

Inspection Report

Course provider: York St John University

Course approval: MA Disability and Mental Health
Social Work

Inspection dates: 7th of June to 9th of June 2022

Report date:	9 July 2022
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	8 August 2022
Date conditions met and approved:	5 December 2022

Contents

Introduction	3
What we do	3
Summary of Inspection	5
Language	5
Inspection.....	6
Meetings with students	6
Meetings with course staff.....	6
Meeting with people with lived experience of social work	6
Meetings with external stakeholders.....	7
Findings	7
Standard one: Admissions.....	7
Standard two: Learning environment	9
Standard three: Course governance, management and quality.....	11
Standard four: Curriculum assessment.....	15
Standard five: Supporting students	18
Standard six: Level of qualification to apply for entry onto the register	20
Proposed outcome.....	21
Conditions	21
Annex 1: Education and training standards summary	23
Regulator decision	29
Annex 2: Meeting of conditions.....	30
Findings	31

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 the inspection team. One inspector is a social worker registered with us and the other is not a registered social worker (a 'lay' inspector). The the inspection team, 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 inspection team 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 the inspection team to ensure there is no bias or perception of bias in the approval process.
8. The inspection team complete an assessment of the evidence provided and advise the

¹ <https://www.legislation.gov.uk/ukdsi/2018/9780111170090/contents>

officer if they have any queries that may be able to be addressed in advance of the inspection.

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 inspection team 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 inspection team 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. York St John University has been inspected as a new course considered against the new Education and Training Standards 2021.

Inspection ID	YSJ
Course provider	York St John University
Validating body (if different)	
Course inspected	MA Disability and Mental Health Social Work
Mode of study	Full time
Maximum student cohort	20
Date of inspection	07/06/2022—09/06/2022
Inspection team	Sarah Sanderson (Education Quality Assurance Officer) Bradley Allan (Lay Inspector) Christine Stogdon (Registrant Inspector)
Inspector recommendation	Approved with conditions
Approval outcome	Approved with conditions

Language

16. In this document we describe York St John University as ‘the education provider’ or ‘the university’ and we describe the MA Disability and Mental Health Social Work as ‘the course’.

Inspection

17. An onsite inspection took place from the 7th of June 2022 to the 9th of June 2022 at the York St John university in York where the education provider is based. 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. Due to the course having not yet started, social work students were unavailable. The inspection team met with four students from linguistics, TESOL and language courses to understand how other courses are arranged and run within the education provider. Discussions included experience of student life at York St John, support services including academic support, pastoral support and reasonable adjustments.

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 vice chancellor, 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 who are also paid members of the course team and have been involved in the design of the course and engagement with local community and support groups in the local area who will have a role within the course once the course commences. On commencement of the course, people with lived experience will work alongside the course team as colleagues and will be involved in admissions, ongoing review and design of the course and teaching. Discussions included involvement in the course to date, what future involvement will look like and course evaluation.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including employer partners from both NHS Health Trusts and also representatives from the Private voluntary and independent (PVI) sector. The inspection team also met with practice educators.

Findings

24. In this section we set out the inspection team's 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 course provider sent in documentary evidence detailing their admissions criteria for the course, this included the requirements for previous academic study, relevant experience, English language capability, an enhanced DBS, satisfactory references and also success at the interview stage. The initial application would include an element of online research, online completion, and submission.

26. During the inspection the admissions team described the process for screening the applications that were received to ensure that the admissions criteria were met.

27. Based on review of the documentary evidence and the discussion with the admissions team the inspection team agreed that this standard was met.

Standard 1.2

28. The documentary evidence provided prior to inspection outlined how prior experience will initially be outlined by applicants in their personal statement. The course specification was provided which outlined this requirement and gave information about values-based recruitment.

29. During the inspection the admissions team advised that whilst relevant experience will be assessed on a case-by-case basis, examples of what may be considered were given including care work, lived experience or working within a school setting. The inspection team were advised that applicants would need to demonstrate a commitment to the course and an understanding of social work values.

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

Standard 1.3

31. The documentary evidence submitted outlined how the partnership group of employers that the course provider works with have been involved in the design of the admissions criteria along with people with lived experience of social work and practitioners.

32. Clarification was sought from the inspection team prior to inspection and the course provider advised that the assessment panels at interview will be made up of a member of the course team, a person with lived experience of social work and a member of the partnership group (employer forum).

33. In a meeting with people with lived experience of social work, who also work formally for the course provider, the inspection team were advised of some of the work that has been undertaken in relation to admissions. This included a local disability rights group who have worked with the partnership group to develop the interview questions and also a person with lived experience was currently working with a member of the course team to develop interview scenarios.

34. In a meeting with employers from the partnership group the inspection team were advised that discussions had been held around being involved in the interview process and employers expressed a willingness to take part in this process.

35. The inspection team were agreed that this standard was met.

Standard 1.4

36. The narrative provided prior to inspection outlined how at the applications stage applicants would complete a health questionnaire, enhanced DBS check, must provide satisfactory references and also be successful during the values-based interview.

37. Further information was requested from the inspection team, and the course provider sent in information relating to their disability advice team who support with reasonable adjustments for current and prospective students. Applicants complete a medical health questionnaire which is reviewed by an external NHS provider to screen for issues of fitness to study.

38. During the meeting with staff from the admissions team, the inspection team talked through the education provider's process for managing reasonable adjustments and health declarations at the point of application. Examples were given of how this has worked currently for other professional courses at the university.

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

Standard 1.5

40. The pre inspection information provided outlined the course providers commitments to inclusion and policies in relation to this were provided. The information also included a description of the role of the disability advice team at the application stage where necessary.

41. During the visit inspection team spoke to the admissions team and heard how training in diversity and unconscious bias is available to members of the course team (including the people with lived experience of social work who are team members).

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

Standard 1.6

43. The documentary evidence provided prior to inspection included a link to the web page that applicants could access which outlines course structure, fees and funding information, entry requirements and accommodation information. The narrative detailed that information on staff and placement profiles were also planned to be part of the course page. An example of placement profiles that exists already for a teaching course was provided as evidence.

44. Information on the course web page gives an overview of the modules on the course.

45. The inspection team spoke to students that had been through the application process at the university. Students advised that they found open days held during the application process to be helpful and advised that they had opportunities to ask staff on the course any questions they had. Students commented that staff were responsive to queries, and they were also able to access videos from the course provider on social media channels that give information about accommodation options.

46. The inspection team were agreed that this standard was met.

Standard two: Learning environment

Standard 2.1

47. The documentary evidence provided outlined the duration of placements one and two and also the number of skills days, which total 200 days overall. The narrative also outlined examples of settings that would be used for both statutory and non-statutory placements. The programme specification and module descriptors were provided as evidence towards this standard.

48. Upon review of the documentary evidence, the inspection team agreed that this standard was met.

Standard 2.2

49. The course provider submitted a copy of the placement contract that will be used and the placement learning agreement. The narrative also stated that placement providers will be invited to join their employer partnership group. The placement contract provided contains an outline of learning opportunities that would be required at the placement.

50. Further information was sought regarding this standard and the course provider advised that memorandum of understanding is already in place between the course provider and a number of local NHS Trusts.

51. The inspection team met with employers who will offer placements to students on the course in the future and heard confirmation from both statutory and PVI settings that places would be offered to students on the course.

52. The Inspection team spoke with the placements manager who outlined the use of ARK software to map placement information in relation to learning opportunities and other variables.

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

Standard 2.3

54. Upon review of the documentary evidence, which included the placement learning agreement and placement contract, the inspection team were agreed that this standard was met.

Standard 2.4

55. Upon review of the placement learning agreement and placement contract the inspection team felt assured that arrangements for ensuring that work was appropriate for the stage of the education and training.

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

Standard 2.5

57. The documentary evidence provided outlined the preparation for practice module and the skills that will be developed, including communication skills, listening skills and interviewing techniques. Students will undertake a communication assessment with a person with lived experience of social work before they are able to undertake practice learning.

58. The inspection team spoke to members of the course team including people with lived experience of social work who advised that skills days and conversations with people with lived experience are introduced at an early stage to build up communication skills.

59. The inspection team were agreed that this standard was met.

Standard 2.6

60. The documentary evidence provided included the placement learning agreement which outlines the roles and responsibilities of the practice educator.

61. During the inspection, the inspection team heard from the course team that they are in discussions with a practice educator who will be employed as a lead practice educator. Part of this role will be to support elements learning and development for practice educators including those who are offsite. The course provider is planning to run forum and workshops for practice educators which will provide opportunities for support and CPD.

62. In relation to monitoring the course team advised that the lead practice educator may play a role in this, and it also may be possible to utilise the ARK software to collate information.

63. When reviewing the standard, the inspection team were of the view that the provider has a number of initiatives in development, but had not seen a fully finalised plan of how monitoring the skills and registration status of practice educators was going to work in practice.

64. The inspection team were agreed that a recommendation for a condition was required for this standard, details are available in the [conditions](#) section of the report.

Standard 2.7

65. The documentary evidence provided outlined that information about whistleblowing would be available in the placement learning agreement and also in the placement contract.

66. During the inspection students commented that they would feel comfortable raising concerns with staff within the university if they were concerned about any element of their course or placement.

67. During a meeting with the course team the inspection team were advised that the course handbook was in the process of being written and that this would include more information in relation to whistleblowing for all parties involved in practice learning.

68. The inspection team felt it would be beneficial to review the placement handbook once this is completed. The inspection team recommend a condition in relation to this standard, full details can be found in the [conditions](#) section of the report.

Standard three: Course governance, management and quality

Standard 3.1

69. The documentary evidence provided prior to inspection gave a narrative of the roles of the academic board, the standards committee and individual roles. Information about how the course is situated within the school of Education, Languages and Psychology. Documentary evidence was provided including the ladder of managerial responsibility.

70. During the inspection the inspection team spoke with the senior leadership team and the Vice Chancellor and heard about the rationale for the development of the course and where it is situated within the university. The inspection team was also provided with a copy of the business plan for the course.

71. The inspection team were agreed that this standard was met.

Standard 3.2

72. The documentary evidence supplied included the placement learning agreement and placement contract, referenced within these documents are placement breakdown arrangements.

73. During the meeting with the senior leadership team the inspection team were informed of the university's current experience of managing placement agreements for other professional courses that are already established.

74. The inspection team spoke to employers who will be placement providers for the course and were given examples of how placement breakdown has been managed previously. The inspection team were advised that the course provider has proposed to run an employer peer support group to help manage issues such as placement breakdown processes and employers indicated they felt this would be beneficial.

75. The inspection team were agreed that this standard was met.

Standard 3.3

76. The placement contract was provided as evidence for this standard. This outlines the need to discuss policies in relation to health and wellbeing at the induction stage of the placement.

77. In discussion with the course team the inspection team were advised that information about health and wellbeing policies would be included in the placement handbook for the benefits of students, employers and practice educators. At the time of inspection, the handbook was still in production.

78. The inspection team felt it would be beneficial to review the placement handbook once this is completed. The inspection team recommend a condition in relation to this standard; full details can be found in the [conditions](#) section of the report.

Standard 3.4

79. Details of the employer partnership group were provided in the documentary evidence along with sample minutes of a recent meeting.

80. The inspection team met with employers and were advised that along with activities undertaken in relation to the formulation of elements of the course, they have been asked to attend monthly partnership meetings to continue feeding into the course alongside opportunities to be involved in teaching elements of the course. Employers also talked through their role in the matching of students to placements within their organisations.

81. The inspection team were advised by the placement manager that the ARK software already in use for other professional courses is able to collate evaluations from employers as part of their feedback loop.

82. The inspection team were agreed that this standard was met.

Standard 3.5

83. The documentary evidence provided outlined the plans for monitoring activities of the course. These included student surveys and evaluations, students seeking feedback from clients they have been involved with on placement, feedback from people with lived experience, both those employed by the university and external community groups and employer feedback via the partnership group.

84. As detailed in standard 3.4, employers advised that they will attend monthly partnership meetings in relation to feeding into the course.

85. Students advised that they felt listened to during their time on the course and gave examples of how module evaluations have resulted in change on their course and participation in feeding back about the course was encouraged.

86. People with lived experience of social work that are part of the course team described how they are engaging with community groups to aid the development of the course and that this would continue once the course was running and would serve as a mechanism to continually review the course.

87. In discussion with the course team at the point of inspection, it was advised that there were no plans for a practice assessment panel. Work was to be undertaken to develop a structure for a practice assessment panel that would fit in with existing internal structures for exam boards. At the point of the inspection, this area was still being developed in relation to who will be involved in this and how this will function.

88. The inspection team agreed to recommend a condition for this standard, relating to seeing the plan for a practice assessment panel. More details can be found in the [conditions](#) section of the report.

Standard 3.6

89. The documentary evidence provided detailed the number of students starting on the course will be at a maximum of 15.

90. During the inspection both at the course team meeting at the meeting with the senior leadership team the inspection team were advised that it was predicted the first cohort would be in the region of 8-15 students, with an aim to increase to 20 students after the first cohort.

91. The inspection team have been provided with a copy of the business plan for the course and have also spoken to employers who outlined their work with the course provided to understand local demand and how many placements they are able to offer.

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

Standard 3.7

93. The documentary evidence provided gave details of the lead social workers (this is a shared role) and their CVs were provided as part of the documentary evidence.

94. The inspection team were agreed that this standard was met.

Standard 3.8

95. The documentary evidence provided detailed the current teaching team and also described how teaching staff from other relevant courses will support with the teaching of the course alongside practitioners and people with lived experience of social work. On request, student staff ratios were also provided.

96. During the inspection the inspection team were advised that additional staff resource was being arranged within support services to accommodate students coming onto this course.

97. The inspection team were agreed that this standard was met.

Standard 3.9

98. The information provided prior to inspection detailed how student data in relation to performance is gathered and also how data in relation to EDI is collated and used to formulate the university access to participation plan. A copy of this plan was provided to the inspection team.

99. The inspection team had sight of the virtual learning environment and were shown how and where data in relation to marking is stored.

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

Standard 3.10

101. The documentary evidence provided outlined details of current staff on the course who work part time and are also in practice, along with information on current professional memberships.

102. The inspection team spoke to the course team about plans for ensuring staff undertake regular and effective CPD to ensure currency of knowledge, whilst the inspection team acknowledge a willingness in this area, they also noted that there is no formal plan or expectations of staff to undertake activities in relation to CPD.

103. The inspection team agreed that a recommendation for a condition was required for this standard. More detail can be found in the [conditions](#) section of the report.

Standard four: Curriculum assessment

Standard 4.1

104. The documentary evidence provided prior to inspection outlined the values the course has been designed to reflect. Amongst the evidence for this standard was a design matrix which included detail of each module and how these were mapped against the PCF, KSS and Social Work England professional standards.

105. On review of the documentary evidence the inspection team were assured that this standard was met.

Standard 4.2

106. The documentary evidence provided described how paid members of the course team were also people with lived experience of social work. The narrative outlined how the course was designed to avoid a scenario of 'us and them' when working with people with lived experience of social work. The narrative outlined how community groups have also been consulted throughout the design of the course and the plans to continue this work moving forward. The partnership group of employers was also referenced as a source of engagement in curriculum design.

107. In a meeting with employers the inspection team were informed that they had been involved with partnership meetings that have included discussions around the curriculum and how to make this inclusive and accessible. Employers advised they will be participating in monthly meetings in the future to continue looking at developments for the course.

108. The inspection team spoke to people with lived experience of social work who are also paid members of the course team and heard about the work currently undertaken to design the course and also how community groups have been engaged in the development to share their thoughts on the design of elements of the course.

109. The inspection team were shown pieces of work that had been developed from community groups including mind maps and other resources.

110. The inspection team spoke to practitioners who will teach on the course and who have also been involved in the design of the course structure and content.

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

Standard 4.3

112. The documentary evidence provided outlined how the university has an EDI advisor who supports with issues around EDI for staff, students and visitors. The ethos for the design of the course was also outlined.

113. During the inspection the EDI policy was supplied, and the inspection team spoke to the course team and support services about accessibility both at the course and during placement and heard examples of the types of support and reasonable adjustments available to students.

114. The inspection team spoke to students who gave examples from their own experience of support they had received including assessment and support with reasonable adjustments. Students spoke about feeling safe, welcome and supported on campus.

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

Standard 4.4

116. The documentary evidence provided outlined the professional memberships the course leaders are part of and how regular updates from these groups are received and incorporated into the course. The role of the employer partnership group was outlined also as a mechanism for being informed about changes in practice.

117. During the inspection library services outlined their role in the development of this course and the role that research has had in this with plans for the future.

118. the inspection team agreed that this standard was met.

Standard 4.5

119. The documentary evidence provided included the module descriptors, design specification and programme specification.

120. The inspection team heard during a presentation from the course team how theory into practice will be an ongoing theme and area of assessment throughout all modules on the course.

121. The inspection team were in agreement that this standard was met.

Standard 4.6

122. The documentary evidence provided included description of other professionals being involved in skills days and also opportunities to learn from other professionals whilst on placement.

123. During the inspection, the inspection team were advised that the course has access to a mock home setting and a mock courtroom and there are plans to involve social work students and other professionals into these settings for multidisciplinary role play scenarios.

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

Standard 4.7

125. The documentary evidence provided included the module specification which outlines the number of hours that will be spent on the course.

126. On review of the documentary evidence inspections agreed that this standard was met.

Standard 4.8

127. The documentary evidence provided gave narrative around the plans for assessment in years one and two and this was evidenced in the module descriptors and course matrix.

128. On review of the documentary evidence the inspection team agreed that this standard was met.

Standard 4.9

129. The documentary evidence provided outlined how assessment were mapped to the curriculum for each module and the differences between years one and two. The assessment code of practice and module descriptors were available as evidence for this standard.

130. On review of the documentary evidence the inspection team agreed that this standard was met.

Standard 4.10

131. The inspection team were provided with the module specification and course specification as evidence for this standard.

132. The inspection team also heard from students their experiences of receiving timely and supportive feedback during their time on the course.

133. The inspection team were given a demonstration of the virtual learning environment and were able to see how feedback will be delivered to students.

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

Standard 4.11

135. The documentary evidence provided outlined the university assessment code of practice and outlined how academic work and live work will be assessed.

136. The inspection team heard from the course team that an external examiner has not been appointed yet, but they are in the process of doing so.

137. The inspection team recommended that a condition in this area in relation to hiring an external examiner was required. More details can be found in the [conditions](#) section of the report.

Standard 4.12

138. The documentary evidence provided outlined how the placement learning agreement would set out assessment activities during inspection. Narrative was also provided around the assessment strategy for the taught elements of the course.

139. On review of the documentary evidence the inspection team agreed that this standard was met.

Standard 4.13

140. The narrative provided prior to inspection outlined the role of research within the course and how students will have opportunities to engage with this.

141. During the inspection library services advised the resources they have available to support staff and students with research related activities including search for relevant articles and one to one support sessions.

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

Standard five: Supporting students

Standard 5.1

143. The narrative provided prior to inspection gave an overview of the support services that students can access, this includes wellbeing services, welfare services, online and face to face support, occupational health, careers support and a medical centre.

144. During the inspection the inspection team were advised that students have access to counselling services if required and that the team also works closely with their local IAPT service and also the crisis team. During placement, students can access counselling services remotely if required.

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

Standard 5.2

146. Prior to inspection narrative was provided describing the academic tutoring system that is in place and a link to a page on the university website that gives more information was also provided.

147. During the inspection students advised that they felt supported by their tutors.

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

Standard 5.3

149. The documentary evidence provided included links to the university's fitness to practice policy, fitness to study policy, student disciplinary procedures and dignity and respect policy.

150. In discussion with employers, the inspection team were advised that they felt comfortable with the processes in place for raising concerns with the university in the event of issues arising in relation to a student's conduct or suitability.

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

Standard 5.4

152. The documentary evidence provided prior to inspection outlined how students are encouraged to talk about potential barriers they may face. An overview of the learning support plans in use was given. The access and participation plan was given as evidence for this standard.

153. The inspection team spoke to students who gave examples of reasonable adjustments that had been made in relation to specific needs. An example of staff completing research into a lesser-known condition to support a student was given. Students reflected that support and adjustments were implemented quickly.

154. When meeting with support services examples were given around existing courses that involve placements and how support needs are shared providing the student consents to this.

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

Standard 5.5

156. The documentary evidence provided prior to inspection outlined how the interactive learning platform used, Moodle, contained information for students around course content and teaching materials; this included information around registration and CPD.

157. During the inspection the inspection team were given a demonstration of both Moodle and PebblePad which will be used by providers and practice educators.

158. The inspection team were agreed that this standard was met.

Standard 5.6

159. The documentary evidence provided prior to inspection outlined mandatory elements of the course, for example practice learning and skills days. The process for managing poor attendance was outlined.

160. The inspection team discussed with the course team how students would find out which elements of the course required mandatory attendance.

161. The inspection team agreed that a recommendation for a condition was required for this standard. More details can be found in the [conditions](#) section of the report.

Standard 5.7

162. The documentary evidence provided included the feedback policy and marking and moderation policies. Narrative was given around feedback turnaround times and the role of the external examiner.

163. The inspection team heard from students about their experiences of feedback. Students advised that the feedback they have received has been informative and helpful in their studies.

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

Standard 5.8

165. The documentary evidence provided included a link to the university appeals policy and a narrative around how this works in practice.

166. On review of the documentary evidence the inspection team agreed that this standard was met.

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

Standard 6.1

167. As the qualifying course is a MA Social Work, the inspection team agreed that this standard was met.

Proposed outcome

The inspection team recommend that the course be approved with conditions. These will be monitored for completion.

Conditions

Conditions for approval are set if there are areas of a course that do not currently meet our standards. Conditions must be met by the education provider within the agreed timescales.

Having considered whether approval with conditions or a refusal of approval was an appropriate course of action, the inspection team are proposing the following conditions for this course at this time. Consideration was given as to whether the findings identified would mean that the course would not be suitable for approval. However, it is deemed that the conditions are appropriate to ensure that the course would be able to meet the relevant standards, and the inspection team was confident that once this standard is met, a further inspection of the course would not be required. Full details of the conditions, monitoring and approval can be found below.

	Standard not currently met	Condition	Date for submission of evidence	Link
1	Standard 2.6	The education provider will provide evidence that demonstrates how the currency of knowledge and registration status of practice educators will be monitored. This could include information relating to the programme of practice educator workshops/forums and how completion of CPD and registration status information is stored.	3 October 2022	Paragraph 64
2	Standards 2.7, 3.3	The education provider will provide the completed placement handbook (or document of that nature) that outlines policies in relation to raising a concern/whistleblowing and also policies in relation to wellbeing.	3 October 2022	Paragraph 68 Paragraph 78
3	Standard 3.5	The education provider will provide details of the plan and structure for their practice assessment panel, including the involvement of employers and people with lived experience.	3 October 2022	Paragraph 88

4	Standard 3.10	The education provider will provide details of their plan to support teaching staff on the course maintain their currency of knowledge, including the formalised number of hours required and how this will be recorded.	3 October 2022	Paragraph 103
5	Standard 4.11	The education provider will provide details of their plan for recruiting an external examiner. This could include details of when they plan to have an external examiner appointed and confirmation they have a plan to recruit.	3 October 2022	Paragraph 137
6	Standard 5.6	The education provider will provide details of required attendance and how students will be advised which elements of the course are mandatory.	3 October 2022	Paragraph 161

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 with conditions.

Annex 2: Meeting of conditions

This is in accordance with Social Work England's education and training rules 2019.

This section of the report will be completed when the conditions review is completed.

1. If conditions are applied to a course approval, Social Work England completes a conditions review to make sure education providers have complied with the conditions and are meeting all of the education and training standards.
2. The inspection team will undertake the conditions review and make recommendations to Social Work England's decision maker.

	Standard not met	Condition	Inspector recommendation
1	Standard 2.6	The education provider will provide evidence that demonstrates how the currency of knowledge and registration status of practice educators will be monitored. This could include information relating to the programme of practice educator workshops/forums and how completion of CPD and registration status information is stored.	Condition is met
2	Standards 2.7, 3.3	The education provider will provide the completed placement handbook (or document of that nature) that outlines policies in relation to raising a concern/whistleblowing and also policies in relation to wellbeing.	Condition is met
3	Standard 3.5	The education provider will provide details of the plan and structure for their practice assessment panel, including the involvement of employers and people with lived experience.	Condition is met
4	Standard 3.10	The education provider will provide details of their plan to support teaching staff on the course maintain their currency of knowledge, including the	Condition is met

		formalised number of hours required and how this will be recorded.	
5	Standard 4.11	The education provider will provide details of their plan for recruiting an external examiner. This could include details of when they plan to have an external examiner appointed and confirmation they have a plan to recruit.	Condition is met
6	Standard 5.6	The education provider will provide details of required attendance and how students will be advised which elements of the course are mandatory.	Condition is met

Findings

3. This conditions review was undertaken as a result of conditions set during course approval as outlined in the original inspection report above.
4. After the review of the documentary evidence submitted, the inspection team are satisfied that all of the conditions set against the approval of the MA Disability and Mental Health Social Work course are met.
5. In relation to **standard 2.6** the course provider has submitted evidence to explain how they will confirm the qualifications and social work registration status of new practice educators, this includes a flowchart of the process to be followed. Prospective practice educators will be invited to engage with York St John training before being added to their practice educator group, ensuring currency of knowledge through interactive activities.
6. To support practice educators in maintaining their currency of practice they will be invited to attend CPD workshops and peer reflection groups, attendance will be recorded using the ARC system and reviewed annually. The inspection team found this standard is now met.
7. In relation to **standards 2.7 and 3.3**, the course provider has submitted a draft placement journal which contains information on policies and guidance and provides links to advise students on raising concerns and whistleblowing as well as student support available. The inspection team found this standard is now met.
8. In relation to **standard 3.5**, evidence submitted by the course provider confirms the establishment of a Practice Assessment Panel and includes details of representation

from stakeholders. Evidence included details of how feedback from the panel will be shared with the external examiner and will be fed into the School Quality Panel for discussion and review. The inspection team found this standard is now met.

9. In relation to **standard 3.10**, the course provider has evidenced that staff are supported with time and funding opportunities to maintain their knowledge and understanding in relation to professional practice. The course team are responsible for their own CPD but this will be monitored using annual Performance Development Appraisals and through regular conversations and updates with line managers. The inspection team found this standard is now met.
10. In relation to **standard 4.11** the course provider has provided details of their plan to recruit an external examiner. However, recruitment to this course has now been delayed until September 2023 so no external examiner has been appointed yet. The inspection team found this standard is now met.
11. In relation to **standard 5.6**, information on required attendance is referenced on the university's external website. The course provider has confirmed that this is repeated in the programme specification documentation and will be explained in full as part of student induction at the beginning of the course.

Conclusion

12. The inspection team is recommending that the course is approved as all the conditions have been met.

Regulator decision

Approved.