

Inspection Report

Course provider: Liverpool Hope University

Course approval: MA Social Work and PG Diploma
(exit route)

Inspection dates: 25/01/22 - 27/01/22

Report date:	10/03/2022
Inspector recommendation:	Approved
Regulator decision:	Approved
Date of Regulator decision:	20 April 2022

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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 two to three-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. As a result of the COVID 19 pandemic, inspections are currently being carried out via remote virtual arrangements, and typically last three to four days.

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. Liverpool Hope University's MA Social Work course was 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.

Inspection ID	LHUR1CP80/81
Course provider	Liverpool Hope University
Validating body (if different)	n/a
Course inspected	MA Social Work and PG Diploma (exit route)
Mode of study	Full Time
Maximum student cohort	25
Date of inspection	25/01/22 - 27/01/22
Inspection team	Helen Challis Education Quality Assurance Officer Glenn Mathieson (Lay Inspector) David Childs (Registrant Inspector) Daisy Bragadini Education Quality Assurance Officer John Armitage Education Quality Assurance Officer (observer)
Inspector recommendation	Approved
Approval outcome	Approved

Language

16. In this document we describe Liverpool Hope University as 'the education provider' or 'the university' and we describe the MA Social Work as 'the course'

Inspection

17. A remote inspection took place from 25th January 2022 to 27th January 2022. 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 MA Social Work students; seven in their first year and two in their final year of study at Liverpool Hope University. Discussions included students' experience of applying for the course, their overall experience of the courses, teaching and learning, preparation for placement, student support services, awareness of the regulatory body and the resourcing of their course.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from the course team; central support teams and senior staff members both in the School of Social Sciences and University.

Meeting with people with lived experience of social work

22. The inspection team met with The inspection team met with thirteen people from Service User Group at Hope (SUGAH), who have been involved in the design and delivery of the course, admission interviews and evaluation of students.

Meetings with external stakeholders

23. The inspection team met with a representative from the Cheshire and Merseyside Social Work Teaching Partnership (CMSWTP), practice educators and staff from employers/ placement partners. Statutory organisations represented included Liverpool, Warrington and Sefton Council, with Active8 and PSS from the private and voluntary sector. Active8 provide support and accommodation for unaccompanied asylum seeking children on behalf of Liverpool Social Services. PSS is a social enterprise that supports adults who have learning or physical disabilities, challenges with their mental health or difficulties as they're getting older

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. The university provided documentary evidence relating to selection, interview questions, and scoring and the wider university support mechanisms related to these processes which was reviewed by the inspection team. In addition, the inspection team were informed of the CMSWTP pre-qualification workstream which has led to a joint process for the four-member universities within the partnership.

26. Through meetings with admissions staff, the course team and SUGAH the inspection team agreed this standard was met.

Standard 1.2

27. The inspection team were satisfied that the university's admissions process for this course includes the consideration of applicant's prior relevant experience via inclusion in the criteria of the shortlisting tool and from the questions during the interview process that were provided as part of the documentary evidence.

28. The inspection team determined that this standard was met.

Standard 1.3

29. The inspection team met with thirteen people with lived experience of social work who belong to SUGAH had been involved in the selection process at Liverpool Hope University. The group has been engaged reviewing written tasks and interviewing potential candidates for the course. Members from the placement partner meeting and practice educator meeting also confirmed to inspectors their involvement in the admissions process. The inspection team saw minutes and terms of reference for a workstream within the CMSWTP that has promoted an increase in number of practitioners involved in admissions and the education provider has expanded input across both the service user group and practitioners.

30. The inspection team therefore agreed that this standard was met.

Standard 1.4

31. The documentary evidence provided and during inspection meetings with admissions staff, support staff and students assured the inspection team that the University demonstrated the process to assess suitability of applicant's character, conduct and health. This includes early identification of applicant's potential support requirements available during the process, for example via the Lead for Care Experienced. During meetings with students, the inspection team were given examples of how individual support needs had been met appropriately.

32. The inspection team enquired about the timing of DBS checks and were assured these are completed prior to course commencement. The inspection team agreed this standard was met.

Standard 1.5

33. Documentary evidence submitted prior to inspection and in discussions with staff, including the Lead for Bridging the Gap Project, the Chair of Equality and Diversity Sub-Group assured the inspection team that the University was able to demonstrate that equality and diversity policies were implemented and monitored. In addition, the inspection team were made aware that there was a dedicated Data Officer responsible for gathering and dissemination equality, diversity and inclusion information for social work courses. The inspection team saw evidence of how the use of this data has led to the development of the Bridging the Gap Project.

34. The inspection team agreed this standard was met.

Standard 1.6

35. The inspection team concluded that the information provided to applicants via the admissions process was clear, accessible, and comprehensive for most areas. However, the inspection team noted that information that the 100 day statutory placement takes place beyond the standard academic year was only cited in a course leaflet. The inspection team concluded that this information needed to be made accessible in additional formats. This would alert applicants to a potential cost of childcare or other considerations that had a bearing for applicants which could be taken into consideration when making an informed choice about taking up a place on the course.

36. Following a review of the evidence, the inspection team is making a recommendation in relation to Standard 1.6. We recommend that the education provider further to inform applicants that 100 day statutory placement takes place beyond the standard academic year.

Standard two: Learning environment

Standard 2.1

37. Documentary evidence reviewed prior to inspection included list of placements and placement handbook that outlined the 70-day placement taking place within the private, voluntary and independent sectors, with 100-day placement will take place within the statutory sectors. In addition, 30 skills days were also clearly detailed. Discussions with students confirmed this with them feeding back specifically on the range of private, voluntary and independent sector placements available.

38. The inspection team were assured that this standard had been met and that the requirement for 200 days of placement activity is present.

Standard 2.2

39. Evidence submitted in support of this standard included the Placement Learning Agreement which the inspection team could see linked placement activity to knowledge and skills required for the professional standards; the Placement Portfolio; and redacted examples of mid-point placement reviews.

40. Discussions with the Partnership Lead for CMSWTP, practice educators and students further assured the inspection team that this standard had been met.

Standard 2.3

41. Documents submitted in support of this standard included the Placement Learning Agreement that outlines supervision arrangements and access to resources and support. The inspection team also saw a Placement Provider Guidance document produced by the CMSWTP, to support inductions for students.

42. During discussions with students and practice educators, the inspection team explored support available and were provided with specific examples from students where support had been received. Students were able to detail how and when they might access support and explained how their induction, supervision, and workload were managed whilst on placement.

43. The inspection team were assured that this standard had been met.

Standard 2.4

44. As detailed above in standards 2.2 and 2.3 and within documentary evidence, the university demonstrated how the student level of responsibility and supervision were tailored to their needs giving examples of progression and how the two placements differ.

45. The inspection team were assured that this standard had been met.

Standard 2.5

46. The inspection team reviewed the documentary evidence submitted which included the Preparation and Readiness for Practice Portfolio which outlined the assessment criteria and detailed which modules were compulsory.

47. The inspection team during meetings with both students and SUGAH explored the exercises involved in the Readiness to Practice Week and the feedback given on its development and delivery.

48. The inspection team were assured that this standard had been met.

Standard 2.6

49. Through the documentary evidence provided and their discussions with key stakeholders throughout the inspection, the inspection team were assured that this standard had been met. The Placement Learning Agreement includes the requirement for the practice educator to enter their registration number which is then checked by the course staff team as well as checking their knowledge and skills relevant to perform the practice educator duties.

50. As a result, the inspection team were assured that this standard had been met.

Standard 2.7

51. The inspection team concluded that the documentary evidence provided in advance of the inspection was able to demonstrate that this standard was met. For example, Placement Learning Agreement includes the requirement for the agency to ensure the student has access to the agency complaints /grievance procedures, the equality and diversity statements and that there is a named person in the agency who will support the student if they feel vulnerable to discrimination or harassment.

52. During meetings with students, examples of complaints made were given, along with the processes that were followed and outcomes communicated. For example, one student related their experience of using a whistleblowing procedure and was able to explain the progress of the investigation and how they were told about support available and how to access this.

53. The inspection team were assured that this standard had been met

Standard three: Course governance, management and quality

Standard 3.1

54. Evidence submitted in support of this standard included a Staff Roles and Responsibilities document; Course Handbook where management structures and staff

responsibilities were outlined to students; and Terms of Reference for the Academic Committee which illustrated the course management links to the wider university structure.

55. The inspection team found that throughout the inspection stakeholders provided examples of how management structure had been communicated to them. When asked, students demonstrated clarity in understanding the course team structure and who to go to for support.

56. The inspection team were assured that this standard was met.

Standard 3.2

57. Documentary evidence reviewed prior to inspection included Practice Learning Agreements which are used to establish content of placements and an overview of what process to follow if any concerns are raised. The role of the placement coordinator was also outlined. This role liaises directly with all placement providers and the CMSWTP and is involved with the CMSWTP in auditing of placements, with part of this audit ensuring placement agencies can support students to be able to meet the professional standards.

58. The inspection team also reviewed the Memorandum of Agreement from the CMSWTP which outlined support given for effective provision of practice placement opportunities. This included the sharing of data to assess placement requirements.

59. Discussions with stakeholders further assured the inspection team. The inspection team were satisfied that the standard was met.

Standard 3.3

60. See above standard 2.3.

61. The Placement Learning Agreement form noted any needs the student may have and outlined any reasonable adjustment required to meet these. Placement providers also used this document to identify any initial training requirements and specific risks that may be associated with their individual agency environments.

62. The Placement Provider Guidance document details the policies and procedures in place for supporting students and discussion with students and practice educators offered additional assurance, with students able to give examples of how systems had worked to support a student with visual impairment.

63. The inspection team concluded this standard had been met.

Standard 3.4

64. Evidence submitted in support of this standard included CMSWTP Board Meeting minutes and Curriculum Review meeting minutes. These documented how employers from

both statutory and private, voluntary and independent sectors were involved in delivering, evaluating and developing courses. Discussions with employers confirmed they had clear links to workstreams in the CMSWTP.

65. The inspection team concluded this standard had been met having examined the management and monitoring in place by the university and course teams.

Standard 3.5

66. This standard is supported by commentary at 3.4.

67. Discussions with SUGAH and students confirmed their involvement in monitoring evaluation and improvement of systems. This included annual curriculum review meetings involving students, service users and partners (from agencies within the CMSWTP); meetings with the Student Voice liaison lead; and course leaders meeting with SUGAH to develop simulation suite activities.

68. The inspection team were satisfied that the standard was met.

Standard 3.6

69. This standard is supported by commentary at 3.2 and 3.4.

70. Evidence submitted in support of this standard included CMSWTP Board Meeting minutes and Curriculum Review meeting minutes. These documented how systems are in place and utilised to identify placement availability within each local authority within the CMSWTP. The inspection team were assured that this standard had been met.

Standard 3.7

71. The inspection team reviewed the course lead's CV which confirmed both current registration with Social Work England and the possession of appropriate qualifications. In addition, discussions with the course lead revealed that, although not a requirement for Social Work England education and training standards, all staff are required to be qualified and registered social workers. In addition, the Course Lead has support to maintain professional practice in his contract.

72. The inspection team agreed that based on the documentary evidence provided and from discussions with the senior management team that this standard had been met.

Standard 3.8

73. Evidence submitted in support of this standard included the course team CVs which showed all hold or are working towards doctorates and PG Cert in Learning and Teaching in Higher Education, in addition to being registered social workers. Discussions with students, practice educators and placement providers confirmed that staff numbers, qualifications and experience ensured the delivery of an effective course.

74. Discussions with the senior management team assured the inspection team that there was a clear process for reviewing staff numbers as necessary.

75. The inspection team were assured that this standard had been met.

Standard 3.9

76. This standard is supported by commentary at 1.5.

77. Evidence submitted in support of this standard included the university Academic Quality Handbook where the process for review of courses is outlined; and a user guide for the Annual Review and Enhancement dashboard which gives access to student data by course. The inspection team were able to speak with the course team who confirmed the specifics of the data that is collected and how it is analysed to inform student's progression and outcomes.

78. The inspection team agreed that this standard had been met.

Standard 3.10

79. This standard is supported by commentary at 3.7 and 3.8.

80. Through the documentary evidence provided and their discussions with key stakeholders throughout the inspection, the inspection team concluded that there was a clear strategy and opportunities for educators to maintain their knowledge.

81. The inspection team reviewed documents included flyers for courses available to academics put on by CMSWTP, details of the CMSWTP Research Hub, and details of a staff network to enhance learning and teaching skills (Communities of Practice.) The inspection team also reviewed documentation outlining the support for practice educators. This included the details of refresher training and the invitation to attend the CMSWTP Practice Educator Conference.

82. Discussions with practice educators and staff confirmed the support and availability of opportunities.

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

Standard four: Curriculum assessment

Standard 4.1

84. This standard is supported by commentary at 2.2 and 2.4.

85. The inspection team were able to review module overviews and a Course Guide mapped to the professional standards and agreed that there was clear evidence of how the course had been designed and structured to prepare students for professional practice as social

workers. This was further evidenced by students articulating their understanding of the professional standards in discussions with the inspection team, who were able to hear examples of how the standards are taught and embedded throughout the course in academic sessions, in reflective assessment and on placement.

86. The inspection team agreed that the standard was met.

Standard 4.2

87. This standard is supported by commentary at 3.4.

88. The inspection team were able to review annual curriculum review meeting minutes and CMSWTP Board Meeting minutes that illustrated the involvement of students, service users and partners.

89. The inspection team heard throughout the inspection from stakeholders who provided examples of how their views had been sought and incorporated into the course. One example of this was from members of SUGAH who spoke about their input into the case studies in the simulation suite.

90. The inspection team agreed that the standard was met.

Standard 4.3

91. This standard is supported by commentary at 1.5, 2.7, 3.3, 5.1 and 5.4.

92. The inspection team were assured that during the 'student journey' presentation at the beginning of the inspection and in discussions with the course and senior management teams, the university was able to demonstrate how the theme of social justice was embedded across the course. This was further highlighted by the variety of international projects social work students had the opportunity to be involved in. This included a summer school in Turkey and practice placement in Ghana.

93. The inspection team concluded that this standard had been met.

Standard 4.4

94. This standard is supported by commentary at 3.5 and 3.10.

95. Documentary evidence reviewed prior to inspection included an outline of the process for updating modules with examples of how this had been followed to update the Law and Ethics module following changes in legislation. The inspection team found that throughout the inspection stakeholders provided confirmation that the course was continually updated.

96. The inspection team agreed that the standard was met.

Standard 4.5

97. Evidence submitted included the module details for the course, including the module 'Theory and Methods' where seminars explore the links between theory and practice via cases studies and activity within a simulation suite.

98. This was also discussed with the course team, practice educators and students during the inspection. These discussions gave an overview of how theory and practice are integrated throughout the course.

99. The inspection team agreed that the standard was met.

Standard 4.6

100. This standard is supported by commentary at 2.1 and 2.2.

101. The inspection team reviewed documentary evidence which demonstrated opportunities for multi-disciplinary learning in course modules, via a variety of guest professionals, in addition to people with lived experience who contribute to the courses across the curriculum. Examples of these included a high court judge; social workers from specialist teams (such as safeguarding and substance use); and voluntary sector workers (such as from domestic abuse services, HIV services).

102. At inspection, students further described how having their first placement within the private, voluntary, and independent sectors, allowed them to work with a variety of other professions.

103. The inspection team agreed that the standard was met.

Standard 4.7

104. Prior to the inspection, the inspection team were able to examine the Course Guide, University's Learning and Teaching strategy, the Guide to Postgraduate Regulations as part of a documentary evidence submission. During the inspection, the inspection team had access to the virtual learning environment and were able to review individual modules. The interrogation of the documentary evidence provided the inspection team with assurance that the structure of academic learning ensured students were able to meet the required level of competence.

105. The inspection team agreed that the standard was met.

Standard 4.8

106. The inspection team were able to review the feedback from the External Examiner, Assessment Map and the Course Guide. This document showed how assessments were mapped against the curriculum, learning outcomes, Professional Capabilities Framework and Social Work England standards.

107. During inspection students and members of the course team provided examples of how the range of different assessment methods would test different skills and competencies.

108. The inspection team were assured that this standard was met.

Standard 4.9

109. The inspection team were provided with an Assessment Schedule, Assessment Map and Module information via the virtual learning environment. These documents outlined a range of assessment strategies matched to module content appropriate for an undergraduate social work course.

110. Further detail on progression requirements and assessment was provided through discussion with students and the course team which assured the inspection team that this standard was met.

Standard 4.10

111. This standard is supported by commentary at 5.7.

112. When meeting with students, the inspection team heard how about the feedback they had received and access to the academic markers helped their progression. Students also spoke about the assistance available to enable their progression both during the module delivery and access to support services to help with study skills and their academic progression.

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

Standard 4.11

114. This standard is supported by commentary at 3.8.

115. Evidence submitted in support of this standard included staff CVs, External Examiner CV, and the university's Academic Regulation – The University's External Examiners. The External Examiner was confirmed to be a registered social worker.

116. From the evidence provided the inspection team was assured that this standard was met.

Standard 4.12

117. The inspection team reviewed documentary evidence including the Readiness to Practice Portfolio, and the assessment strategy, the inspection panel were assured that there were clear mechanisms regarding student progression that included direct observation by staff, practice educators and people with lived experience of social work.

118. Further discussions with the course team, employer and practice educators, assured the inspection team that this standard was met.

Standard 4.13

119. Evidence for this standard was provided across the learning outcomes and module details for the Research and Critical Thinking module prior to inspection. Additionally, the inspection team explored this topic in discussions with the course team and students and were assured that students could demonstrate the ability to gather, use, analyse and evaluate evidence in order to inform decision making and enable effective practice.

120. From this the inspection team was assured that this standard was met.

Standard five: Supporting students

Standard 5.1

121. The inspection team reviewed documentary evidence prior to inspection which included details of the dedicated services offered to students. The Student Development and Wellbeing team and Student Union offers a range of support services to students, including signposting to external agencies. Students can access guidance and advice from the Careers and Employability. This service provides the social work courses with a dedicated Careers Officer to deliver bespoke careers events for social work students.

122. Meetings with representatives from these services during the inspection week assured inspectors that support is accessible to students across campuses and while they are on placement. The inspection team were able to see that many resources, workshops and 1-2-1 appointments are available both onsite and online.

123. The provision of responsive and effective support services was affirmed in discussions with students, who felt that even through the disruption and difficult circumstances caused by the COVID-19 pandemic, staff had been available to support their studies and signpost them to relevant specialist services.

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

Standard 5.2

125. The inspection team reviewed documents that gave details of support and services offered to students. The role of the personal tutor was outlined with same tutor staying with the student throughout their journey. Personal tutors provide pastoral support and support students with their academic learning support.

126. Social work students have access to and support for accessing resources from a dedicated librarian for the School of Social Sciences. The Academic Skills Service provides services including study skills mentors.

127. Meetings with personal tutors and the during the inspection week assured inspectors that support is accessible to students across campuses and whilst they are on placement. The provision of responsive and effective support services was affirmed in discussions with students and practice educators.

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

Standard 5.3

129. The inspection team saw documentary evidence that outlined how the school aligns to the wider University processes such as Fitness to Practice, Fitness to Study and Student Code of Conduct. In addition, the subject level 'cause for concern' process was detailed. This is where early concerns can be addressed and documented prior referral to the University's Fitness to Practice process.

130. Discussions with the stakeholders throughout the inspection assured inspectors that there were processes in place to ensure ongoing suitability and that these are tailored for a professionally regulated course.

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

Standard 5.4

132. This standard is supported by commentary at 3.3 and 5.1 above.

133. Documentary evidence submitted prior to inspection summarised how students with health conditions or impairments were identified, assessed, and reasonable adjustments made with the support of the personal tutor and Student Development and Welfare Teams. This included the initial Health Questionnaire, and the Learning Support Plan which outlines the support and reasonable adjustment required for the student. This Learning Support Plan is shared with all educators and placement providers, as appropriate and is reviewed as required. In addition, shorter term adjustments are also available such as extensions and deferrals.

134. Examples of inclusive practice and reasonable adjustments being made in all learning environments were given during meeting with students and the course team.

135. The inspection team concluded that this standard had been met.

Standard 5.5

136. Evidence submitted in support of this standard included the Course Guide. The inspection team found that this provided students with an overview of the curriculum, placements, learning outcomes and how these meet the professional standards. It also contained a summary of registering with Social Work England.

137. During inspection, the inspection team were given access to the course virtual learning environment, which supplemented information in the Course Guide. Discussions with students assured the inspection team that relevant information had been given.

138. The inspection team agreed that this standard had been met.

Standard 5.6

139. Documentary evidence submitted included the course guide which stated the expectations of attendance and of the mandatory parts of the course. Meeting with students confirmed that the induction they received also made expectations clear and described the different methods for monitoring attendance.

140. The inspectors agreed that based on the documentary evidence provided, and from discussions with students that the standard had been met.

Standard 5.7

141. Documentary evidence and narrative submitted outlined how the course processes are aligned to university guidelines. These included documents such as Provision of Information to Students about How They Will Be Assessed, Mitigating Circumstances Policy, and Marking Scales.

142. During meetings, students confirmed how feedback had helped them progress and improve.

143. The inspectors agreed that the standard had been met.

Standard 5.8

144. Evidence submitted in support of this standard included the university policy in respect of academic appeals. The academic appeals process is available on the website, with the link also detailed in the Course Guide. The inspection team were informed that university complaints policy is available through the university student pages and this is also highlighted in the Course Guide.

145. Meetings with students and the course team provide the inspection team with further evidence of this process as well as outlining support and guidance from the Students Union.

146. The inspectors agreed that the standard had been met.

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

Standard 6.1

147. As the qualifying course is a MA Social Work and PG Diploma (exit route) the inspection team agreed that this standard was met.

Proposed outcome

The inspection team recommend that the course be approved.

Recommendations

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	1.6	The inspectors are recommending that the university consider providing additional sources of information to notify applicants that the 100 day statutory placement takes place beyond the standard academic year.	Paragraph 36

Annex 1: Education and training standards summary

Table breakdown of standards met during preapproval and inspection.

Standard	Met	Met with conditions	Recommendations
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	Met with conditions	Recommendations
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.	☒	☐	☐
2.7 Ensure that policies and processes, including for whistleblowing, are in place for students to	☒	☐	☐

Standard	Met	Met with conditions	Recommendations
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 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	☒	☐	☐

Standard	Met	Met with conditions	Recommendations
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, ongoing development and review of the curriculum.	☒	☐	☐
4.3 Ensure that the course is designed in accordance with equality, diversity and inclusion	☒	☐	☐

Standard	Met	Met with conditions	Recommendations
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.	☒	☐	☐
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	☒	☐	☐

Standard	Met	Met with conditions	Recommendations
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.	☒	☐	☐
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.	☒	☐	☐

Standard	Met	Met with conditions	Recommendations
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