

## Inspection Report

**Course provider:** University of Salford

**Course approval:** MA Social Work and PgDip exit route

**Inspection dates:** 29/03/22 – 01/04/22

|                                   |                          |
|-----------------------------------|--------------------------|
| Report date:                      | 1 June 2022              |
| Inspector recommendation:         | Approved with conditions |
| Regulator decision:               | Approved with conditions |
| Date of Regulator decision:       | 2 August 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 2018<sup>1</sup>, 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.

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

9. During this time a draft plan for the inspection is developed and shared with the education provider, to make sure it is achievable at the point of inspection.

10. Once the inspectors and officer are satisfied that an inspection can take place, this is usually undertaken over a two to three-day visit to the education provider. We then draft a report setting out what we found during the inspection and if and how our findings demonstrate that the course meets our standards. As a result of the COVID 19 pandemic, inspections are currently being carried out via remote virtual arrangements, and typically last three to four days.

11. The inspectors may recommend in this report that the course is approved with conditions, approved without conditions or that it does not meet the criteria for approval. Where the course has been previously approved we may also decide to withdraw approval.

12. A draft of this report is shared with the education provider, and once we have considered any comments or observations they may wish to provide, we make a final regulatory decision about the approval of the course.

13. The final decisions that we can make are as follows, that the course is approved without conditions, the course is approved with conditions or that the course does not meet the criteria for approval. The decision, and the report, are then published.

14. If the course is approved with conditions, we will write to the education provider setting out how they can demonstrate they have met the conditions, the action we will take once we decide that the conditions are met, and the action we will take if we decide the conditions are not met.

## Summary of Inspection

15. The University of Salford 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                  | USR3                                                                                                                                                                                           |
| Course provider                | University of Salford                                                                                                                                                                          |
| Validating body (if different) |                                                                                                                                                                                                |
| Course inspected               | MA Social Work and PgDip exit route                                                                                                                                                            |
| Mode of study                  | Full time                                                                                                                                                                                      |
| Maximum student cohort         | 55                                                                                                                                                                                             |
| Date of inspection             | 29 March to 1 April 2022                                                                                                                                                                       |
| Inspection team                | John Armitage (Education Quality Assurance Officer)<br>Glenn Mathieson (Lay Inspector)<br>Lee Pollard (Registrant Inspector)<br>Gillian Nixon (Education Quality Assurance Operations Manager) |
| Inspector recommendation       | Approval with conditions                                                                                                                                                                       |
| Approval outcome               | Approval with conditions                                                                                                                                                                       |

## Language

16. In this document we describe The University of Salford as ‘the education provider’ or ‘the university’ and we describe the MA Social Work and PgDip exit route as ‘the course’. We describe currently taught MA Social Work ‘the current course’ and the updated MA Social Work course to be taught from September 2022 as ‘the updated course’.

## Inspection

17. A remote inspection took place from 29 March to 1 April 2022. As part of this process the inspection team planned to meet with key stakeholders including students, course staff, employers, Practice Educators 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 MA Social Work students across two years of study. Discussions included students' experience of applying for the course, their overall experience of the course, teaching and learning, preparation for placement, student support services, awareness of being a regulated profession with professional standards and the resourcing of their course.

### 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 and Society.

### Meeting with people with lived experience of social work

22. The inspection team met with 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, the specific activities they have been directly involved in the current course and how they expect to be involved in the updated course.

### Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including Bury and Bolton councils as well as Manchester Action on Street Health.

## 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 relating to the admissions process and the wider university support for these processes. The inspection team met with members of the course team involved in admissions who confirmed that all student admissions are made through UCAS and that English language and IELTS skills requirements are clearly presented on the course website.

26. Members of the course team assess anonymous applicant UCAS personal statements, of which a sample selection are sent to partner practitioners and people with lived experience of social work who perform their own assessments of the personal statements to confirm or challenge the course team's decision. The inspection team heard from the course team and from people with lived experience involved in the admissions process that prior to the COVID-19 pandemic the admissions process assessments involved interviews and roleplay scenarios. These elements were removed from this course and others after updating working practices due to the pandemic but also in response to their management information that applicants from certain ethnic backgrounds performed less well than other groups at these assessments.

27. The inspection team agreed that the current admissions process did not currently meet the standard of being a multidimensional assessment process and did not find evidence that there are plans to develop this or return to the processes pre-pandemic for the updated course.

28. 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 conditions are appropriate to ensure that the course would be able to meet the relevant standards, and we are 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 in the [conditions](#) section.

#### Standard 1.2

29. The inspection team heard from the course team members involved in admissions that Salford does not require applicants to hold a related degree and that assessment of

applicants' prior experience was considered. Course team staff and partners involved in the assessment process use an assessment form when reviewing applicant personal statements. The inspection team agreed that this standard was not met, because prior experience was considered only from these personal statements and not as part of a multidimensional assessment process, and because not enough evidence was provided of how the admissions staff ensured consistency of fair decision making with regards to assessing prior experience.

30. 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 conditions are appropriate to ensure that the course would be able to meet the relevant standards, and we are 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 in the [conditions](#) section.

### Standard 1.3

31. The inspection team met with placement providers and people with lived experience of social work. Some of the people with lived experience have been involved in the admissions process and described their role in assessing samples of applicant personal statements and they expressed their positive working relationships with the course team. However, the inspection team did not find evidence that people with lived experience had the opportunity to have any involvement in the design of the selection process and members of the group did not express awareness of opportunities to feed back about the process. Placement providers described ways that they were involved in other aspects of the course although none of them expressed involvement in the admissions process. The inspection team agreed that this standard was not met.

32. 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 conditions are appropriate to ensure that the course would be able to meet the relevant standards, and we are 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 in the [conditions](#) section.

### Standard 1.4

33. The University of Salford demonstrated the process to assess suitability of applicant's character, conduct and health through evidence submitted, and during the inspection meetings. This included evidence of DBS checks and health and conduct checks and declarations. Students confirmed their awareness of support available during the process for applicants who may have particular health or learning needs. The inspection team agreed this standard was met.

### Standard 1.5



34. The course provider provided documentary evidence relating to equality, diversity and inclusion (EDI) policies prior to inspection which was reviewed by the inspection team. The inspection team met with support staff who specialise in areas such as student disability who confirmed that queries or concerns raised during an application would be picked up immediately and passed to the relevant team. This included financial, learning and pastoral support. The course team confirmed that the central university admissions team receives most initial queries from applicants and potential applicants who then pass on specific requests to the course team to provide relevant support.

35. When meeting with the students they confirmed to the inspection team that they had received individual support based on their needs and were confident that they knew where they could go and that they would be assisted should any additional support be needed. The inspection team therefore agreed that this standard was met.

### Standard 1.6

36. The university's webpage for the MA Social Work course highlights entry requirements and additional information such as DBS and health checks. The inspection team were also told of additional methods that applicants could obtain information, such as requesting a prospectus, open days and direct enquiry.

37. When the inspection team met with students, this group confirmed that they had all the information they needed to make an informed choice about taking a place up with Salford and described the different methods of finding information they had experienced. The inspection team agreed that the standard was met.

## Standard two: Learning environment

### Standard 2.1

38. The inspection team agreed that based on the documentary evidence provided and from discussions with the course team and placement partners that all students would be able to access a suitable placement that would meet the requirements of this standard.

39. The course team and senior management both described the ongoing work they are undertaking with the private, voluntary and independent sectors to grow placement capacity and placement type, to ensure there is a wide range of experiences available for students. The inspection team agreed that the standard was met.

### Standard 2.2

40. The course provider provided documentary evidence relating to practice learning opportunities. The inspection team saw a demonstration of the Practice Assessment Record and Evaluation (PARE) system students use on placement which includes learning agreements setting out how the Professional Capabilities Framework (PCF) requirements

will be achieved during placement. The inspection team met with representatives from placement partners to discuss the types of placements on offer, along with associated tasks and how students are matched to them.

41. The inspection team agreed it was evident that there are good working relationships with placement partners, and students have appropriate and wide-ranging placement experiences. The students described this in their meeting with the inspection team and provided examples of positive experiences and reasonable adjustments that had been put in place where necessary. The inspection team agreed that this standard was met.

### Standard 2.3

42. Documentary evidence reviewed prior to inspection included first and final placement handbooks and the Practice Learning Agreement which covered the processes for induction, supervision and quality assurance. The inspection team were told how all placement information and supervision processes were used by both students and Practice Educators on the PARE system, and a demonstration of this was provided.

43. Students have the support of their Personal Tutor, Practice Educator and Workplace Supervisor who they can contact directly should they require additional advice or guidance whilst on placement. Students also told the inspection team of how the reasonable adjustments and personal support they needed was positively met by the placement provider, who were able to implement the adjustments. The students expressed satisfaction with the support provided.

44. Student support was also explored with Practice Educators, who were able to provide examples of how they had supported students with reasonable adjustments or mitigating circumstances whilst on placement. Practice Educators described how students are clear on placement expectations and expressed their experiences of how students are confident to organise and coordinate meetings depending on their needs. The inspection team agreed that this standard was met.

### Standard 2.4

45. The inspection team reviewed the documentary evidence and processes for auditing placements, to determine the level of placement and matching of student to placement with the course team.

46. The inspection team heard from the course team about practice learning agreement meetings with students commencing placements. The workload for each student is agreed at these meetings, as is the induction plan and the frequency of supervision throughout the placement. A mid placement review is also arranged to review progress, ensure learning objectives are being met and plan the latter half of the placement. Both the students and

the Practice Educators gave clear examples to the inspection team of these processes working effectively. The inspection team agreed that this standard was met.

### Standard 2.5

47. The inspection team were satisfied with the evidence provided in relation to students' assessed preparation for practice. The first semester module Skills for Social Work Practice includes a Readiness for Direct Practice (RDP) assessment assessing communication skills in a practical scenario which students must pass. This involves the use of a simulation suite with professional actors playing the roles of people with lived experience of social work.

48. Practice Educators expressed confidence with the preparation and competence of students and gave examples of how the Practice Educator, student and university staff have worked well together to identify when a student needs additional support to ensure placement safeguarding needs are met and worked to a clear process to attempt to resolve this. As a result, the inspection team concluded that this standard was met.

### Standard 2.6

49. The inspection team were informed by the course management that all Practice Educators are registered with Social Work England and they have achieved at least stage 1 of their Practice Educator Training Programme. Where an on-site supervisor has not achieved this, an off-site Practice Educator is assigned to the placement to supervise and support students.

50. The inspection team met with Practice Educators who described their satisfaction with the formal university induction process including e learning, understanding of student handbooks and the PARE system. Practice Educators have regular monthly meetings with the course team which include discussions on new initiatives, workshops and support sessions, and minutes and resources are shared to Practice Educators who are unable to attend. Practice Educators frequently communicate with each other and the group the inspection team spoke to provided an example of working together to put together a resource pack for themselves that pools their own reflective experiences of students on placement. The inspection team agreed that this standard was met.

### Standard 2.7

51. The inspection team reviewed the whistleblowing policy document and the MA placement handbook which included information about relevant policies and procedures. Students stated their awareness of whistleblowing policy from a particular lecture and course material and expressed confidence in how they would raise a concern if needed. The inspection team agreed that this standard was met.

## Standard three: Course governance, management and quality

### Standard 3.1

52. The inspection team reviewed documentary evidence submitted which included the course team CVs, information around the delivery of the course and module lead responsibilities. A presentation by the course team described this further as well as detailing the proposed course modules and governance from September 2022 showing how this differs from the current course situation, along with rationale for the course management model.

53. Further evidence was provided of the governance structure of the course within the wider School of Health and Society along with the regular operational, quality assurance and strategic meeting schedules and this information was confirmed by inspectors when meeting with senior management. The inspection team were satisfied that they could see a clear course governance structure and support available for the course team and so agreed that this standard was met.

### Standard 3.2

54. The inspection team reviewed documentary evidence submitted which included the QA practice learning audit form, HEI audit form and service level agreement. The inspection team were informed about the Quality Assurance Practice Learning (QAPL) process and the Greater Manchester Social Work Academy Hub (GMSWA) quality framework service level agreements in place whereby partners collaborate to find suitable alternative placements for students involved in a placement breakdown.

55. Placement breakdown procedures were further explored during discussions with the course team, students, Practice Educators and employers who consistently described the processes. When meeting with students and Practice Educators, they were also able to give specific examples of university support and placement adjustments to ensure that student learning needs and employer needs were being met. The inspection team agreed that this standard was met.

### Standard 3.3

56. The inspection team reviewed QAPL documentary evidence submitted which contain policies and procedures in relation to students' health, wellbeing and risk and what support is available for students. They also indicate what support is available for students. Students also complete an occupational health check which captures additional needs and is used when matching students to placements to ensure the placement partner can meet those needs. The inspection team were satisfied that this standard was met.

### Standard 3.4

57. The inspection team reviewed information about the GMSWA Practice Learning group regarding involvement in development of Practice Educators and reviewing their capacity and quality as well as evidence of management and monitoring of the programme from local authorities. Employers are involved in the assessment of practice and in teaching.

58. Inspectors met with Local Authority (LA) placement providers who are part of the GMSWA and one employer who was not. The LA providers described their positive relationships with the university via the GMSWA and described how the university has improved their management of practice placements from working with the partnership. The course team provided an example of placement providers feeding back about students' awareness of legal theory and its practical application on placement. The updated MA has a different module arrangement as a direct response to this feedback.

59. All placement providers described a good working relationship with the university and the inspection team agreed that this standard was met. The inspection team had evidence of the GMSWA providers being involved in course management and monitoring but agreed that more could be done to involve smaller or non-statutory placement providers who are not part of the GMSWA. Full details of the recommendation can be found in the [recommendations](#) section of this report.

### Standard 3.5

60. Documentation provided by the course team described how placement partners, students and people with lived experience are engaged in monitoring, evaluation and improvement systems. GMSWA partner placement providers are involved in discussions regarding the course tuition and practice learning. Evidence was provided of regular student feedback resulting in course adjustment and development and students commented on how they felt they had sufficient opportunities to feed back their thoughts and opinions to the course team.

61. Inspectors found evidence of people with lived experience being involved in the admissions process and in wider School initiatives such as the BAME student collective. The course team and documents provided described how the updated MA was developed in partnership with people with lived experience. However, after reviewing documentary evidence, and from the discussions with the course team and with people with lived experience themselves, the inspection team did not find clear evidence of involving people with lived experience of social work in regular and effective monitoring, evaluation and improvement systems.

62. 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 conditions are appropriate to ensure that the course would be able to meet the relevant standards, and we are 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 in the [conditions](#) section.

### Standard 3.6

63. From the inspection team meeting with the course senior management and placement providers, the university clearly demonstrated how they work with the GMSWA and non-traditional placement partners around placement provision with a defined strategy and teaching partnership collaboration to ensure each year has sufficient placement capacity. Due to the demand for placements across the North West, inspectors were made aware by the course team that the university has had to look beyond the statutory Local Authority placements to use other placements that have been assessed to include statutory tasks and experience.

64. The university also takes into consideration where their students reside and will link into their local authority and their workforce development to maximise placement leading to job opportunities. The inspection team heard that the university worked to manage expectations of students and potential placements, such as making students aware they may have to travel some distance to placement and may not always meet their preferences. The inspection team were satisfied that this standard was met.

### Standard 3.7

65. Prior to inspection the inspection team reviewed the Programme Leaders' and other course team's CVs and confirmed they are registered social workers. The course team described to inspectors how they had recent and relevant knowledge of contemporary social work practice, and were supported by the university to maintain this knowledge and to grow relationships with key stakeholders such as placement partners and people with lived experience of social work, as well as dedicated time provided to pursue research opportunities. The inspection team were satisfied that this standard was met.

### Standard 3.8

66. The course team were able to demonstrate, through documentary evidence reviewed by the inspection team and in meetings, that they are adequately resourced and supported by senior management. The specialist knowledge and expertise of each of the team was described in the documentation and course team presentation including how this fed into module design and development of the updated MA course.

67. Throughout the inspection the inspection team heard of some of the contemporary teaching and assessment methods used. When the inspection team met with students they also gave positive feedback about teaching and assessment methods. The inspection team were satisfied that this standard was met.

### Standard 3.9

68. The inspection team reviewed documentary evidence submitted about how the university collects and maintains executive level data including precise information about student performance and progression and student EDI data, and how these feed into monitoring and evaluative processes. The Programme Monitoring and Enhancement (PMEP) system records programme action logs detailing changes to programmes following evaluation of student data or from student feedback. This includes the rationale for developing the PGDip as an Intermediate Terminating Qualification for students who may not be able, or wish, to complete the dissertation requirement for the MA but were nevertheless capable of completing the academic requirements and PCF in practice to qualify as a social worker, and the development of the updated MA.

69. At the programme level the inspection team saw and heard evidence of regular moderation and external examiner reporting and evaluation. The inspection team saw evidence of how the PARE system was used by students, Practice Educators, Personal Tutors and the wider course team to record, monitor and assess practice placement progression. The inspection team were satisfied that this standard was met.

### Standard 3.10

70. The inspection team reviewed documentary evidence submitted about the staff development programme, for staff to maintain awareness and skills in teaching and learning and specific sessions about current issues within social work. The course team act as practice tutors on placement in statutory and non-statutory settings, and some of the team are involved in specific research projects and have dedicated time allocated for this. The inspection team were satisfied that this standard was met.

## Standard four: Curriculum assessment

### Standard 4.1

71. The inspection team reviewed documentary evidence submitted prior to inspection which shows how the course learning outcomes are mapped to Social Work England's Professional Standards and the Professional Capabilities Framework operated by the British Association of Social Workers (BASW).

72. The inspection team discussed the structure and content in more detail with the course team during an initial presentation by the course team around their curriculum and assessment strategy. The course team were able to demonstrate how each module builds knowledge, skills and reflective practice and how the assessments are designed to link with module and course learning outcomes that link to the professional standards.

73. When meeting with the MA students they were clear on the importance of being able to meet the professional standards prior to practise, and CPD requirements. The inspection team were therefore satisfied that this standard was met.

## Standard 4.2

74. GMSWA partner placement providers provided information to the inspection team of the different ways that they are involved in discussions and developments regarding the course tuition and practice learning. Practice Educators described how feedback between them and the course team worked both ways and that the course provider valued their input. They shared their experiences about Salford students and processes to the course team both individually in monthly meetings and collectively with other Practice Educators.

75. The inspection team found evidence of people with lived experience being involved in the admissions process and in wider EDI initiatives such as the BAME student collective. The course team and documents provided described how the updated MA was developed in partnership with people with lived experience from the newly approved provider of people with lived experience of social work called 'Focus on Involvement', though the inspection team were unable to meet anyone from Focus in Involvement who had been directly involved in this.

76. After reviewing documentary evidence, and from the discussions with the course team, with MA students, and with people with lived experience themselves, the inspection team did not find clear evidence of involving people with lived experience of social work in the ongoing development and review of the curriculum in either the current course or the updated MA, and no evidence of how people with lived experience had been involved in their curriculum design.

77. The inspection team spoke to people with lived experience of social work, most of whom positively described their relationships with the university and in their involvement in readiness for practise interviews. They described how they had been previously involved in admissions interviews when the admissions process involved interviews before the COVID-19 pandemic and involved in roleplays in the RDP assessments before the roleplays were run by professional actors. The group described experiences of running tuition sessions, though the inspection team did not find evidence of any regular sessions from people with lived experience planned into either the current or updated course curriculum, and students did not express any awareness of any involvement of people with lived experience in the taught modules apart from assessment.

78. 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 conditions are appropriate to ensure that the course would be able to meet the relevant standards, and we are 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 in the [conditions](#) section.

## Standard 4.3



79. The inspection team, having reviewed the university's overarching equality, diversity and inclusion policies, were satisfied that the course had been designed in accordance with those policies and that the university had the necessary support mechanisms in place to ensure inclusion and reasonable adjustments in all settings.

80. From document evidence and the presentation by the course team, the inspection team learnt that the updated MA includes the module Equality, Diversity and Inclusion with the aim of enabling students to develop knowledge and understanding of equality, diversity and inclusion and of associated human rights and legislative frameworks, taught by the Head of EDI for the School.

81. From meetings with the course team and support staff the inspection team heard that students are encouraged to be involved in the BAME student collective, with discussions and workshops of this group feeding into course design. An example was given of these group discussions resulting in the MA course team working to address the BAME award gap and consider changes to assessment criteria. The inspection team agreed that this standard was met.

#### Standard 4.4

82. The inspection team reviewed documentary evidence and spoke to the course team and senior management to determine that the course is continually updated. The course team provided a presentation on the updated course and how it differed to the current MA. The inspection team agreed that the programme and modules appear constructed in a way that enables the incorporation of new material on a routine basis. Evidence was provided that modules are convened by specialists in their fields, drawing on research, policy, and practice expertise, and evidence that the course regularly reviews their curriculum through academic standards and quality assurance processes. The inspection team agreed that this standard was met.

#### Standard 4.5

83. The inspection team reviewed the individual module descriptors that track across the course how theory and practice would be explored. It was clearly demonstrated where theory and practice linked to assessment and the associated learning outcomes.

84. This was explored in more detail with the course team, where an example was given of the updated MA having had some adjustment to module ordering in response to practice provider feedback about student awareness of theory and practice, as stated in 3.4 above. The inspection team were satisfied that this standard was met.

#### Standard 4.6

85. The inspection team reviewed evidence of the range of statutory and non-statutory placement providers which provide opportunity 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.

86. From meetings with the course team and students the inspection team heard examples of sessions where students are taught by lecturers from other Salford social work courses who are registered social workers to provide students with tuition from a broad range of practice experiences. The inspection team did not find evidence that students have experiences of learning from other professionals or have experiences of learning alongside students studying other professional disciplines other than on the practice placement.

87. The inspection team heard about the plans of the course team to develop their simulated skills environment for students to learn alongside or learn from students and staff in other disciplines. These plans are not yet confirmed in detail for the updated MA course. Since the inspection team did not find evidence of multidisciplinary learning opportunities during tuition in either the current or updated version of the MA, the inspection team agreed that this standard was not met.

88. 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 conditions are appropriate to ensure that the course would be able to meet the relevant standards, and we are 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 in the [conditions](#) section.

#### Standard 4.7

89. The inspection team were able to review the module specifications within the Programme Specification, detailing the course structure with the required hours along with the monitoring of attendance of taught sessions and on placement. The inspection team agreed that this standard was met.

#### Standard 4.8

90. The inspection team reviewed the MA assessment strategy documentation, and the course team presented examples of how the range of different assessment methods would test different skills and competencies. The inspection team considered the changes to the modules and timetables between the current course and the updated course. The documentary evidence demonstrated clear guidance in relation to assessment, marking, moderation and quality assurance processes. The module assessments are mapped against the curriculum, learning outcomes, PCF and relevant Social Work England Professional Standards.

91. The inspection team heard from the course team and support staff about support available regarding assessment and what reasonable adjustments were available for students with learning needs. The inspection team were assured that this standard was met.

#### Standard 4.9

92. As with standard 4.8, the inspection team reviewed documentation in relation to assessment and progression. The inspection team agreed that the evidence reviewed demonstrated that assessments are carried out at appropriate stages during the current and updated course.

93. The inspection team met with students at different stages of the course who expressed an appreciation of how particular modules provided them with knowledge for placements and how they were important to their PCF portfolio. The inspection team agreed that this standard was met.

#### Standard 4.10

94. The inspection team reviewed documentation including the assessment and feedback policy. The inspection team agreed that the evidence reviewed demonstrated that feedback to students was presented formally within the Practice Learning Agreement meetings, review meetings and in the final report. Students are allocated a Personal Tutor who they meet on a regular basis to discuss course progression, learning requirements and any other support needs. Students were also provided with feedback on their readiness for practice assessment, which can include feedback from people with lived experience of social work. Students will also be given feedback as part of placement activity from supervisors and Practice Educators.

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

#### Standard 4.11

96. The inspection team reviewed documentation including staff CVs, External Examiner information including procedures and policy. The inspection team also reviewed the course team suitability as described in previous standards above and confirmed their approval. The inspection team agreed that this standard was met.

#### Standard 4.12

97. The inspection team reviewed documentation including the First and Final Practice Handbooks that demonstrated progression at several specific points before, during and at the end of placement. Discussions with the course team, students and placement partners

assured the inspection team that there are systems to manage students' progression. The inspection team agreed that this standard was met.

#### Standard 4.13

98. From the programme specification documentation, course team CVs and a presentation by the course team the inspection team agreed that 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.

99. The support mechanisms for students, including a range of study skills sessions targeted at groups of students with different needs and academic experience, encourages them to develop their skills and approach to practice. The inspection team agreed this standard was met.

### Standard five: Supporting students

#### Standard 5.1

100. The inspection team were provided with documentary evidence and university website links prior to inspection that outlined a range of advice and support services designed to meet both the academic and pastoral needs of all students. As well as the roles of Personal Tutors and Practice Educators, these services include confidential counselling services and student wellbeing, occupational health, careers advice, disability support, and student finance and funding. The university Report and Support system enables students or staff to report concerns about incidences at university such as hate crime or sexual assault. These services are described to students at induction and to potential applicants at postgraduate-specific open days.

101. The inspection team confirmed details of these services with student support staff and met with students who shared their knowledge and positive experiences of using these services. The inspection team agreed that this standard was met.

#### Standard 5.2

102. Student support in relation to academic development was demonstrated by documentary evidence and in meetings with the different groups. The university has a Personalised Academic Support Policy in place which details expectations for support. Students are allocated a Personal Tutor to support them throughout their studies and who can refer students to wider specialist support within the university. That support is also available when students are on placement. The inspection team heard how the School monitors how students engage with study skills sessions in order to improve their services and identify students who may benefit from additional support.

103. When discussing individual needs and access to resources with students, Practice Educators and placement partners, the inspection team were given examples of reasonable adjustments where needed. The inspection team agreed that this standard was met.

### Standard 5.3

104. The inspection team reviewed documents including the Fitness to Practise Procedure, Fitness to Study Policy and Academic Integrity and Misconduct Procedure and were satisfied that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health. The course team demonstrated how student suitability of conduct, character and health is checked at the start of the course and throughout the duration of the course. When meeting with students they were able to confirm their knowledge of the processes and requirements. The inspection team agreed that this standard was met.

### Standard 5.4

105. From reviewing documentation including the Personal Mitigating Circumstances Procedure and Student Engagement, Interruption and Engagement Policy the course provider was able to demonstrate that they are supportive of any reasonable adjustments for students with health conditions or impairments. When meeting with students, Practice Educators, placement providers and specialist support staff the inspection team were given different examples of support that had been made available to students.

106. A student provided their experience of currently progressing with a dyslexia assessment when their needs were initially raised in discussion with their Practice Educator, and who has since been supported by Personal Tutor to gain access to the relevant student support services.

### Standard 5.5

107. Students are provided with course and placement handbooks which contain information about their curriculum, practice placements, assessments and transition to registered social worker, and students expressed clear knowledge and understanding of this information which is clearly provided on the VLE. Students also described how they were not always provided with all of the key details about their upcoming placement before they started it or had to approach the placement provider for this information themselves.

108. The inspection team were satisfied that this standard was met although it was agreed that more could be done to consistently provide enough information to students about their upcoming practice placement. Further information on this can be found in the [recommendations](#) section of this document.

### Standard 5.6

109. The inspection team received evidence of this standard in documents and from discussion with the course team, detailed in the Programme Handbook. Information is provided to students at induction. There is clear instruction for students on what to do in case of absence and the handbook sets out clear information on the expectations of mandatory attendance such as the full numbers of days for placements. There is detail about whether there are wellbeing issues, which impact on attendance.

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

#### Standard 5.7

111. As highlighted under standard 4.10, the inspection team reviewed the documentary evidence provided and discussed the feedback mechanisms with current students. The inspection team heard from students that feedback was provided clearly and when expected, with options provided to students about following up on the feedback given. The inspection team agreed that this standard was met.

#### Standard 5.8

112. The inspection team reviewed the university Academic Appeals Policy that is available to students on the university website and electronic course resources. The inspection team agreed that the standard was met.

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

#### Standard 6.1

113. Since both the current and updated versions of the qualifying course is a Masters in Social Work with a Postgraduate Diploma exit route, the inspection team agreed that this standard was met.

## Proposed outcome

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

### Conditions

115. 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.

116. 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.

|   | Standard not currently met | Condition                                                                                                                                                                                                                                                                                                                                                                                                                   | Date for submission of evidence | Link                                                                                         |
|---|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------------------------------------------------------------------------|
| 1 | Standards 1.1, 1.2, 1.3    | The education provider will provide evidence of directly involving placement providers in its admissions process. This process will provide other opportunities for applicants to demonstrate capability and potential to meet the professional standards in addition to their UCAS personal statement. Processes need to be clear about consistent decision-making when considering applicants' prior relevant experience. | 3 months after report published | <a href="#">Paragraph 28</a><br><a href="#">Paragraph 30</a><br><a href="#">Paragraph 32</a> |
| 2 | Standards 3.5, 4.2         | The education provider will provide evidence of regularly seeking the feedback of people with lived experience that are involved in elements of the course. Evidence will be provided of how the views of people with lived experience will be incorporated into the ongoing development and review of the MA.                                                                                                              | 1 month after report published  | <a href="#">Paragraph 62</a><br><a href="#">Paragraph 78</a>                                 |
| 3 | Standard 4.6               | The education provider will provide evidence that students on both the current and updated MA courses will                                                                                                                                                                                                                                                                                                                  | 1 month after                   | <a href="#">Paragraph 88</a>                                                                 |

|  |  |                                                                                                             |                  |  |
|--|--|-------------------------------------------------------------------------------------------------------------|------------------|--|
|  |  | have precise opportunities to work with and learn from other professions other than on practice placements. | report published |  |
|--|--|-------------------------------------------------------------------------------------------------------------|------------------|--|

## Recommendations

117. 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 | 3.4      | The inspectors are recommending that the course provider consider how they involve placement partners who are not part of the GMSWA in the management and review of the MA.                         | <a href="#">Paragraph 59</a>  |
| 2 | 5.5      | The inspectors are recommending that the course provider consider how they ensure all students receive information specific to their assigned practice placement before commencing their placement. | <a href="#">Paragraph 108</a> |



## Annex 1: Education and training standards summary

118. Table breakdown of standards met during preapproval and inspection.

| Standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Met                                 | Met with conditions                 | Recommendations          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| <b>Admissions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                     |                                     |                          |
| 1.1 Confirm on entry to the course, via a holistic/multi-dimensional assessment process, that applicants:<br><br>i. have the potential to develop the knowledge and skills necessary to meet the professional standards<br>ii. can demonstrate that they have a good command of English<br>iii. have the capability to meet academic standards; and<br>iv. have the capability to use information and communication technology (ICT) methods and techniques to achieve course outcomes. | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 1.2 Ensure that applicants' prior relevant experience is considered as part of the admissions processes.                                                                                                                                                                                                                                                                                                                                                                                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 1.3 Ensure that employers, placement providers and people with lived experience of social work are involved in admissions processes.                                                                                                                                                                                                                                                                                                                                                    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 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.                                                                                                                                                                                                                                                                                                  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 1.5 Ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored.                                                                                                                                                                                                                                                                                                                                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 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                                                                                                                                                                                                                                                                                             | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |

| Standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Met                                 | Met with conditions      | Recommendations          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|
| information about the professional standards, research interests and placement opportunities.                                                                                                                                                                                                                                                                                                                                                                                              |                                     |                          |                          |
| <b>Learning environment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                     |                          |                          |
| 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:<br><br>i) placements in at least two practice settings providing contrasting experiences; and<br>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. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.2 Provide practice learning opportunities that enable students to gain the knowledge and skills necessary to develop and meet the professional standards.                                                                                                                                                                                                                                                                                                                                | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.3 Ensure that while on placements, students have appropriate induction, supervision, support, access to resources and a realistic workload.                                                                                                                                                                                                                                                                                                                                              | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.4 Ensure that on placements, students' responsibilities are appropriate for their stage of education and training.                                                                                                                                                                                                                                                                                                                                                                       | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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.                                                                                                                                                                                                                                                                                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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.                                                                                                                                                                                                                                                                                                                | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.7 Ensure that policies and processes, including for whistleblowing, are in place for students to                                                                                                                                                                                                                                                                                                                                                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| 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.                                                                                                                                                                                     |                                     |                                     |                                     |
| <b>Course governance, management and quality</b>                                                                                                                                                                                                                                                                                        |                                     |                                     |                                     |
| 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.                                                                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 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. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 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.                                                                                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 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.                                                                                                                                                       | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 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.                                                                                                                                         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 3.6 Ensure that the number of students admitted is aligned to a clear strategy, which                                                                                                                                                                                                                                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |

| 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.                                                                     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 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.                                                                            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 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.                                           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3.10 Ensure that educators are supported to maintain their knowledge and understanding in relation to professional practice.                                                                                                                                       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>Curriculum and assessment</b>                                                                                                                                                                                                                                   |                                     |                                     |                          |
| 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. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 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.                                                                          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4.3 Ensure that the course is designed in accordance with equality, diversity and inclusion                                                                                                                                                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |

| 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.                                                                                                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4.5 Ensure that the integration of theory and practice is central to the course.                                                                                                                                                                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 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.                                                                                 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 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.                                                                           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 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. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4.9 Ensure that assessments are mapped to the curriculum and are appropriately sequenced to match students' progression through the course.                                                                                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4.10 Ensure students are provided with feedback throughout the course to support their ongoing development.                                                                                                                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4.11 Ensure assessments are carried out by people with appropriate expertise, and that external examiner(s) for the course are                                                                                                                                      | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |

| 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.                                                                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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.                                                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Supporting students</b>                                                                                                                                                                                                                                                         |                                     |                          |                          |
| 5.1 Ensure that students have access to resources to support their health and wellbeing including: <ul style="list-style-type: none"> <li>I. confidential counselling services;</li> <li>II. careers advice and support; and</li> <li>III. occupational health services</li> </ul> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.2 Ensure that students have access to resources to support their academic development including, for example, Personal Tutors.                                                                                                                                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.3 Ensure that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health.                                                                                                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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.                                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| 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. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5.6 Provide information to students about parts of the course where attendance is mandatory.                                                                                                                           | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5.7 Provide timely and meaningful feedback to students on their progression and performance in assessments.                                                                                                            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5.8 Ensure there is an effective process in place for students to make academic appeals.                                                                                                                               | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| <b>Level of qualification to apply for entry onto the register</b>                                                                                                                                                     |                                     |                          |                                     |
| 6.1 The threshold entry route to the register will normally be a bachelor's degree with honours in social work.                                                                                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |

## Regulator decision

Approved with conditions



## Annex 2: Meeting of conditions

119. 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](#).

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

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

|   | Standard not met        | Condition                                                                                                                                                                                                                                                                                                                                                                                                                       | Inspector recommendation |
|---|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 1 | Standards 1.1, 1.2, 1.3 | The education provider will provide evidence of directly involving placement providers in its admissions process. This process will provide other opportunities for applicants to demonstrate capability and potential to the meet the professional standards in addition to their UCAS personal statement. Processes need to be clear about consistent decision-making when considering applicants' prior relevant experience. | Met                      |
| 2 | Standards 3.5, 4.2      | The education provider will provide evidence of regularly seeking the feedback of people with lived experience that are involved in elements of the course. Evidence will be provided of how the views of people with lived experience will be incorporated into the ongoing development and review of the MA.                                                                                                                  | Met                      |
| 3 | Standard 4.6            | The education provider will provide evidence that students on both the current and updated MA courses will have precise opportunities to work with and learn from other professions other than on practice placements.                                                                                                                                                                                                          | Met                      |

## Findings

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

123. After the review of the documentary evidence, the inspection team are satisfied that all of the conditions set against the approval of the MA Social Work and PgDip exit route course is met.

124. In relation to standards 1.1, 1.2 and 1.3, the course provider presented a detailed description of an updated admissions process that began from September 2022. Documentary evidence included information about the new interview process and written exercise, as well as evidence of a consistent approach to assessment that considers prior relevant experience.

125. The inspectors agreed that there is clear evidence that the new admissions process is suitably thorough. The course provider has set up a structure for the involvement of employers and people with lived experience of social work in interviewing, reviews and decision making. There are evidenced mechanisms for different partners to provide input into regular improvement processes. The inspectors agreed that condition 1 is now met.

126. In relation to standards 3.5 and 4.2, the course provider described the formal routes developed to obtain feedback from people with lived experience of social work from the different activities these individuals are involved in. The course provider provided documentation that evidenced a structure of how people with lived experience are involved in the course and how their feedback contributes to module development planning. The inspectors agreed that condition 2 is now met.

127. In relation to standard 4.6, the course provider submitted evidence of two sessions recently developed and formally timetabled in the MA course to be taught by professionals from other disciplines. Evidence was also provided of specialist multidisciplinary lectures planned from May 2023 for final year MA students to learn alongside students from other professional programmes.

128. The inspectors noted that developments are still in process for a potential wider School inter-professional learning and teaching event and the some sessions planned for will not take place until early 2023. However, the inspectors were satisfied that the course provider evidenced that current and future MA students will have precise opportunities to work with and learn from other professions during the taught module course content. Therefore condition 3 is now met.

## Conclusion

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

## Regulator decision

Approved.