

Education and training standards 2021: mapping for qualifying social work courses

**Last updated: 16 July 2024**

# Education and training standards mapping

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| --- | --- |
| Name of course: | Click or tap here to enter text. |
| Name of course provider: | Click or tap here to enter text. |
| Mode of study: | Click or tap here to enter text. |
| Maximum student cohort: | Click or tap here to enter text. |
| Your name: | Click or tap here to enter text. |
| Email address: | Click or tap here to enter text. |
| Date of submission: | Click or tap here to enter text. |

Please use this form to indicate what evidence you are providing and how that shows you meet each of our education and training standards. Complete all fields below.

When you submit this form, you must also send your referenced evidence via email to [**education.qa@socialworkengland.org.uk**](mailto:education.qa@socialworkengland.org.uk) including your name, course provider and name of course.

Similar documents should be grouped together into one folder. For example, provide one folder containing all staff CVs (if applicable). Please make sure the file name is clear in identifying what the document is and that it matches what is submitted on this form.

If you need support with this form, please email [**education.qa@socialworkengland.org.uk**](mailto:education.qa@socialworkengland.org.uk)

This mapping document should:

* indicate where evidence can be found for each standard in the documents you will send to us
* reference exact document titles
* reference page and paragraph numbers, where relevant
* contain correct and externally accessible web links, and
* provide any additional commentary that supports how you meet the standards.

Your documentary evidence should:

* include a contents page or index, where relevant
* have clear headings
* have page numbers
* be accessible and have clear colour contrast (for example, black on white)
* be grouped together wherever possible, and
* have personal or sensitive information redacted if it isn’t necessary for assessing the course.

# Evidence mapping form

|  | **Education and training standards** | **Evidence to demonstrate that you meet this standard**  (include narrative to explain how your course meets the standard) | **Documentary evidence provided**  (include document name, page number and specific paragraph where relevant, and any additional information to support your submission) |
| --- | --- | --- | --- |
| 1 | **Admissions** |  |  |
| 1.1 | Confirm on entry to the course, via a holistic/multi-dimensional assessment process, that applicants:   1. have the potential to develop the knowledge and skills necessary to meet the professional standards 2. can demonstrate that they have a good command of English 3. have the capability to meet academic standards; and 4. have the capability to use information and communication technology (ICT) methods and techniques to achieve course outcomes. | Click or tap here to enter text. | Click or tap here to enter text. |
| 1.2 | Ensure that applicants’ prior relevant experience is considered as part of the admissions processes. | Click or tap here to enter text. | Click or tap here to enter text. |
| 1.3 | Ensure that employers, placement providers and people with lived experience of social work are involved in admissions processes. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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. | Click or tap here to enter text. | Click or tap here to enter text. |
| 1.5 | Ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2 | **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:   1. placements in at least two practice settings providing contrasting experiences; and 2. 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. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2.2 | Provide practice learning opportunities that enable students to gain the knowledge and skills necessary to develop and meet the professional standards. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2.3 | Ensure that while on placements, students have appropriate induction, supervision, support, access to resources and a realistic workload. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2.4 | Ensure that on placements, students’ responsibilities are appropriate for their stage of education and training. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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. | Click or tap here to enter text. | Click or tap here to enter text. |
| 3 | **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. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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. | Click or tap here to enter text. | Click or tap here to enter text. |
| 3.6 | Ensure that the number of students admitted is aligned to a clear strategy, which includes consideration of local/regional placement capacity. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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. | Click or tap here to enter text. | Click or tap here to enter text. |
| 3.10 | Ensure that educators are supported to maintain their knowledge and understanding in relation to professional practice. | Click or tap here to enter text. | Click or tap here to enter text. |
| 4 | **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 | Click or tap here to enter text. | Click or tap here to enter text. |
| 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. | Click or tap here to enter text. | Click or tap here to enter text. |
| 4.3 | Ensure that the course is designed in accordance with equality, diversity and inclusion principles, and human rights and legislative frameworks. | Click or tap here to enter text. | Click or tap here to enter text. |
| 4.4 | Ensure that the course is continually updated as a result of developments in research, legislation, government policy and best practice. | Click or tap here to enter text. | Click or tap here to enter text. |
| 4.5 | Ensure that the integration of theory and practice is central to the course. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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. | Click or tap here to enter text. | Click or tap here to enter text. |
| 4.9 | Ensure that assessments are mapped to the curriculum and are appropriately sequenced to match students’ progression through the course. | Click or tap here to enter text. | Click or tap here to enter text. |
| 4.10 | Ensure students are provided with feedback throughout the course to support their ongoing development. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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 | Click or tap here to enter text. | Click or tap here to enter text. |
| 5 | **Supporting students** | |  |
| 5.1 | Ensure that students have access to resources to support their health and wellbeing including:   1. confidential counselling services; 2. careers advice and support; and 3. occupational health services | Click or tap here to enter text. | Click or tap here to enter text. |
| 5.2 | Ensure that students have access to resources to support their academic development including, for example, personal tutors. | Click or tap here to enter text. | Click or tap here to enter text. |
| 5.3 | Ensure that there is a thorough and effective process for ensuring the ongoing suitability of students’ conduct, character and health. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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. | Click or tap here to enter text. | Click or tap here to enter text. |
| 5.6 | Provide information to students about parts of the course where attendance is mandatory. | Click or tap here to enter text. | Click or tap here to enter text. |
| 5.7 | Provide timely and meaningful feedback to students on their progression and performance in assessments. | Click or tap here to enter text. | Click or tap here to enter text. |
| 5.8 | Ensure there is an effective process in place for students to make academic appeals. | Click or tap here to enter text. | Click or tap here to enter text. |
| 6 | **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. | Click or tap here to enter text. | Click or tap here to enter text. |