

Inspection Report

Course provider: Manchester Metropolitan University

Course approval: BA (Hons) Social Work

Inspection dates: 8th – 11th March 2022

Report date:	13 th July 2022
Inspector recommendation:	Approved
Regulator decision:	Approved
Date of Regulator decision:	11 th July 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. Manchester Metropolitan University's BA (Hons) 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	MMUR1
Course provider	Manchester Metropolitan University
Validating body (if different)	N/A
Course inspected	BA (Hons) Social Work
Mode of study	Full time
Maximum student cohort	65
Date of inspection	8 th - 11 th March 2022
Inspection team	Daisy Bragadini (Education Quality Assurance Officer) Laura Mellon (Education Quality Assurance Officer) Sarah McAnulty (Lay Inspector) Louise Robson (Registrant Inspector)
Inspector recommendation	Approval
Approval outcome	Approval

Language

16. In this document we describe Manchester Metropolitan University as 'the education provider' or 'the university' and we describe the BA (Hons) Social Work as 'the course'.

Inspection

17. A remote inspection took place from 8th- 11th March 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 had two meetings with students. They met with a group of students who were studying at all three stages of the course and one student on their own. Discussions included their experience of applying to the course, their experience on placements, the teaching content and the support services offered by the university.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from the teaching team, the senior management team, staff involved in providing support services, both academic and pastoral, and staff involved in placement provision and admissions.

Meeting with people with lived experience of social work

22. The inspection team met with people with lived experience of social work, the Focus on Involvement group, who have been involved in the admissions process and teaching. Discussions included the way they are involved in working with and teaching the students, how supported they feel to carry out their work and the ways they are involved in providing feedback to the course.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners, including employer partners from the local authorities and teaching consultants who work both at the university and a local authority.

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. Prior to the inspection the inspectors were able to review evidence showing how applicants experience a holistic and multidimensional assessment experience as part of the admissions process. This included a written task, role play and interview. The inspection team saw evidence of how the ICT skills of applicants are assessed through their use of Microsoft Teams, Word, email and links to websites, including provision to assess applicants with limited access to technology. Through the meeting held with the staff involved in the admissions process, the inspection team also heard about how applicants' qualifications are checked by the central admissions team and then suitable candidates are passed on to the academic staff before being offered an interview. The inspection team agreed that this standard was met.

Standard 1.2

26. Through the review of the documentary evidence, the inspection team understood how prior relevant experience is assessed within the personal statement at the start of the application process. It is also assessed through direct questions during the interview stage where candidates are asked about their relevant experience and how this relates to their chosen course of study. During the meeting held with the staff involved in admissions, the inspectors heard how prior relevant experience is reflected in the scoring process and how different people involved in this assessment collaborate to mark the value of the prior relevant experience. The inspection team concluded that this standard was met.

Standard 1.3

27. During the review of documentary evidence the inspection team understood that people with lived experience of social work, practice educators, practitioners, teaching consultants and academic staff are involved in the admissions process. Through the meetings held with staff involved in the admission process, employer partners and people with lived experience of social work, the inspection team heard how assessment panels at the admissions stage work collaboratively to reflect on, discuss and decide outcomes of applications. The inspection team also heard how the Focus on Involvement group are involved in designing the selection day, including the questions during the interview. The inspection team were assured that this standard was met.

Standard 1.4

28. As part of the documentary evidence and review and through the meeting held with the admission team the inspectors were informed of the process applicants must go through in

order to assess their suitability, including conduct, health and character and criminal conviction checks. The inspection team heard how all offers remain conditional until the criminal conviction checks have been completed and the procedures which are followed if disclosures are made. Through discussions with the admissions team, the inspectors understood how this process is linked to other important factors such as placements and progression, and also how timelines are adhered to for both candidates who have and have not made disclosures. The inspectors also reviewed information relating to how the details of this process are communicated to students by the central admissions team, information on the website and open days. The inspection team concluded that this standard was met.

Standard 1.5

29. Prior to inspection the inspectors were provided with the interview offer letter which provides information for applicants about how they can request additional support, the equality, diversity and inclusion policy, evidence to illustrate the mandatory equality, diversity and inclusion training for all university staff and the preparatory video which all people involved in admission are provided with. Inspectors also heard about open days, provided both online and face to face, where potential applicants are given information on support which is available. After these sessions staff are available for one hour afterwards to answer questions and help people make decisions about whether to apply. The inspectors heard that at every stage of this process, information is supplied about how to access support to apply. The inspection team agreed that this standard was met.

Standard 1.6

30. The inspectors reviewed the information on the course page on the university's website including overviews of the course modules, information about Social Work England, the role of a social worker, the professional standards, costs associated with the course and staff profiles with their research interests and publications. Inspectors were provided with the presentation used for the open days and spoke to students who described gaining relevant information from video updates on what they could expect, and information sessions involving people with lived experience of social work and alumni from the university. The inspectors were satisfied that this standard was met.

Standard two: Learning environment

Standard 2.1

31. During the evidence review the inspectors were able to review how the Programme and Placement Handbook, information on the website and module overviews stipulated the requirement for practice learning and skills days, including how attendance is managed. Online timesheets are used and accessed by onsite supervisors and practice educators. Through meetings held the inspection team heard how the practice learning team use an online system called 'In Place', which helps staff to match students and their learning needs

to appropriate placements, including offering a contrasting placement. Inspectors also heard from the Practice Learning Lead who oversees the matching process and about the Learning Agreement Form, which is also used to monitor placements to ensure students are provided with a statutory placement with corresponding learning opportunities and experiences. The inspectors reviewed the evidence provided to illustrate the quality audit process utilised for placements and were satisfied that this demonstrated a robust and clear provision of statutory and non-statutory placements. The inspection team were confident that this standard was met.

Standard 2.2

32. Prior to the inspection the inspectors were provided with evidence including a list of placement providers, information about how the learning agreement form completed at the start of a placement and the midpoint review enables monitoring of appropriate learning opportunities and the Placement and Programme Handbooks. The inspectors met with placement providers, students and practice educators who confirmed that the documented procedures are effective in enabling students to gain the knowledge and skills necessary to meet the professional standards. The meetings held with staff involved in the provision of support services, with students and with practice educators also confirmed to the inspectors that this standard was met. Consequently, the inspection team concluded that this standard was met.

Standard 2.3

33. The inspection team reviewed evidence which illustrated how the Placement Handbook outlines the roles and responsibilities of the practice learning team, and the midpoint review meeting provides a check point to assess support, access to resources and a realistic workload. They were able to understand how the Learning Agreement Form is used to highlight and plan the support available for students whilst on placement. The Practice Learning Workstream, part of the Greater Manchester Social Work Academy, is used to ensure practices are shared and consistent. The inspectors were provided with evidence which highlighted how the electronic portfolio, PARE, is used to stipulate the requirements and expectations around induction. The meetings held with staff involved in the provision of support services, with students and with practice educators also confirmed to the inspectors that this standard was met.

Standard 2.4

34. Throughout the evidence review and the meetings held with practice placement staff and students, the inspectors were provided with insight into how the university ensure that students' responsibilities are appropriate for their stage of learning while on placement. The inspection team understood how the Learning Agreement Meeting form and the Midpoint Review form inform the monitoring of students' responsibilities. The Placement Handbook

outlines the requirement for students' responsibilities and students are supported to complete their Placement Application forms. The inspection team were informed that the tasks, roles, responsibilities and functions given to students whilst on placement are guided and determined by whether the placement is the first or second. The inspection team also heard how the practice educator or on-site supervisor work with the Professional Capabilities Framework, alongside the students, to ensure responsibilities match their stage of training and education. The inspection team were assured that this standard was met.

Standard 2.5

35. The inspection team were provided with evidence outlining how students undergo an Assessed Preparation for Direct Practice. The inspectors were able to review evidence including unit information for Ethical Practice for Professional Practice, where the assessment concludes and skills days which are included across four taught units. They also reviewed details about the reflective portfolio students submit which comprise of analytical learning reviews, completed after each of the skills days and are linked to Social Work England's professional standards. Views from practice educators and students confirmed to the inspectors that students were well-prepared for their practice learning in a service delivery setting. The inspection team were assured that this standard was met.

Standard 2.6

36. Included within the documentary evidence submitted was information illustrating how the university ensures practice educators have relevant knowledge, skills and experience and are registered with Social Work England. The inspectors were informed that a central list is used by the teaching partnership, which is currently held by the university. The inspectors understood how an online system called PARE is utilised, and where practice educators can have access to relevant documentation, such as handbooks. The Learning Agreement Form requires indication of practice educators' qualification and PARE now requires practice educators' registration numbers to be added. The university facilitates support group seminars, which moved online during the pandemic, and the teaching partnership hosts biannual teaching conferences. The inspection team were content that this standard was met.

Standard 2.7

37. Inspectors reviewed evidence to show how policies and processes are embedded and utilised for students to challenge unsafe behaviours and cultures and the associated support necessary. Evidence included the Programme Handbook which holds information and a link to the whistleblowing policy, key contacts and sources of support, and the requirement for inductions to cover whistleblowing. Inspectors noted that the Learning Agreement Form requires practice staff to identify the whistleblowing policy. Students are required to read the Programme Handbook and indicate they have read the relevant policies. Inspectors met

with personal tutors and understood that they are central in providing guidance and assistance to students who raise concerns. During the meeting with students, it was clear that they were aware of procedures and processes to follow and who they would contact if they needed to raise a concern. Therefore, the inspection team were satisfied that this standard was met.

Standard three: Course governance, management and quality

Standard 3.1

38. The inspection team were provided with documentary evidence illustrating the clear structures of management and governance, including roles, responsibilities and lines of accountability. The inspectors reviewed a governance structure chart, showing the source of overall oversight for the course, academic boards, education committees, the Widening Participation steering groups and assessment boards. The Senior Leadership Group is responsible for departmental strategy and manages ongoing management and development. The inspectors were also provided with an overview of staff within the social work department including roles and staff CVs. The meeting held with senior managers provided an opportunity for the governance, resourcing and management of the courses to be explored and discussed. Inspectors concluded that this standard was met.

Standard 3.2

39. The university is part of the Greater Manchester Teaching Partnership (GMSWA) and have established the Practice Learning Workstream alongside it. The inspectors were able to review the Memorandum of Agreement in place and the Practice Learning Workstream Workplan, which staff from the university are involved with. During meetings with staff involved in practice placements the inspectors heard about the processes followed in incidences where there is a placement breakdown, which is outlined in the Placement Handbook. Staff described a solution-focussed approach to resolving placement breakdowns which is led by the tutor. Students confirmed that they had access to support and felt that staff were responsive and methods of communication efficient. The inspectors also heard that the GMSWA developed a strategy to deal specifically with pandemic-related challenges arising at a placement. The inspectors agreed this standard was met.

Standard 3.3

40. Prior to the inspection the inspectors reviewed evidence outlining how the course provider ensures there are policies and procedures in relation to students' health, wellbeing and risk. Inspectors understood how the Learning Agreement Meeting and form are used, how the QAPL tool supports assessment of placements' suitability and how Personal Learning Plans can be implemented if necessary. The Practice Learning Handbook refers to the importance of wellbeing and provides information on sources of support and an absent student protocol has been established during placements. During meetings with students,

personal tutors and practice educators, inspectors were assured that students were being appropriately supported with relevant policies. The inspection team concluded the standard was met.

Standard 3.4

41. Inspectors heard how the GMSWA is used as a forum which involves employer partners in the design of the course and saw evidence relating to the Stakeholder Group. The GMSWA also has a dedicated Practice Learning Workstream which involves employer partners monitoring and allocating practice placements. The inspection team heard how employers are involved in admissions, teaching, design and placement management. The university employs two teaching consultants who work part time at the university and part time in practice. Discussions held with them helped to illustrate the role they hold and how they are able to provide a two-way flow of current practice into the classroom, and then transfer teaching from the university back out into their field of practice. The inspectors were also provided with podcasts to listen to which illustrated clearly how this work is undertaken. Other examples of collaboration with employers from charities and the private sector were provided where they contribute to the course and teach the students. The inspection team were confident that this standard was met.

Standard 3.5

42. The university hold Educational Annual Reviews and during the meetings held with the course team, including the Departmental Educational Lead. Inspectors understood how these inform further meetings held at different levels, amongst different groups. They heard how programme leadership meetings are used to incorporate the voice of the student, aspects of the curriculum, assessment and how and where action points are raised. Unit leads also hold meetings where action points are reviewed and progressed, and modules are reviewed. Faculty review meetings are held and action points are brought back to unit meetings. Biannual stakeholder meetings involve workforce development leads, social workers, practice educators, people with lived experience of social work, academics and university staff. Inspectors also heard how student course representatives hold formal regular meetings and informal meetings with students, when needed. The inspectors heard an example of a marking rubric being improved in response to student feedback and were told about how students are informed of changes and developments. For example, mechanisms such as 'You Said, We Did', a newsletter and announcement pages are used to share outcomes with students. The inspection team were satisfied that this standard was met.

Standard 3.6

43. Through the review of documentary evidence, meetings with staff involved in practice learning including supplementary evidence provided, the inspectors assessed the strategy in

place to align student numbers to local and regional placement capacity. They met with the Work-based Learning Tutor who identifies new placements and is focused on placement growth and ongoing development, and they also heard about the plans for developing further placement opportunities in a variety of settings. The inspection team understood the work being carried out by the Strategic Placement Lead and the ongoing work to secure placements. They were able to review data on placements used for both the statutory and non-statutory placements, and evidence of the work of the Greater Manchester Social Work Academy Practice Learning Steering Group. The inspectors agreed that the evidence illustrated a strategy to forecast and plan for placement capacity, through collaboration with the teaching partnership. Therefore, the inspection team concluded that this standard was met.

Standard 3.7

44. The inspection team were provided with evidence to show that there is a lead social worker in role who has overall professional responsibility for the course and is the Head of Social Work. They were satisfied that they were appropriately qualified and registered with Social Work England, and that the Deputy Head of Department acts as a suitably qualified replacement in their absence. The inspectors agreed this standard was met.

Standard 3.8

45. Inspectors were provided with evidence to show the social work team involved in delivery of the course consist of 30 members of staff, with a range of appropriate experience and qualifications. The inspectors also reviewed information available on the website which details the research interests and staff profiles of the course team. Prior to the inspection, the inspectors were able to read about the range of research and practice interests staff have and also the practice work they are involved in currently, including with charities, boards and local authorities. During meetings with senior managers and the course team, the inspectors understood the consideration given to specialist roles such as the teaching consultants, the work-based learning tutor and the graduate teaching assistant. Consequently, the inspectors were content that this standard was met.

Standard 3.9

46. Inspectors reviewed evidence which illustrated how Education Annual Reviews are utilised and how they review educational performance at faculty and departmental level, taking account of data dealing with enrolments, progression and unit performance, for example. The inspection team heard how Power BI reports are generated to assist data sharing, analysis and understanding and facilitate data comparisons each year. Student progression data is also analysed according to protected characteristics and demographics, and inspectors were able to review evidence about how this data informed projects and

interventions, such as the writing café and study skills provision, for example. The inspection team determined that this standard was met.

Standard 3.10

47. Evidence the inspectors reviewed showed how educators were supported to maintain their knowledge and understanding in relation to professional practice. This included information and discussions with staff detailing the Annual Professional Development Review and the Research and Knowledge Exchange activities which staff are involved in. Inspectors heard how staff are supported to complete their PhD, are granted 90 hours of professional academic development, are supported with research allocation hours and have protected time for a critically reflective staff reading group. Inspectors also heard how staff are involved in work at food banks, practice within the local authority, roles as trustees, as volunteers, and as part of strategic social work boards. In support of this standard the inspectors also highlighted evidence of the roles of the Teaching Consultants and a shared department letter to the Independent Review of Children's Social Care. The inspectors were assured that this standard was met.

Standard four: Curriculum assessment

Standard 4.1

48. Prior to the inspection the inspectors were able to review evidence showing how the course is designed to enable students to demonstrate that they have the necessary knowledge and skills to meet the professional standards. Evidence included Assessment Handbooks which outline the learning outcomes and Unit Handbooks which are used alongside the learning material available on their virtual learning environment, Moodle. The inspectors were provided with explanatory videos showing how this is used, and the curriculum information students are able to access. The inspectors were able to understand a clear process for quality assurance of the content and mapping of the curriculum. The inspectors were also able to see how the Assessment Handbooks and Programme Specification were used to align the curriculum and learning outcomes and ensure students can demonstrate their learning through the relevant Knowledge and Skills Statements, professional standards and PCF. The inspection team were content that this standard was met.

Standard 4.2

49. Inspectors reviewed evidence which illustrated the purpose of the stakeholder meetings which relates to the oversight, operations and standards of the programme, and the students' experience, and take place biannually. People with lived experience and employers attend these meetings, teaching consultants and people with lived experience teach and input into teaching materials, and the work undertaken with the GMSWA (Teaching Partnership) supports the work with external stakeholders. Through meetings

held with employers, the inspection team heard of a number of examples where they have worked alongside staff on the course. These included informing the assessment of portfolios and being involved in moderation, supporting with the admissions and interview process and an efficient and productive cycle of communication and consultation. The inspectors agreed this standard was met.

50. During meetings held with people with lived experience and practice educators, the inspectors heard that numerous members of the group provided suggestions for what they would like to be involved in and change they would like to see, but that there was some lack of clarity about formal mechanisms for this feedback and involvement. The inspectors felt that there was further opportunity to strengthen the communication between the University and People with Lived Experience and Practice Educators to stimulate feedback that could then inform review and curriculum design. Therefore, the inspectors are adding this as a recommendation. Find information on this in the [recommendations table](#).

Standard 4.3

51. During both the documentary evidence review and meetings held with the course team, equality and diversity leads and support services, the inspectors reviewed information about how the course is aligned with principles of equality, diversity and inclusion. This included the equality, diversity and inclusion policy and evidence of robust and clear processes for assessing the needs and disabilities of students. Examples were provided from mature students who have access to assessment services and support, study skills tutors who help with writing skills and the writing project which offers differing lengths of short courses to suit students' needs. The inspectors heard how the staff from support services provide information about support and how to access it through teaching sessions which is built into their induction. Inspectors also heard how support services were attuned to particular groups' needs, which included consideration of the time students have available to engage in different study support groups and characteristic-led needs, such as the master class in imposter syndrome offered for mature students. Inspectors concluded that the university's policy was implemented in such a way as to be sensitive and responsive to the needs of the individual students, as well as informed by data on attainment. The inspection team were assured that this standard was met.

Standard 4.4

52. The inspectors were able to understand how the internal consultation processes and meetings between unit leads, programme leaders, tutors, the Deputy Head of Department and the Head of Social Work enable continual updates to be implemented. Inspectors were provided with recordings of discussions held by the teaching consultants and heard how best practice and recent developments informed the updates for the course and contemporary discourses on practice. Along with this, inspectors heard examples of academic staff involved in practice and the work they are involved in outside the university

and how this allows developments in research to inform the course. Sample teaching material and handbooks reflected a current curriculum and minutes from stakeholder minutes also support this standard. The inspection team heard how the course offers elective modules which were directly informed by the input from staff and their practice and offer specialist area teaching, such as within mental health social work. Staff are provided with planning and development time which allows them to work on annual updates to teaching materials, for example. The inspectors concluded that this standard was met.

Standard 4.5

53. Inspectors were provided with evidence which shows that skills of reflection are embedded during the admissions stage, and that integration of theory and practice run through the skills days and progression throughout the course. Students are required to complete 'wiki logs' as part of each skills day which provides a focus on reflection and application of theory to practice. Inspectors heard how simulated learning resources such as the 'Flat', the 'Cave' and Birley Place provide opportunities for students to apply theoretical learning alongside people with lived experience and actors. Inspectors reviewed evidence within the External Examiners reports which highlighted the use of critical reflection and an integration of theory to practice. Unit and Assessment Handbooks also described how theory and practice is central to the course. This was further supported by the meetings held with students and practice educators, where examples were provided from both groups of how students were encouraged, supported and taught how to relate theory to practice. Consequently, the inspectors agreed this standard was met.

Standard 4.6

54. Through discussions held with the course team and students, the inspectors were able to understand how students are given the opportunities to work with and learn from other professions, including through their practice placements. Staff described how the virtual online community called Birley Place was used to support cross faculty, interprofessional practice including alongside nursing, mental health nursing, integrated social care, speech and language, physiotherapy and nutrition. Inspectors were able to see how the Applying Law, Safeguarding and Inter-disciplinary Practice and Critical and International Perspective in Social Work units showed further opportunity for interprofessional learning, with students able to provide their feedback through unit evaluations and surveys. The inspection team were satisfied that this standard was met.

Standard 4.7

55. Inspectors reviewed the information on the website which outlines the requirements for time spent on teaching and learning. The Programme Handbook describes the expectations in relation to learning time and the associated credits. The inspectors noted feedback

contained within the External Examiners report in relation to necessary adaption to teaching during the pandemic and were also provided with a timetable, and understood how the course team had adapted their mode of teaching delivery to respond to the pandemic. The inspectors heard how attendance and engagement is monitored through an online system called PRESTO with clear procedures followed in relation to this. The inspection team were in agreement that this standard had been met.

Standard 4.8

56. Inspectors were able to see that a broad range of assessment strategies were used and saw evidence of the assessment strategy utilised by the course team, unit assignment briefs are shared with programme leads. During supplementary meetings the inspectors were able to see how data sets are used to inform action planning, including for assessment, and heard about how the team have reduced the number of people who mark students' work to contribute to standardisation and design assessment based on principles of inclusivity. The inspectors heard how a review of assessment data is a regular agenda for the team's monthly meetings and the Educational Lead guides the review of the assessment portfolio. During meetings held with students and the course team, the inspectors heard how student feedback on the marking rubric had led directly to it being modified to meet the needs of the students and make it more accessible. Therefore, the inspectors agreed this standard was met.

Standard 4.9

57. Prior to the inspection, the inspectors reviewed the Programme Assessment Management Plan, which highlights the requirement for an annual review of assessment. This also includes scrutiny of whether assessments align to the learning outcomes. The Assessment Handbook outlines students' progression over the three years of study and how each stage is mapped to the curriculum. Inspectors reviewed documentary evidence and heard in meetings with the course team how the Education Annual Review uses data on progression and attainment to create action points, which form part of the process for quality assuring the assessment strategy. The course team align assessments to the learning outcomes and the university's level descriptors for stages 4, 5 and 6. Inspectors also heard how stakeholder meetings are used to gather feedback on assessment from students and employers. The inspection team were in agreement that this standard had been met.

Standard 4.10

58. Inspectors found evidence within the Assessment Handbook for students which clearly describes the expectations and processes for feedback at each stage of their progression through the three levels of the course. This was reviewed alongside the assessment strategy which underpins the expectations involving feedback. Inspectors understood how students can expect to have feedback based around the marking rubric, which is strengths-focussed

and includes guidance on how to develop and improve their work. Action plans are agreed for those students who require further support to progress whilst on their placement, and the midpoint meeting is used to plan for this. Discussions held with students raised no concerns in relation to the feedback they are provided with. Comments provided by External Examiners seen by the inspectors confirmed the feedback was constructive and useful. The inspectors were satisfied that this standard was met.

Standard 4.11

59. Inspectors were provided with CVs for the staff involved in assessment showing the range of experience and expertise held by the staff team. The inspectors also reviewed evidence that highlighted that staff are required to have or be working towards a teaching qualification in Higher Education, and that new members of staff are supported to complete the Post Graduate Teaching Certificate. Confirmation that the External Examiners are qualified and registered was provided to the inspectors. The inspectors were in agreement that this standard was met.

Standard 4.12

60. The Assessment Handbook outlines how assignments are marked and the Programme Assessment Management Plan provides evidence of an internal quality assurance process. The Placement Handbook outlines students' progression whilst carrying out their placement, and details on how the Practice Assessment Panel functions. Within the practice portfolio inspectors were able to review evidence of the range of people involved in the assessment of students' progression, including practice educators, people with lived experience of social work and tutors. The Placement Handbook also offers guidance on direct observations, including frequency and consideration needed for observation, and that feedback will be provided from service users. Inspectors heard how preparedness for practice is assessed within the Ethical Practice for Professional Social Work unit in Year 1 of the course, which again involves people with lived experience of social work and academic staff assessing students' progression. The inspection team concluded that this standard was met.

Standard 4.13

61. Through a review of information provided on the website, the inspectors noted a clear connection relating to evidence-informed approaches for each module taught at the three stages of the course. Unit Handbooks provide reading lists, and the Applied Social Research and Evaluation for Practice unit covered key theories and conducting research. During meetings held with the course team the inspectors were able to appraise the range of research undertaken by the staff and how this informs and develops their teaching. Subject experts included work in the areas of mental health social work and adults' social work. Inspectors were assured that this standard was met.

Standard five: Supporting students

Standard 5.1

62. The inspection team reviewed a range of evidence which illustrated the variety of support services which are available to students, including counselling and occupational health provision and careers advice. This included individual counselling services, sources of self-help available online, wellbeing workshops and day and night emergency services. Meetings held with course staff, staff providing these services and students illustrated to the inspection team how these services are accessed, delivered and experienced. The inspectors heard about feedback from students on the services, their accessibility and the range of resources available. The Programme Handbook provided information on the support services available which students are able to access when they are on placement, off-campus and on a break from their studies. The inspectors concluded that this standard was met.

Standard 5.2

63. Prior to the inspection the inspectors were provided with the Personal Tutor Handbook which provides guidance and support for staff carrying out their personal tutor roles including how to follow a personal tutoring plan, which is reviewed regularly. Personal tutors work closely with practice educators to support students whilst on placement and convene meetings when necessary to coordinate plans. The Programme Handbook outlines the tutoring model and what students can expect, including information about sources of support and additional staff and services. The inspectors were informed of the Programme Support Tutor and Faculty Student Engagement Officer who link with Personal Tutors. Academic and Study Skills Support includes taught study skills, small group sessions and individual appointments. Inspectors heard how the university is increasing their programme support tutors to ensure comprehensive provision, and through discussions with students, inspectors were assured that services were providing for the needs of the students. The inspectors were satisfied that this standard was met.

Standard 5.3

64. Inspectors reviewed documentary evidence prior to the inspection which described a process for students to sign a self-declaration form annually including an adherence to handbooks and standards. The Programme Handbook refers to the Fitness to Practice policy and how associated processes need to be followed. Inspectors also reviewed evidence relating to this process which covers health issues, where reasonable adjustments may be made or when students may need to suspend their studies. The university also implements a student Code of Conduct contributing to the mechanisms in place to ensure an effective process for ensuring students' ongoing suitability. The inspection team were content that this standard was met.

Standard 5.4

65. During the inspection the inspectors met with staff responsible for administering inclusion and disability services, where they heard how students can access support, undertake assessments and have their individual health and impairment needs met. The inspectors also met with the designated member of staff with responsibility for overseeing the reasonable adjustments which are provided for students. Personal Learning Plans are used to detail individuals' adjustments and is shared with agreement with unit and programme leads and personal tutors as necessary. The Disability Service can provide support to apply for an allowance which can enable students to buy equipment and assistance. The course team also fund provisions such as note taking and recommendations for exams. Whilst meeting with students, the inspectors heard a range of examples of how their individual learning needs were being met at the university and on placement. It was highlighted during meetings with course staff that they are responsible for ensuring learning materials are accessible and inclusive. The inspectors agreed that this standard was met.

Standard 5.5

66. Alumni are invited to support students to learn about the transition to employment and requirements of Continuous Professional Development. Programme Handbooks, Placement Handbooks and Unit Handbooks provide information on the structure and content of the course, including information about staff roles and responsibilities and who students should refer to. Students are also provided with information about placement timing and duration, assessment methods, placement induction and support. Inspectors were able to review teaching materials for seminars providing students with information around transition, support for securing interviews and jobs and about requirements of professional registration. Students were able to convey their understanding and confidence in the knowledge of the professional standards and described a process of continual reinforcement of them throughout the course. Therefore, the inspection team were assured that this standard was met.

Standard 5.6

67. The inspectors were able to review the information contained in the Programme Handbook which informs students where parts of the course are mandatory. An online placement portfolio system, PARE, is used to record attendance, which is also monitored by practice educators and onsite supervisors. Further processes were outlined to the inspection team which described a clear and coherent procedure for identifying and supporting inadequate attendance. A knowledge and understanding of mandatory parts of the course was demonstrated by the students during the meeting with them. Inspectors were satisfied that this standard was met.

Standard 5.7

68. During the documentary evidence review and meetings held with students and the course team, the inspectors were able to form a clear understanding of how students are provided with timely and meaningful feedback. All units adhere to a four-week deadline for provision of marks and feedback which are based around a rubric and include constructive and developmental comments. The inspection team agreed that this standard was met.

Standard 5.8

69. Inspectors reviewed the Programme Handbook which directs students to a centrally managed appeals process, which they can access through the website, and includes signposting to support available from the Students' Union. This process is aligned with the University's Assessment Regulations. The inspectors confirmed that this standard was met.

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

Standard 6.1

70. As the qualifying course is a BA (Hons) Social Work, the inspection team agreed that this standard was met.

Proposed outcome

71. The inspection team recommend that the course be approved.

Recommendations

72. In addition to the conditions above, 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	4.2	The inspectors are recommending that the university consider exploring further opportunity to strengthen the communication between the University and People with Lived Experience and Practice Educators to stimulate feedback that could then inform review and curriculum design.	Paragraph 50

Annex 1: Education and training standards summary

73. 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

Course approved