

Inspection Report

Course provider: Buckinghamshire New University

Course approval: BSc(Hons) Social Work

Inspection dates: 2 May to 5 May 2023

Report date:	09 November 2023
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	11 December 2023
Date conditions met and approved:	7 June 2024

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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 three to four 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.
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. Buckinghamshire New University's BSc(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.

Inspection ID	BNUR1
Course provider	Buckinghamshire New University
Validating body (if different)	
Course inspected	BSc(Hons) Social Work Reapproval of current course Approval of updated course
Mode of study	Full time
Maximum student cohort	50, with a maximum of 60 across both BSc and MSc Social Work
Date of inspection	2 May to 5 May 2023
Inspection team	John Armitage, Education Quality Assurance Officer Surj Sall-Dullat, Registrant Inspector Lainy Russell, Lay Inspector
Inspector recommendation	Approved with conditions
Approval outcome	Approved with conditions

Language

16. In this document we describe Buckinghamshire New University as 'the education provider' or 'the university' and we describe the BSc(Hons) Social Work as 'the course'.

Inspection

17. A remote inspection took place from 2 May to 5 May 2023. As part of this process the inspection team planned to meet with key stakeholders including students, course staff, employers and people with lived experience of social work.

18. These meetings formed the basis of the inspection plan, agreed with the education provider ahead of inspection. The following section provides a summary of these sessions, who participated and the topics that were discussed with the inspection team.

Conflict of interest

19. No parties disclosed a conflict of interest.

Meetings with students

20. The inspection team met BSc Social Work students across the different years of study. Discussions included assessments and feedback, practice placements, academic and pastoral support and multidisciplinary learning opportunities. Inspectors also met with a group of recent graduates from the course who were currently employed as Social Workers within local employers, to discuss their experience of transitioning from BSc student to registered social worker.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from the course team, admissions team, placements coordination team, central support teams and senior staff members in the School of Health and Social Care Professions.

Meeting with people with lived experience of social work

22. The inspection team met with people with lived experience of social work who have been involved in the course. Discussions included their experiences of working with the course team and students, the specific ways they have been involved in developing course improvements, 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 several Local Authorities.

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 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 a screening of UCAS personal statements, a written test, a group interview and individual interview with a suitable scoring matrix including consideration of the Social Work England Professional Standards. ICT skills of applicants is suitably considered within these processes. The inspection team agreed this standard was met.

Standard 1.2

27. The course provider provided the inspection team with comprehensive documentation regarding the Assessment of Prior Learning process and information about decision making pathways. Inspectors agreed that guidance for students was also clearly presented. The course team and students stated that this information was highlighted to attendees on open days.

28. BSc are expected to have some experience of practice based settings, and this experience is assessed at interview stage. The inspection team agreed that this standard was met.

Standard 1.3

29. Inspectors were informed prior to the inspection visit that the individual interview panel consists of an academic member of staff, a person with lived experience of social work and a social work practitioner, usually a PEPs student.

30. People with lived experience of social work confirmed their regular involvement in panels and that they had opportunity to discuss the sessions with staff before they began. Admissions staff described how every PEPs candidate on their Practice Educator courses has

to attend an interview panel. The staff are considering options to encourage more experienced practice educators to attend interviews.

31. The inspection team was not able to ascertain confirmation in documentary evidence or from discussion with employers or practice educators that these groups are consistently involved in the selection process or the process design. Inspectors agreed that this standard was not met while there is insufficient evidence of employer involvement in the admissions processes.

32. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 1.3 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, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions section](#) of this report.

Standard 1.4

33. The course provider outlined the process for ensuring that the suitability of candidates was assessed. This included completion of a self-declaration form which detailed previous convictions as well as the health status of the applicant. The inspection team determined the process of how further investigation was handled when required. When a candidate obtains a firm offer of a place on the course, a full DBS check is undertaken. The inspection team agreed that this standard was met.

Standard 1.5

34. Prior to inspection, the course provider shared information regarding Equality, Diversity and Inclusion training for staff involved in admissions. Inspectors discussed experiences with staff and students who described how staff were able to address questions from applicants about health conditions or impairments and examples of how reasonable adjustments could be implemented for the written test and interviews. Most course interviews are held in person at the university, but a remote assessment is offered if an applicant requests this due to their individual health or support needs.

35. People with lived experience of social work have access to training suites on the university portal to complete at their discretion and are given briefings and debriefings with support from their coordinator. They expressed to the inspection team that they had good support from staff and confidence in their role. However, the training was not mandatory for them to undertake for their admissions role.

36. Regarding practice educators who may be involved in the interview panel, inspectors could not determine any evidence that the university is conducting or checking relevant EDI training for this role.

37. Inspectors agreed that staff are suitably trained in diversity matters for their role in admissions processes and so this standard was met. However, the inspectors also felt that the EDI training could be extended to set an expected level of training for all partners involved in the process. Further information on this can be found in the [recommendations section](#) of this document.

Standard 1.6

38. The inspection team reviewed documentation and discussed with staff and students the ways in which key course information was shared with applicants. This includes the course websites, open days and course staff responding to individual applicant queries.

39. Students confirmed that they felt prepared for the demands of the course, including placement requirements, and that opportunities provided to them to ask questions were sufficient. The inspection team agreed that this standard was met.

Standard two: Learning environment

Standard 2.1

40. Ahead of the inspection visit, the inspection team were able to review the practice learning handbook for the BSc course. Requirements are clear for students to undertake the required minimum days in placement settings, including 30 defined skills days which students were clear about and appreciated their value. Inspectors agreed the handbook is a useful and clear document, with a suitable level of detail regarding expectations of first and second placements and statutory tasks.

41. The course team confirmed that contrasting placements were provided for all students with one placement experience being within a statutory setting or a setting providing statutory social work interventions. This was usually within a local authority setting where they engaged in high level decision making or risk assessments and legal interventions. The inspection team agreed this standard was met.

Standard 2.2

42. The detailed practice learning handbook was the main source of documentary evidence available for inspectors to review prior to the inspection visit, that described how practice learning settings are confirmed as suitable environments for students to meet the professional standards. The QAPL process is clearly outlined in the practice learning handbook, as is the comprehensive placement learning agreement information between students and placement agencies.

43. The inspection team discussed these settings and quality checking processes with staff involved in placements, as well as students, employer representatives, and practice educators. The team confirmed documented descriptions of yearly audits are in place with each placement agency, providing an annual review of all placement providers beyond the checks conducted by personal tutors monitoring their students' progress. The placement team conduct dip sampling of student portfolios, to review the quality of completion by students and their supervisors.

44. A Practice Assessment Panel (PAP) is used to evaluate placement settings and practice educators. Placement staff described how they did not rely on this process or wait to the end of the year to pick up on issues to feed back to employers and PEs; they pick up on issues raised by personal tutors to follow up on immediately.

45. Inspectors triangulated with students, staff and partners the robustness of checking the quality of placement environments including the QAPL completion process. Inspectors determined that the quality assurance and intervention processes in place by university staff were suitable for maintaining a good standard of practice learning opportunities. The inspection team agreed that this standard was met.

Standard 2.3

46. Expectations of and for students for this standard are clearly outlined within the practice learning document and within the PAN London Placement Learning Agreement. This includes a description of how often the practice educator and on-site supervisor assigned to a student must meet, and formalised meeting points between all individuals involved in the student's placement experience. Information included how students are invited to share additional learning needs and the process of how the university and placement agency work to meet these needs.

47. Though generally positive about their placement learning experiences, including regular contact with personal tutors, some students raised individual issues regarding some placement experiences. The inspection team agreed that although the relevant processes to establish and check the quality of induction and support are defined and understood by staff, discussions with staff, students and practice educators described these processes as not consistently operating as described, negatively impacting students' placement experiences.

48. Most students expressed satisfaction with their induction processes. However, inspectors identified a lack of evidence of the initial induction process consistently operating as expected. Students who had experienced issues with their placements referred to practice learning agreements being delayed or their initial induction experience lacking the expected structure or content. An issue was raised by students that some students had not been assigned a practice educator until several weeks into their placement, therefore

delaying their practice learning agreement meeting, affecting their placement induction experience. Some students expressed a lack of confidence in raising issues with university staff, and if students did not immediately raise issues themselves, there is inconsistency in how university staff check that placement induction processes occur as agreed and expected. Some practice educators indicated their own lack of confidence and understanding about what is required of them for supporting students as they begin placement.

49. Inspectors agreed that to meet the requirements of this standard, the university should do more to proactively check that students are consistently receiving a good standard of induction and that expectations are clearly understood by all parties involved.

50. Regarding support for students on placement, students expressed good support for certain matters when asked and were again clear about the processes of how to raise concerns, but a common issue raised by students was their confidence in raising issues on placement with university or placement staff in the first place. This was echoed by the practice educators that the inspection team spoke to, who described their own lack of confidence with supporting students due to their inexperience as practice educators and difficulty in their accessing support from more experienced practice educators.

51. The inspection team heard about the different communication channels in place for students to contact university staff and positive examples about accessing academic support throughout the course including on placement. However, inspectors agreed that there is more the university should do to ensure that they are able to identify students' wellbeing and resilience needs on placement to meet the standard of support outlined in their own process documentation.

52. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 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, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions section](#) of this report.

Standard 2.4

53. Inspectors were provided information in the practice learning handbook which describes details of expectations of students' responsibilities on their first and final placements. The inspection team discussed with the course team and placement team how students' individual personal development needs are met.

54. Staff members stated that student development needs were considered in placement matching and during review points during placement. The documentation provided information regarding the general expectations in place. However, the inspectors agreed that this standard was not suitably evidenced to demonstrate how this was performed to ensure placement setting responsibilities are appropriate for the needs of individual students, both in terms of how placements are selected and how the university use opportunities to monitor how placements meet the needs of students.

55. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 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, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions section](#) of this report.

Standard 2.5

56. Documentation provided by the course team outlined the arrangements in place for the readiness for direct practice module which occurs before students begin their first placement. Inspectors confirmed the details provided with staff, students and people with lived experience involved in the assessments and discussed BSc students' readiness for practice with practice educators.

57. Practice educators described some individual issues with the preparation and practical understanding of specific students but did not express any issues with the knowledge and skills covered in the module. The inspection team agreed this standard was met.

Standard 2.6

58. Inspectors were again provided information in the comprehensive practice learning handbook which detailed the role and expectations of practice educators assigned to students on placement. The inspection team confirmed these skills and responsibilities with the placement team and practice educators.

59. Placement staff provided the inspection team with a thorough breakdown of how practice educators are paired with students. Practice educators are employed directly by the university and placement staff are able to match students with practice educators who have individual skills and experience with students with different learning needs.

60. Students generally expressed satisfaction with their practice educators and inspectors agreed that practice learning staff clearly described the processes in place for allocating practice educators and checking and monitoring practice educator knowledge and skills. 61.

61. However, inspectors agreed that more evidence is required to confirm that the university is suitably ensuring themselves of the currency of knowledge and skills held by practice educators. This is particularly relevant due to some less experienced practice educators themselves mentioning to inspectors that they lacked confidence and understanding about ensuring students have a good induction experience on placement and guidance in supporting students with more challenging situations, as mentioned in Standard 2.3.

62. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 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, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions section](#) of this report.

Standard 2.7

63. The practice learning handbook contained all relevant information regarding the concerns process, including whistleblowing procedures. Students sign on their learning agreement that they have read the whistleblowing policy.

64. During a meeting with student representatives, the inspection team were assured that students were clear about the policies and procedures in relation to concerns and whistleblowing, describing precisely where to find this information within the practice learning handbook. The inspection team agreed this standard was met.

Standard three: Course governance, management and quality

Standard 3.1

65. Prior to the inspection visit the inspection team were provided with clear information of roles and responsibilities of the programme team within student course documentation. Information provided regarding broader programme governance included information about the School Enhancement Review, the annual monitoring quality assurance forum.

66. Further documentation regarding the wider school governance structure was provided during the inspection week, regarding management structures and quality assurance responsibilities, and was accepted by inspectors as suitably informative. Course staff were able to confirm and further describe these roles and processes of course management and evaluation. The inspection team agreed this standard was met.

Standard 3.2

67. Within the documentation provided by the university there was clear guidance in relation to the expectation for placements to provide learning opportunities that met the Professional Standards and Education and Training Standards. Information relating to consents and contingencies for placement breakdown was similarly detailed within documentation. This information was discussed and confirmed in discussions with university staff, employers and practice educators. The inspection team agreed that this standard was met.

Standard 3.3

68. Information relating to the necessary policies and procedures required for this standard within placement settings was clearly evidenced through the practice learning handbook. Student representatives confirmed that they had been made aware of the necessary policies during their readiness to practice preparation and placement learning agreement meetings and were familiar with information in the handbook.

69. Placement staff detailed checks and agreements of employer processes in place prior to and during student placements. Though the inspection visit determined less evidence regarding the consistency of how some of the university's checking processes are applied, as described in Standard 2.3, the inspection team agreed that this standard was met.

Standard 3.4

70. Employers described a close working relationship with university staff regarding their involvement in the BSc course and other Social Work courses. As well as confirming occasional involvement by practitioners in delivering sessions to students, all employers spoken to described that they had collaborative involvement with the development of PEPs training for their practice educators, as well as discussing student numbers planning and development into employers' ASYE intake. Employers also work with the university in how joined up, ongoing support is provided by the university and employers as students progress from their final year to ASYE employment.

71. The employers present in the meeting with inspectors described a positive impression of Buckinghamshire New University BSc students, particularly regarding their knowledge of social work from their understanding of course content. Local Authority employers explained they had ongoing conversations with the university regarding the monitoring of the suitability of course content for their needs.

72. Despite clear evidence for this standard in these areas, inspectors were unable to ascertain similar clarity of employer involvement in the allocation of practice placements, either from documentation or from speaking to employers. The inspection team agreed more evidence is required to meet all areas of this standard.

73. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 3.4 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, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions section](#) of this report.

Standard 3.5

74. The inspection team were assured that employers are involved in the course monitoring and improvement systems as mentioned in Standard 3.4. Several employers also expressed that they had been involved in recent formal discussions regarding the development of the updated BSc course and were satisfied that the course staff had listened to their input in designing the updated elements of the course. The Bucks Academy partnership with employers provides a forum for ongoing involvement in course evaluation and placement planning.

75. Course staff provided details of the School Enhancement Report and Programme Committee Meetings as documented prior to inspection. The latter is a formal mechanism for involving academic staff, employers and people with lived experience of social work to discuss aspects of the course. Students described an effective system of student representatives feeding back to course staff, and students provided examples of course staff making prompt adjustments to aspects of the learning environment based on student feedback. The inspection team agreed this standard was met.

Standard 3.6

76. The inspection team reviewed documentation of student cohort numbers of planned intake and actual numbers achieved for recent years. Inspectors discussed these trends and how future planning is conducted with the course senior leadership team. Representatives from the senior leadership team outlined their goals for student numbers and how staffing within the team supported this. A recent reduction in planned student numbers compared to prior years was explained in terms of managing staff and placement capacity and cohort planning decisions had involved employer input.

77. Discussions with university staff and employers provided assurance that regional employers had regular collaborative opportunities to discuss student and graduate numbers planning with the university. The inspection team agreed that this standard was met.

Standard 3.7

78. The inspection team had access to a copy of the CV for the course lead and agreed that they were appropriately qualified and on the register. Conversations throughout the inspection confirmed an appropriate level of knowledge and skills of the position holder. The inspection team agreed this standard was met.

Standard 3.8

79. The inspection team reviewed documentary evidence including staff CVs to determine the qualifications and experience of course team staff. Inspectors discussed staffing capacity with the senior leadership team and course team and heard from the course team about their experience and research that they used to impact their teaching and course development. The inspection team agreed this standard was met.

Standard 3.9

80. Documentary evidence provided to support this standard included the School Enhancement Report. Inspectors agreed this evidenced a detailed process of collating and evaluating student performance and progression information from different sources, demonstrating that this information is being used proactively by the course team to identify and monitor relevant action planning.

81. Discussions with the course team and senior leadership team demonstrated a clear understanding of the student information recording and evaluation systems in place. Inspectors were informed that student diversity information is recorded and analysed down to an individual course level. Actions are ongoing to address recognised attainment differences with ethnic minority students, and additional support for international students who have backgrounds in educational cultures involving more rote learning and less experience of research based work. The inspection team agreed this standard was met.

Standard 3.10

82. The inspection team reviewed a university-wide policy on CPD and Professional Development Reviews applicable to all course staff. Mandatory training was outlined for course staff.

83. In conversation with the course team, inspectors heard how the team is more research focused and experienced than practice focused as there is just one member of the team who is a current frontline practitioner. However, tutors have frequent involvement with practitioner partners with regards to the teaching and development of skills within various modules, and CPD undertaken has a focus on current practice and reflecting on peer practice.

84. The inspection team agreed this standard was met; however, evidence regarding CPD undertaken was difficult to clearly assess by inspectors, partly because of how CPD is recorded by the university. As such inspectors agreed this documentation could be

developed to help the university better recognise and describe the staff development undertaken. Further information on this can be found in the [recommendations section](#) of this document.

Standard four: Curriculum assessment

Standard 4.1

85. Documentary evidence included programme specification documents for the course, including all module information, relevant mapping against the Professional Capabilities Framework (PCF), Social Work England Professional Standards and the Knowledge and Skills statements from both children and families and adult social work.

86. Inspectors agreed that module specifications and descriptors were clear and detailed, with a clear programme handbook for students. The inspection team considered information regarding modules and assessments to be suitably informative for the current and updated versions of the BSc course. The inspection team agreed this standard was met.

Standard 4.2

87. The group of people with lived experience of social work described various ways they are involved in the course delivery and development. This includes involvement in admissions interviews, including input into how questions are asked, but also interviews for new course staff. Most are involved in roleplay sessions for readiness for direct practice assessments, and some are included in the student placement portfolio review process. They have been involved in regular course evaluation processes, including recent discussions developing the updated BSc course.

88. People with lived experience had confidence in their group coordinator member of staff to support them and discuss how they could be involved in teaching sessions, with timelines of planning weeks or even months in advance of the sessions, taking their opinions into consideration in the planning. The group expressed they had developed their skills and confidence from the experience with the university and felt like they were a valued part of the course team.

89. As described in Standards 3.4 and 3.5 employers confirmed the course team's description of how the university involves employers in course review and development, and how practitioners are frequently involved in teaching planned sessions within the course modules. Some practice educators mentioned they attended a course evaluation meeting to discuss strengths and improvements, and others expressed that the university was responsive to their input when provided.

90. The inspection team agreed that this standard was met. Inspectors also agreed that although there was evidence of employer and practitioner involvement in the course, multiple examples provided were described as being through individual relationships with

course staff outside of the formal feedback and discussion processes. Inspectors considered that the formal processes in place could be further developed to ensure all stakeholder groups have clear routes and opportunities for input into course development. Further information on this can be found in the [recommendations section](#) of this document.

Standard 4.3

91. Prior to the inspection visit inspectors reviewed the detailed programme documentation outlining where EDI principles and relevant legislative frameworks were suitably addressed within the course content. Information on mandatory EDI training information for academic staff was provided.

92. Course documentation and conversations with staff groups described structured processes and examples of providing support for students with individual physical or health needs, and how support plans for students translated into identifying suitable practice placements and meeting these student needs on placement. The inspection team agreed this standard was met.

Standard 4.4

93. A presentation by the course team at the beginning of the inspection visit outlined how elements of the current and updated course versions had been developed to maintain course currency in social work policy and legislation. Social work academics on the course described some of their research project work. How this research informed teaching was explored with staff and examples were provided.

94. The group of employers the inspection team met with expressed their satisfaction that students had knowledge and suitable understanding of current social work practice to be effective on placement and as graduates. The inspection team agreed this standard was met.

Standard 4.5

95. The inspection team were able to see evidence of explicitly planned opportunities for students to be taught about how to link theory into practice through the design and content of modules. The use of assessment activities such as case studies also tested student capabilities in this area. Student representatives were also able to identify when they had been taught about the application of theory both through the curriculum and whilst on placement.

96. Practice Educator representatives provided an insight into their commitment to supporting students to make links between their learning on the course and practice situations as well as developing evidence-based practice. Examples provided included the use of reflection cards within supervision, facilitating group supervision to look at specific cases and focusing supervision from a particular theoretical stance. Practice educator's

confirmed that they felt supported by the course team via access to details of what was being taught at the university throughout the academic year. The inspection team agreed that this standard was met.

Standard 4.6

97. The documentary evidence provided details of a collaborative practice module where students are taught with students from other professions and the course team also highlighted how practitioners from other disciplines are brought in to talk to students. However, the inspection team found that there was no robust plan in place to support interdisciplinary learning for students. The course team acknowledged this is an area they needed to develop and during the inspection talked about their plans to develop an interprofessional conference to address this, but this was in the early stages of development and not fully in train. The inspection team agreed this standard was not met.

98. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 4.6 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions section](#) of this report.

Standard 4.7

99. The evidence submitted by the course provider included details of academic learning and required contact hours, alongside an overview of the necessary placement days needed to complete the course. The inspection team were satisfied that the information provided demonstrated that the standard was met. The inspection team agreed this standard was met.

Standard 4.8

100. The course provider outlined the ways in which assessments on the course were compliant with wider institutional policies. Further detail was provided about the ways in which assessments were moderated to ensure they remained robust, fair and reliable. The inspection team reviewed details of assessment throughout the course and were satisfied that the range of assessments were varied and innovative, meeting the needs of a range of student abilities and strengths in their design. All assessments were mapped to the relevant frameworks to support student understanding of their acquisition of key knowledge and skills. The inspection team agreed that this standard was met.

Standard 4.9

101. All assessments on the course were mapped to the PCF domains and Social Work England Professional Standards. Detail was provided by the course team about their incremental approach to assessment which allowed students to receive appropriate feedback to support their development, whilst tasks increased in complexity. Through conversations with course team staff, the inspection team were assured that there was a shared understanding of the assessment design and calendar, which ensured that they were prepared to deal with periods where additional support for students might be needed in relation to assessment tasks. This was further supported by the library team who increased their presence and availability to support at key points within the academic year.

102. Student representatives explained that they were able to see the relevance of specific assessments being required at certain times in their study and could articulate how they supported progression on placement. The inspection team agreed this standard was met.

Standard 4.10

103. The documentary evidence reviewed prior to the inspection detailed how feedback is provided to students 15 working days after submission. Although the inspectors were unable to see an anonymised example of feedback, they noted positive feedback shared in the External Examiners report, stating that assessment feedback has been consistent and of good quality and that assessments are clear and relevant.

104. During meetings with students however, the inspection the team heard of inconsistencies in the way feedback is managed and the quality of the feedback they received. Students discussed a lack of consistent approach, of sometimes not being provided with feedback within the agreed timeframe, feedback lacking context such as students being told that there were issues with referencing but without explanation around specifically what the issue was. Students also mentioned an experience where four of them received identical feedback. Whilst the inspection team could see there was a standardised process to follow, the evidence suggested it wasn't being followed consistently and so agreed this standard was not met.

105. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 4.10 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions section](#) of this report.

Standard 4.11

106. Copies of CVs provided by the university assured the inspection team that staff involved in marking assessment had a wide range of expertise. The details of the External Examiner also provided assurance that they were appropriately qualified and on the register. The inspection team agreed that the standard was met.

Standard 4.12

107. Documentary evidence outlined the different mechanisms in place to monitor student progression on the course and the range of professionals involved in supporting decisions. It was evident that student progression was monitored via personal tutorials, marks on assessments such as essays and presentations, through mid-point review on placement and via submission of the final placement portfolio.

108. A range of people contributed towards decision making in relation to progression, these included academic staff, practice educators (who completed direct observations during placement), people with lived experience of social work and other professionals who the student may have worked with.

109. Wider contributions were also invited via the Placement Assessment Panel (PAP), which included social work managers as chairs. Where concerns were raised in relation to progression, the inspection team were assured that there are appropriate referral mechanisms in place to address barriers or highlight practice concerns. The inspection team agreed this standard was met.

Standard 4.13

110. The course provider detailed their approach to supporting students on the course to understand research and how to engage with this as part of their learning. All students on the course had experience of modules with research focused elements.

111. The inspection team observed how members of the course team supported the standard through their own research activities which had fed into course development. Staff modelled their own engagement with evidence informed approaches by developing a staff reading group in which they reviewed current research and discussed as a team. Practice educator representatives were also able to reflect on how they used academic articles to support student understanding of key topics during placement. Staff involved in course delivery also showed recognition of the use of people with lived experience of social work as a key evidence base to support student development. The inspection team agreed this standard was met.

Standard five: Supporting students

Standard 5.1

112. Documentary evidence provided as part of the inspection process outlined the range of ways in which students could access support from university services. Support available included wellbeing services who offered confidential pastoral and counselling support to students throughout the academic year, as well as referrals to occupational health support where necessary.

113. The Disability and Neuro-Diversity Service (DNS) also outlined the ways in which students with additional needs could access enhanced support to allow them to progress effectively on the course. Representatives from services explained that all support was available to students both face to face and remotely. Members of services also offered support via engagement with the course team during induction activity and planned delivery of sessions throughout the course. The inspection team agreed this standard was met.

Standard 5.2

114. Student representatives spoke positively about the input they received from personal tutors and modules leads which supported their progress on the course. Representatives from student support services also provided an overview of the services available to support the academic development of students which was predominantly provided via the library.

115. Library services outlined the ways in which they had adapted their provision to support students working remotely or on placement. This included 24/7 online services, daily chat support and 1:1 online support. Additional resources in relation to academic skills, language and writing styles were also developed and made available online via Moodle and 1:1 sessions were also provided by the library team. Support services were able to demonstrate an awareness of when their support was most likely to be required for students on the course and adapted their availability accordingly. The inspection team agreed this standard was met.

Standard 5.3

116. The course provider outlined how successful applicants to the course were required to complete a self-declaration form as part of the requirements for suitability for social work upon being made an offer to study. Where declarations were made, discussions were held between members of the course team and candidates to ensure suitability and appropriate support. Following completion of an initial declaration, students were required to update their self-declaration prior to commencing year 2 of their study.

117. As with initial declarations, the course provider outlined the processes to ensure appropriate support was offered, particularly in relation to additional health needs. The inspection team also heard about the processes in place to consider issues in relation to fitness to practice and the range of professionals who were involved in contributing to such decisions. The inspection team agreed this standard was met.

Standard 5.4

118. Where students declared a specific learning need or disability at the admissions stage to the course, contact was initiated by student support services to highlight the provision available to them to support their study. Student support services explained that, whilst engagement with services was encouraged it was not mandatory. As a result, they had built in further check points to try and ensure high levels of engagement. This included further contact at induction and also via routine systems checks where needs were declared but students had not come forward.

119. Where students did engage with support services, they were offered the provision of a support plan which could be shared with relevant members of the course team.

Representatives from student support services also highlighted that they could support placement planning on the course by attending 3-way meetings with placement providers and academics. In situations where needs were identified during study, the same level of support could be accessed, including referrals for assessments where required. Where this had happened, the inspection team heard that students were offered assessments within a timely manner, usually approximately 4 weeks from referral. The inspection team agreed this standard was met.

Standard 5.5

120. During induction to the course, students received focused sessions which highlighted key aspects of the course handbooks including timetable, assessments, placement provision and details about their transition to registered social worker. Student representatives confirmed that they felt equipped to understand key elements of the course and agreed that online materials and course handbooks were routinely used to source information.

121. In addition to course literature, the course team explained that they delivered taught content in year 2 of the course which focused upon preparation for their application to join the Social Work England register. This was supported by sessions delivered by the regional engagement lead for the university from Social Work England. Following this session, the course provider also facilitated a skills day session which explored the ASYE year and how this fits with career development. The inspection team agreed this standard was met.

Standard 5.6

122. The inspection team reviewed evidence including the course handbook, practice handbook and internet resources which outlined the requirement for students to attend all lectures, seminars and placement days on the course. There was also clarity provided about the ways in which attendance could be made up if impacted by unforeseen circumstances, such as ill health. Student representatives confirmed they understood attendance requirements for the course. The inspection team agreed that this standard was met.

Standard 5.7

123. The inspection team reviewed the documentary evidence and discussed this with the course team and other stakeholders throughout the inspection. Whilst the inspection team could see that feedback was provided throughout the course, including on placement with mid-point and end of placement meetings, the areas of concern outlined under Standard 4.10 in respect to providing feedback are also relevant as part of this standard. Students referred to the feedback not being meaningful or constructive with a lack of direction around the areas requiring development, which students felt would enable them to improve their grades. The inspection team found that constructive feedback to support student progression and development was inconsistent and therefore found this standard was not met.

124. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 5.7 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions section](#) of this report.

Standard 5.8

125. Documentary evidence submitted by the course provider demonstrated that there was an appropriate academic appeals process in place which was robust. During conversations with the course team, there was assurance that the process had not highlighted any specific trends in relation to appeals, providing assurance about the quality of assessments and marking. The inspection team agreed this standard was met.

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

Standard 6.1

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

Proposed outcome

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

Conditions

Conditions for approval are set if there are areas of a course that do not currently meet our standards. Conditions must be met by the education provider within the agreed timescales.

Having considered whether approval with conditions or a refusal of approval was an appropriate course of action, the inspection team are proposing the following conditions for this course at this time.

	Standard not currently met	Condition	Date for submission of evidence	Link
1	1.3	The education provider will provide evidence that employers and placement providers are directly involved in the candidate selection processes. This applies to both the current and updated BSc course.	12 February 2024	Paragraph 29
2	2.3	The education provider will provide evidence that they demonstrate a proactive approach to ensuring a student's placement induction process is understood by all parties involved, takes place consistently, and that problems are addressed promptly. This applies to both the current and updated BSc course.	12 February 2024	Paragraph 46
3	2.3	The education provider will provide evidence that social work students and practice educators who are matched to these students have better accessibility to support on placement. This to be done by showing a broader and more	12 February 2024	

		proactive communication approach by placement staff and personal tutors. This applies to both the current and updated BSc course.		
4	2.4	The education provider will provide evidence that describes how students' development needs are considered at placement allocation and during placements to ensure their responsibilities are appropriate for their stage of training and for their individual needs. This applies to both the current and updated BSc course.	12 February 2024	Paragraph 53
5	2.6	The education provider will provide evidence that they have documented processes of recording and maintaining records of practice educators, to ensure that practice educators are on the register and they have adequate knowledge and skills to support the students they are assigned to. This applies to both the current and updated BSc course.	12 February 2024	Paragraph 58
6	3.4	The education provider will provide evidence how employers are involved in decisions regarding the allocation of practice placements. This applies to both the current and updated BSc course.	12 February 2024	Paragraph 70
7	4.6	The education provider will provide evidence that they have formalised a plan to incorporate interprofessional education as part of the course. If this is the conference that was suggested during the inspection, this needs to include key details about the conference and how students will be	12 February 2024	Paragraph 97

		expected to attend and engage with that.		
8	4.10, 5.7	The course provider should evidence what they have put in place to ensure that feedback is constructive, consistent and meets the timeframe set out for the course. They should also outline how this will be monitored.	12 February 2024	Paragraph 103 Paragraph 123

Recommendations

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

	Standard	Detail	Link
1	1.5	The inspection team is recommending that all individuals involved in admissions panels complete suitable EDI training and that this is maintained for currency.	Paragraph 34
2	3.10	The inspection team is recommending that the course provider consider how they document the CPD undertaken by course staff to better identify and describe their staff development experiences. This recommendation is relevant to both the current and updated BSc course.	Paragraph 82
3	4.2	The inspection team is recommending that the course provider considers developing their formal partner engagement processes to ensure all stakeholder groups have clearly identified and communicated routes and opportunities for input into course development. This recommendation is relevant to both the current and updated BSc course.	Paragraph 87

Annex 1: Education and training standards summary

Standard	Met	Not Met – condition applied	Recommendation given
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	Recommendation given
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	Recommendation given
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	Recommendation given
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	Recommendation given
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	Recommendation given
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	Recommendation given
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

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](#).

A review of the conditions evidence will be undertaken and recommendations will be made to Social Work England's decision maker.

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

	Standard not met	Condition	Recommendation
1	1.3	The education provider will provide evidence that employers and placement providers are directly involved in the candidate selection processes. This applies to both the current and updated BSc course.	Met
2	2.3	The education provider will provide evidence that they demonstrate a proactive approach to ensuring a student's placement induction process is understood by all parties involved, takes place consistently, and that problems are addressed promptly. This applies to both the current and updated BSc course.	Met
3	2.3	The education provider will provide evidence that social work students and practice educators who are matched to these students have better accessibility to support on placement. This to be done by showing a broader and more proactive communication approach by placement staff and personal tutors.	Met

		This applies to both the current and updated BSc course.	
4	2.4	The education provider will provide evidence that describes how students' development needs are considered at placement allocation and during placements to ensure their responsibilities are appropriate for their stage of training and for their individual needs. This applies to both the current and updated BSc course.	Met
5	2.6	The education provider will provide evidence that they have documented processes of recording and maintaining records of practice educators, to ensure that practice educators are on the register and they have adequate knowledge and skills to support the students they are assigned to. This applies to both the current and updated BSc course.	Met
6	3.4	The education provider will provide evidence how employers are involved in decisions regarding the allocation of practice placements. This applies to both the current and updated BSc course.	Met
7	4.6	The education provider will provide evidence that they have formalised a plan to incorporate interprofessional education as part of the course. If this is the conference that was suggested during the inspection, this needs to include key details about the conference and how students will be expected to attend and engage with that.	Met

8	4.10, 5.7	The course provider should evidence what they have put in place to ensure that feedback is constructive, consistent and meets the timeframe set out for the course. They should also outline how this will be monitored.	Met
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Findings

In relation to the condition set against **standard 1.3**, the inspectors reviewed several pieces of evidence submitted by the course provider to demonstrate stakeholder engagement in the admissions process. This confirmed that employers are now being invited to participate in the admissions selection process. The inspectors agreed this standard is now met.

The course provider submitted evidence that they have introduced an induction checklist and supervision record as a means of monitoring induction and supervision while students are on placement. The inspectors also reviewed evidence that the university are now facilitating monthly meetings between the placement team and practice educators, to enable discussion of any issues and will include accessibility to support for students who may require reasonable adjustments. The inspectors agreed that both conditions for **standard 2.3** had been addressed and the standard was met.

The inspectors reviewed a placement application form which all students are required to complete in advance of placement allocation. This allows the placement team to ensure appropriate matching of students to suitable placements, and forms part of a planner to monitor the progression of student experience and development throughout the course. **Standard 2.4** is considered met.

To meet the condition set for **standard 2.6**, the course provider has introduced a spreadsheet that will capture practice educator information, including their Social Work England registration number. This will also capture information that demonstrates their knowledge and capability to support students. Inspectors agreed this standard was met.

Although the evidence for this condition set against **standard 3.4** did not demonstrate direct employer involvement in the allocation of placements, there is involvement through PEPS candidates, who ensure that placements are available on the employer's behalf. Evidence also showed that the practice lead and the course lead are holding six weekly meetings with employer partners which demonstrated further lines of communication. These meetings will also provide a forum through which placements could be discussed. The inspectors agreed this standard was met.

The inspectors reviewed documentation to evidence that an interprofessional conference is being planned for early December 2024. Course leaders for Pg Dip, Social Work Apprenticeships, BSc Social Work and MSc Social Work are leading on this for the School. The conference will be held at School level and will include social work students, allied health students and possibly policing students. The inspectors agreed this demonstrated an opportunity for multidisciplinary working and concluded that **standard 4.6** was met.

Copies of External Examiner reports were submitted in support of the conditions set against **standard 4.10 and 5.7**. The reports provided positive evidence about the feedback that was being given to students. Further evidence submitted demonstrated that grading descriptors are now be used across all modules and by all markers. The inspectors agreed that both standards were met.

As a result of the above, the inspection team is recommending that the BSc(Hons) Social Work course be approved.

Regulator decision

Approved.