

Education quality assurance – Course change review report

Report date:

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Contents

Documentary review details	1
About the review	1
Findings	2
Conclusions	3
Appendix 1 – Outcome by standard	5

Documentary review details

Inspection ID	SSU90
Course provider	Solent University
Validating body (if different)	Click or tap here to enter text.
Course name	BA(Hons) Social Work
Mode of study	Full time
Proposed first intake	01/09/2020
Maximum student cohort	76
Review type	Course change
Review team	David Amos – Lay Inspector Mary Macdonald – Registrant Inspector
Review team recommendation	Approval
Outcome	Approval

About the review

The proposed changes by the university follow a review of the BA(Hons) Social Work against a change to the regulatory landscape, reflecting the introduction of Social Work England's professional standards and education and training standards 2019.

In addition, the course has been reviewed against the introduction of the university's 'Real World Curriculum Framework' to ensure that the course reflects the university's approach to teaching, mission, ethos and strategic objectives. The university has provided evidence in support of this change request which has been reviewed by the allocated inspectors.

Findings

The inspectors have reviewed the documentary evidence and consider;

- There is a clear rationale for the change which arose from the requirement of the course team to align the course to Social Work England's standards alongside the introduction of the university's 'Real World Curriculum Framework'. The course team also took the opportunity to provide information about improvements they have made to aspects of practice based learning, for example revising the training and support available to practice educators.
- The course was mapped against a number of standards and documentary evidence was provided in several areas, with an overview of how the course had previously met the standards and the proposed changes. This reflected the many minor changes which had arisen as a result of the dual reviews, including the revision of course documentation such as student handbooks, module descriptors, policies, assessment strategies and the course specification. For example, updating the Fitness to Practice Policy and Student Disciplinary Procedure with reference to Social Work England's professional standards.
- Inspectors felt that the alignment of the course with the themes within the university's 'Real World Curriculum Framework' fitted well with the ethos and aims of a social work education, and therefore there was strong alignment between the university's wider objectives and the ability of students to meet Social Work England's professional standards. For example, a focus on ensuring that students can apply theory to practice, develop research skills, foster a commitment to life-long learning and value learning for its own sake.
- With regards to admissions inspectors noted that the course has revised applicant and student facing documentation to reflect the new regulatory landscape. There has also been an increase in the IELTS minimum requirement, to an overall score of 7.0.
- Documentary evidence was provided of ongoing efforts to manage the capacity and availability of practice-based learning in the region, including the course team's involvement in the Social Work Education Network and the establishment of a Practice Learning Coordinator's Forum. Inspectors felt that from the evidence provided there seemed to be strong links with local employers. Likewise, evidence was provided which demonstrated the course team's ongoing engagement with practice educators to ensure that they have access to training and support.
- Inspectors noted that with regards to practice based learning the proposed changes included an increase in the number of skills days from 12 to 30. The documentary evidence indicated that the provision of additional skills days would support students to prepare for their practice based learning.

- Inspectors were able to review documentation detailing assessment methods, learning outcomes and module descriptors which had been mapped against and revised to reflect the standards. It was felt that the overall assessment strategy and design was appropriate for a social work course and would enable the students to meet Social Work England's professional standards.
- Overall, the changes reviewed by the inspectors were considered to be positive. The documentary evidence provided demonstrated that the course team are seeking to enhance provision, meet the required standards and ensure that the course is kept up-to-date.

Conclusions

The inspectors are recommending approval.

Appendix 1 – Outcome by standard

Standards impacted by the change	Met	Met with conditions	Met with recommendations
Admissions			
2.1 The admissions process will give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a course.	☒	☐	☐
2.2 The selection and entry criteria will include appropriate academic and professional entry standards.	☒	☐	☐
2.3 The admissions process will ensure that applicants have a good command of English.	☒	☐	☐
Course Governance, Management and Leadership			
3.6 There will be an effective process in place to ensure the availability and capacity of practice-based learning for all students.	☒	☐	☐
Course design and Curriculum			
4.1 The learning outcomes will ensure that students meet Social Work England's professional standards.	☒	☐	☐
4.2 The learning outcomes will ensure that students understand and are able to meet the expectations of professional behaviour.	☒	☐	☐
4.7 The delivery of the course will support and develop autonomous and reflective thinking.	☒	☐	☐
Practice Based Learning			
5.1 Practice based learning will be integral to the course.	☒	☐	☐
5.2 The structure, duration and range of practice based learning will support the achievement of the learning outcomes and the professional standards.	☒	☐	☐
5.3 The education provider will maintain a thorough and effective system for ensuring the quality of practice based learning.	☒	☐	☐

Standards impacted by the change	Met	Met with conditions	Met with recommendations
5.4 Practice based learning will take place in an environment that is safe and supportive for students and people with lived experience of social work.	☒	☐	☐
5.5 There will be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.	☒	☐	☐
5.6 Practice educators will have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, will be on the register.	☒	☐	☐
5.7 Practice educators will undertake regular training, which is appropriate to their role, students' needs and the delivery of the learning outcomes of the course.	☒	☐	☐
5.8 Students and practice educators will have the information they need in a timely manner in order to be prepared for practice based learning.	☒	☐	☐
Assessment			
6.1 The assessment strategy and design will ensure that those who successfully complete the course meet Social Work England's professional standards.	☒	☐	☐
6.2 Assessment throughout the course will ensure that students demonstrate that they are able to meet the expectations of professional behaviour.	☒	☐	☐
6.5 The assessment methods used will be appropriate to, and effective at, measuring the learning outcomes.	☒	☐	☐