

Inspection Report

Course provider: University of East London

Course approval: BA (Hons) Social Work

Inspection dates: 5th- 8th July 2022

Report date:	6 th October 2022
Inspector recommendation:	Approved with conditions
Regulator decision:	Approval with conditions
Date of Regulator decision:	13 th February 2023
Date conditions met and approved:	4 December 2023

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Introduction

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

What we do

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

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

9. During this time a draft plan for the inspection is developed and shared with the education provider, to make sure it is achievable at the point of inspection.
10. Once the inspectors and officer are satisfied that an inspection can take place, this is usually undertaken over a two to three-day visit to the education provider. We then draft a report setting out what we found during the inspection and if and how our findings demonstrate that the course meets our standards. As a result of the COVID 19 pandemic, 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 East London's BA (Hons) Social Work course 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. The MA Social Work course was also inspected as part of this inspection, for which a separate report has been compiled.

16. During the inspection visit a second inspection team inspected the PGDip Social Work Step Up course, and as such a separate inspection report has been compiled based on the findings of that team.

Inspection ID	UCLR1
Course provider	University of East London
Validating body (if different)	N/A
Course inspected	BA (Hons) Social Work
Mode of study	Full time
Maximum student cohort	60
Date of inspection	5 th – 8 th July 2022
Inspection team	Daisy Bragadini Education Quality Assurance Officer Lainy Russell (Lay Inspector) Gary Dicken (Registrant Inspector)
Inspector recommendation	Approved with conditions
Approval outcome	Approved with conditions

Language

17. In this document we describe the University of East London as 'the education provider' or 'the university' and we describe the BA (Hons) Social Work as 'the course'.

Inspection

18. An onsite inspection took place from 5th – 8th July 2022 at the Stratford campus in East London where social work education is based. As part of this process the inspection team planned to meet with key stakeholders including students, course staff, employers and people with lived experience of social work.

19. 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

20. No parties disclosed a conflict of interest.

Meetings with students

21. The inspection team met with 6 students and 2 recent graduates of the BA (Hons) course. The students were from both the BA and MA courses with 5 of them from year 1 of the MA course and 1 from year 1 of the BA course. Discussions included their experiences of practice placements, teaching and learning, curriculum content and support services available to them.

Meetings with course staff

22. Over the course of the inspection, the inspection team met with university staff members from the teaching team, practice placement delivery, senior management, support services, the specialist library and IT services.

Meeting with people with lived experience of social work

23. The inspection team met with people with lived experience of social work from the Advisors in Mental Health Services (AIMHS) who have been involved in working with the university to support them in the delivery of the course. Discussions included the types of work they are involved in, the support they receive, how well they feel listened to and the training they are provided with.

Meetings with external stakeholders

24. The inspection team met with representatives from placement partners including professional leads from Tower Hamlets local authority, the Practice Learning Lead from the

London Borough of Barnet and a representative from the Private Voluntary and Independent (PVI) sector. The inspection team also met with 2 practice educators, one working within the PVI sector and one working at the Tavistock and Portman NHS Foundation Trust.

Findings

25. 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

26. Inspectors were provided with a detailed narrative outlining the processes followed during the admissions stage and met with staff involved at the university. After the initial screening of basic entry requirements within the application form, applicants are sent a regularly alternated case scenario and are provided with 45 minutes to complete their written test and return this via email. This written test assesses applicants' ability to communicate accurately in written form, analyse a scenario and apply social work values, and is marked using a rubric by an academic member of staff. Prior to the pandemic this was carried out in person, but the process currently remains online. The inspectors viewed evidence which explained that the interview is also held online with one academic being involved in the interview. During the interview applicants' ICT skills are assessed in conjunction with the information submitted within the Suitability Declaration Form. The inspectors were provided with the General Regulations for Admissions university document and the Admissions Guidebook, which is available for prospective applicants to access on the website. The inspectors agreed that this standard was met.

Standard 1.2

27. During the meeting held with staff responsible for admissions, the inspectors heard how the personal statement is used as the first point to assess prior relevant experience. The inspectors were able to review the information provided in the Admissions Guidebook which outlines how prior relevant experience is assessed. Inspectors were also provided with the questions currently used during the interview stage of application which illustrated

further how assessments of applicants is undertaken in relation to their past experience. As such, the inspectors were satisfied that the standard was met.

Standard 1.3

28. Inspectors reviewed evidence which illustrated the difficulties experienced by the team during the pandemic in relation to technological constraints which precluded external stakeholders from being involved in the interview process when this process moved online. Inspectors were also provided with a stakeholder schedule indicating when people with lived experience of social work and employer partners may be involved in interviews, but during the meetings held, heard that during 2022 employers had not been involved in interviews. Inspectors were provided with a detailed narrative which described an aspiration to use Microsoft Teams to reinstate the group activity during the interview process which would include participation from employers and people with lived experience of social work. During the meeting with people with lived experience of social work, inspectors heard how some members of the group had been involved in interviews. As part of the evidence submission inspectors were also provided with an invoice from the AIMHS group for work carried out in interviews in 2019. Inspectors heard from one representative from a local authority who was involved in providing advice and consultation when disclosures are made by applicants, for example. The inspectors agreed that this standard was met. Following a review of the evidence, the inspection team is making a [recommendation](#) in relation to 1.3.

Standard 1.4

29. In relation to this standard the inspectors were provided with the Admissions Guidebook, the Course Handbook and the Suitability Declaration Form, which is required to be signed before an offer is made. The Guidebook provides information to applicants about how and when requests for adjustments can be made for their assessment and interview and also highlights the necessity for 1 reference to be provided at the application stage. During meetings inspectors heard from members from the central university admissions team, who explained that applications for social work courses are managed in a separate process within clearing to ensure quality assurance measures can be implemented to maintain stringent checks. The inspectors concluded that this standard was met.

Standard 1.5

30. Prior to inspection the inspectors were provided with evidence including the Admissions Guidebook and the university's Manual of General Regulations for admissions which both refer to the Equality Diversity and Inclusion policy. Applicants are required to notify the team 3 days before their interview if they require additional support at application stage and are encouraged to contact the team to discuss their needs. The inspectors heard that people with lived experience of social work are provided with briefings before any involvement they have in admissions. The inspectors agreed this standard was met.

Standard 1.6

31. Inspectors were provided with evidence prior to the inspection including the Course Specification and the Admissions Guidebook, both of which prospective applicants can access through the main website. Inspectors were provided with the open day presentation for the course which contained information about Social Work England, the professional standards and the nature of social work. Information is also provided to prospective applicants about the modules they will be studying and some of the learning opportunities they will receive through practice placements.

32. However, the information provided on the landing page of the course website does not reflect the current regulatory environment. Prospective applicants reading this information are not being provided with accurate information required to assist them in making an informed choice about whether to take up an offer on the course.

33. Following a review of the evidence, the inspection team is recommending that a condition is set against 1.6 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. Full details of the condition, its monitoring and approval can be found in the [conditions](#) section.

Standard two: Learning environment

Standard 2.1

34. Prior to the inspection the inspectors were able to review documentary evidence submitted which outlined how students are provided with at least 200 days learning in practice settings. At Level 4 students are provided with 30 skills days through the module Mental Wealth and Professional Fitness: Readiness for Practice, which students must complete before commencing their practice placements at Level 5 and 6. The Course Specification and Course Handbook clearly outline the aim for practice learning. The

Recruitment Report 2021/2022 provided to inspectors highlighted concerns about the team's ability to provide sufficient numbers of statutory placements in 2022/2023 for students on both the BA (Hons) and MA courses at the university. The document highlights the fact that some local authorities have withdrawn placements and at the same time new placements have been secured. It also identifies that there is a significant level of uncertainty about how local authorities will respond and adapt after the main impact of the pandemic has been felt. Prior to the inspection additional evidence was requested which asked for an explanation of how these concerns had been addressed. Information provided outlined the process underway of developing a more comprehensive strategy to ensure provision of an adequate number of statutory placements. Inspectors heard how the Cluster Lead, the Head of Department and the university's Admissions Team are engaged in ongoing discussions to ensure there is parity between the expectations of the university, the social work courses, and placement providers. The inspectors were informed that the team were attempting to develop a more comprehensive strategy to ensure stability of the placement provision.

35. During the inspection the inspectors heard about the challenges facing the placement team and the work being undertaken to find new and adequate placement capacity. The inspection team were assured that all students are provided with appropriate placements, although some have been late to start. Inspectors heard some concerns about placement capacity and availability after placements had broken down during their meetings with students.

36. Following a review of the evidence, the inspection team is recommending that a condition is set against 2.1 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. Full details of the condition, its monitoring and approval can be found in the [conditions](#) section.

Standard 2.2

37. Prior to the inspection the inspectors were able to review the Practice Placement Handbook and the Practice Learning Agreement. Both documents clearly outline the roles and responsibilities of the practice educator, student, tutor and supervisor in relation to identifying learning opportunities for students while on their placement. The Midway Review meeting is used as an opportunity to assess the knowledge and skills the student has developed and plan for further opportunities to ensure the student is working towards meeting the professional standards. During meetings with students the inspectors heard about a range of learning opportunities which the students were able to experience, and

some examples of positive learning opportunities being supported by practice educators. The inspectors agreed this standard was met.

Standard 2.3

38. Inspectors were provided with documentary evidence outlining the processes to be followed to facilitate induction, supervision, support, access to resources and a realistic workload. The Practice Learning Handbook and the Practice Learning Agreement document these processes and the people involved. However, during meetings with students, inspectors heard examples of students who had not received induction and who were unable to access the support required. Based on the evidence presented, inspectors were not able to be satisfied that quality assurance processes were regular and robust and would consequently enable the university to be confident that processes were being checked.

39. Following a review of the evidence, the inspection team is recommending that a condition is set against 2.3 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. Full details of the condition, its monitoring and approval can be found in the [conditions](#) section.

Standard 2.4

40. Prior to the inspection the inspectors were able to review the documented mechanisms for aligning students' responsibilities with their stage of education and training. These were included in the Practice Learning Handbook and the Practice Learning Agreement. They also understood how Personal and Professional Development Plans are completed by students at three points during the course: Readiness for direct practice, at the end of the first placement and at the end of final placement. However, during meetings with students the inspectors heard examples of students who felt they were given inappropriate levels of responsibility on placement in relation to their level of experience, who were unable to establish contact with their tutors, including for preparation for the Midway Review, that information on a placement application form was not followed up by the placement and experiences of practice educators who may have lacked experience in the role. Based on the evidence presented, inspectors were not able to be satisfied that quality assurance processes were regular and robust and would consequently enable the university to be confident that processes were being checked.

41. Following a review of the evidence, the inspection team is recommending that a condition is set against 2.4 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. Full details of the condition, its monitoring and approval can be found in the [conditions](#) section.

Standard 2.5

42. Prior to the inspection the inspectors reviewed evidence which illustrated how students are assessed for direct practice. Students complete the module Mental Wealth and Professional Fitness: Readiness for Social Work Practice and must pass this before starting their first 70-day placement in year 2. The module guide sets out the timetable for Readiness to Practice sessions spread over the first two semesters, which includes 30 skills days. The inspectors were also able to review the university's policies on fitness to practice and fitness to study and were able to understand when these policies are used. During meetings with employer partners and practice educators no concerns were raised in relation to students' preparedness for their practice placements. The inspectors concluded that this standard was met.

Standard 2.6

43. Prior to the inspection the inspectors reviewed the Practice Learning Agreement which requires the Social Work England registration number of the practice educator to be recorded. The inspectors requested additional evidence before the inspection to enable them to understand how the provider ensures oversight of registration, relevant and current knowledge, skills and experience held by the practice educators. However, based on the discussions held in the meetings with staff involved in practice learning, the inspectors were unable to be assured that this oversight is being maintained for all practice educators, including those working independently.

44. Following a review of the evidence, the inspection team is recommending that a condition is set against 2.6 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. Full details of the condition, its monitoring and approval can be found in the [conditions](#) section.

Standard 2.7

45. Prior to the inspection, inspectors were provided with the Practice Learning Handbook and the Practice Placement Agreement. The Practice Learning Agreement requires the student to read both the agencies and the university's whistleblowing policies and record the date when this has been done. Within the Practice Learning Handbook inspectors reviewed the section on how difficulties in placements are to be managed, where the processes are clearly outlined about how to report concerns and sources of support are recommended. During meetings with students there was some ambiguity over their understanding of the use of formal whistleblowing procedures, although course team staff and employer partners confirmed that students are introduced to these processes during induction. One example was provided of a student being supported to follow the whistleblowing policy by the course team. The inspectors agreed that this standard was met.

Standard three: Course governance, management and quality

Standard 3.1

46. Prior to the inspection, inspectors reviewed documentary evidence including the Strategic Route Map, the Course Handbook, and the terms of reference for the Academic Board and the Curriculum Committee. They were also provided with a detailed narrative which described some of the recent changes to the location of the social work department and the organisational structure. The inspectors were informed that previously, social work had stood alone as a department but has now been amalgamated into the School of Education and Communities (EDUCOM). Since September 2021 there has been a new organisational structure for roles and responsibilities intended to align the school more closely with the university's Strategic Vision 2028. The course is now situated in the Social and Community Work cluster with general oversight provided by the Dean of EDUCOM. What was previously the role of the dedicated Head of Social Work is now divided between the Head of Education and Community Development, the Academic Cluster Lead for Social and Community Work and the Lead Social Worker. The inspectors were informed that there were advantages to this structure, although it is being kept under review as issues such as the mitigation of disruption through staff absences or vacancies have proved challenging to overcome.

47. During the course of the inspection the inspectors became aware of significant staff shortages and a high turnover of staff within the course team. The inspectors reviewed a range of evidence which illustrated the impact of this which was reflected in areas such as resourcing, delivery and quality management of the course. Analysis of the impact the staff turnover and shortages has had was also noted within the Continual Monitoring Report 2021/22. The report highlighted issues of team stability, a loss of skills and experience and

an impact on the student experience. It was acknowledged that until the team secures a stable foundation in staff, students' experiences are unlikely to improve.

48. Following a review of the evidence, the inspection team is recommending that a condition is set against 3.1 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. Full details of the condition, its monitoring and approval can be found in the [conditions](#) section.

Standard 3.2

49. Preceding the inspection, the inspectors were provided with the North-East London Social Work Partnership Agreement and terms of reference which represents the formal agreement between the university and the local authorities. Inspectors also reviewed the Practice Learning Handbook which stipulates the roles and responsibilities of placement providers. This includes the necessary commitment to providing placement experiences which provide education and training to meet the professional, education and training standards. The inspectors reviewed evidence which illustrated relationships with a number of local authorities across London and membership of Skills for Care London, the Social Work Education Network, the North-East London Partnership and the North-East London Teaching Partnership. Inspectors also reviewed minutes of a concerns meeting highlighting how placement providers are also accountable for ensuring students are provided with training to meet the professional standards. The inspectors confirmed that this standard was met.

Standard 3.3

50. Evidence reviewed by inspectors in relation to this standard included the Practice Learning Handbook and the Placement Portfolio Documents, the QAPL Placement Providers Profile Form and the Midway Practice Assessment Panel Quality Assurance Form. During the meetings held with employer partners and placement staff the inspectors were assured that placement providers have the necessary policies in relation to students' health, wellbeing and risk and the support systems in place to fulfil the remit of them. The inspectors agreed that this standard was met.

Standard 3.4

51. Inspectors were able to review evidence including Practice Assessment Panel Meeting minutes which illustrated the involvement of employers in the monitoring of students' progress on placements. Employers were involved in quality feedback mechanisms and are required to offer feedback on placements. The inspectors were provided with the Curriculum Committee terms of reference and heard that although this forum had not started to function, the team were hoping this would be a central place to involve employers in management aspects of the course. Inspectors heard how employers are involved in developing questions which are used at application stage and were usually part of the interview panel. Employers were also consulted in instances where applicants have issues relating to questions of suitability. The inspectors agreed that this standard was met. Following a review of the evidence, the inspection team is making a [recommendation](#) in relation to 3.4.

Standard 3.5

52. The inspection team reviewed the documentary evidence submitted in support of this standard and, as part of the inspection, met with partners, people with lived experience of social work and students to discuss their involvement in the monitoring, evaluation and improvement of the course. From these discussions, the inspection team concluded that currently there is a lack of formalised involvement of both people with lived experience and partners. The university recognised this when discussing this standard with the inspection team. The inspection team were told of plans in place for a new committee that would have a broader membership, including partners, student and people with lived experience of social work. Formation of this committee had been delayed and had not yet been set up at the time of the inspection.

53. The inspection team agreed that the standard was not met and is recommending that a condition is set against 3.5 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. Full details of the condition, its monitoring and approval can be found in the [conditions](#) section.

Standard 3.6

54. As part of the review of this standard the inspectors were provided with the Recruitment Report as evidence of student numbers being aligned to a strategy for placement capacity. This report highlighted concerns about the team's ability to provide sufficient numbers of statutory placements in 2022/2023 for students on both the BA (Hons)

and MA social work courses at the university. The document highlights the fact that some local authorities have withdrawn placements and at the same time new placements have been secured. It also identifies that there is a significant level of uncertainty about how local authorities will respond and adapt after the main impact of the pandemic has been felt. Inspectors requested additional evidence in relation to this standard and were invited to explore this issue further at inspection. During meetings with the course team inspectors were informed that they are in the process of developing a more comprehensive strategy to align student numbers with placements available. This currently involves discussions with the Cluster Lead, the Head of Department and the admissions team. The inspectors heard a clear aspiration to balance the expectations of the wider university and the capacity of the placement providers locally.

55. Following a review of the evidence, the inspection team is recommending that a condition is set against 3.6 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. Full details of the condition, its monitoring and approval can be found in the [conditions](#) section.

Standard 3.7

56. Prior to the inspection, inspectors were provided with evidence illustrating the role and position of the Lead Social Worker for the course. The Course Handbook detailed the named lead and assigned responsibilities. Inspectors were also provided with the relevant CV which outlined appropriate qualifications, experience and registration. The inspectors agreed that this standard was met.

Standard 3.8

57. During the inspection the inspectors were informed of challenges the course team have faced and continue to face in relation to adequate staff numbers. Difficulties in adequate levels of staffing have been experienced for several months and the inspectors heard how staff had left due to a range of issues. Inspectors were informed that recruitment for 3 new full-time members of staff was underway, and it was hoped that new staff would provide sufficient capacity to support the development and delivery of the course. During the inspection and various meetings held, the inspectors heard how the reduction of staffing levels has impacted various aspects of the course. Some students reported delays to receiving communication from tutors and others described gaps between staff being recruited to posts leading to difficulty communicating needs and requesting support.

58. Following a review of the evidence, the inspection team is recommending that a condition is set against 3.8 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. Full details of the condition, its monitoring and approval can be found in the [conditions](#) section.

Standard 3.9

59. Ahead of the inspection the inspectors were provided with the Programme Analytics from the Social Work Academic Review 2021/2022 data sets. Inspectors could see here that performance, progression and outcomes for students are monitored by the use of the PowerBi application, which also correlates data on equality and diversity amongst the student body. Inspectors heard how evaluation of this data impacts future targeting for admissions and the quality of academic support services. The data is also used to monitor disparities in attainment between groups with different protected characteristics. The inspectors were informed of the commitment and work underway by the course team to decolonise pedagogy, curriculum and assessment, the critical awareness they show when teaching and marking students' work and how they strive for academic rigour, fairness and consistency. The course team analyse and critically address attainment gaps and apply consistent scrutiny and awareness to assessments they undertake. The inspectors agreed this standard was met.

Standard 3.10

60. Prior to the inspection documentary evidence for this standard was reviewed by the inspectors. The evidence included examples of a range of activities which support educators to maintain their knowledge and understanding in relation to professional practice. Examples included staff involvement in running an event hosted by the North-East London Social Work Teaching Partnership on mental health. Staff are offered a yearly professional development review and encouraged to consider their own personal development, with several staff completing PhDs, undertaking research in practice settings, as well as providing internal training. Members of the course team are also able to teach in practice settings within the teaching partnership, and the current course leader was, until 2019, working within operational social work practice. Practice educators are offered refresher sessions at the university although there was limited data on how well this was attended. Inspectors heard that partner employers who employ practice educators directly state that they offer regular internal training and keep records of registration and regularity of taking students. The inspectors agreed this standard was met.

Standard four: Curriculum assessment

Standard 4.1

61. As part of the documentary evidence submission, inspectors reviewed the Course Specification, Course Handbook and mapping documents for each level of study indicating where the professional standards link to each module. The Practice Portfolio documents map learning needs of the students to the professional standards, Knowledge and Skills Statements and the Professional Capabilities Framework. During meetings held with employers and practice educators, inspectors heard how students gained appropriate levels of skills and knowledge for practice.

62. During the inspection, the inspectors heard about changes which have been made to the course at levels 4, 5 and 6. They heard that last year, at level 4, changes had been made to modules to reflect university-wide modifications. At levels 5 and 6, modules had been newly validated this year, with all module codes changing at level 5 and other changes being made to modules at these levels.

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

Standard 4.2

64. As part of the documentary evidence submission, inspectors were informed of the input provided by people with lived experience of social work within the module Mental Wealth and Professional Fitness: Readiness for Social Work Practice. Here students are provided with feedback from observations carried out by people with lived experience of social work within the actor and service user interviews. During the meeting held with people with lived experience of social work, inspectors were told about an initiative developed by the AIMHS group, 'In the footsteps of the service user'. They heard that this was designed as part of the induction for students with the purpose of helping students to develop an understanding of issues such as professional boundaries, confidentiality and working with a range of people.

65. During meetings held with the course team inspectors were informed of the plans to create a Curriculum Committee, enabling collaborative work between the team and external stakeholders to take place, including employer partners and people with lived experience of

social work. Ahead of the inspection further evidence of incorporation of various stakeholders' views into the course design, development and review were requested. Additional minutes of consultation meetings were provided but it was felt they did not reflect current and ongoing work. During the meeting held with AIMHS, inspectors heard that members felt listened to and would welcome the opportunity to be involved further in the development of the curriculum with more formal methods for co-production very much welcomed.

66. Following a review of the evidence, the inspection team is recommending that a condition is set against 4.2 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. Full details of the condition, its monitoring and approval can be found in the [conditions](#) section.

Standard 4.3

67. Ahead of the inspection, inspectors reviewed evidence which illustrated how the course is designed in accordance with equality, diversity and inclusion principles. This evidence included an Enhanced Blended Learning Strategy which incorporated an Equality Impact Assessment for the course, considering aspects such as online learning and inclusive assessment design, and the Equality and Diversity Policy. The inspectors heard how the course team maintain a critical awareness of unconscious bias and apply this to their teaching and marking. The inspectors agreed this standard was met.

Standard 4.4

68. Inspectors were provided with evidence to show how the course team consider and manage changes and updates to the course in the form of process documents, such as the Quality Manual. During the inspection, inspectors heard about the recent changes which have been implemented across all levels of the course. Module specifications were provided to the inspectors including for the module Contemporary Issues for Social Work Practice II, which illustrated that learning is based on current research and literature with a reading list reflecting recent publications. This module also allows for the introduction of new topics and areas of practice as they arise. Inspectors noted that external practitioners are invited into the university to teach on topics that are current in practice. Action Learning Sets with current practice case studies are used to keep teaching up to date and teaching overall is research informed. The inspectors were satisfied that this standard was met. Following a

review of the evidence, the inspection team is making a [recommendation](#) in relation to standard 4.4.

Standard 4.5

69. During the meeting held with students, inspectors heard examples of how they apply theory to practice and transfer their learning from university into their placements. Inspectors reviewed evidence which illustrated how academic staff support practitioners with their own teaching and learning skills to aid the integration of theory and practice. During meetings with the course team the inspectors heard examples of the proximity of the realities of practice with the teaching at university, contributed to by staff who have very recently been working in frontline services. The inspectors agreed this standard was met.

Standard 4.6

70. Ahead of the inspection, inspectors were informed of the team's plans to develop shared learning forums with colleagues in EDUCOM within youth and community studies, law, early childhood studies and teaching education. This was highlighted as one of the university's strategic priorities and was being addressed as part of their portfolio review which was underway. Professional guest lectures from other disciplines support learning and include specialist substance misuse workers and domestic abuse advocates. Operating effectively in multi-agency and interprofessional settings is addressed within learning outcomes for practice placements, and students and staff members highlighted the breadth and range of learning opportunities available for students within their placements. The inspectors were satisfied that this standard was met.

Standard 4.7

71. Evidence submitted to show sufficiency of the number of hours students spend in academic learning included the Course Handbook, the academic calendar and module specifications. During meetings with students no concerns were raised about the duration of time spent learning at the university. Inspectors were satisfied that the time spent learning at university enabled students to meet the required learning outcomes and meet the professional standards by the time they complete the course. The inspectors agreed that this standard was met.

Standard 4.8

72. Prior to the inspection, inspectors were made aware that the university's Centre for Excellence in Teaching and Learning (CELT) was in the process of approving a university wide Learning, Teaching, and Assessment Strategy and Strategic Action Plan (2022-2025). Inspectors were told that this would include key performance indicators up to July 2023 with success measures for 2025 and was scheduled to be reviewed and approved by the Academic Board on 4th May 2022. Approval of the action plan would enable the team to have the necessary key performance indicators and best practice guidelines to fully articulate the course's assessment strategy in line with the relevant guidance on 'Producing Your Assessment Strategy'. Inspectors were also provided with an Assessment and Feedback Policy and reviewed evidence which showed that all modules were mapped to the PCF. Assessments followed university guidelines in relation to academic credits and hours of study required and External Examiners commented favourably on the standard of assessments. Inspectors noted that the high employment rate of graduates indicated that employers were satisfied with the level of knowledge and skills achieved on completion of the course. The inspectors were satisfied that this standard was met.

Standard 4.9

73. Prior to the inspection, inspectors were able to review the module specification documents for the entire course which illustrated how students are assessed at different points throughout their three years of study. Assessments included a range of formative and summative assessments such as essays, reflective journals and case studies. Inspectors were assured that module leaders collaborate to ensure assessments are not allocated at the same time, so that the burden of assessment deadlines is spread more evenly throughout the timetable. The inspectors agreed that this standard was met.

Standard 4.10

74. During the review of documentary evidence and through meetings held with staff responsible for delivering academic support services, inspectors were able to gain insight into how students are provided with feedback to support their ongoing development. The university provides a programme of academic writing support which students can access online or in person through the MyFeedback platform where their work can be reviewed in relation to academic writing skills, such as grammar and referencing. Students can also access drop-in sessions with an academic tutor and gain support with skills such as reading strategies and criticality, as well as access a wide range of support for study skills online. Students receive feedback for formative, summative and placement activities, including marking for development. The inspectors were satisfied that this standard was met.

Standard 4.11

75. Inspectors were provided with evidence including the terms of reference for the Academic Board, Academic Regulations and reports from the External Examiner. The main report from the External Examiner was from the 2019/2020 academic session and one module report was from 2022, and the inspection team were not provided with the name of the External Examiner within the documentary evidence submission. Inspectors were provided with CVs from the course team which illustrated the appropriate expertise held by them.

76. Following a review of the evidence, the inspection team is recommending that a condition is set against 4.11 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. Full details of the condition, its monitoring and approval can be found in the [conditions](#) section.

Standard 4.12

77. Inspectors reviewed evidence which indicated the range of different people involved in managing students' progression throughout their course. These included people with lived experience of social work from the AIMHS group, practice educators, External Examiners and the Academic Board. The Practice Learning Handbook and the Placement Portfolio documents illustrate how the different assessments by a range of people contribute to students' understanding of their own progression and expectations in relation to the direct observation of practice. The inspectors agreed that this standard was met.

Standard 4.13

78. Within the Placement Portfolio documents, inspectors reviewed evidence of how students are supported to develop an evidence-informed approach to practice. The Course Handbook outlines how students are encouraged to gather, use, analyse and evaluate evidence in order to inform the decisions they make. Students are taught how to critically reflect on the evidence they use and do this through the use of reflective logs whilst on placement. Evidence to meet this standard was located in the module specifications and linked to learning outcomes. The inspectors agreed this standard was met.

Standard five: Supporting students

Standard 5.1

79. Inspectors reviewed documentary evidence prior to the inspection and met with staff responsible for the development and delivery of support services for students as part of the inspection. At the point of enrolment, students have access to Track My Future, an online platform which is a portal to a range of services including the Student Support and Wellbeing team. This team offers a range of support services including counselling and financial advice. The main website provides information and access to a variety of services, including occupational health and the Course Handbook outlines all support services available to students. The Admissions Guidebook outlines the role of the Academic Advisor which includes providing guidance to students about the range of services available to them and how they can access the help they need. Inspectors agreed that this standard was met.

Standard 5.2

80. Ahead of the inspection, inspectors were able to review information about the range of academic support services available to students, and during the inspection held a meeting with staff involved in the delivery of these services. Inspectors gained insight into the types of assistance students can access for their academic work, which cover maths, statistics and writing skills. A specialist social work academic tutor devises bespoke support for students, who has access to information about core modules students are studying. Inspectors were able to view the range of study skills offered through the virtual learning environment, Moodle, and agreed that the offer was comprehensive and detailed.

81. During the inspection the Continual Monitoring Report 2021/22 was submitted as evidence. This document highlighted feedback from students and their concerns including the late allocation of personal tutors and academic advisers. It also included some examples of the learning needs of students accessing online teaching and those with additional learning support needs not being considered. The report also refers to the challenges faced by the course team in relation to staff turnover and how staff have needed to cover for this reduction in tutor capacity. During the meeting held with practice educators it was noted that communication with tutors is sometimes delayed, and this was attributed to the difficulties being faced by the team.

82. Prior to the inspection the inspectors reviewed the Social Work Strategic Operations Meeting minutes. These highlighted the need to improve information sharing between external partners, students and tutors so that issues that required addressing could be dealt with in a timely manner. The inspectors agreed this standard was met.

Standard 5.3

83. Inspectors were able to gain insight into the processes followed by the university to ensure the ongoing suitability of students' conduct, character and health. The Course Handbook outlines the suitability concerns process, and the Practice Learning Handbook details the university's suitability procedures. The Placement Portfolio Documents require verification of students' status before each placement, and this is covered in both the Practice Learning Agreement meeting and the Midway Review. Within the Manual of General Regulations, the university has its Suitability Procedure which includes the management of Fitness to Practice. Prior to the inspection the inspectors requested additional evidence and were provided with an example of how this process is followed and documented. The inspectors agreed that this standard was met.

Standard 5.4

84. Inspectors reviewed documentary evidence ahead of the inspection which described the processes in place to support students with reasonable adjustments. The Disability and Dyslexia team work with the student to develop a Teaching and Learning Support Record which enables support to be coordinated. During meetings with staff involved in support services, the inspectors heard examples of appropriate funding and resourcing to meet particular needs of students and were satisfied that the university demonstrated sufficient capacity to make adjustments where needed. The inspectors concluded that this standard was met.

Standard 5.5

85. Inspectors were able to find a wide range of key information provided to students about their course within the Admissions Guidebook, the Course Specification, the Course and Practice Learning Handbooks and the Placement Portfolio Documents. Inspectors were able to view the Moodle pages which included a range of information for students containing module outlines, assessment methods and reading lists.

86. During the inspection the inspectors were provided with the Continual Monitoring Report which highlighted the impact on students on levels 5 and 6 of their courses when some of their teaching moved location from the Stratford campus to the Docklands. Within the document it was noted that students hadn't been aware of this change, and many experienced an increase in their travel time. It was also noted that student representatives within a Course Committee meeting had reflected a dissatisfaction with the organisation of some module material. The Continual Monitoring Report acknowledged the work carried out to address these concerns and the team have agreed to plan a comprehensive induction

for September to inform students of the move to the Docklands campus for all teaching. For level 6 students the team have agreed that teaching will remain at the Stratford campus to mitigate the disruption felt for these final year students.

87. The inspectors concluded that this standard was met. Following a review of the evidence, the inspection team is making a [recommendation](#) in relation to 5.5.

Standard 5.6

88. The Course and Practice Placement Handbooks specify the parts of the course for which attendance is mandatory. During the meeting with students their understanding of this requirement was clear and evident. My Engagement Dashboard is an online tool which monitors engagement and attendance at university taught sessions. The Practice Learning Handbook outlines the requirement for students to maintain their attendance record using their placement calendar in their portfolio, which practice educators are required to verify and sign. The inspectors agreed that this standard was met.

Standard 5.7

89. Ahead of the inspection the inspectors were provided with the Assessment and Marking Policy, which stipulates that students will receive marking and feedback on their work within 15 days. However, some students described examples of this not always being adhered to and one student described complications in receiving an overall mark for a final piece of work and a convoluted process to rectify it.

90. An online tool called Track my Future provides feedback throughout the duration of the course and all feedback is on Moodle so that it can easily be referenced by course content. Personal tutor sessions allow for feedback to be shared and is provided within weekly supervision on practice placements. The inspectors agreed that this standard was met.

Standard 5.8

91. The inspectors reviewed documentary evidence which outlined how students can make an academic appeal which is clearly referenced in the Course Handbook and accessible online. The Students Union offers support for students using this process. The inspectors concluded that this standard was met.

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

Standard 6.1

92. As the qualifying course is a BA (Hons) Social Work course, the inspection team agreed that this standard was met.

Proposed outcome

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

Conditions

94. 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.

95. 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	1.6	The education provider will provide evidence that demonstrates that information provided to prospective applicants is current, accurate and reflects the current regulatory body for social work. Information on the website currently refers to the Health and Care Professions Council under headings <i>Overview</i> , <i>Your Future Career</i> and <i>Flexible entry requirements</i> and <i>Professional requirements</i> . Information under <i>Learn About Additional Costs and Travel</i> , is not course specific. Prospective applicants will also need to have accurate information about teaching being located at the Docklands campus.	6 months	Paragraph 33
2	2.1	The education provider will provide evidence that demonstrates it has developed and implemented a robust	6 months	Paragraph 36

		and comprehensive placement provision strategy. This will be informed by the local and regional placement capacity and student numbers on the course to allow for sufficient provision of placements, including capacity for placement breakdown.		
3	2.3	The education provider will provide evidence that demonstrates it has a regular and robust quality assurance process in place which provides assurance that students are provided with induction, supervision, support, access to resources and a realistic workload, while on placement.	6 months	Paragraph 39
4	2.4	The education provider will provide evidence that demonstrates it has a regular and robust quality assurance process in place which provides assurance that students are provided with responsibilities which are appropriate for their stage of education and training, while on placement.	6 months	Paragraph 41
5	2.6	The education provider will provide evidence that demonstrates it has a clear and robust mechanism to maintain oversight of the registration, relevant and current knowledge, skills and experience of all the practice educators it works with, and that this is checked at regular and set intervals.	6 months	Paragraph 44
6	3.1	The education provider will provide evidence that demonstrates there are sufficient numbers of staff to fulfil the requisite roles and responsibilities to deliver and manage the course, including providing adequate mitigation	6 months	Paragraph 48

		for periods of staff absences. This evidence will need to be reflected in all relevant course documentation, with current names and roles of staff.		
7	3.5	The education provider will provide evidence that demonstrates its formalised processes and opportunities for partners, people with lived experience of social work and students to be involved in monitoring, evaluation and improvement of the course.	6 months	Paragraph 53
8	3.6	The education provider will provide evidence that demonstrates it has developed and implemented a robust and comprehensive placement provision strategy. This will be informed by the local and regional placement capacity and student numbers on the course to allow for sufficient provision of placements, including capacity for placement breakdown.	6 months	Paragraph 55
9	3.8	The education provider will provide evidence that demonstrates that it has an adequate number of appropriately qualified staff to deliver an effective course. This will involve recruiting new full-time members of staff and will be reflected in the experiences of students and the ability to progress planned developments within the delivery of the course.	6 months	Paragraph 58
10	4.1	The education provider will provide information in relation to the changes made to the course. This will include detail about what the changes involve and what they have changed from; the rationale for the changes; how the	6 months	Paragraph 63

		changes are being managed and how students are transitioning; how the changes impact the education and training standards and how they are mapped to the professional standards.		
11	4.2	The education provider will provide evidence that they are incorporating the views of employers, practitioners, people with lived experience of social work into the design, development and review of the course.	6 months	Paragraph 66
12	4.11	The education provider will provide evidence of the name and registration of the external examiner used on the course including the most recent report compiled by the external examiner.	6 months	Paragraph 76

Recommendations

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

	Standard	Detail	Link
1	1.3	The inspectors are recommending that the team reinstate the group task online to facilitate direct involvement of employer partners and people with lived experience in the interview process.	Paragraph 28
2	3.4	The inspectors are recommending that the team establish operation of the Curriculum Committee to facilitate increased involvement of employer partners within the monitoring and development of the curriculum.	Paragraph 51

4	4.4	The inspectors are recommending that processes to ensure that the course is continually updated in relation to research, legislation, government policy and best practice are formalised through a course curriculum review committee.	Paragraph 68
5	5.5	The inspectors are recommending that the university consider updating all handbooks to reflect changes in staff. Where there is reference to Social Work England practice standards, this should read professional standards.	Paragraph 87

Annex 1: Education and training standards summary

Table breakdown of standards met during preapproval and inspection.

Standard	Met	Not Met- condition applied	Recommendations
Admissions			
1.1 Confirm on entry to the course, via a holistic/multi-dimensional assessment process, that applicants: i. have the potential to develop the knowledge and skills necessary to meet the professional standards ii. can demonstrate that they have a good command of English iii. have the capability to meet academic standards; and iv. have the capability to use information and communication technology (ICT) methods and techniques to achieve course outcomes.	☒	☐	☐
1.2 Ensure that applicants' prior relevant experience is considered as part of the admissions processes.	☒	☐	☐
1.3 Ensure that employers, placement providers and people with lived experience of social work are involved in admissions processes.	☒	☐	☒
1.4 Ensure that the admissions processes assess the suitability of applicants, including in relation to their conduct, health and character. This includes criminal conviction checks.	☒	☐	☐
1.5 Ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored.	☒	☐	☐
1.6 Ensure that the admissions process gives applicants the information they require to make an informed choice about whether to take up an offer of a place on a course. This will include	☐	☒	☐

Standard	Met	Not Met- condition applied	Recommendations
information about the professional standards, research interests and placement opportunities.			
Learning environment			
2.1 Ensure that students spend at least 200 days (including up to 30 skills days) gaining different experiences and learning in practice settings. Each student will have: i) placements in at least two practice settings providing contrasting experiences; and ii) a minimum of one placement taking place within a statutory setting, providing experience of sufficient numbers of statutory social work tasks involving high risk decision making and legal interventions.	☐	☒	☐
2.2 Provide practice learning opportunities that enable students to gain the knowledge and skills necessary to develop and meet the professional standards.	☒	☐	☐
2.3 Ensure that while on placements, students have appropriate induction, supervision, support, access to resources and a realistic workload.	☐	☒	☐
2.4 Ensure that on placements, students' responsibilities are appropriate for their stage of education and training.	☐	☒	☐
2.5 Ensure that students undergo assessed preparation for direct practice to make sure they are safe to carry out practice learning in a service delivery setting.	☒	☐	☐
2.6 Ensure that practice educators are on the register and that they have the relevant and current knowledge, skills and experience to support safe and effective learning.	☐	☒	☐

Standard	Met	Not Met- condition applied	Recommendations
2.7 Ensure that policies and processes, including for whistleblowing, are in place for students to challenge unsafe behaviours and cultures and organisational wrongdoing, and report concerns openly and safely without fear of adverse consequences.	☒	☐	☐
Course governance, management and quality			
3.1 Ensure courses are supported by a management and governance plan that includes the roles, responsibilities and lines of accountability of individuals and governing groups in the delivery, resourcing and quality management of the course.	☐	☒	☐
3.2 Ensure that they have agreements with placement providers to provide education and training that meets the professional standards and the education and training qualifying standards. This should include necessary consents and ensure placement providers have contingencies in place to deal with practice placement breakdown.	☒	☐	☐
3.3 Ensure that placement providers have the necessary policies and procedures in relation to students' health, wellbeing and risk, and the support systems in place to underpin these.	☒	☐	☐
3.4 Ensure that employers are involved in elements of the course, including but not limited to the management and monitoring of courses and the allocation of practice education.	☒	☐	☒
3.5 Ensure that regular and effective monitoring, evaluation and improvement systems are in place, and that these involve	☐	☒	☐

Standard	Met	Not Met- condition applied	Recommendations
employers, people with lived experience of social work, and students.			
3.6 Ensure that the number of students admitted is aligned to a clear strategy, which includes consideration of local/regional placement capacity.	☐	☒	☐
3.7 Ensure that a lead social worker is in place to hold overall professional responsibility for the course. This person must be appropriately qualified and experienced, and on the register.	☒	☐	☐
3.8 Ensure that there is an adequate number of appropriately qualified and experienced staff, with relevant specialist subject knowledge and expertise, to deliver an effective course.	☐	☒	☐
3.9 Evaluate information about students' performance, progression and outcomes, such as the results of exams and assessments, by collecting, analysing and using student data, including data on equality and diversity.	☒	☐	☐
3.10 Ensure that educators are supported to maintain their knowledge and understanding in relation to professional practice.	☒	☐	☐
Curriculum and assessment			
4.1 Ensure that the content, structure and delivery of the training is in accordance with relevant guidance and frameworks and is designed to enable students to demonstrate that they have the necessary knowledge and skills to meet the professional standards.	☐	☒	☐
4.2 Ensure that the views of employers, practitioners and people with lived experience of social work are incorporated into the design,	☐	☒	☐

Standard	Met	Not Met- condition applied	Recommendations
ongoing development and review of the curriculum.			
4.3 Ensure that the course is designed in accordance with equality, diversity and inclusion principles, and human rights and legislative frameworks.	☒	☐	☐
4.4 Ensure that the course is continually updated as a result of developments in research, legislation, government policy and best practice.	☒	☐	☒
4.5 Ensure that the integration of theory and practice is central to the course.	☒	☐	☐
4.6 Ensure that students are given the opportunity to work with, and learn from, other professions in order to support multidisciplinary working, including in integrated settings.	☒	☐	☐
4.7 Ensure that the number of hours spent in structured academic learning under the direction of an educator is sufficient to ensure that students meet the required level of competence.	☒	☐	☐
4.8 Ensure that the assessment strategy and design demonstrate that the assessments are robust, fair, reliable and valid, and that those who successfully complete the course have developed the knowledge and skills necessary to meet the professional standards.	☒	☐	☐
4.9 Ensure that assessments are mapped to the curriculum and are appropriately sequenced to match students' progression through the course.	☒	☐	☐

Standard	Met	Not Met- condition applied	Recommendations
4.10 Ensure students are provided with feedback throughout the course to support their ongoing development.	☒	☐	☐
4.11 Ensure assessments are carried out by people with appropriate expertise, and that external examiner(s) for the course are appropriately qualified and experienced and on the register.	☐	☒	☐
4.12 Ensure that there are systems to manage students' progression, with input from a range of people, to inform decisions about their progression including via direct observation of practice.	☒	☐	☐
4.13 Ensure that the course is designed to enable students to develop an evidence-informed approach to practice, underpinned by skills, knowledge and understanding in relation to research and evaluation.	☒	☐	☐
Supporting students			
5.1 Ensure that students have access to resources to support their health and wellbeing including: I. confidential counselling services; II. careers advice and support; and III. occupational health services	☒	☐	☐
5.2 Ensure that students have access to resources to support their academic development including, for example, personal tutors.	☒	☐	☐
5.3 Ensure that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health.	☒	☐	☐

Standard	Met	Not Met- condition applied	Recommendations
5.4 Make supportive and reasonable adjustments for students with health conditions or impairments to enable them to progress through their course and meet the professional standards, in accordance with relevant legislation.	☒	☐	☐
5.5 Provide information to students about their curriculum, practice placements, assessments and transition to registered social worker including information on requirements for continuing professional development.	☒	☐	☒
5.6 Provide information to students about parts of the course where attendance is mandatory.	☒	☐	☐
5.7 Provide timely and meaningful feedback to students on their progression and performance in assessments.	☒	☐	☐
5.8 Ensure there is an effective process in place for students to make academic appeals.	☒	☐	☐
Level of qualification to apply for entry onto the register			
6.1 The threshold entry route to the register will normally be a bachelor's degree with honours in social work.	☒	☐	☐

Regulator decision

Approved with conditions.

Annex 2: Meeting of conditions

97. 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](#).

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

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

	Standard not met	Condition	Inspector recommendation
1	1.6	The education provider will provide evidence that demonstrates that information provided to prospective applicants is current, accurate and reflects the current regulatory body for social work. Information on the website currently refers to the Health and Care Professions Council under headings <i>Overview</i> , <i>Your Future Career</i> and <i>Flexible entry requirements</i> and <i>Professional requirements</i> . Information under <i>Learn About Additional Costs and Travel</i> , is not course specific. Prospective applicants will also need to have accurate information about teaching being located at the Docklands campus.	Condition met
2	2.1	The education provider will provide evidence that demonstrates it has developed and implemented a robust and comprehensive placement provision strategy. This will be informed by the local and regional placement capacity and student numbers on the course to allow for sufficient provision of placements,	Condition met

		including capacity for placement breakdown.	
3	2.3	The education provider will provide evidence that demonstrates it has a regular and robust quality assurance process in place which provides assurance that students are provided with induction, supervision, support, access to resources and a realistic workload, while on placement.	Condition met
4	2.4	The education provider will provide evidence that demonstrates it has a regular and robust quality assurance process in place which provides assurance that students are provided with responsibilities which are appropriate for their stage of education and training, while on placement.	Condition met
5	2.6	The education provider will provide evidence that demonstrates it has a clear and robust mechanism to maintain oversight of the registration, relevant and current knowledge, skills and experience of all the practice educators it works with, and that this is checked at regular and set intervals.	Condition met
6	3.1	The education provider will provide evidence that demonstrates there are sufficient numbers of staff to fulfil the requisite roles and responsibilities to deliver and manage the course, including providing adequate mitigation for periods of staff absences. This evidence will need to be reflected in all relevant course	Condition met

		documentation, with current names and roles of staff.	
7	3.5	The education provider will provide evidence that demonstrates its formalised processes and opportunities for partners, people with lived experience of social work and students to be involved in monitoring, evaluation and improvement of the course.	Condition met
8	3.6	The education provider will provide evidence that demonstrates it has developed and implemented a robust and comprehensive placement provision strategy. This will be informed by the local and regional placement capacity and student numbers on the course to allow for sufficient provision of placements, including capacity for placement breakdown.	Condition met
9	3.8	The education provider will provide evidence that demonstrates that it has an adequate number of appropriately qualified staff to deliver an effective course. This will involve recruiting new full-time members of staff and will be reflected in the experiences of students and the ability to progress planned developments within the delivery of the course.	Condition met
10	4.1	The education provider will provide information in relation to the changes made to the course. This will include detail about what the changes involve and what they have changed from;	Condition met

		the rationale for the changes; how the changes are being managed and how students are transitioning; how the changes impact the education and training standards and how they are mapped to the professional standards.	
11	4.2	The education provider will provide evidence that they are incorporating the views of employers, practitioners, people with lived experience of social work into the design, development and review of the course.	Condition met
12	4.11	The education provider will provide evidence of the name and registration of the external examiner used on the course including the most recent report compiled by the external examiner.	Condition met

Findings

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

101. After the review of documentary evidence, the inspection team are satisfied that the conditions set against the reapproval of the BA (Hons) Social Work course are met.

102. In relation to the condition set for standard 1.6 the education provider has updated the website to remove mention of the HCPC and include information about Social Work England, they have also included information relating to cost and teaching locations and updated the course specification.

103. In relation to the condition set for standard 2.1 and 3.6 the education provider has submitted information about an increased number of placement agencies that support the number of students that are predicted to enrol. They have provided information that outlines how they will manage contingency planning in the event of placement breakdowns etc. There is evidence of a more established placement team and placement lead role

within the department. One inspector made reference to future student projections being fairly consistent and that any growth of student numbers would need to be considered in terms of placement capacity.

104. In relation to the condition set for standard 2.3 the Placement Handbook and the Practice Learning Agreement evidence the provision of induction and supervision and there are mechanisms for the student to feedback on the quality of provision/support both midway and at the end of placement. Ensuring realistic workloads for the student's level of experience and ability is addressed by the provision of previous placement reports or in the case of first placements by placement application forms and then a learning needs assessment/personal professional development plan at or around the completion of the practice learning agreement. There are also placement quality reviews at the Practice Assessment Panel (PAP) boards after placement portfolios have been submitted.

105. In relation to the condition set for standard 2.4 the inspection team saw that prior to a potential placement being utilised a formal placement agreement is formed between the university and the placement provider. This outlines the expectations placed on the provider agency and is then reviewed at the Practice Learning Agreement meeting, the midway review and at the end of the placement via the QAPL forms. There are also several routes to quality assure via QAPL and midway meetings as well as through the PAP.

106. In relation to the condition set for standard 2.6 the education provider submitted evidence to indicate a more robust checking and monitoring system for maintaining oversight of the registration, relevant and current knowledge, skills and experience of all the practice educators. The storage of the information, yearly checks and occasional spot checks, alongside the various quality assurance feedback processes carried out for each placement means that the university can have a good oversight of practice educator input to the student's learning process. This will ensure that issues can be addressed promptly.

107. In relation to the condition set for standard 3.1 and 3.8 the education provider provided evidence of additional appointments which ensure that all modules have a lead, with relevant experienced staff. Evidence explained that a business case proposal was put forward for an additional full and part time member of staff, which resulted in the appointment of 1 full time member and 2 new part time members of staff. The inspection team reviewed evidence which explained that the BA course now has 7 full time members of staff and 3 part time members who act as module leaders and tutors, including a full time course leader. The inspection team were also informed that the university employ up to 6 hourly paid lecturers who work as personal tutors on the courses and as enrolment numbers on the undergraduate course have reduced, the staff to student ratio has improved. The staff team appears to be sufficient in number and experience/knowledge to fulfil the roles and responsibilities required to run the course.

108. In relation to the condition set for standard 3.5 and 4.2 the inspectors saw evidence of partners becoming involved in a curriculum committee to review course content and the establishment of an Employers Forum to allow for employer partner input into the review of the course.

109. The twice-yearly course committee meeting provides a formal opportunity for students to feedback on all aspects of the course design and delivery.

110. People with lived experience of social work attend the end of placement PAP board allowing them to review portfolios and the standard of marking and assessment provided by practice educators. Members of the partner agencies also attend the PAP boards. These examples impact on the design, development and review of the course and the feedback from people with lived experience of social work and students during the inspection visit indicated that they felt their views were listened to and in some cases acted on. The partner agency colleagues who take part in teaching activities are also able to feedback on the relevance of that input and suggest changes to allow the course content to remain 'current'.

111. In relation to the condition set for standard 4.1 the education provider submitted documentary evidence which outlined what the course changes were and how the modules have been revised. This included changes to the assessment tasks and credits awarded. The course now aligns with the university Strategic Academic Development Framework. The education provider outlined how they would transition existing students to the new modules and outlined how the modules meet the professional standards. The rationale fully explained the need for change and why those changes benefit the courses.

112. In relation to the condition set for standard 4.11 the education provider submitted documentary evidence to show the names of external examiners and copies of their reports.

Regulator decision

Approved, conditions met.