Information contained within the education and training standards mapping form explained that throughout their induction and into the course, students are offered opportunities to disclose any additional learning needs to the university Disability and Neurodiversity Service within Student Services. The support services would contact the student and produce a Summary of Reasonable Adjustments (SoRA) to ensure the individual support they required was identified and put in place as quickly as possible. As identified within standard 3.3, the WRAPP process provides a further support mechanism to identify and uphold reasonable adjustments for students to progress through the new course. The inspection team agreed that this standard was met.

Standard 5.5

87. Information submitted in support of this standard included, Social Work Applicant Day 2025, SW Pre Placement Day 2025, MA Welcome Week 2025 and ARU careers day 14th March 2025. Meeting with student representatives enabled the inspectors to triangulate documentary evidence and confirm that the students had all the required and appropriate information regarding their course that they required. Students that the inspection team met with spoke of being introduced to Social Work England requirements and standards from the start of their course, with further discussions and learning at regular intervals throughout teaching sessions, including registration and continuing professional development. The inspection team agreed that this standard was met.

Standard 5.6

88. As a result of discussions with student representatives and the course team it was clear that attendance requirements, including mandatory and minimum attendance, were made clear from during the welcome week for students. Information was contained within course materials, students log their attendance through use of their student ID and a paper sign in sheet is also required to confirm attendance. Documentary evidence identified the student dashboard tracks activity, such as library and Canvas engagement, with follow up mechanisms and support offered if attendance and engagement declines. Students that the inspection team met with were clear of their course attendance requirements. The inspection team agreed that this standard was met.

Standard 5.7

89. As identified within standard 4.10, the inspection team were assured that students were provided with varied forms of feedback from different sources throughout their course to support their ongoing learning and development. Information contained within the education and training standards mapping form identified that all modules incorporate formative feedback and tutorials, to directly feed forward and highlight how to engage with support. Feedback is given within the timescales in the Senate Code of Practice, which is 20 working days. The inspection team learnt of the library support services Study Skills Plus that provided additional 1:1 workshops and feedback to support students' academic learning and development. The inspection team agreed that this standard was met.

Standard 5.8

90. Documentary evidence, Academic Regulations 2025 and My ARU Academic Appeals Student Information, received prior to the inspection confirmed that students were provided with information on the academic appeal process on My ARU, including links to the academic regulations, the required forms and support. Students that the

inspection team met with confirmed their awareness of this process and where/when and how to access it if/when they required. The inspection team concluded that this standard was met.

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

Standard 6.1

91. Documentary evidence confirmed that the qualifying course is a PG Dip Social Work programme, the inspection team agreed that this standard was met.

Proposed outcome

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

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

Annex 1: Education and training standards summary

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

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

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

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

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

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

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

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

Regulator decision

Approved.