

Education quality assurance – Course change review report

Report date:

20/05/2021

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Documentary review details

Inspection ID	ARU534
Course provider	Anglia Ruskin University
Validating body (if different)	Click or tap here to enter text.
Course name	BA (Hons) Social Work (Cambridge) BA (Hons) Social Work (Chelmsford) BA (Hons) Social Work (Peterborough)
Mode of study	Full time
Proposed first intake	01/09/2021
Maximum student cohort	N/A
Review type	Course change
Review team	Rebecca Mulvaney (EQA Officer) Anne Mackay (Registrant Inspector) Sara McCann (Lay Inspector)
Review team recommendation	Approval
Outcome	Approved

About the review

The proposed changes by the university followed a periodic curriculum review and include:

- A change to the admissions process which removes the requirement for applicants to demonstrate achievement in Maths at level 2 or equivalent.
- Updating of Module Definition forms and Course Specification to reflect mapping against Social Work England's Professional Standards, this included refreshing module learning outcomes to ensure that they aligned appropriately with the new standards.
- Updates to course content to ensure that the course reflects current practice, an example of this included 'decolonisation' of the curriculum to better reflect the modern world and research being undertaken by the teaching team.
- Updates to the design of delivery of modules following learning, reflection, and feedback from students on course delivery throughout the pandemic, adopting a blended approach and moving more content online.
- Updates to assessment and the overarching aims of the assessment strategy to ensure that assessments are 'authentic and engaging'. This includes expanding the range of assessments and innovating with new forms of assessment, for example a 'mini' viva¹ and article writing.
- The inclusion of a new 15 credit 'Ruskin' module providing opportunities for students to learn alongside students from other courses and professions. These modules are designed to allow students to explore real world problems while exploring perspectives and knowledge from other disciplines.
- Introduction of a new 'Lapses in Professionalism Policy' to sit alongside existing Academic Misconduct and Fitness to Practice policies.

The university has provided evidence in support of this change request which has been reviewed by the allocated inspectors.

¹ An oral examination in which the student answers questions with speech rather than writing.

Findings

The inspectors have reviewed the documentary evidence and consider;

- There is a clear rationale for the changes, firstly reflecting the change to the regulatory landscape, which has required the course provider to update course documentation and review their provision in preparation for the introduction of Social Work England's new education and training standards. For example, by ensuring that the course prepares students to understand and meet the professional standards.
- Secondly, the education provider has reviewed their existing provision to identify how to enhance course design, delivery, and assessment in line with university requirements to ensure that courses remain up to date. These changes have drawn on data and feedback from several sources including external examiners, students, people with lived experience involved in the course and course staff. The course team have also reflected on feedback provided as part of a Social Work England approval inspection of their BA (Hons) Social Work Degree Apprenticeship.
- Inspectors reviewed documentary evidence including mapping of the course learning outcomes against Social Work England's professional standards, course specifications, module definition forms, academic regulations in relation to assessment, university policies such as the new 'Lapses in Professionalism' policy and documentation relating to the internal validation of the course changes.
- Following an initial review, the inspectors requested further documentary evidence as it was felt that the new module definition forms did not provide enough detail or information about the changes. For example, the new forms did not consistently contain the staff responsible for teaching on individual modules, the types of assessment students would be expected to undertake or the curriculum content. Inspectors also requested course staff CVs and example reading lists.
- Additional documentary evidence was received and reviewed by the inspectors, who were satisfied by the extra detail and information provided. From this they were able to understand how modules would be assessed, the rationale for changes to assessment, and the knowledge and expertise of staff members involved in delivering teaching across different modules.
- The education provider identified several modules which had been positively evaluated by students following their remote delivery during the pandemic. An example of this was the 'Understanding Professional Practice' module which will now be delivered online, providing greater flexibility for students to engaging with this learning while on placement. The inspectors were satisfied that adopting a 'blended' approach to course delivery would not be detrimental to students' experience of teaching and learning.
- Inspectors reflected that the proposed changes would not have a significant impact on how the course meets the education and training standards. From the documentary

evidence provided inspectors did not feel that this change to the course's content, delivery or assessment would impact the learning outcomes or the ability of students to meet the professional standards. Overall, the inspectors regarded the changes to be constructive.

Conclusions

The inspectors are recommending approval.

Appendix 1 – Outcome by standard

Standards impacted by the change	Met	Met with conditions	Met with recommendations
Admissions			
2.2 The selection and entry criteria will include appropriate academic and professional entry standards.	☒	☐	☐
Course Governance, Management and Leadership	☒	☐	☐
3.10 Subject areas will be delivered by educators with relevant specialist knowledge and expertise.	☒	☐	☐
3.12 The resources to support learning in all settings will be effective and appropriate to the deliver of the course and will be accessible to all students and educators.	☒	☐	☐
3.16 There will be thorough and effective processes in place for ensuring the ongoing suitability of students' conduct, character and health.	☐	☐	☐
Course Design and Delivery	☒	☐	☐
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.	☒	☐	☐
4.3 The course will reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.	☒	☐	☐
4.4 The curriculum will remain relevant to current practice.	☒	☐	☐
4.7 The delivery of the course will support and develop autonomous and reflective thinking.	☒	☐	☐
4.9 The course will ensure that students are able to learn with, and from, professionals and students in other relevant professions.	☒	☐	☐

Standards impacted by the change	Met	Met with conditions	Met with recommendations
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 they are able to meet the expectations of professional behaviour.	☒	☐	☐
6.3 Assessments will provide an objective, fair and reliable measure of students' progression and achievement.	☒	☐	☐