

## Education quality assurance – Course change review report

Report date:

21/10/2021

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### Documentary review details

|                                |                                                                                                                         |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Inspection ID                  | UCL375                                                                                                                  |
| Course provider                | University of Central Lancashire                                                                                        |
| Validating body (if different) | <a href="#">Click or tap here to enter text.</a>                                                                        |
| Course name                    | BA (Hons) Social Work; BA (Hons) Degree Apprenticeship                                                                  |
| Mode of study                  | Full time                                                                                                               |
| Proposed first intake          | 01/09/2021                                                                                                              |
| Maximum student cohort         | 130 (1 intake per year); 25 (2 intakes per year)                                                                        |
| Review type                    | Course change                                                                                                           |
| Review team                    | David Amos, Lay Inspector<br>Mary Macdonald, Registrant Inspector<br>Helen Challis, Education Quality Assurance Officer |
| Review team recommendation     | Approval                                                                                                                |
| Outcome                        | Approved                                                                                                                |

### About the review

The University of Central Lancashire propose changes to the BA Social Work in response to the University course review cycle that took place in November and December of 2019. This particular review focused on assessment strategy, and module content, structure and delivery. In addition, the review examined changes required as a result of the introduction of Social Work England's new educational and training standards 2021.

The alterations planned include:

1. modifications to the amount and methods of assessment
2. updating module learning outcomes and content

3. withdrawal of modules
4. increasing academic credits for modules
5. integrating the involvement of people with lived experience in module delivery

The University uses the same modules to deliver the BA (Hons) Degree Apprenticeship. Consequently, the inspectors looked to approve changes to both courses.

The inspectors received documentation from the university to demonstrate how these changes would continue to meet all of Social Work England's education and training standards 2019.

## Findings

After reviewing the evidence submissions, the inspectors recognised that some standards were not impacted by the changes and the university continued to meet the education and training standards.

The inspectors identified the standards impacted by the proposed alterations and required review by inspectors were:

Standard 3: Course governance, management and quality:

- 3.1
- 3.8
- 3.9
- 3.12

Standard 4: Curriculum assessment:

- 4.1
- 4.2
- 4.3
- 4.5
- 4.6
- 4.8

Standard 6: Level of qualification to apply for entry onto the register:

- 6.1
- 6.2
- 6.3
- 6.4
- 6.5

### Standard 3.1

Inspectors reviewed the Continuous Course Enhancement Report for 2019/20 and Head of School Report for 2019/20. These outlined development plans for the course and identified any issues related to the provision of the course. The inspectors were satisfied that evidence that the University of Central Lancashire has course management and wider governance structures in place to maintain the sustainability of the changes, and that this standard was met.

### Standard 3.8

Inspectors examined the mock teaching scoring template – student feedback, Student declaration for participation in staff selection events, and Student Involvement Framework Survey. These illustrated how the course provider was implementing new university guidance to increase and sustain student involvement in curriculum development, staff recruitment and governance. The inspectors were satisfied that this standard was met.

### Standard 3.9

The Course Resource Audit Form and staff CVs were submitted for consideration. These outlined the appointment of additional senior lecture to lead the BA (Hons) course who is suitably qualified and on the register. The inspectors were satisfied that this standard was met.

### Standard 3.12

The completed Course Resource Audit Form from the internal review was seen by the inspectors. This outlined how any resource implications arising from proposed changes were identified and agreed through the University's course review process. The inspectors were satisfied that this standard was met.

### Standard 4.1

The Inspectors considered the new Module Descriptors and Programme Specification that illustrated how the regulator's professional standards were reflected in learning outcomes. The inspectors were happy with these changes.

### Standard 4.2

Inspectors examined the updated module 'Preparation for Social Work Practice' and two placement modules. All contained explicit reference to professional conduct, performance, and standards. The inspectors felt this standard had been met.

### Standard 4.3

The Programme Specification, Summary of Course Changes document, module descriptors and assessment strategy were submitted to inspectors as evidence of meeting this standard. The

inspectors found that the periodic review undertaken by the university ensured modules reflected contemporary approaches and were happy with the changes made.

#### Standard 4.5

The inspectors reviewed the module descriptors submitted by the education provider. They felt that this explained how students continued to be supported in applying new module content regarding theory (as mentioned in Standard 4.3) to practice. The inspectors were satisfied that this standard had been met.

#### Standard 4.6

The education provider identified changes to show a blended learning approach was being increasingly adopted. The overview provided in the Skills Days Table, for example, outlined the use of simulated learning using filmed scenarios. The inspectors were happy with these changes and were satisfied that this standard was met.

#### Standard 4.8

The new module descriptors for Working with Children, Young People and Families and Social Perspectives on Mental Health and Distress evidenced the continued support for the delivery of evidence-based practice. This standard continued to be met.

#### Standard 6.1

Module Descriptors and an Assessment Strategy were submitted. These showed how assessment had been mapped to the new regulator's professional standards. The inspectors were happy with this change and were satisfied that this standard was met.

#### Standard 6.2

The inspectors viewed the Assessment Strategy, Module Descriptors and Professional Standards PowerPoint. They were satisfied that the updated assessment outlined ensured students continued to demonstrate how they meet the professional standards required. The inspectors were satisfied that this standard was met.

#### Standard 6.3

The Assessment Strategy and Rational for Course Changes outlined how the streamlining and updating of module learning outcomes had resulted in changes to associated assessments. The inspectors found that the new assessments continued to meet the standard required.

#### Standard 6.4

Inspectors read the Assessment Strategy and the Student Handbook which they found to detail routes of progression, exit routes and transfer to other courses. The inspectors were satisfied this standard was met.

#### Standard 6.5

The inspectors reviewed Module Descriptors, the Assessment Strategy and Rational for Course Changes. These documents outlined modifications to assessment methods. As a result, a reduction of overall assessment loading had taken place, and more flexibility within assessment methods introduced to enable a more inclusive approach and provide choice for students without having to seek reasonable adjustment. Inspectors evaluated the assessment mechanisms and found them to be equitable. Inspectors also found that they do not negate the need for reasonable adjustments to be made. Inspectors were happy with this inclusive approach and changes and were satisfied that this standard was met.

## Conclusions

The inspectors are recommending that the changes to this course are approved.

## Appendix 1 – Outcome by standard

| Standards impacted by the change                                                                                                                                             | Met                                 | Met with conditions      | Met with recommendations |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|
| <b>Course governance, management and leadership</b>                                                                                                                          |                                     |                          |                          |
| 3.1 The course will be sustainable and fit for purpose.                                                                                                                      | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.8 Students will be involved in the course.                                                                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.12 The resources to support learning in all settings will be effective and appropriate to the delivery of the course and will be accessible to all students and educators. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Course design and delivery</b>                                                                                                                                            |                                     |                          |                          |
| 4.1 The learning outcomes will ensure that students meet Social Work England's professional standards.                                                                       | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.2 The learning outcomes will ensure that students understand and are able to meet the expectations of professional behaviour.                                              | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.3 The course will reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.                                       | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.5 Integration of theory and practice will be central to the course.                                                                                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.6 The learning and teaching methods used will be appropriate to the effective delivery of the learning outcomes.                                                           | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Standards impacted by the change                                                                                                                      | Met                                 | Met with conditions      | Met with recommendations |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|
| 4.8 The delivery of the course will support and develop evidence-based practice.                                                                      | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Assessment</b>                                                                                                                                     |                                     |                          |                          |
| 6.1 The assessment strategy and design will ensure that those who successfully complete the course meet Social Work England's professional standards. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.2 Assessment throughout the course will ensure that students demonstrate that they are able to meet the expectations of professional behaviour.     | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.3 Assessments will provide an objective, fair and reliable measure of students' progression and achievement.                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.4 Assessment policies will clearly specify requirements for progression and achievement within the course.                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.5 The assessment methods used will be appropriate to, and effective at, measuring the learning outcomes.                                            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |