

Inspection Report

Course provider: Leeds Beckett University

Course approval: BA (Hons) Social Work

Inspection dates: 10th – 13th May 2022

Report date:	15/08/2022
Inspector recommendation:	Approved
Regulator decision:	Approved
Date of Regulator decision:	02/12/2022

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Introduction

1. Social Work England completes inspections as part of our statutory requirement to approve and monitor courses. Inspections form part of our process to make sure that courses meet our [education and training standards](#) and ensure that students successfully completing these courses can meet our [professional standards](#).
2. During the approval process, we appoint partner inspectors. One inspector is a social worker registered with us and the other is not a registered social worker (a 'lay' inspector). These inspectors, along with an officer from the education quality assurance team, undertake activity to review information and carry out an inspection. This activity could include observing and asking questions about teaching, placement provision, facilities and learning resources; asking questions based on the evidence submitted; and meeting with staff, training placement providers, people with lived experience and students. The inspectors then make recommendations to us about whether a course should be approved.
3. The process we undertake is described in our legislation; the Social Worker Regulations 2018¹, and the Social Work England [\(Education and Training\) Rules 2019](#).
4. You can find further guidance on our course change, approval and annual monitoring processes on our website.

What we do

5. When an education provider wants to make a change to a course, or request the approval of a new course, they are asked to consider how their course meets our education and training standards and our professional standards, and provide evidence of this to us. We are also undertaking a cycle of re-approval of all currently approved social work courses in England following the introduction of the Education and Training Standards 2021.
6. The education quality assurance officer reviews all the documentary evidence provided and will contact the education provider if they have any questions about the information submitted. They also provide advice and guidance on our approval processes.
7. When we are satisfied that we have all the documentary evidence required to proceed with an inspection we assign one registrant and one lay inspector. We undertake a conflict of interest process when confirming our inspectors to ensure there is no bias or perception of bias in the approval process.
8. The inspectors complete an assessment of the evidence provided and advise the officer if they have any queries that may be able to be addressed in advance of the inspection.

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

9. During this time a draft plan for the inspection is developed and shared with the education provider, to make sure it is achievable at the point of inspection.
10. Once the inspectors and officer are satisfied that an inspection can take place, this is usually undertaken over a two to three-day visit to the education provider. We then draft a report setting out what we found during the inspection and if and how our findings demonstrate that the course meets our standards.
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. Leeds Beckett University 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	LBUR2
Course provider	Leeds Beckett University
Validating body (if different)	
Course inspected	BA (Hons) Social Work
Mode of study	Full time
Maximum student cohort	77
Date of inspection	10/05/2022 – 13/05/2022
Inspection team	Helen Challis, Education Quality Assurance Officer Aidan Phillips, Registrant Inspector Luke Tibbits, Lay Inspector
Inspector recommendation	Approved
Approval outcome	Approved

Language

16. In this document we describe Leeds Beckett University as ‘the education provider’ or ‘the university’ and we describe the BA (Hons) Social Work as ‘the course’.

Inspection

17. An onsite inspection took place from 10 May to 13 May 2022. As part of this process the inspection team planned to meet with key stakeholders including students, course staff, employers and people with lived experience of social work.

18. These meetings formed the basis of the inspection plan, agreed with the education provider ahead of inspection. The following section provides a summary of these sessions, who participated and the topics that were discussed with the inspection team.

Conflict of interest

19. No parties disclosed a conflict of interest.

Meetings with students

20. The inspection team met with BA (Hons) Social Work students across three years of study. Discussions included students' experience of applying for the course, their overall experience of the course, teaching and learning, preparation for study and placement provision, student support services, feedback from and to university staff, and their experiences of interprofessional learning.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from the course team, central support teams and senior staff members in the School of Health.

Meeting with people with lived experience of social work

22. The inspection team met with the university ABEL group of people with lived experience of social work who have been involved in the course. Discussions included their experiences of working with the course team and students and the specific activities they have been directly involved in on the current course, opportunities to provide feedback to the university, and their experiences of training and development in their activities.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including Leeds, Wakefield and Kirklees councils.

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 prior to inspection including the Admissions Policy, interview questions used and an Applicant Course Information booklet that outlined the interview process. The course website clearly presented the course entry requirements including English language and IELTS skills requirements.

26. Discussions with students, staff and employers confirmed to the inspection team that English and IT skills were also assessed.

27. The inspection team were assured a holistic/multi-dimensional assessment process was in place and that this standard was met.

Standard 1.2

28. The inspection team reviewed documents prior to inspection including the university's Recognition of Prior Learning Policy and Applicant Course Information Booklet to consider if prior relevant experience was considered during the admissions process.

29. Discussions with the course team, students and employers confirmed the details of how relevant experience was considered, including via the case study and questioning elements of the interview process.

30. The inspection team agreed this standard was met.

Standard 1.3

31. Documentation submitted prior to inspection as evidence of meeting this standard included the Interview Training Plan for External Panel Members, Briefing Document for Interviewers, Applicant Interview Guidance, and ABEL Group Involvement Activities Report.

32. Meetings with people with lived experience and employers confirmed to the inspection team the involvement in the admissions processes. Employers outlined the use of 'Teaching Ambassadors' supplied by the Leeds and Wakefield Social Work Teaching Partnership (LWSWTP) for interviews as required.

33. The inspection team agreed this standard was met.

Standard 1.4

34. Prior to inspection, the inspection team reviewed the Annual Declaration of Character, Conduct and Health, the Health Check and DBS Check sections of the Course Specification BAH Social Work, Guidance for Undertaking DBS and Health Checks and Additional Safeguarding Checks and a screen shot of the student portal (MyHub) DBS and OH Applicant Checklist document.

35. Meetings with the admissions team, course team and students confirmed to the inspection team that the course provider's admissions process assessed the suitability of applicant's character, conduct and health.

36. The inspection team agreed this standard was met.

Standard 1.5

37. The course provider submitted documentary evidence including the Equality, Diversity and Inclusion (EDI) Policy, a weblink to the Access and Participation Plan and Monitoring, Annual Review and Enhancement – Course Action Plan, and the LWSWTP Equality Action Plan.

38. During meetings with admissions staff the inspection team heard about the range of potential reasonable adjustments provided to applicants including extra time, oral instructions and pre-interview phone calls.

39. Discussions with students confirmed the EDI policies and students were able to give specific examples of how these had been implemented during the application process.

40. The inspection team were assured that policies were in place and that these were implemented and monitored. The inspection team agreed this standard was met.

Standard 1.6

41. Documentation submitted prior to inspection as evidence of meeting this standard included a link to the university's webpage for the course, Admissions Open Day Presentation and Applicant Course Information booklet.

42. Students confirmed to the inspection team that the admissions process provided enough information to allow them to make an informed choice to apply for the course. In addition, if applicants had any further questions, they were able to speak to a tutor.

43. The inspection team agreed this standard was met.

44. However, whilst the inspection team were assured that there is a clear process for establishing equivalency for the 120 UCAS points, applicants are not given examples of this. The inspection teams recommends that information to applicants includes examples of how an applicant could fulfil the 120 UCAS points equivalency. Full details of the

recommendation can be found in the [recommendations section](#) of this report.

Standard two: Learning environment

Standard 2.1

45. The inspection team reviewed documents submitted as evidence prior to inspection. These included Course Specification BAH Social Work, Skills Days BAH Social Work 2021, LBU Social Work Placement Providers, LWSWTP Memorandum of Understanding and LWSWTP Practice Education Group Highlight Report.

46. The inspection team agreed that these documents outlined that the 200 day contrasting experiences and statutory tasks elements of this standard were present. This was further confirmed during discussions with students, placement providers and the course team.

47. The inspection team agreed this standard was met.

Standard 2.2

48. This standard is supported by commentary at 2.1.

49. The course provider presented documentary evidence prior to inspection that included LBU Social Work Placement Providers, Placement Audit Form First Placement Form LWSWTP Memorandum of Understanding, Quality Assurance Practice Learning Evaluation forms for practice educators, students and tutors, and Placement Handbook First Placement. The documents gave an overview of how placements were sourced, audited to ensure provision of suitable learning opportunities and evaluated.

50. The inspection team met with representatives from placement providers, practice educators and students. Topics of discussion included the types of placements on offer, statutory tasks, how students are matched to placements and how learning opportunities on placement enabled students to gain the knowledge and skills necessary to meet the professional standards.

51. The inspection team agreed this standard was met.

Standard 2.3

52. The inspection team reviewed documentary evidence provided prior to the inspection. This included the Practice Learning Agreement (PLA) form and Placement Handbook First Placement. These outlined clear requirements and responsibilities for an appropriate induction, workload, supervision, and how to access support resources.

53. During discussions with students, placement providers and practice educators, the inspection team confirmed that the requirements outlined in the documentation were provided.

54. The inspection team agreed this standard was met.

Standard 2.4

55. This standard is supported by commentary at 2.1, 2.2 and 2.3.

56. Prior to inspection, the inspection team reviewed documentary evidence submitted to show this standard had been met. This included the Practice Application Form, Placement Handbook Final Placement 2021-22, LWSWTP Practice Educator Manual and Placement Student Action Plan template.

57. The inspection team agreed that the documentation showed that there were clear processes for ensuring student responsibilities were appropriate for their stage of education and training. This was confirmed by meetings with students, practice educators and placement providers. Students especially related how there was a clear progression between placements, and they felt challenged to fully take advantage of the learning opportunities available.

58. The inspection team agreed this standard was met.

Standard 2.5

59. Inspectors reviewed documentary evidence regarding the assessment of preparation for practice. This included Module Handbook Personal and Professional Development and Module Specifications BAH Social Work for the Personal and Professional Development module.

60. The inspection team agreed that the Personal and Professional Development module includes an assessment of a broad mix of communication skills, personal development tasks and preparatory practice perspectives, with assessment conducted by role play and written work. Assessment is by university staff, practitioners and people with lived experience.

61. When meeting with students they expressed to inspectors that they felt prepared for placement. Students thought that the skills day focused on communication was particularly helpful, as was their interaction with the ABEL group of people with lived experience of social work in the skills day and from other sessions on the course.

62. The inspection team agreed this standard was met.

Standard 2.6

63. The inspection team reviewed documentary evidence prior to inspection including Practice Educator Handbook 2021-22, Practice Educator training and support link to YouTube video, LWSWTP Practice Educators Supplementary Placement Guidance, Practice Educator: Off Site Practice Educator New Applicant Email, Practice Educator Support Groups 2021-22, Practice Educator On Site Practice Educator Profile Form.

64. These documents and associated narrative explained that practice educators can be both on site (mainly employees of their local authority partners) or off site (independent practitioners). Use of both types of practice educators have robust processes for ensuring

suitability, have access to practice educator training via the LWSWTP and are checked to ensure they are on the register.

65. Discussions with employers, placement providers and practice educators confirmed that the systems were used to good effect.

66. The inspection team agreed this standard was met.

Standard 2.7

67. Prior to inspection, the inspection team reviewed documents including the Practice Learning Agreement, Placement Handbooks, Course Handbooks and web links to the Complaints Procedure. These outlined the policies and processes for students to challenge unsafe behaviours, including whistleblowing.

68. During meetings, students stated their awareness of whistleblowing policy from course material and expressed confidence in how they would raise a concern if needed. In addition, they explained that the induction to placement supported them to become familiar with agency policies and procedures.

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

Standard three: Course governance, management and quality

Standard 3.1

70. The inspection team reviewed documentation provided prior to inspection including the Course Specification, Programme Management, School of Health and University structure charts, Monitoring, Annual Review and Enhancement (MARE) Process, Leadership and Course Management Roles – Social Work Programmes and the LWSWTP Memorandum of Understanding.

71. During meetings with the senior management teams and employers, clear explanations of the course governance structure with clearly set out leadership and course management roles were given. In addition, the role of the LWSWTP and how it fits into the university's structure was described.

72. The inspection team agreed this standard was met.

Standard 3.2

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

74. Prior to the inspection visit, the inspection team reviewed documents regarding the auditing, organisation and monitoring of placements. These included LWSWTP Practice Education Group Action Points 01.12.21, Placement Audit New Placement Form, Placement New Agency Information Sheet First Placement and Placement Agreement Form.

75. These documents explained the processes for how Local Authority and statutory placements are managed through the LWSWTP, with a separate process in place for the private, voluntary and independent (PVI) sector.

76. From discussion with the course team and senior management team, the inspection team was informed about the long-standing relationship with the teaching partnership. An example was provided of how the university course tutors and staff from Leeds and Wakefield councils worked together using agreed processes to meet a particular student's needs and ensure an alternative placement was available if required.

77. The meeting with students and practice educators explored specific examples of university and placement provider support and adjustments to ensure that student learning needs were met.

78. The inspection team agreed this standard was met.

Standard 3.3

79. This standard is supported by commentary at 2.3, 2.6, 2.7 and 3.2.

80. The inspection team reviewed documentation prior to the inspection which outlined how placement providers are audited to ensure they have the necessary policies and procedures in relation to students' health, wellbeing and risk, and the support systems in place to underpin these.

81. During meetings with the course team, employers, practice educators and students, the inspection team were informed that the policies and procedures are in place.

82. The inspection team agreed this standard was met.

Standard 3.4

83. This standard is supported by commentary at 1.3, 2.1 and 3.2.

84. Prior to the inspection visit, the inspectors reviewed documents regarding the involvement of employers in elements of the course. These included the LWSWTP Curriculum Review Group Terms of Reference revised 2022, LWSWTP Curriculum Review Group meeting 06.01.21, LWSWTP Practitioner Teaching Protocol and LWSWTP Practitioner Teaching Feedback Process. The inspection team agreed that documents submitted illustrated employer involvement in recruitment and selection, teaching sessions, curriculum development and student assessment.

85. Discussions with course management team and employers confirmed the involvement of employers in annual reviews.

86. The inspection team agreed this standard was met.

Standard 3.5

87. This standard is supported by commentary at 1.3 and 3.4.

88. Documentation provided to the inspection team before inspection included the Monitoring, Annual Review and Enhancement (MARE) Annual Review meeting minutes Social Work 10.02.21, MARE Student Focus Group Year 1 09.11.21, MARE Student Course Rep meeting notes 10.12.20 and ABEL Group Involvement Report. These provided evidence of involvement of students, people with lived experience and employers via set processes.

89. Discussions with students informed the inspection team that they feed back to course staff at the midpoint and end of each module and outlined the role of student representatives.

90. A meeting with people with lived experience explained how Practice Assessment Panels consist of practitioners and people with lived experience of social work. The ABEL group also confirmed their attendance at annual reviews. Inspectors heard about the inclusive course design tool and how feedback is gathered by student representatives.

91. The inspection team agreed this standard was met.

Standard 3.6

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

93. The inspection team were able to review the documents LWSWTP Memorandum of Understanding, LWSWTP Labour Market Planning and West and North Yorkshire Labour Market Plan Supporting Data prior to inspection. These documents provided the inspection team with evidence of how student numbers are aligned with a clear strategy which included placement capacity.

94. Discussions with local authorities and placement providers confirmed a strategy was in place and regularly reviewed.

95. The inspection team agreed this standard was met.

Standard 3.7

96. Prior to the inspection visit the inspection team reviewed the Head of Social Work and Course Director's CVs and confirmed they are registered social workers.

97. Discussions with these staff throughout the inspection assured the inspection team that they had recent and relevant knowledge of contemporary social work practice and were supported by the university to maintain and develop this.

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

Standard 3.8

99. This standard is supported by commentary at 2.6.

100. Prior to inspection the inspection team reviewed documentary evidence which included staff CVs, the People and Organisational Development webpage, Centre for Learning and Teaching: Developing Staff website, LWSWTP Academics links to Local Authorities document and LWSWTP Academic staff involvement in practice DfE reporting email.

101. Topics of discussion with the senior management team and the course team included the strategy for ensuring appropriate staff numbers, and how both specialist subject and professional practice knowledge was kept up to date. For example, several staff were still practising with one member of the team on an AMHP rota. The inspection team were informed that staff have dedicated time for research with several working towards a PhD.

102. The inspection team agreed this standard was met.

Standard 3.9

103. The inspection team reviewed documentary evidence submitted about how the university provides academic staff with access to data and metrics to enable staff to monitor student performance including EDI data, which are used to inform annual monitoring and review of student performance, progression and outcomes including employment. This included MARE Executive Summary BAH Social Work 2020-21, MARE Annual Review meeting minutes Social Work 10.02.21, MARE Tableau Student Data example and LWSWTP Curriculum Review Group Action Plan 06.01.22.

104. The inspection team agreed there was a clear process of progress data feeding into wider information review which also fed into the LWSWTP Curriculum review group. The course team and support staff described using this data to examine various elements of teaching, learning and assessment, for example anti-racist training for practice educators.

105. The inspection team agreed this standard was met.

Standard 3.10

106. This standard is supported by commentary at 3.8.

107. Meetings with staff included the discussion of 200 hours being allocated to staff CPD which includes maintaining professional practice.

108. The inspection team agreed this standard was met.

Standard four: Curriculum assessment

Standard 4.1

109. This standard is supported by commentary at 3.8.

110. The inspection team reviewed documentary evidence submitted prior to inspection that included Course Specification: Reference Points Used in Course Design and Delivery: Social Work England, Professional Standards mapping BAH Social Work and Mapping Appendix Course Specification BAH Social Work (PCF, KSS, SWE Professional Standards).

111. The inspection team discussed the structure and content in more detail during an initial presentation by the course team. The course team were able to demonstrate how each module builds knowledge, skills and reflective practice and how the assessments are linked to the professional standards.

112. When meeting with students, they were clear on the importance of being able to meet the professional standards prior to practise.

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

Standard 4.2

114. This standard is supported by commentary at 1.3 and 3.4.

115. Prior to the inspection, the inspectors reviewed documents regarding the involvement of employers, practitioners and people with lived experience in elements of the course. These included the LWSWTP Curriculum Review Group Terms of Reference revised 2022, LWSWTP Curriculum Review Group meeting 06.01.21, ABEL Group Involvement Activities Report, and LWSWTP Practitioner Teaching Feedback Process. The inspection team agreed that documents submitted illustrated employer involvement in recruitment and selection, teaching sessions, curriculum development and student assessment.

116. Discussions with the course management team, people with lived experience and employers confirmed the involvement in annual reviews, curriculum content and the admission processes.

117. The inspection team agreed this standard was met.

Standard 4.3

118. This standard is supported by commentary at 1.5, 3.8, 3.10 5.1 and 5.4.

119. Prior to inspection, the inspection team reviewed documents submitted to support this standard. These included a weblink to the Inclusive Course Design Tool for Social Work courses, module specifications for Working with Diversity, Understanding Law for Social Work, and Social Work Law for Qualifying Practice modules, LWSWTP Equality Action plan and Course Specification BAH Social Work: Student Services Examples.

120. During a meeting with students, the inspection team heard how the course was inclusive and accessible to all with positive comments about levels of support from tutors.

121. The inspection team met with the course team and support staff and were informed about the range of reasonable adjustments for learning sessions and assessments. They were given multiple examples of students on this course having these adjustments applied. Support services staff discussed how reasonable adjustment plans and individual support plans are offered to support students together with funding for initiatives where government funding was not available.

122. The inspection team were satisfied that the course had been designed in accordance with EDI principles and human rights and legislative frameworks. The inspection team agreed this standard was met.

Standard 4.4

123. This standard is supported by commentary at 2.6, 3.5, 3.8 and 3.10.

124. Prior to the inspection, the inspectors reviewed documents regarding the continual updating of the course as a result of developments in research, legislation, government policy and best practice. These included the Practice Educator training and support link to YouTube video, Monitoring, Annual Review and Enhancement (MARE) Annual Review meeting minutes Social Work 10.02.21, LWSWTP Academics links to Local Authorities document and LWSWTP Academic staff involvement in practice DfE reporting email.

125. Discussions with both the senior management and course teams covered how both specialist subject and professional practice knowledge was kept up to date. For example, several staff were still practising with one member of the team on an AMHP rota. The inspection team were informed that staff have dedicated time for research with several working towards a PhD.

126. The inspection team agreed this standard was met.

Standard 4.5

127. This standard is supported by commentary at 2.6, 3.5, 3.8 and 3.10.

128. Prior to inspection, the inspection team reviewed documents submitted to support this standard. These included Course Specification for the BAH Social Work, Module Specification for Models of Intervention module, and Skills Days BAH Social Work 2021. These documents illustrated clear links between theory and practice running through the course.

129. These findings were confirmed during discussions with the course team and students.

130. The inspection team agreed this standard was met.

Standard 4.6

131. This standard is supported by commentary at 2.1, 2.2 and 3.10.

132. The inspection team reviewed evidence of placement opportunities to work in a multi-agency context and with colleagues from other professional disciplines, and how the placement handbook described multidisciplinary work experiences against learning objectives.

133. In addition the inspection team reviewed documents including Module Specifications for Practice Placement 1: Module Learning Outcomes, Course Specification Teaching and Learning Activities and Inter-Professional Learning Annual Report 2020-21.

134. The inspection team met with students, course tutors and people with lived experience of social work about the opportunities for them to work with others at the Interprofessional Learning (IPL) days where they join students from other professional courses across the School of Health. Students described that they valued these days as did the ABEL group who are involved in developing and undertaking multi-professional scenarios with students.

135. The inspection team determined that there were clearly defined opportunities over the course modules to learn with and from other professions.

136. The inspection team agreed this standard was met.

Standard 4.7

137. Prior to inspection, the inspection team reviewed documents submitted to support this standard. These included the Course Specification BAH Social Work, and Module Specifications BAH Social Work - Learning and Teaching activities example.

138. The inspection team were able to confirm that the documents clearly set out the purpose, credits and hours of teaching and learning with a breakdown by module and including placement information.

139. The inspection team agreed this standard was met.

Standard 4.8

140. The inspection team reviewed the Assessment Schedule BAH and MA Social Work 2021-22, Extenuating Circumstances and Mitigation Factsheet Staff, Progression and Award Boards Factsheet Staff and Validation Regulatory Exemptions Approval Form Social Work 2018.

141. This documentary evidence assured the inspection team that assessments are mapped against the curriculum, learning outcomes, and professional standards.

142. The inspection team agreed this standard was met.

Standard 4.9

143. This standard is supported by commentary at 4.8.

144. After reviewing the submitted documentation, the inspection team agreed that it demonstrated that assessments are appropriately sequenced to match student progression through the course. Meetings with students confirmed this finding.

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

Standard 4.10

146. This standard is supported by commentary at 2.4, 2.6, and 5.7.

147. Prior to inspection, the inspection team reviewed the Course Specification BAH Social Work, Module Handbook for Personal and Professional Development, External Examiner Report 2020/21, Assessment and Feedback Workshop presentation, and Centre for Teaching and Learning Assessment Feedback guide. These documents outlined the processes and timescales for and the content of both formative and summative feedback.

148. Meetings with staff and students confirmed summative feedback was given within four weeks. Students are provided feedback on placements by weekly supervision and in meetings with personal tutors. Students spoke positively about how and when they are given feedback in relation to assessment and placement and how it enabled them to improve in these areas.

149. The inspection team was also informed how tutors new to marking are given training and support to ensure fair assessment standards are met.

150. The inspection team agreed this standard was met.

Standard 4.11

151. This standard is supported by commentary at 2.6, 3.8, 3.10 and 4.10.

152. The inspection team reviewed information including the university's External Examiners webpage that provided a detailed explanation of how external examiners are recruited and trained and the governance supporting this.

153. The inspection team agreed this standard was met.

Standard 4.12

154. This standard is supported by commentary at 2.5, 4.10 and 4.11.

155. The inspection team also reviewed Progression and Award Boards Factsheet, Extenuating Circumstances and Mitigation Factsheet, Fitness to Practise Policy and Procedure and Fitness to Practise Social Work cases 2017 to 2022. In addition, the course

team and students discussed the use of the MyBeckett electronic system to monitor student engagement.

156. The inspection team agreed that there were robust systems to manage student progression that included the feedback for people with lived experience, employers, practice educators and tutors.

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

Standard 4.13

158. Prior to inspection, the inspection team reviewed the Course Specification: Level Outcomes, Course Specification: Course Learning Outcome 1, Models of Intervention module specification and Practice Placement 1 module specification.

159. From this documentation, course team CVs and a presentation by the course team the inspection team agreed that an evidence informed approach to practice was demonstrated throughout the course, and that the course team had suitable skills, knowledge and understanding of research and evaluation. In addition, the Models of Intervention module specification and the Practice Placement 1 module specification evidence clear links between evidence, knowledge and skills.

160. The inspection team agreed this standard was met.

Standard five: Supporting students

Standard 5.1

161. This standard is supported by commentary at 3.3 and 5.2.

162. The inspection team were provided with documentary evidence that included Induction resources: Supporting students information 2021, Student Wellbeing webpage link, Supporting students: When to Refer guide, Placement Student Individual Support Plan template, Student Occupational Health Referral document and Student Careers Advice webpage link. These outlined the range of advice and support services designed to meet the health and wellbeing needs of students. Services outlined included confidential counselling services and student wellbeing, occupational health, careers advice, disability support, and student finance and funding.

163. The inspection team heard from support staff about the disability and wellbeing advice service and how these remained operational during the pandemic.

164. Students informed the inspection team of the range of support available which included disability and wellbeing services and financial support. Both students and support staff provided the inspection team examples of interventions with students including reasonable adjustments for students experiencing maternity issues, financial problems and mental health issues.

165. The inspection team agreed this standard was met.

Standard 5.2

166. This standard is supported by commentary at 3.9, 4.10, 4.11, and 5.1.

167. The inspection team reviewed documentation prior to inspection that included the Supporting students: Academic Adviser Guide and Course Handbook BAH Social Work. These documents informed the inspection team about a system of academic advisors (personal tutors) in place for students. The guidance explains that tutors remain with a student for the course lifetime and all students should have a meeting (online or face to face) once a semester.

168. During meetings with the course team it was explained how personal tutors have access to a training module on the MyBeckett system and how tutors play a key role in signposting to health and wellbeing and additional pastoral support.

169. The inspection team discussed with the library team the range of resources and accessibility considerations, such as an alternative format service and eBook licensing considerations.

170. The inspection team agreed this standard was met.

Standard 5.3

171. Prior to inspection, the course provider submitted documents including DBS Annual Declaration of Character Conduct and Health, DBS and additional checks document, DBS Panel Risk Assessment form, Fitness to Practise Policy and Procedure 2021-22, Placement Handbook First Placement and Placement Student Individual Support Plan.

172. These documents assured the inspection team that there was a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health.

173. When meeting with students they were able to confirm their awareness of the processes.

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

Standard 5.4

175. This standard is supported by commentary at 5.1 and 5.2.

176. Meetings with students, practice educators, placement providers and support staff gave the inspection team opportunities to learn about different examples of support that had been made available to students.

177. The inspection team agreed this standard was met.

Standard 5.5

178. This standard is supported by commentary at 4.8 and 4.9.

179. The inspection team reviewed the following prior to inspection: Course Handbook BAH Social Work, Assessment Schedule BAH and MA Social Work 2021-22, Placement Handbook First Placement, Recall Day 26.03.21 Employment session presentation and ASYE Guide LWSWTP presentations.

180. These documents outlined the information provided to students about their curriculum, practice placements, assessments and transition to registered social worker including information on requirements for continuing professional development.

181. During discussions, students expressed clear knowledge and understanding of this information which is clearly provided on the university's virtual learning environment.

182. The inspection team were assured that the standard was met.

Standard 5.6

183. The inspection team reviewed prior to inspection information including the Course Handbooks that outlined the university's Academic Engagement Policy and expectations around mandatory attendance. This information was mirrored in the Placement Handbook. The inspection team agreed that these documents clearly set out mandatory elements, placement requirements, how absences are monitored and how days missed should be made up.

184. Discussions with students confirmed their awareness of the mandatory elements of the course and consequences of non-attendance, as well as how to access support available to students if they are concerned about personal issues that may have an impact on attendance.

185. The inspection team agreed this standard was met.

186. However, the inspection team understands that there is currently work being done on a new system to monitor attendance and allow for appropriate action to be taken.

187. The inspection teams recommends that this work continues, and the system is formalised. Full details of the recommendation can be found in the [recommendations section](#) of this report.

Standard 5.7

188. This standard is supported by commentary at 2.4, 2.6, and 4.10.

187. The inspection team reviewed the documentary evidence provided and discussed the feedback mechanisms with students and the course team.

189. Students stated feedback was provided clearly and when expected, with options provided to follow up on the feedback given. Both students and the course team identified various activities where formative feedback took place, including reflective entries in e-portfolios.

190. The inspection team agreed this standard was met.

Standard 5.8

191. The inspection team reviewed the link to the Academic Regulations Academic Appeals document that is available to students on the university website and electronic course resources.

192. The inspection team were assured that the standard was met.

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

Standard 6.1

193. Since 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.

Recommendations

The inspectors identified the following recommendations for the education provider. These recommendations highlight areas that the education provider may wish to consider. The recommendations do not affect any decision relating to course approval.

	Standard	Detail	Link
1	1.6	The inspection team are recommending that information to applicants includes an example of equivalency for the 120 UCAS points.	Paragraph 41
2	5.6	The inspection team are aware of current work being done on a new system to monitor attendance and allow for appropriate action to be taken. The inspectors are recommending that this work continues, and the system is formalised.	Paragraph 183

Annex 1: Education and training standards summary

Table breakdown of standards met during preapproval and inspection.

Standard	Met	Not Met condition applied	Recommendation given
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	Not Met condition applied	Recommendation given
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.	☒	☐	☐

Standard	Met	Not Met condition applied	Recommendation given
2.7 Ensure that policies and processes, including for whistleblowing, are in place for students to 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	☒	☐	☐

Standard	Met	Not Met condition applied	Recommendation given
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 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,	☒	☐	☐

Standard	Met	Not Met condition applied	Recommendation given
ongoing development and review of the curriculum.			
4.3 Ensure that the course is designed in accordance with equality, diversity and inclusion 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.	☒	☐	☐

Standard	Met	Not Met condition applied	Recommendation given
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 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.	☒	☐	☐

Standard	Met	Not Met condition applied	Recommendation given
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.	☒	☐	☐
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.