

Inspection Report

Course provider: Manchester Metropolitan University

Course approval: Step Up to Social Work

Inspection dates: 8th-11th March 2022

Report date:	04/05/2022
Inspector recommendation:	Approved
Regulator decision:	Approved
Date of Regulator decision:	27/06/2022

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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 Step Up to 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	MMUR3
Course provider	Manchester Metropolitan University
Validating body (if different)	
Course inspected	Step Up to Social Work
Mode of study	Full time
Maximum student cohort	165
Date of inspection	8 th - 11 th March 2022
Inspection team	Sarah Sanderson (Education Quality Assurance Officer) Gail Fleming (Lay Inspector) David Ward (Registrant Inspector)
Inspector recommendation	Approval
Approval outcome	Approved

Language

16. In this document we describe Manchester Metropolitan University as 'the education provider' or 'the university' and we describe the Step Up to Social Work as 'the course'.

Inspection

17. A remote inspection took place from 8th- 11th March. 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 10 students, 7 being students who had recently started on the course, and 3 students who had recently graduated. Discussions included students' experiences of the course and placement, support received whilst on the course and resourcing of the course.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from the senior management team, the course team, the admissions team, and staff from support services including library services.

Meeting with people with lived experience of social work

22. The inspection team met with people with lived experience of social work, some of whom have been involved in The Reign Collective and also members of Focus on Involvement. Discussions included involvement in teaching students and sharing their experiences, admissions, course design, training and overall experiences of being involved with the course.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including employer partners/placement providers, practice educators and regional leads.

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. Documentary evidence was provided to the inspection team outlining the admissions process, the course is employer led and the admissions process is run by regional partners and the DfE.

26. The inspection team were informed that candidates initially apply to the DfE, an initial screening takes place to ensure that the minimum entry requirements which are set by the DfE for the course are met. The applications are then shortlisted by the regional partners who run selection days in collaboration with the course provider to assess the suitability of applicants. The selection day consists of a written task, a group exercise, role play and an interview.

27. Information was provided in relation to adjustments as a result of the Covid 19 pandemic which included an online assessment centre for the 2022/23 intake. The documentary evidence provided stated that after receiving positive feedback, consideration is being given to retain some online elements in the future.

28. The inspection team spoke to members of the admissions team, the course team, regional partners, students and people with lived experience and were satisfied that this standard was met.

Standard 1.2

29. The documentary evidence supplied shows that the requirements for previous experience are set by the DfE, this is a minimum of 6 months experience. Inspectors had sight of the resources used during the application and selection process including interview questions, role play scenario and group discussion which have elements of drawing on prior experience.

30. The inspectors had discussions with the admissions team and other stakeholders involved in the admissions process to examine how prior experience was assessed in practice and were satisfied that this standard was met.

Standard 1.3

31. The documentary evidence supplied explained that as the selection days are run by the regional partners for the course, employers and placement providers are fully involved in the process of admissions. The inspection team heard that practice educators and actors supported with the role play element of the admissions process.

32. The inspection team spoke to the admissions team and the regional partners, and heard how the regional partnership teams in their local areas recruit people from the local area to support with the selection process.

33. The inspection team met with people with lived experience of social work and heard how they had been involved in the admissions process, including involvement in the group exercise element of the process and being able to feedback about applicants' performance on the day.

34. Through review of the documentary evidence and discussions with stakeholders the inspectors were satisfied that this standard was met.

Standard 1.4

35. The documentary evidence supplied demonstrated that applicants complete a declaration of suitability, enhanced DBS check and also an occupational health check prior to commencement of the course, applicants offer remain conditional until these checks have been completed.

36. The inspectors spoke to the admissions team and heard how the initial screening is completed by the DfE, and the student information is then passed to the course provider for completion of checks.

37. Taking into account the documentary evidence and discussion with the admissions team, the inspectors were satisfied that this standard was met.

Standard 1.5

38. The documentary evidence detailed how regional partners gather information in relation to reasonable adjustments, and how these are implemented at the admissions stage. Examples were given including, but not limited to additional time for written tasks, face to face interviews for people with hearing impairments and a BSL interpreter service.

39. Through the documentary evidence and discussions with the admissions team and course team, the inspection team were advised of steps that had been taken to recruit more male and ethnically diverse students to the course. The inspection team heard how the regional partners and the course provider had worked with the DfE to try to achieve this and had also identified aspects of the application process which could be altered to support this, including diverse interview panels.

40. The inspection team heard that pre-selection day drop-in sessions had been introduced to support applicants through the selection process and that ongoing work between regional partners, the course provider and DfE was continuing in this area.

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

Standard 1.6

42. Through review of documentary evidence and discussion with the admissions team, the inspection team were informed that the course is advertised locally by the regional partners/employers, and then nationally by course provider, linking applicants back to regional partners and by the DfE. The inspection team heard how at the pre-selection day drop-in sessions and the selection days, applicants are provided with an information pack detailing who the course provider is and information about the local authority the student will be based at.

43. The inspection team was able to review information on the DfE website and also the course provider website and agreed that this standard was met.

Standard two: Learning environment

Standard 2.1

44. Documentary evidence supplied prior to inspection outlined how the course was employer-led, and how students are based within local authorities who provide two contrasting placements. The information stated that most students received two statutory placements, the first being 70 days in an adult setting and the second being 100 days in a front-line children and family setting.

45. The inspection team reviewed information relating to the 30 skills days which students undertake, led by the course team, people with lived experience, actors and specialist practitioners, along with a reflective piece to be written for each skill day.

46. In a meeting with employer partners the inspection team were advised that where possible, placements would be sought in areas that supported students career aspirations. Contrast was ensured by placing students usually first in an adult setting, and then the final placement being within a children and family setting.

47. Through review of the documentary evidence and discussion with employers, students, graduates and the course team, inspectors were agreed that this standard was met.

Standard 2.2

48. The documentary evidence supplied outlined how the course provider works together with employer partners and practice educators to quality assure placements. The information also stated how review meetings during placements and three weekly contacts between tutors and students contribute to the monitoring of the placement.

49. The inspection team spoke to students who gave positive feedback about their placement experiences, including additional support when there were exceptional circumstances during the pandemic and how this was managed.

50. In a meeting with practice educators the inspection team were advised how student profiles were used to ensure placements would offer students opportunity to build on their knowledge.

51. The inspectors were satisfied that this standard was met.

Standard 2.3

52. The documentation provided outlined how information is given to practice educators in relation to the programme, and the expectation in relation to induction and the student portfolio. An outline of the topics to be covered during induction was provided along with details of the learning agreement meeting and midway review meetings.

53. 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 was managed whilst on placement. The inspection team were further assured that this standard had been met.

54. The inspectors agreed that this standard was met.

Standard 2.4

55. The inspection team reviewed documentary evidence and had discussions with practice educators and students. The inspectors were advised that students felt well supported with a manageable workload. Student profiles were used to create individualised learning plans.

56. The inspectors were satisfied that this standard was met.

Standard 2.5

57. The inspection team were provided with evidence outlining how students undergo an Assessed Preparation for Direct Practice (APDP) within a module undertaken before the first placement. Students undertake 3 days of shadowing alongside the completion of reflective and related learning. People with lived experience were involved in the design of the APDP.

58. Inspectors were satisfied that this standard was met.

Standard 2.6

59. Documentary evidence was provided detailing how regional partners share information with the course provider to ensure quality assurance of practice educators. The information also outlined how the placement learning agreement was used to capture the practice educators' qualifications and experience and where necessary, implement support for the practice educator.

60. The inspection team spoke to the course team, regional partners and practice educators and were informed about support offered to practice educators in relation to understanding the course, and also opportunities for newer practice educators to link in with more experienced staff practice educators.

61. The inspectors agreed that this standard was met.

Standard 2.7

62. The documentary evidence supplied included the programme handbook, detailing policies in relation to whistleblowing, and also information about the role of the personal tutor in relation to supporting students who have concerns.

63. In discussions with students the inspection team were advised that whistleblowing had been covered early in the course, and that they would feel comfortable raising concerns. Employer partners advised that whistleblowing was covered in the induction that students received at the beginning of their course.

64. The inspectors agreed that this standard was met.

Standard three: Course governance, management and quality

Standard 3.1

65. Evidence was provided prior to inspection to demonstrate the internal governance structures of the university and how these shape and determine the governance, management, and quality assurance of social work education.

66. The inspectors found that the course is well resourced and supported, and were in agreement that this standard was met.

Standard 3.2

67. The evidence provided prior to inspection highlighted the employer-led nature of the programme and detailed the arrangements that take place between the regional

partnerships, the DfE and the course provider, including commitments to providing placements and support to students.

68. The concerns process is outlined in the placement handbook and inspectors were also advised about Covid-19 strategies in place should placements be impacted by the pandemic.

69. Practice educators and the regional partners were able to talk through examples of placement breakdown, and demonstrated that in these instances the process was well managed with support offered to the student.

70. On the basis of the documentary evidence review and discussions during the inspection, the inspectors were in agreement that this standard was met.

Standard 3.3

71. Documentary evidence was reviewed alongside discussions with employer partners, students, and support services. Inspectors heard that relevant policies were in place and were given examples of reasonable adjustments and risk assessments that had been put in place where required.

72. Inspectors were in agreement that this standard was met.

Standard 3.4

73. The inspection team heard that due to the employer-led nature of the course, the employers/regional partners were involved in all areas of the course including course design, admissions, teaching and practice learning.

74. From review of the documentary evidence and discussions with the course team and the regional partners, the inspectors were satisfied that this standard was met.

Standard 3.5

75. The documentary evidence provided outlined use of Education Annual Reviews and action plans. Additional narrative was also providing detailing the mechanism for obtaining student feedback. Inspectors were informed of online tools used to monitor student progress and outcomes.

76. In discussion with the course team and support services examples were given of how feedback had been used to shape the course, and inspectors heard how regional partners were able to shape teaching to make this reflective of the areas they were based in.

77. The inspectors were satisfied that this standard was met.

Standard 3.6

78. The narrative provided by the course provider outlined how regional partners bid to the DfE to run the programme, and in doing so state the number of student places required. In doing this the numbers are set based on local need and placement availability.

79. In discussion with regional partners and employer partners, inspectors were informed that student numbers from this programme were part of the regional workforce strategy and the course has good retention rates.

80. The inspectors were satisfied that this standard was met.

Standard 3.7

81. Documentary evidence was supplied detailing the lead social worker, and also the deputy head of department who would cover in the lead social workers absence. Staff CVs were supplied and reviewed by the inspection team.

82. The inspectors agreed that this standard was met.

Standard 3.8

83. An overview of the course team was provided, along with CVs and narrative detailing how all lecturers are supported to become fellows or senior fellows of the Higher Education Academy. The course provider also detailed how additional teaching is available from practitioners. In addition to the course team, teaching consultants from children and adult services are also utilised. Inspectors heard that there was a faculty workload model which included time for tutoring, professional development activity and research.

84. The narrative also discussed how the regional partners and people with lived experience of social work co-design and deliver some elements of the course.

85. The inspectors heard from students that they felt well supported, giving the example of timely feedback during their course. The inspectors were in agreement that this standard was met.

Standard 3.9

86. The evidence provided for this standard detailed how key performance indicators (KPI's) are used to monitor student performance, including attainment, attendance, progression, awards and feedback.

87. Through discussions with the course, the inspectors were informed about how student progress is tracked using tools such as PowerBi, and also how this data is used to offer targeted support to students.

88. The inspectors were satisfied that this standard was met.

Standard 3.10

89. Evidence was provided detailing ongoing scholarly activity of 90 hours. Some teaching staff still work on a part time or sessional basis in both statutory and non-statutory social work, and the course provider also has the support of teaching consultants to support awareness of contemporary issues.

90. In discussion with the course team, inspectors were informed of an example of teaching staff monitoring current trends in social work and a recent piece of legislation teaching staff had built into the course. Staff also link in with the Greater Manchester Social Work Academy to share knowledge and feedback on issues. Inspectors agreed that this standard was met.

Standard four: Curriculum assessment

Standard 4.1

91. Evidence was provided to show that the course is mapped against the Social Work England professional standards. The course provider and the regional partners work together to produce an assessment strategy that includes the Social Work England standards, PCF and KSS. The information also advised that all students must pass all units on the course.

92. The inspectors were in agreement that this standard was met.

Standard 4.2

93. Inspectors reviewed evidence relating to bi-annual reviews of the programme and curriculum. These reviews are completed in conjunction with students, people with lived experience of social work, employers and the course team. In addition, the course provider, regional partners and people with lived experience attend meetings to discuss individual units and act on feedback, an example of this was incorporating local issues into teaching. Teaching consultants also feed into the design of the course.

94. In discussion with the course team, people with lived experience, students, employer partners and practice educators, inspectors were given examples of how feedback on the course was acted on by the course provider. One example of this was a change to the timing of skills days to fit better with the course. Another example was given about how teaching is tailored to the needs to the region based on feedback.

95. Inspectors agreed that this standard was met.

Standard 4.3

96. Evidence was provided including the course provider's education and diversity policy, along with an example of how the course provider, regional partners and DfE have been working together to encourage more male and ethnically diverse applicants through targeted recruitment.

97. Examples of how student feedback is gathered and also details of student support groups were shared. Inspectors were also advised about the personal learning plans available to students to assess reasonable adjustments that may be required. There is also a disability and inclusion service available.

98. In discussion with the course team, employers and regional partners, examples were given of how adjustments have been made for students where applicable and of how student led networks have helped with a sense of belonging.

99. Inspectors heard about a range of student support services available, and how the course provider actively monitors student performance to signpost students to support at the earliest opportunity.

100. Inspectors were in agreement that this standard was met.

Standard 4.4

101. Through review of the documentary evidence and discussion with the course team, the inspectors heard how the planning team have time allocated to ensure course content and teaching is up to date. Examples were provided of how recent changes to legislation has been incorporated into teaching.

102. Inspectors were agreed that this standard was met.

Standard 4.5

103. The inspectors reviewed the documentary evidence and also spoke to students. Inspectors found that students were able to give a range of examples of how both course team members through teaching and practice educators on placement had supported them to incorporate theory into practice.

104. Inspectors agreed that this standard was met.

Standard 4.6

105. Evidence submitted prior to inspection outlined how students on this course are based in multidisciplinary settings for the duration of the course. Additional information was sought during inspection which outlined how multidisciplinary working was included during

skills days and an example was given of one unit (Children and Families), which includes professionals from CAMHS, probation and legal.

106. Inspectors agreed that this standard was met.

Standard 4.7

107. The evidence provided outlined how absence is monitored and the level of attendance expected of students. This is done collaboratively between the regional partner and course provider. Information was also provided in relation to consideration of suitability if a student's attendance fell below what was required.

108. Inspectors were satisfied that this standard was met.

Standard 4.8

109. The inspection team were able to review the feedback from the External Examiner, the assessment strategy and the assessment handbook. This document showed how assessments were mapped against the curriculum, learning outcomes, Professional Capabilities Framework and Social Work England standards. Inspectors were also provided with information about the quality assurance of the assessment strategy.

110. In discussions with students, inspectors found that students gave positive reports of the assessments they undertook and feedback they received, inspectors were agreed that this standard was met.

Standard 4.9

111. The inspection team were able to review the feedback from the External Examiner, the assessment strategy and the assessment handbook. This document showed how assessments were mapped against the curriculum, learning outcomes, Professional Capabilities Framework and Social Work England standards. Inspectors were also provided with information about the quality assurance of the assessment strategy.

112. Inspectors requested additional information and were provided with additional narrative around how units were mapped against the learning outcomes and also provided additional documentary evidence including sample rubrics, unit specifications, and the university's policy for programme approval, review and amendment.

113. Inspectors were agreed that this standard was met.

Standard 4.10

114. Documentary evidence was provided and reviewed and in discussion with students and the course team the inspectors' heard examples of how feedback was used to support

students. One example given was how timely and constructive feedback could support students who may be struggling.

115. The inspectors agreed that this standard was met.

Standard 4.11

116. Narrative was provided around the requirements for course staff, including mentoring and induction for new staff. This standard is supported by the evidence provided for 3.8 in which staff CVs were supplied. The inspection team also heard that newly appointed practitioners complete the Post Graduate teaching certificate and are supported to become fellows or senior fellows.

117. Inspectors were in agreement that this standard was met.

Standard 4.12

118. This standard is also supported by the evidence provided for 2.5 in which the APDP unit is evidenced, and includes assessment from both teaching staff and people with lived experience. The evidence for 3.9 is also relevant here as this gives examples of monitoring student performance.

119. The evidence for this standard outlines how students regularly receive feedback from practice educators, tutors, people with lived experience and practitioners.

120. When asked, students were positive about their experiences of receiving feedback and how this had supported them with their studies.

121. Inspectors were in agreement that this standard was met.

Standard 4.13

122. Pre-inspection evidence was provided which gave examples of staff who are research active, and also examples of how students are encouraged and supported to draw on current research.

123. In discussion with the course team, inspectors heard that support sessions were in place for students to understand critical appraisal and students fed back an example of where they had been supported to find research which was of particular interest to them.

124. The inspectors were agreed that this standard was met.

Standard five: Supporting students

Standard 5.1

125. Through review of the documentary evidence and discussions with students, support services and the course team, inspectors heard examples of students that had been supported throughout their time on the course and also heard how the course team proactively monitor and offer targeted support where required.

126. Inspectors were satisfied that this standard was met.

Standard 5.2

127. Documentary evidence was provided giving examples of support that is available to students, including personal tutors for pastoral and academic support, academic and study skills support and also library services.

128. In discussions with students, positive feedback was received in relation to the role of the personal tutors, who were described as responsive and helpful. In discussions with the course team and regional partners, information was provided in relation to the support that students can expect to receive whilst based with employers. These include support that employees would usually have access to.

129. Inspectors were satisfied that this standard was met.

Standard 5.3

130. Documentary evidence provided outlined the process for ensuring ongoing suitability. This includes checks at admission, covered in standard 1.1, 1.2 and 1.4. In the first instance personal tutors, regional partners and/or occupational health may be involved in discussions with the student as appropriate, and if appropriate, reasonable adjustments may be made.

131. Inspectors were provided with the student code of conduct and the fitness to practice policy.

132. In discussion with the course team, the inspection team were advised that a model of 'high challenge and high support' is employed and that in the first instance personal tutors will have discussions with students about any concerns. The inspection team were advised that due to the collaborative nature of the course, regional partners are included where there are concerns.

133. Inspectors having reviewed the evidence agreed that this standard was met.

Standard 5.4

134. Through review of the documentary evidence provided and discussions with students and the course team, the inspectors heard a number of examples of support and reasonable adjustments that had been put into place for students. Inspectors were satisfied that this standard was met.

Standard 5.5

135. Documentary evidence was reviewed, and inspectors had an opportunity to discuss this standard with recent graduates of the course. Feedback around CPD requirements and information about the ASYE had been robust. New students to the course also commented that this has been a topic of discussion from the beginning of the course, and they felt knowledgeable about the expectations once qualified.

136. Inspectors were satisfied that this standard was met.

Standard 5.6

137. Through review of the documentary evidence and in discussions with practice educators, the course team and students, inspectors were able to understand how attendance is monitored and were satisfied that students were made fully aware of the expectations around attendance.

138. Inspectors attended a VLE demonstration which included the system where attendance, and other elements of student progress on the course is monitored. Inspectors were satisfied that this standard was met.

Standard 5.7

139. Documentary evidence was reviewed alongside conversations with students. The view from students was positive both in terms of the timeliness of feedback and also about how constructive this was. Students reported having access to 1-1 support when it was identified through feedback that this was required.

140. Inspectors were satisfied that this standard was met.

Standard 5.8

141. Information was provided in relation to the university's academic appeals process and inspectors were also provided with the programme handbook which outlines the process.

142. Inspectors met with the course team and employer partners and were advised that there was a collaborative process between the two to ensure students were fully aware of the process.

143. Inspectors were agreed that this standard was met.

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

Standard 6.1

144. As the qualifying course is a PGDip in social work, the inspection team agreed that this standard was met.

Proposed outcome

The inspection team recommend that the course be approved.

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.