

Inspection Report

Course provider: University of Salford

Course approval: BSc (Hons) Learning Disabilities, Nursing and Social Work (Integrated Practice)

Inspection dates: 28/06/22 – 30/06/22

Report date:	24/10/2022
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	07/12/2022
Date conditions met and approved:	24/07/2023

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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 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	USR4
Course provider	University of Salford
Validating body (if different)	
Course inspected	BSc (Hons) Learning Disabilities, Nursing and Social Work (Integrated Practice)
Mode of study	Full time
Maximum student cohort	35
Date of inspection	28 June to 30 June 2022
Inspection team	John Armitage (Education Quality Assurance Officer) Rebecca Khanna (Lay Inspector) Kevin Stone (Registrant Inspector) 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 BSc (Hons) Learning Disabilities, Nursing and Social Work (Integrated Practice) as ‘the 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 BSc Learning Disabilities, Nursing and Social Work students across 3 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, skills days and multidisciplinary learning.

Meetings with course staff

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

Meeting with people with lived experience of social work

22. The inspection team met with the SPICE group of people with lived experience of social work who have been involved in the course. Discussions included their experiences of working with the course team and students, the specific activities they have been directly involved in, the current course and the support and training they receive from the university to perform these activities.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners, including Salford and Manchester councils as well as Turning Point Rochdale Drug and Alcohol Service and Westleigh School.

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. Course admissions staff confirmed the inspection process involves an initial review of UCAS personal statements, followed by an interview with a panel comprised of various stakeholders and a scenario assessment. The inspection team agreed this standard was met.

Standard 1.2

27. The university provided inspectors with the policy and process outlining how Accreditation of Prior Learning (APEL) claims are considered, alongside relevant scoring proforma. Inspectors confirmed the details with the course team who also clarified the processes to ensure consistency of decision making within this and the relevant interview questions. The inspection team agreed this standard was met.

Standard 1.3

28. The inspection team met with placement providers and people with lived experience of social work. Members of the SPICE group of people with lived experience of social work had been involved in the admissions process and described their role in the interview process. This group also expressed their positive working relationships with the course team and that they had the opportunity to feed back to the course team about the interview process and questions which had led to actions taken.

29. Course admissions staff explained to the inspectors how employers and practitioners were not always directly involved in interview panels as they had been prior to the COVID-19 pandemic due to difficulties in rearranging this to happen consistently. Some placement providers described ways that they were involved in other aspects of the course, although none of them expressed involvement in the admissions process, either being involved in an interview panel or involved in discussions regarding the admissions process design and development. The inspection team agreed that this standard was not met.

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 1.4

31. 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, with an independent panel chaired by senior leadership in place to assess cases.

32. The inspectors confirmed details of a policy and process in place for the assessment of health: the Declaration of Health and Good Conduct and also an Annual Health Declaration. 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

33. 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.

34. The inspection team confirmed details of the admissions process with staff involved and heard about responsive adjustments made to the interview and scenario assessments as a result of understanding the performance of applicants from different backgrounds, based on local EDI action planning. The inspection team agreed that this standard was met; however, the inspectors were not able to ascertain detail regarding how data about applicants are involved in these EDI plans and identified potential scope for supporting staff in the use of relevant data analytics. Further information on this can be found in the [recommendations](#) section of this document.

Standard 1.6

35. The university's webpage for the 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.

36. 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. This included the nature of this integrated degree course including generic social work programme elements. The inspection team agreed that the standard was met.

Standard two: Learning environment

Standard 2.1

37. 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. Inspectors were satisfied from discussions with course staff and students that placements provided students with a suitable degree of experience with statutory social work tasks.

38. 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

39. 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 documented by BASW 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.

40. 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 inspectors heard from course staff, students and practice educators that students were provided a sufficient range of social work experiences, and how the integrated nature of the course provided students with holistic practical experience in applying their learning to a learning disabilities setting. The inspection team agreed that this standard was met.

Standard 2.3

41. 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.

42. 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.

43. 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

44. 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.

45. The inspection team confirmed with the course team the practice learning agreement process for 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 and as described. The inspection team agreed that this standard was met.

Standard 2.5

46. 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.

47. Practice Educators described the varied nature of their assigned students' backgrounds and ambitions in social work, learning disabilities and nursing but they expressed confidence with the preparation and competence of students. As a result, the inspection team concluded that this standard was met.

Standard 2.6

48. 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. The inspection team met with Practice Educators who described their satisfaction with the formal university induction process including eLearning, understanding of student handbooks and the PARE system. Practice Educators have regular meetings with the course team which include discussions on new initiatives, workshops and support sessions.

49. The inspection team agreed that this standard was met; however, inspectors were unable to confirm the extent of quality assurance oversight for ensuring that Practice Educator skills and qualifications are current. Further information on this can be found in the [recommendations](#) section of this document.

Standard 2.7

50. The inspection team reviewed the whistleblowing policy, university complaints procedure and Learning Agreement prompt for identification of persons to whom a learner can approach in case of concern independent of their practice educator. Students stated their awareness of the whistleblowing policy when questioned by inspectors. The inspection team agreed that this standard was met.

Standard three: Course governance, management and quality

Standard 3.1

51. The inspection team reviewed documentary evidence submitted which included the course team CVs and quality assurance structure. 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 and quality assurance structure and support available for the course team and so agreed that this standard was met.

Standard 3.2

52. 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 was 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.

53. 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

54. The inspection team reviewed documentary evidence submitted including placement auditing, the placement learning handbook and the occupational health form. Policies and procedures in relation to students' health, wellbeing and risk and what support is available for students was clear to inspectors, with clear indication of 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

55. The inspection team reviewed a School decision making timetable of meetings detailing membership including employers. Inspectors met with placement providers who were part of the GMSWA and those who were not, the latter being unable to describe any particular experiences of involvement in the course management and monitoring. The teaching partnership members described involvement in practice learning groups and wider workforce planning activities within the teaching partnership, but could not describe specific involvement in this course in particular.

56. 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 3.5

57. Documentation provided by the course team included student representative meeting minutes, programme monitoring and enhancement procedure, programme design, approval, review and amendment policy. They described how placement partners, students and people with lived experience are engaged in monitoring, evaluation and improvement systems within the course and wider School.

58. From reviewing the above information the inspection team found evidence of clear processes of student feedback as part of the programme review process. This student

feedback involvement was confirmed and detailed from conversations with the course team and students themselves. 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.

59. As in standard 3.4, inspectors were also unable to ascertain clarity of how employers were directly involved in these course-specific systems other than feeding into wider teaching partnership collaboration work. Employers did not express any recent experience of being involved in the admissions process.

60. 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

61. From the inspection team meeting with the course senior management and placement providers, the university clearly demonstrated how they work with existing partners and teaching partnership to maintain and develop placement provision with a defined strategy to ensure each year has sufficient placement capacity. Inspectors reviewed documentation including the School strategy which includes details for this course programme. The inspection team were satisfied that this standard was met.

Standard 3.7

62. 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

63. 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

the programme review process. The course team has a firm intent to hire a core member of the team who has a learning disability themselves.

64. 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

65. 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.

66. 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

67. 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, and some of the team are involved in specific research projects and have dedicated time allocated for this. Practice educators provided information about regular support and training initiatives provided by the university directly as well as the teaching partnership. The inspection team were satisfied that this standard was met.

Standard four: Curriculum assessment

Standard 4.1

68. 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).

69. The inspection team discussed the structure and content in more detail with the course team during an initial presentation 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.

70. When meeting with the programme 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

71. GMSWA partner placement providers provided information to the inspection team of different ways that they are involved in discussions and developments within the teaching partnership structure that involves university members and information. Similarly, as mentioned in standard 3.4 and 3.5, the inspection team were unable to find clear evidence how this participation specifically involved this course or how it impacted the design, development and review of its curriculum. Employers met by the inspection team expressed involvement in wider workforce planning discussions but did not have experience of linking this to the admissions process or input into its ongoing development.

72. 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 regular meetings with course staff and with each other as part of their own involvement with sessions run by the teaching partnership.

73. The inspection team spoke to the SPICE team of people with lived experience of social work, who positively described their relationships with the university. The group described their involvement in the interview process, skills day roleplays and tuition sessions. From speaking to students, the inspection team confirmed that members of the SPICE team were involved in regular sessions planned into the course curriculum. The course team stated how the readiness for direct practice assessments involved actors playing the part of people with lived experience of social work due to the volume of assessments. The course team also described the range of other people with lived experience of social work involved in occasional planned tuition sessions.

74. From reviewing documentary evidence and from these conversations 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 course curriculum, and no evidence of how people with lived experience had been involved in their curriculum design.

75. 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

76. 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. The course presentation described how the course curriculum and teaching intends to instil a strong value base of social justice and challenging discrimination, injustice and poor practice. Students echoed this sense of the importance of inclusion principles and human rights as part of their studies.

77. 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 admissions staff monitoring and amending the admissions process activities in response to information about the performance differences of applicants from different backgrounds. The inspection team agreed that this standard was met.

Standard 4.4

78. 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 course which included information about how staff maintain course currency in developments in frameworks and how the different elements of the integrated course intersect.

79. 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

80. 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.

81. The integrated nature of the course and how the range of theory and practice is taught and understood by students was explored in detail with conversations with the course team, students and practice educators. Students and practice educators confirmed the context provided by the course team that the different elements of social work, learning disabilities and nursing were well integrated and provided students with a synergy of understanding that meant that they were well prepared for and capable on placement. The inspection team were satisfied that this standard was met.

Standard 4.6

82. The inspection team reviewed evidence of the range 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. Practice educators and employers met by the inspection team suitably described a range of interprofessional placement experiences.

83. From meetings with the course team and students the inspection team heard examples of sessions where students are taught alongside other professional degree programmes within the School, and by lecturers from other courses to provide students with tuition from a broad range of practice experiences. Students confirmed that this interprofessional learning is clearly planned and set out in the course material, including one module that involves an assessment. Students described the sessions as beneficial and described their support for the course staff working to achieve further collaboration with other Salford courses. The inspection team agreed that this standard was met.

Standard 4.7

84. The inspection team was able to review the module descriptors and 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. Conversations with course staff, students and practice educators described the balance of learning activities in this integrated course to be suitable and consistent to develop the required competencies. The inspection team agreed that this standard was met.

Standard 4.8

85. The inspection team reviewed the assessment strategy documentation, and the course team presented examples of how the range of different assessment methods would test different skills and competencies. 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.

86. 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 course team provided details of how student progression is monitored throughout the course and the formal processes that enable School senior management to have oversight of this information, and how it feeds into quality assurance processes. The inspection team were assured that this standard was met.

Standard 4.9

87. 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 course and how assessment information feeds into annual monitoring and development processes.

88. The inspection team met with students who expressed an appreciation of how assessments were designed in a manner that helped them develop different skills and prepared them for their placements. The inspection team agreed that this standard was met.

Standard 4.10

89. The inspection team reviewed documentation including the feedback policy, programme handbook, placement handbook, and an example of moderation report assessment. 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 are also given feedback as part of placement activity from supervisors and practice educators; the practice educators met by the inspection team described good engagement with the university feedback processes.

90. The students themselves 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. Students described examples of feedback from formative, unmarked assignments to help them develop confidence in their academic writing. The inspection team were satisfied that this standard was met.

Standard 4.11

91. The inspection team reviewed documentation including staff CVs and 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

92. The inspection team reviewed documentation including the fitness to practice policy, academic regulations and programme specification that demonstrated progression at several specific points before, during and at the end of placement. As per standard 4.9, discussions with the course team, students and placement partners assured the inspection

team that there are systems to manage students' progression and that these were effectively used and managed. The inspection team agreed that this standard was met.

Standard 4.13

93. From the programme specification documentation, evidence-based practice module descriptor, 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.

94. 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

95. 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, disability support, and student finance and funding.

96. 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. A comprehensive careers advice service was described with programme events in conjunction with the teaching partnership and sessions involving employers and student alumni. The inspection team agreed that this standard was met.

Standard 5.2

97. 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.

98. Inspectors heard from central support staff how documented procedures to support students with disabilities and with long term health conditions were implemented in practice with the course staff and different support staff teams. 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

99. 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

100. From reviewing documentation including the student facing policy, disability and learner support policy and student engagement policy the course provider was able to demonstrate that they are supportive of any reasonable adjustments for students with health conditions or impairments.

101. As per standard 5.2, 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, and students were complimentary about how responsive they had found university staff to their support needs. The inspection team agreed that this standard was met.

Standard 5.5

102. 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.

103. Inspectors spoke to students about their satisfaction with preparation for placements, the awareness of the course curriculum and progression opportunities beyond the course. Students described satisfaction with the information provided at different stages of the course and the accessibility of information provided by the course team and wider support services. The inspection team agreed that this standard was met.

Standard 5.6

104. 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. Inspectors were provided necessary detail by the course team who clarified the escalation process for non-attendance.

105. 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 students described satisfaction that the information was clear to them. The inspection team were satisfied that this standard was met.

Standard 5.7

106. As highlighted under standard 4.10, the inspection team reviewed the documentary evidence provided, including the assessment and feedback policy and module descriptors, 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. Though some students expressed a desire for more verbal feedback, they were satisfied by the detail and relevance of written feedback from course staff and practice educators. The inspection team agreed that this standard was met.

Standard 5.8

107. The inspection team reviewed the university academic appeals policy that is available to students on the university website and electronic course resources. Students described their awareness of the policy when questioned by the inspection team. The inspection team agreed that the standard was met.

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

Standard 6.1

108. Since the qualifying course is a BSc in Learning Disabilities, Nursing and Social Work with the awarding made clear within the programme specification, the inspection team agreed that this standard was met.

Proposed outcome

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

Conditions

110. 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.

111. 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	1.3	The education provider will provide evidence of directly involving placement providers in its admissions process, including a consistent approach to employers invited to participate in interviews.	31/01/2023	Paragraph 28
2	3.4, 3.5, 4.2	The education provider will provide evidence of enhancing formal processes for employer feedback and involvement in management, monitoring and development of the course.	31/01/2023	Paragraph 55 Paragraph 57 Paragraph 71
3	3.5, 4.2	The education provider will provide evidence of regularly seeking the feedback of people with lived experience of social work that are involved in elements of the course. Evidence will be provided of how the views of people with lived experience of social work will be incorporated into the ongoing development and review of the course.	31/01/2023	Paragraph 57 Paragraph 71

Recommendations

112. 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	1.5	The inspection team is recommending that the course provider develop its use of applicant data in its EDI approach and staff understanding of this information to further inform the admissions review process.	Paragraph 33
2	2.6	The inspection team is recommending that the course provider review their quality assurance processes and checks to have further confidence that the skills and qualifications of onsite practice educators are current when they are assigned to a student.	Paragraph 48

Annex 1: Education and training standards summary

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

Standard	Met	Conditions	Recommendations
Admissions			
1.1 Confirm on entry to the course, via a holistic/multi-dimensional assessment process, that applicants:	☒	☐	☐
i. have the potential to develop the knowledge and skills necessary to meet the professional standards			
ii. can demonstrate that they have a good command of English			
iii. have the capability to meet academic standards; and			
iv. have the capability to use information and communication technology (ICT) methods			

Standard	Met	Conditions	Recommendations
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 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	☒	☐	☐

Standard	Met	Conditions	Recommendations
necessary to develop and meet the professional standards.			
2.3 Ensure that while on placements, students have appropriate induction, supervision, support, access to resources and a realistic workload.	☒	☐	☐
2.4 Ensure that on placements, students' responsibilities are appropriate for their stage of education and training.	☒	☐	☐
2.5 Ensure that students undergo assessed preparation for direct practice to make sure they are safe to carry out practice learning in a service delivery setting.	☒	☐	☐
2.6 Ensure that Practice Educators are on the register and that they have the relevant and current knowledge, skills and experience to support safe and effective learning.	☒	☐	☒
2.7 Ensure that policies and processes, including for whistleblowing, are in place for students to 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	☒	☐	☐

Standard	Met	Conditions	Recommendations
standards. This should include necessary consents and ensure placement providers have contingencies in place to deal with practice placement breakdown.			
3.3 Ensure that placement providers have the necessary policies and procedures in relation to students' health, wellbeing and risk, and the support systems in place to underpin these.	☒	☐	☐
3.4 Ensure that employers are involved in elements of the course, including but not limited to the management and monitoring of courses and the allocation of practice education.	☐	☒	☐
3.5 Ensure that regular and effective monitoring, evaluation and improvement systems are in place, and that these involve employers, people with lived experience of social work, and students.	☐	☒	☐
3.6 Ensure that the number of students admitted is aligned to a clear strategy, which 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.	☒	☐	☐

Standard	Met	Conditions	Recommendations
3.10 Ensure that educators are supported to maintain their knowledge and understanding in relation to professional practice.	☒	☐	☐
Curriculum and assessment			
4.1 Ensure that the content, structure and delivery of the training is in accordance with relevant guidance and frameworks and is designed to enable students to demonstrate that they have the necessary knowledge and skills to meet the professional standards.	☒	☐	☐
4.2 Ensure that the views of employers, practitioners and people with lived experience of social work are incorporated into the design, ongoing development and review of the curriculum.	☐	☒	☐
4.3 Ensure that the course is designed in accordance with equality, diversity and inclusion 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.	☒	☐	☐

Standard	Met	Conditions	Recommendations
4.8 Ensure that the assessment strategy and design demonstrate that the assessments are robust, fair, reliable and valid, and that those who successfully complete the course have developed the knowledge and skills necessary to meet the professional standards.	☒	☐	☐
4.9 Ensure that assessments are mapped to the curriculum and are appropriately sequenced to match students' progression through the course.	☒	☐	☐
4.10 Ensure students are provided with feedback throughout the course to support their ongoing development.	☒	☐	☐
4.11 Ensure assessments are carried out by people with appropriate expertise, and that external examiner(s) for the course are 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	☒	☐	☐

Standard	Met	Conditions	Recommendations
III. occupational health services			
5.2 Ensure that students have access to resources to support their academic development including, for example, Personal Tutors.	☒	☐	☐
5.3 Ensure that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health.	☒	☐	☐
5.4 Make supportive and reasonable adjustments for students with health conditions or impairments to enable them to progress through their course and meet the professional standards, in accordance with relevant legislation.	☒	☐	☐
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

114. 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](#).

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

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

	Standard not met	Condition	Inspector recommendation
1	1.3	The education provider will provide evidence of directly involving placement providers in its admissions process, including a consistent approach to employers invited to participate in interviews.	Condition met.
2	3.4, 3.5, 4.2	The education provider will provide evidence of enhancing formal processes for employer feedback and involvement in management, monitoring and development of the course.	Condition met.
3	3.5, 4.2	The education provider will provide evidence of regularly seeking the feedback of people with lived experience of social work that are involved in elements of the course. Evidence will be provided of how the views of people with lived experience of social work will be incorporated into the ongoing development and review of the course.	Condition met.

Findings

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

118. After the review of the documentary evidence, the inspection team are satisfied that all of the conditions set against the approval of the BSc Learning Disabilities, Nursing and Social Work (Integrated Practice) course is met.

119. In relation to standard 1.3, the course provider provided confirmation of how their admissions activities from September 2022 have consistently included employers and placement providers which addressed the concerns raised by inspectors during the inspection visit.

120. The inspectors agreed that there is evidence that the updated admissions process is suitably thorough. The course provider has set up and since been operating an applicant interview schedule which includes specific named practitioner representatives. The course provider has provided information about its plans for further employee engagement in the admissions process. The inspectors agreed that condition 1 is now met.

121. In relation to standards 3.4, 3.5 and 4.2, the course provider has demonstrated that their Programme Monitoring and Enhancement Process is now reinstated after being paused during the COVID-19 pandemic. The PMEP process states how employer feedback will be accounted for by the programme team within the programme action log. The inspectors agreed that condition 2 is now met.

122. Also in relation to standards 3.5 and 4.2, evidence has been provided by the course provider demonstrating a change in practice, which incorporates evidence of feedback and sign off from people with lived experience.

123. The module leaders report has been amended with a dedicated section within the report for people with lived experience feedback. The inspectors considered this is a positive change towards gaining consistent levels of feedback and how it informs the ongoing review and development of the course, and meaningfully addresses the requirements of the condition. The inspectors agreed that condition 3 is now met.

Conclusion

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

Regulator decision

Approved.