

Inspection Report

Course provider: London South Bank University

Course approval: BA (Hons) Social Work and MA Social Work

Inspection dates: 26/07/2022 – 29/07/2022

Report date:	07 September 2022
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	12 October 2022
Date conditions met and approved:	30 January 2023

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Introduction

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

What we do

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

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

9. During this time a draft plan for the inspection is developed and shared with the education provider, to make sure it is achievable at the point of inspection.
10. Once the inspectors and officer are satisfied that an inspection can take place, this is usually undertaken over a two to three-day visit to the education provider. We then draft a report setting out what we found during the inspection and if and how our findings demonstrate that the course meets our standards. As a result of the COVID 19 pandemic, some inspections are being carried out via remote virtual arrangements, and typically last three to four days.
11. The inspectors may recommend in this report that the course is approved with conditions, approved without conditions or that it does not meet the criteria for approval. Where the course has been previously approved, we may also decide to withdraw approval.
12. A draft of this report is shared with the education provider, and once we have considered any comments or observations they may wish to provide, we make a final regulatory decision about the approval of the course.
13. The final decisions that we can make are as follows, that the course is approved without conditions, the course is approved with conditions or that the course does not meet the criteria for approval. The decision, and the report, are then published.
14. If the course is approved with conditions, we will write to the education provider setting out how they can demonstrate they have met the conditions, the action we will take once we decide that the conditions are met, and the action we will take if we decide the conditions are not met.

Summary of Inspection

15. London South Bank University 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	LSBUR1
Course provider	London South Bank University
Validating body (if different)	
Courses inspected	BA (Hons) Social Work and MA Social Work
Mode of study	Full time
Maximum student cohort	50 per course
Date of inspection	26/07/2022 – 29/07/2022
Inspection team	Sarah Sanderson (Education Quality Assurance Officer) Michelle Loughrey (Lay Inspector) Erika Natale (Registrant Inspector)
Inspector recommendation	Approved with conditions
Approval outcome	Approved with conditions

Language

16. In this document we describe London South Bank University as ‘the education provider’ or ‘the University’ and we describe the BA (Hons) Social Work and the MA Social Work as ‘the course or courses’.

Inspection

17. An onsite inspection took place from 26 July 2022 to the 29 July 2022 across the Southwark campus in London where London South Bank University 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. The inspection team met with five students from both the BA and the MA programmes; this included student representatives. Discussions included the students' experiences of the support offered by the University, the admissions process, assessment and post qualifying requirements.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with University staff, members from the course team, the senior management team, support services, admissions and 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 form the University's People's Academy and have been involved in sharing their experiences with students and supporting with the admissions process. Discussions included an exploration of the roles of people with lived experience in the course and how this impacted on the student journey.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including employer partners/placement providers and Practice Educators, with representation from both statutory and PVI settings.

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 documentary evidence provided included the interview questions and tasks, along with the entry requirements for the courses in the course specification documents for both courses. During the inspection the admissions team was able to explain the process of screening applications against the entry requirements and the further process of interviewing and selecting potential students.

26. Inspectors highlighted that the requirements for IELTS on the course website was different to that stated in the course specification. Although an overall score of IELTS 7 was documented in all areas as a requirement, in keeping with Social Work England's standards, individual element requirements were set inconsistently between the website and the course specifications.

27. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 1.1 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 1.2

28. The information provided prior to inspection included the course specifications which outlined the requirements for prior experience. Inspectors also viewed the entry requirements on the webpages for each course including entry requirements.

29. During the inspection, the admissions team outlined how prior experience is assessed via the personal statement, assessment of applicants' answers to the interview questions asked and an analysis of the written task students undertake. Inspectors were advised that for both courses there was an expectation that applicants would have a minimum of six months continuous relevant prior experience.

30. Inspectors noted that the requirements for prior experience were not present on the BA website, but they were available on the MA website. Inspectors also noted information in

the MA course specification relating to requirements for the MA employment-based route that is no longer running.

31. Inspectors agreed that this standard was met, but following a review of the evidence, the inspection team is making a recommendation in relation to standard 1.2. We recommend that the University consider updating the entry requirements information for the BA Social Work course on the University website, to include information about the requirements for prior experience. We also recommend the University consider removing information from the MA course specification that relates to the MA employment route, which is no longer running. Full details of the recommendation can be found in the [recommendations table](#).

Standard 1.3

32. During the inspection the admissions team explained that the admissions process always includes an academic from the University, a person with lived experience and a practitioner. Inspectors spoke to people with lived experience from the University's People's Academy group who advised that members have been involved in the admissions process by being part of the panel, part of the marking process. Members have also helped to shape elements of the interview process, such as the scenario that students use for their written task. Practitioners who attended a session during the inspection also confirmed their involvement in interview days.

33. Inspectors agreed that this standard was met.

Standard 1.4

34. The documentary evidence supplied prior to inspection included the University's admissions and enrolment procedure, information relating to enhanced DBS checks, an occupational health questionnaire that applicants complete and the University fitness to study procedure.

35. During inspection, the admissions team advised that suitability is assessed from the UCAS application where students have the opportunity to declare health and support needs prior to initial shortlisting. Inspectors also heard examples of reasonable adjustments that have been made at the applications stage and also how applicants have been supported to understand the support they could receive both financially and academically should they be offered a place on the course.

36. Inspectors heard about the University's approach to assessing conduct, which includes support from the registry team to check the accuracy and authenticity of documentation supplied during the admissions process. The admissions team also screen for fitness to practice issues and include members of the academic team should issues be identified. Inspectors heard how disclosures are considered in relation to the ability to place

prospective students and the likelihood of future employability. Applicants also complete a directional statement in relation to suitability.

37. Inspectors agreed that this standard was met.

Standard 1.5

38. During the inspection, the team were advised that applicants can ask for reasonable adjustments or declare additional needs during their UCAS application and that applicants with additional support needs can be supported by the University's disabilities team. Examples were given of reasonable adjustments that have been given previously to applicants to support them through the admissions process.

39. Inspectors were also shown data from the University in relation to groups who were underrepresented in their social work cohorts and were advised that the University has a widening participation plan to address this. An example was given of an access and participation group that is currently working with care leavers to encourage applications in this area.

40. Inspectors heard from the admissions team that all people with lived experience, employers, practitioners and academics who take part in the admissions process undertake mandatory training in equality, diversity and inclusion (EDI). Inspectors also heard from a member of the People's Academy involved in the admissions process that they have undertaken training in unconscious bias.

41. Inspectors agreed that this standard was met.

Standard 1.6

42. Inspectors viewed the websites for both courses and saw information relating to the course content, fees, financial support and accommodation available to prospective students.

43. Students spoke positively about the information they received prior to taking up a place on a course. A number of students commented that the interview process and open days available, prior to being offered a place, were contributory factors in their decision to take up a place on the course. Students advised that they felt able to ask questions and received honest answers about the time commitment for the course.

44. Inspectors were assured by the information received during the inspection; however, observed that on the BA website there is reference to both Social Work England and the Health Care Professions Council (HCPC) being the regulatory body for social work.

45. Inspectors agreed that for the MA, this standard was met.

46. For the BA course, following a review of the evidence, the inspection team is recommending that a condition is set against Standard 1.6 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard two: Learning environment

Standard 2.1

47. Inspectors reviewed the documentary evidence provided prior to inspection and noted that the number of skills days that students undertake was recorded differently in the BA and MA course guides from the module guides, for parts of the courses. This was queried prior to inspection and the course provider was able to provide an overview of the 30 skills days and how these are spread across both courses. The information also outlined how placement one lasts for 70 days and placement two lasts for 100 days.

48. During the inspection the course team delivered a presentation in which arrangements for placements and the quality assurance of these was outlined, along with the importance of skills days. Later in the inspection the Placements Coordinator described the process of matching students to placements based on a number of elements, including contrast between placement one and two. Inspectors heard that attendance was mandatory and the arrangements for monitoring and managing absences was outlined.

49. Whilst inspectors were assured with the number of days students spent in practice settings and the course provider's management of placement experiences, inspectors felt that the discrepancies in the number of days documented between module guides and course guides needed to be clearer. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 2.1 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 2.2

50. The documentary evidence provided included the agreements used both at the start of placements and between the course provider and placement provider, and audit forms. During the inspection the Placements Coordinator described the process of auditing a new

placement through to placement monitoring. Inspectors heard how students are matched to placements based on their learning needs and also the opportunities available at each practice placement setting.

51. Inspectors agreed that this standard was met.

Standard 2.3

52. The documentary evidence reviewed gave an overview of how placement supervision is managed based on students either having an onsite or offsite practice educator. The Practice Learning Agreement, which covers induction, supervision and workload matters, was also available to inspectors. As described in standard 2.2, the course provider has a matching process that is undertaken for all students to ensure the appropriateness of the placement along with an ongoing monitoring process.

53. Inspectors spoke to students who spoke positively of their placement experiences and advised that supervision and workload had been appropriate for them.

54. Inspectors agreed that this standard was met.

Standard 2.4

55. As outlined in standards 2.2 and 2.3, the course provider matches students to placements based on a number of factors, including their stage on the course. To ensure appropriateness of learning between the first and second placement, the course provider audits placements to assess the opportunities available and this is also outlined at the Placement Learning Agreement meeting with the student, academic tutor and Practice Educator. These arrangements are reviewed throughout the placement and students have the opportunity to feedback about their experiences at the end of placement as part of the course providers ongoing auditing of placements.

56. Inspectors agreed that this standard was met.

Standard 2.5

57. The documentary evidence provided outlined the 'Readiness to Practice' module that students from both the MA and BA need to successfully pass before they can progress in their course and begin practice learning. Inspectors heard how all students who complete the module are considered at a Readiness to Practice Panel, which includes a person with lived experience, practitioners, and academics. Any disclosures or occupational health issues that have arisen are also considered by panel. The 'Readiness to Practice' module has 100% mandatory attendance and the course team outlined how any missed time was made up by students.

58. Inspectors agreed that this standard was met.

Standard 2.6

59. During the inspection, the course team advised that new Practice Educators go through an interview process to be able to support students from the University. Practice Educators need to have at least 3 years post qualifying experience and there is a process of CV, DBS and registration checking. The course provider also keeps a database of Practice Educators, their skill set and when they last had a student. This is used as part of the matching process to match students to appropriate Practice Educators. An example was given of a student who had not passed a placement who was matched to an experienced Practice Educator to offer support, in a particular area.

60. Inspectors agreed that this standard was met.

Standard 2.7

61. Inspectors viewed documents relating to whistleblowing, such as policies and agreements. During inspection, students were able to outline what they would do in the event that they needed to raise a concern. All students present reported feeling well supported by the academic staff they have worked with. One student gave an example of having whistle-blown and reported feeling supported by both the University and the placement and was able to outline the steps taken to resolve the issue.

62. Inspectors agreed that this standard was met.

Standard three: Course governance, management and quality

Standard 3.1

63. The documentary evidence provided included academic roles and responsibilities and also minutes of recent course board meetings for both the MA and the BA courses. During the inspection, the Senior Management Team outlined the school's structure and how social work fits into the School of Allied and Community Health. Inspectors heard that the structure had been designed in a way to ensure that information is shared 'bottom up', as well as 'top down', with a range of opportunities for stakeholders to feed into the course. Inspectors also had the opportunity to observe a course board meeting.

64. Inspectors agreed that this standard was met.

Standard 3.2

65. As outlined in standard 2.2 the course provider provided their agreement letter between themselves and placement providers. Inspectors also heard how the course provider completed continual monitoring and auditing of placement settings to ensure the appropriateness of the learning opportunities available to students.

66. Employer partners discussed how they ensure that consent is in place for students to be present within their settings, and to work with members of the public. This varied between organisations based on what was appropriate for them. All present understood the expectation of gaining consent.

67. Inspectors agreed that this standard was met.

Standard 3.3

68. Inspectors viewed the requirements of placement providers in relation to policies around health, safety and risk assessment, set out in the placement agreement. This was discussed further on inspection as part of conversations about the monitoring and auditing activities that the course provider undertakes with placement providers.

69. Students spoke positively about the support they had received whilst on placement and inspectors heard from support services at the University about how required adjustments are communicated to the Placement Coordinator, who matches students to placements. This is also discussed at the Placement Learning Agreement meeting.

70. Inspectors agreed that this standard was met.

Standard 3.4

71. Inspectors had sight of partnership meeting minutes prior to inspection. During inspection, employer partners and Practice Educators advised that they had been involved in a number of opportunities to feedback to the University and to be involved in course monitoring. Examples were given of Practice Educators being part of a panel to feedback about the structure of the course and the current support in place. Practice Educators also advised that they are invited to forums, which also give them the opportunity to feedback about the course.

72. Inspectors agreed that this standard was met.

Standard 3.5

73. The opportunities for employer partners and Practice Educators to be part of ongoing course monitoring are detailed in standard 3.4. Inspectors spoke to people with lived experience of social work from the People's Academy and members advised that they had been involved in different elements of the course; examples included: being involved in course committees; feeding back about ideas for role plays and teaching sessions with students and engagement between the People's Academy and academics on the course via cluster group meetings.

74. Students gave examples of feedback they had given, which included the teaching received through the pandemic and what students felt worked well and what didn't. An

anonymous link is available to students for them to feedback about the course and student reps have opportunities to feedback at course boards and to lecturers.

75. Inspectors agreed that this standard was met.

Standard 3.6

76. During the inspection the senior management team and course team spoke about future plans and how student numbers are based on the availability of quality student placements, bursary allocation and local employer needs. In conversation with employers, inspectors were advised that they have regular discussions with the course provider about their future placement capacity and employment needs.

77. Inspectors agreed that this standard was met.

Standard 3.7

78. Inspectors were assured, based on the documentary evidence provided, that there is a lead social worker in place for both the BA and MA courses.

79. Inspectors agreed that this standard was met.

Standard 3.8

80. Inspectors were provided with staff CVs prior to inspection and also a narrative stating that all team members have higher teaching fellowship status.

81. During the inspection, the course team and senior management team spoke about the staff appraisal process that is in place and the expectations that staff undertake continuing professional development. Inspectors heard examples of ongoing research taking place at the University and also heard that a number of teaching staff are still in practice or are completing work towards their PhDs. Inspectors also heard that visiting lecturers are still in practice and teach based on their area of expertise.

82. Inspectors agreed that this standard was met.

Standard 3.9

83. Prior to inspection, course monitoring reports were made available to inspectors which outlined student progress against a number of factors, for example age, ethnicity and gender. During the inspection the course team presented information on the data analysis that is undertaken from student data and how this has been used to feed into the widening participation agenda.

84. Inspectors were advised that a new CRM is in place and will be live from this September, which will make the monitoring of student progress more accessible across the course team.

85. Inspectors agreed that this standard was met.

Standard 3.10

86. The University's expectations around staff development are outlined in standard 3.8. In addition to this, inspectors also heard that Practice Educators and people with lived experience all undertake mandatory training from the course provider. Practice Educators have workshops and forums to continue their development.

87. Inspectors agreed that this standard was met.

Standard four: Curriculum assessment

Standard 4.1

88. The documentary evidence provided prior to inspection included course guides, course specifications and module guides for both courses. The documents contained some mapping to the KSS and PCF and some mapping to Social Work England's professional standards, but this was not consistent throughout the module learning outcomes. During inspection the inspection team was advised that there was no overall document that mapped the learning outcomes or curriculum.

89. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 4.1 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 4.2

90. As outlined in standards 3.4 and 3.5, employer partners and people with lived experience are involved in shaping the course through a number of panels and workshop opportunities. During the inspection both employer partners and people with lived experience spoke positively on their involvement with the course and ability to feed in ideas about course improvements.

91. Inspectors agreed that this standard was met.

Standard 4.3

92. Prior to inspection, the inspection team were provided with documentation outlining examples of how the courses are designed to be inclusive. Examples included online resources and support from learning and support plans, where appropriate.

93. During the visit, the inspection team spoke to the admissions team, members of the course team and also members of support services who outlined how students can expect to be supported based on their individual needs. The inspection team heard that the University assesses many students each year for dyslexia. Inspectors also heard about the widening participation agenda and future plans for supporting groups who may face difficulties in accessing education; the examples of mature students and care experienced students were given during inspection. During the inspection, students spoke positively of the support they have received during their time on the course and gave examples of adjustments that had been made to accommodate their individual needs.

Standard 4.4

94. The documentation provided prior to inspection included a YouTube session from the course provider entitled 'Social Work: Innovation in learning, research and practice education'. This session included discussion about the social work research that has been completed by members of the staff team.

95. During inspection, inspectors heard examples of how research has been used to inform the curriculum, including work from a member of the team in relation to domestic abuse which fed into the new Domestic Abuse Act. This learning was brought back into teaching on modules. Inspectors were also advised that there are regular visits from researchers who speak to staff and students, and members of the course team are still in practice and bring their current experiences of practice and changes to legislation into their teaching.

96. Inspectors agreed that this standard was met.

Standard 4.5

97. Prior to inspection a number of examples were provided of course materials with a focus on integrating theory into practice. During the inspection, employers and Practice Educators talked through their experiences of working with students from both courses and advised that, in their experience, students from these courses had a good understanding of theory and how to apply this.

98. Inspectors agreed that this standard was met.

Standard 4.6

99. Prior to inspection, the documentary evidence provided included examples of teaching in relation to multidisciplinary work and a court skills session that was delivered with professionals from outside of social work, including a barrister. During inspection, the team heard how social work benefits from allied health professionals supporting in teaching, where appropriate. Students also have opportunities for multidisciplinary work on their placements.

100. Inspectors agreed that this standard was met.

Standard 4.7

101. Prior to inspection the number of hours students spend in education was outlined for both courses. During inspection, inspectors were advised of the arrangements for monitoring the number of hours spent on studies and how students are supported to catch up.

102. Inspectors agreed that this standard was met.

Standard 4.8

103. The documentary evidence provided prior to inspection included an academic rationale and overview, the Assessment and Examinations Procedure, course specifications and course guides, marking grids, the feedback pledge and an example External Examiner Report.

104. During inspection, the course team outlined the assessment strategies used across both courses and the rationale for these. Students receive both formative and summative assessment through a range of different assessments including essays, role plays, presentation and examinations.

105. Inspectors agreed that this standard was met.

Standard 4.9

106. During the inspection, the course team demonstrated tools that are used on Moodle including the marking and feedback tool, which includes criteria for all assessments at different levels of the courses. Inspectors also had sight of how assessments are mapped to the curriculum in the course guides provided.

107. Inspectors agreed that this standard was met.

Standard 4.10

108. During the inspection the course team demonstrated how feedback is given to students using the online tool Moodle. Inspectors also heard that students are able to book in 1-1 sessions with their tutors to discuss the feedback they have received. During the inspection, students spoke positively about the feedback they have received, describing this as helpful for their next assignments as they are given continual guidance on how to improve.

109. Inspectors agreed that this standard was met.

Standard 4.11

110. During the inspection the course team outlined the process for recruiting external examiners and also outlined the moderation process for marked work on the courses. Inspectors agreed that this standard was met.

Standard 4.12

111. Prior to inspection, information was provided which described how progression on placements is managed between the Practice Educator, onsite supervisor and academic staff. During inspection, the course team and Practice Educators discussed the processes in place for communicating and recording student progress. The course team and senior management team also outlined a new CRM system that will be live from September and how this will monitor and track student progress.

112. Inspectors agreed that this standard was met.

Standard 4.13

113. The documentary evidence provided included the document 'Research Informed Practice' which outlines a number of pieces of research involving staff members of the University, which are pertinent to the social work courses.

114. During inspection, the inspection team heard how students are informed of the research taking place and the impacts of research on social work. Inspectors heard how students are encouraged to critically reflect on their understanding of social work knowledge and inspectors were invited to observe presentations from students who had researched influencers of social work from a non-Eurocentric perspective.

115. Inspectors agreed that this standard was met.

Standard five: Supporting students

Standard 5.1

116. Prior to inspection the documentary evidence outlined a number of services available to students including tutor support, student health and wellbeing services (including mental health support), employment support services, targeted support for students who may be care leavers or estranged from their families, support for students who may be asylum seekers or refugees and support for students in relation to gender identity.

117. During inspection, the inspection team heard from support services directly and were informed of a range of services available from practical advice and support about finances and accommodation through to counselling and mental health support. Students reported that they felt supported on the course and were able to give examples of how they had accessed support.

118. Inspectors agreed that this standard was met.

Standard 5.2

119. Prior to inspection, the documentary evidence outlined the role of the personal tutor for students and included a practice guide for personal tutors and a tutoring and support agreement. During inspection, students spoke positively about the personal tutoring system and the support they receive through this.

120. Inspectors agreed that this standard was met.

Standard 5.3

121. The documentary evidence provided prior to inspection included the University's Fitness to Practice Procedure, Fitness to Study Procedure, the declaration of good health and character students fill in annually and checks that take place prior to placement, including confirmation of DBS status in the Practice Learning Agreement.

122. Students confirmed that they are regularly asked to update their declaration. Practice Educators gave examples of occasions where a concern about a student had been raised and how the course provider had managed these situations. The feedback from Practice Educators was positive and discussions focused on the primary aims in these situations which were to protect the public and support the student. The course team gave an example of a disclosure and how this was managed to ensure public safety.

123. The inspectors agreed that this standard was met.

Standard 5.4

124. A number of support services are in place as outlined in standard 5.1. During inspection, students were able to give examples of reasonable adjustments that had been made and how these had been carried over into placement. In discussion with support services and also the Placement Coordinator, inspectors heard how information from a student's Learning and Support Plan is shared with placements to ensure their needs will be met.

125. Inspectors agreed that this standard was met.

Standard 5.5

126. The documentary evidence provided outlined the information students received about the course including placements. This included course guides and a guide to placements. During the inspection, the course team also advised that there are a number of placement drop-in sessions arranged to support students prior to and during their placements.

127. During inspection, students talked through the requirements in relation to registration with Social Work England and were aware that finishing the course was not a guarantee of registration. Students spoke about CPD requirements and were aware of the ASYE.

128. Inspectors agreed that this standard was met.

Standard 5.6

129. The documentary evidence provided prior to inspection included course guides. These guides outlined compulsory elements of the course and that full attendance was required for skills days.

130. During inspection, the course team confirmed that full attendance was 100% and were able to outline the process in place for students to catch up on sessions if they were missed due to ill health, for example.

131. Inspectors agreed that this standard was met.

Standard 5.7

132. During the inspection, the course team demonstrated how feedback is given to students using the online tool Moodle. Inspectors also heard that students are able to book 1-1 sessions with their tutors to discuss the feedback they have received. During the inspection, students spoke positively about the feedback they have received, describing this as helpful for their next assignments as they are given continual guidance on how to improve.

133. Inspectors agreed that this standard was met.

Standard 5.8

134. Prior to inspection the University's Academic Appeals Procedure was provided. During inspection, the course provider gave an overview of their procedure and spoke about how students are encouraged to follow this process, if they wanted to appeal.

135. Inspectors agreed that this standard was met.

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

Standard 6.1

136. As the qualifying courses are a BA (Hons) and an 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 1.1 BA and MA	The education provider will provide evidence that demonstrates that the IELTS requirements for admissions is consistent between the website and course specification documents.	07 November 2022	Paragraph 27
2	Standard 1.6	The education provider will provide evidence that references to the HCPC have been removed from the BA course website.	07 November 2022	Paragraph 46
3	Standard 2.1	The education provider will provide evidence to show that skills days are documented consistently across module guides and course guides.	07 November 2022	Paragraph 49
4	Standard 4.1	The education provider will provide evidence to show that the curriculum and learning outcomes are mapped to the Social Work England professional standards.	07 December 2022	Paragraph 89

Recommendations

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

	Standard	Detail	Link
1	1.2 BA	The inspectors are recommending that the University consider updating the entry requirements information for the BA Social Work course on the University website, to include information about the requirements for prior experience.	Paragraph 31
2	1.2 MA	The inspectors are recommending that the University consider removing information from the MA course specification that relates to the MA employment route which is no longer running.	Paragraph 31

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

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](#).

Inspectors will undertake the conditions review and make recommendations to Social Work England's decision maker.

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

	Standard not met	Condition	Inspector recommendation
1	1:1 BA and MA	The education provider will provide evidence that demonstrates that the IELTS requirements for admissions is consistent between the website and course specification documents.	Condition met.
2	Standard 1.6 BA and MA	The education provider will provide evidence that references to the HCPC have been removed from the BA course website	Condition met.
3	Standard 2.2 BA and MA	The education provider will provide evidence to show that skills days are documented consistently across module guides and course guides.	Condition met.
4	Standard 4.1 BA ad MA	The education provider will provide evidence to show that the curriculum and learning outcomes are mapped to the Social Work England professional standards.	Condition met.

Findings

This conditions review was undertaken as a result of conditions set during course approval as outlined in the original inspection report above.

After the review of the documentary evidence, the inspection team are satisfied that all of the conditions set against the approval of the BA and MA Social Work are now met.

In relation to the condition set against standard 1:1, the course provider submitted revised course specifications for the BA and MA. Within documentation it is clearly outlined that, for applicants with English as an additional language, they must obtain a minimum score of 7 on the ILETS. This is consistent with the entry level requirements listed on the website for both courses. The inspection team agreed that this condition had been met.

In relation to standard 1.6, the inspection team were able to review the university website which indicated that all references to the previous regulator had been removed and Social Work England correctly named as the current regulator for social work. The inspection team agreed that this condition had been met.

When reviewing standard 2.2, the inspection team were directed towards skills day references within the updated course guides for the BA and MA. Within the documentation there were frameworks for the skills days on both courses which included topics covered and their distribution throughout the course. Attendance expectations at skills days were also clearly referenced within the course guides. The inspection team were also able to see evidence of skills day references within the relevant module guides which were also submitted. The inspection team agreed that this condition was met.

The course provider submitted two mapping documents as evidence against the condition applied to standard 4.1. These documents demonstrated how the Social Work England Professional Standards are addressed throughout the course by mapping them to the learning outcomes for each of the modules in the BA and MA programmes. The inspection team agreed that the condition was met.

Conclusion

The inspection team is recommending that as the conditions have been met, the course be approved.

It should be noted that all qualifying social work courses will be subject to reapproval under Social Work England's 2021 education and training standards.

Regulator decision

Conditions met.