

Inspection Report

Course provider: Lancaster University

Course approval: BA (Hons) Social Work

Inspection dates: 05/04/2022 - 07/04/2022

Report date:	23/06/2022
Inspector recommendation:	Approved
Regulator decision:	Approved
Date of Regulator decision:	05/09/2022

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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 reapproval 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 sometimes 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. The Lancaster University's (BA Hons) Social Work 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	ULR1CP240
Course provider	Lancaster University
Validating body (if different)	
Course inspected	BA (Hons) Social Work
Mode of study	Full time
Maximum student cohort	60
Date of inspection	05/04/2022 - 07/04/2022
Inspection team	Helen Challis, Education Quality Assurance Officer Catherine O'Sullivan, Lay Inspector Aidan Phillips, Registrant Inspector
Inspector recommendation	Approved
Approval outcome	Approved

Language

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

Inspection

17. A hybrid inspection took place from 5 April – 7 April 2022. For this inspection, the inspectors visited Lancaster University and the EQA officer joined the inspection remotely. 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 five students; two from Year 1, two from Year 2 and two from Year 3. This meeting also included one alumnus. The inspection team discussed support for students, information for applicants, course content and delivery, and practice placements

Meetings with course staff

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

Meeting with people with lived experience of social work

22. The inspection team met with seven people with lived experience of social work. During sessions with this groups, the inspection team discussed how they became involved with the course and what elements they were involved in

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners, including Lancashire County Council, Blackpool Council, Citizen Advice Bureau; and the Principal Social Worker and Chair of Cumbria-Lancaster Teaching Partnership. A meeting also took place with practice educators connected with this course.

Findings

24. In this section we set out the inspectors' findings in relation to whether the education provider has demonstrated that it meets the education and training standards and that the course will ensure that students who successfully complete the course are able to meet the professional standards.

Standard one: Admissions

Standard 1.1

25. The university provided documentary evidence including the Social Work Admissions process, Admissions Consultation document, Written Exercise 2021-2, Applicant Survey and Panel Interview Questions 2021-2. These evidenced a multi-dimensional assessment process that was continually being reviewed to ensure fitness for purpose.

26. Meetings with the course team and people with lived experience further confirmed that an assessment process was in place that ensured applicants have the capability and potential to meet the professional standards.

27. The inspection team agreed this standard was met.

Standard 1.2

28. The inspection team was able to review examples of interview questions, and the written exercise which would provide applicants with an opportunity to demonstrate prior relevant experience as part of the assessment process. In addition, all assessments had clear links to the professional standards.

29. They were also able to meet with former applicants who provided examples of how they had applied and demonstrated their relevant experience as part of the admissions process.

30. The course team discussions included how applicants who don't quite meet the criteria for admission are given detailed feedback and encouraged to reapply.

31. The inspection team were satisfied that this standard was met.

Standard 1.3

32. Prior to inspection, the inspection team reviewed a video of three people with lived experience discussing their involvement.

33. The inspection team met with people with lived experience of social work, and employers/placement providers who had been involved in the selection process for the course.

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

Standard 1.4

35. Documentary evidence provided prior to inspection included the Panel Interview Outcome Form 2021-2, DBS process, Occupational Health Process, Suitability for Practise form, Admissions Suitability Process and Student Wellbeing, Support and Concerns System Guidance.

36. During meetings with students and the course team, the inspection team were given confirmation of how students are encouraged to disclose issues. In addition, the course team discussed the process and panels involved in any assessment of suitability.

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

Standard 1.5

38. Prior to inspection, the inspection team was able to review the link to the staff mandatory equality, diversity and inclusion (EDI) training, Applicants A Invite to Interview, Emails to Applicants B Written Exam, and Emails to Applicants C Interview Allocation which do provide clear and explicit instructions about expectations for applicant involvement and a named contact.

39. In addition, the inspection team reviewed links to the course website, course brochure, and an admissions talk on You Tube.

40. During discussions with the course team and students the inspection team were given instances of how reasonable adjustments were made, for example, a student who required the camera turned off during interview to manage their anxiety.

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

Standard 1.6

42. Discussions with students confirmed that they had been provided with the information they required to make an informed decision about the course. Students informed the inspection team that they had also received invitations to attend an information session on the morning of the assessment day to meet with staff and discuss the process.

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

Standard two: Learning environment

Standard 2.1

44. Documentary evidence reviewed prior to the inspection included the Practice Learning Handbook, Placement Calendar, Practice Core Summary and Placement Allocation Spreadsheet, and Greater Lancashire Teaching Partnership (GLTP) Placement Contingency Planning, Placement Providers 2021-2. This documentation assured the inspection team of the number and breadth of available placements.

45. Meetings with the course team, Practice Learning Lead, placement providers and practice educators clarified their role in ensuring that contrasting placements are undertaken and that students are working at the right level with access to different learning opportunities.

46. The inspection team were assured that there were contingency plans in place should a placement break down.

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

Standard 2.2

48. Documentation submitted prior to the inspection included the Placement Audit Form 2021, QAPL Feedback Form and Pre-Placement Checklist. This documentation assured inspectors that there are practice learning opportunities, and they are monitored to ensure knowledge and skills could be gained.

49. Discussions with the course team, Practice Learning Lead, placement providers practice educators and students confirmed this.

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

Standard 2.3

51. Documentation submitted prior to and during the inspection included Supervision Guidance for Practice Educators, Practice Learning Handbook, Practice Learning Tutor role, and Practice Educator Forum Feedback Form

52. Discussions with students and practice educators included topics such as the drop-in workshops available for practice educators. Discussions with students and practice educators further confirmed that induction, supervision, support resources and realistic workload are in place. In addition, it was clear that practice educators understood the role they play in practice learning.

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

Standard 2.4

54. Documentation submitted prior to and during the inspection included Practice Learning Tutor Meeting minutes and action logs.

55. Discussions with course team, students and practice educators included how a placement audit is carried out prior to placement matching to ensure students' responsibilities are appropriate for their stage of education and training. This is checked at stages throughout the placement by the course provider.

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

Standard 2.5

57. Documentation submitted prior to the inspection included Practice Core Summary documents (including Practice Core Attendance and Replacement Work, Skills Development Day Make Up Work Proforma, Theory and Practice, Skills Practise, Lancaster Social Work Skills Lexicon). In addition, a variety of documents from the module Social Work Practice 1 were submitted illustrating how the module was designed to teach and assess students against the PCF and professional standards.

58. Students, staff and people with lived experience confirmed their involvement in the assessment for direct practice and the elements involved.

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

Standard 2.6

60. The inspection team reviewed the Practice Educator Open Group 3 (Teaching Perspectives), Practice Educator Forum Session 2 and Practice Educator Training Plan 2021-2 which highlighted the variety of methods used to ensure that practice educators have relevant and current knowledge, skills and experience to support safe and effective learning.

61. The inspection team also reviewed the Expression of Interest Form, Manager's Approval Form and Practice Educator Availability Form from one of the local authorities in the Teaching Partnership. The inspection team agreed that this illustrated a robust approach to recruitment of practice educators.

62. Discussion with the course team and Practice Learning Co-Ordinator included the process in place for checking qualifications and registration with the regulator.

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

Standard 2.7

64. The inspection team were able to review the Practice Learning Handbook which outlined the university whistleblowing policy.

65. During meetings with students and practice educators, they were able to identify relevant whistleblowing policies and procedures, both in the workplace and the university, including the option of emailing a specific inbox regarding placement concerns.

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

Standard three: Course governance, management and quality

Standard 3.1

67. Evidence submitted in support of this standard included the Department of Sociology Roles and Responsibilities Chart, Departmental Roles Handbook and links to the university website for wider governance structures. These outlined how the course was governed and managed effectively.

68. In addition, the inspection team reviewed the Greater Lancashire Teaching Partnership Implementation Plan for Post March 2021 and related governance documents that showed the course management at the Teaching Partnership level.

69. Throughout the inspection, meetings with stakeholders provided examples of how management structures had been communicated to them. When asked, students demonstrated clarity in understanding the course team structure and who to go to for support.

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

Standard 3.2

71. The inspection team reviewed the Red Amber Green(Risk) Rating of Placements (redacted) prior to inspection.

72. During meetings with practice educators and placement providers, the inspection team asked about placement breakdown. They were made aware of the robust measures in place, such as the Pre-Placement Checklist and matching process, that minimise the risk of placement breakdown.

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

Standard 3.3

74. In discussions with the course team, practice educators, students and support services, the systems in place for student well-being were described, including the methods available for students to access these both on campus and whilst on placement.

75. The inspection team discussed with the course team and students who were able to confirm the reasonable adjustment support available for students with examples given of a registered blind student and a wheelchair user completing placements.

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

Standard 3.4

77. The inspection team reviewed documentation relating to the Cumbria-Lancaster Teaching Partnership (CLTP) Programme Criteria, Greater Lancashire Teaching (GLTP) Curriculum Development Group Terms of Reference and GLTP Placement Contingency Planning document.

78. These documents assured the inspection team that the involvement in both teaching partnerships illustrated that employers were fully integrated in all elements of the course.

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

Standard 3.5

80. In addition, employers, students and people with lived experience discussed the involvement in the quality improvement systems.

81. Discussions with the course team covered the process of obtaining feedback and using it to make improvements. For example, student feedback on practice educators is discussed with practice educators.

82. Members of the teaching partnerships explained how the systems were used at that level to feed into improvement systems within the university. For example, people with lived experience are part of the curriculum development work streams.

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

Standard 3.6

84. This standard is supported by commentary at 3.4

85. Discussions with the course team and employers covered how the university is heavily involved with the training of practice educators to meet the workforce needs of employers.

The inspection team were assured that business imperatives were well- balanced with quality imperatives.

86. In addition, the inspection team were informed how the work within the teaching partnerships has also focussed on the recruitment of underrepresented groups in the area.

87. The University's actual numbers on the programme currently, and intentions regarding further growth, were explored and discussed during the inspection visit. As a result, the inspection team were assured that an increase in numbers to 60 for the programme could be agreed.

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

Standard 3.7

89. Prior to inspection, the inspection team reviewed the CVs for the Lead Social Worker. The inspection team confirmed that they were on the Social Work England register.

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

Standard 3.8

91. The inspection team reviewed student numbers, the CVs from the course team and job descriptions for the different roles prior to inspection. In addition, overviews of engagement in practice and research were submitted in the documentary evidence, for example, work done with the Manchester Arena bombing victims.

92. Discussions with the course team included some specific examples of how this standard is met; for example, the use of guest lecturers on the course, and a contractual arrangement that allows a practitioner to join the course team, and still work in practice.

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

Standard 3.9

94. Prior to inspection the inspection team reviewed two recent External Examiner Report 2020-21, the latest Annual Programme Review (APR) Dept of Sociology and the faculty Education and Student Experience Committee Terms of Reference. These identified how and when data around progression, performance and outcomes were analysed.

95. During meeting with the course team, the work within the teaching partnerships focussed on the recruitment of underrepresented groups in the area was discussed

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

Standard 3.10

97. Evidence submitted prior to inspection also included Sociology Department Guidance on Academic Research and Education Leave (Sabbatical), PDR Template and Sociology Department Mentoring Guidance.

98. During inspection, meetings with the course team and Senior Management Team outlined various methods used to maintaining currency in professional practice.

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

Standard four: Curriculum assessment

Standard 4.1

100. The inspection team were able to review the professional standards mapping form and module learning outcomes which showed clear links to the Professional Capabilities Standards, KSS and Social Work England professional standards.

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

102. The inspection team agreed that there was clear evidence of how the course had been designed and structured to prepare students for professional practice as social workers.

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

Standard 4.2

104. The inspection team were assured that via the Greater Lancaster Teaching Partnership Curriculum Development Group, and other evidence that all modules incorporate teaching by/with employers/practitioners and people with lived experience.

105. Discussions with members of the Teaching Partnership confirmed that any gaps in the curriculum are fed back to the course team through the University's normal quality feedback mechanisms.

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

Standard 4.3

107. Prior to inspection, the inspection team reviewed links to the university's strategy plan which contains clear links to Equality, Diversity, and Inclusion (EDI) principles, and the EDI

strategy. In addition, the inspection team were informed that the Department of Sociology has an EDI Director.

108. During discussions with senior management team, course team, EDI Director and students the university was able to demonstrate how consistently the themes of social justice, equality, diversity and inclusion were embedded across the course.

109. The inspection team heard an example of a student who had experienced remarks about her cultural heritage in a particular placement setting that made her feel uncomfortable. The course team explained how this had been managed, including revision of the practice educator training, and the role of the EDI director in supporting the changes.

110. In addition, the underrepresentation of males in admissions to the programme was discussed, as was the plan to provide more training for people with lived experience around unconscious bias and EDI. The senior management team highlighted to the inspectors their work to recruit a more diverse staff team.

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

Standard 4.4

112. The course provider submitted links to the university strategy, the Sociology Department Guidance on Academic Research and Education Leave (Sabbatical), overviews of engagement in practice and research that illustrated how the course is continually updated.

113. Discussions with the course team and students confirmed the processes used to continually update the course as a result of research, legislation, government policy and best practice.

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

Standard 4.5

115. The inspection team agreed that the learning outcomes for the course demonstrate that both theoretical and practical elements are integrated.

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

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

Standard 4.6

118. The inspection team reviewed video evidence where students discussed their experience of one of the multi-disciplinary learning events – Clinical Ethics Forum.

119. Staff and students discussed the use of guest practitioners and people with lived experience who contribute to the course across the curriculum.

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

Standard 4.7

121. During inspection, the inspection team saw and heard about the various systems for monitoring student attendance and performance.

122. Prior to the inspection, the inspection team were able to examine the Programme Handbook and the university's Fitness to Practice Procedure which outlined the requirements of learners regarding attendance and level of competence.

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

Standard 4.8

124. The inspection team were able to review two previous External Examiner reports, the Social Work Assessment Overview and the Social Work Assessment Strategy Assessment Strategy which demonstrate the robustness, reliability and validity of assessments.

125. Further details were provided through discussion with the students and the course team which assured the inspection team that this standard was met.

Standard 4.9

126. The inspection team were able to review the BA Social Work Curriculum Mapping and the Programme Handbook which set out how course levels are mapped to the curriculum.

127. Discussion with the course team outlined how assessments had been staggered to allow for progression.

128. Further details on how students acquire the relevant knowledge and skills for work was provided through discussion with practice educators and employers.

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

Standard 4.10

130. The inspection team reviewed the Practice Learning Agreement documentation and the review meetings schedule.

131. When meeting with students, the inspection team heard about the feedback they had received and how it positively impacted on their progress, access to support services to help with study skills and their academic progression. Students are clear on the timelines for feedback.

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

Standard 4.11

133. Evidence submitted in support of this standard included staff CVs, and the External Examiner reports. The External Examiner was confirmed to be a registered social worker.

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

Standard 4.12

135. The Manual of Academic Regulations and Procedures (MARP) Undergraduate Regulations sets out confirmation of progression at set points throughout the course. This includes direct observation as an assessment method. The Practice Learning Handbook outlines that the students' portfolio must contain a minimum of three observations for the first placement and four observations for final placement.

136. During the inspection, students and employers stated that they felt the tripartite review meetings were vital for both parties, tracking progression and identifying any potential barriers to progression. In addition, practice educators and students told the inspection team of the training available for carrying out direct observations and were positive about the skills they had learn from this.

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

Standard 4.13

138. Prior to inspection, the inspection team reviewed the BA Social Work Programme Handbook, the Programme and Module Learning Outcomes document and the Information Literacy vision, model and framework produced by the Lancaster University Library. These clearly outlined how an evidence -based approach is embedded throughout the course.

139. Discussions with students and course team confirmed this.

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

Standard five: Supporting students

Standard 5.1

141. The inspection team reviewed links to the university's Student and Education Services website that outlined details of the dedicated support services offered to students including the Wellbeing and Counselling and the Mental Health teams; the Careers and Employability Service; and the Disability Service.

142. During the inspection, discussions were had with staff from these services who assured the inspection team that support is accessible to students both on campus and in the workplace; that students are made aware of these services during induction and that students are monitored at every point to ensure they can access the services they need. Students told the inspection team that they felt well supported, for example, one student talked about the support they received as a carer.

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

Standard 5.2

144. Documents submitted in support of this standard included Subject Personal Tutor Role Description; the Process for Appointing Tutors; and Academic Tutoring, Guidance for Tutors.

145. Discussions with students confirmed that they are well supported through an academic tutor and a personal tutor who can signpost to the relevant services.

146. The inspection team were satisfied that students had access to services that would support their academic development and that this standard was met.

Standard 5.3

147. Documentary evidence submitted included the university's Suitability and Fitness to Practise Overview; the Student Wellbeing, Support and Concerns System Guidance; and the Fitness to Practise Procedure.

148. Discussions with the practice educators and students throughout the inspection additionally assured inspectors that there were processes in place to ensure ongoing suitability.

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

Standard 5.4

150. Documentary evidence submitted prior to inspection included a link to the Disability Services Inclusive Learning and Support Plan (ILSP). The ILSP is used to summarised reasonable adjustments required for students to progress successfully.

151. In addition, the course team discussed how they are committed to be inclusive by design in all elements of the course in order to reduce the need for reasonable adjustments.

152. Examples of inclusive practice and reasonable adjustments being made in all learning environments were given during meeting with students and the course team. These included the move to online timed assessments that allow students to work flexibly and access any support they require.

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

Standard 5.5

154. Evidence submitted in support of this standard included an explanation of how the virtual learning environment, Moodle, contained all course information. The inspection team were shown this during inspection and were assured that it contained a comprehensive overview of the curriculum and assessments.

155. The inspection team also reviewed the Social Work Practice 3 Module handbook which outlined how the transition from student to social workers is covered.

156. Discussions with staff and students the assured the inspection team that relevant information had been given.

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

Standard 5.6

158. Documentary evidence submitted included the university Student Attendance and Engagement Policy and the Professional Behaviour and Expectations Policy which stated the expectations of attendance and of the mandatory parts of the course. In addition, the staff team outlined how attendance is monitored.

159. Meeting with students confirmed that the induction they received also made expectations clear and described the different methods for monitoring attendance and providing support.

160. The inspectors agreed that, based on the documentary evidence provided, the standard had been met.

Standard 5.7

161. The documentary evidence, and the narrative submitted, outlined when and how the feedback would be given to support student development. These included documents such as the Social Work Assessment Strategy.

162. During meetings, students confirmed how feedback, especially from the Writing Mentors had helped them progress and improve.

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

Standard 5.8

164. Evidence submitted in support of this standard included Manual of Academic Regulations and Procedures: Academic Appeals

165. The inspection team were informed that university policy is also available through the university student pages.

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

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

Standard 6.1

167. As the qualifying course is a BA (Hons) 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.