

Inspection Report

Course provider: Edge Hill University

Course approval: BA Social Work, MA Social Work
(& PGDip exit route)

Inspection dates: 17th – 20th October 2023

Report date:	15 th December 2023
Inspector recommendation:	Approved
Regulator decision:	Approved
Date of Regulator decision:	18 th March 2024
Date conditions met and approved:	N/A

Contents

Introduction	3
What we do.....	3
Summary of Inspection	5
Language	5
Inspection.....	6
Meetings with students	6
Meetings with course staff.....	6
Meeting with people with lived experience of social work	6
Meetings with external stakeholders.....	6
Findings	7
Standard one: Admissions.....	7
Standard two: Learning environment	9
Standard three: Course governance, management and quality.....	12
Standard four: Curriculum assessment.....	17
Standard five: Supporting students	22
Standard six: Level of qualification to apply for entry onto the register	25
Proposed outcome.....	26
Recommendations	26
Annex 1: Education and training standards summary	27
Regulator decision	34

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. Inspections are carried out either on site at the education provider's campus, or remotely using virtual meetings.
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 previously been 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. Edge Hill University's BA and MA Social Work programmes (including PGDip exit route) were inspected as part of the Social Work England reapproval cycle; whereby all course providers with qualifying social work courses will be inspected against the new Education and Training Standards 2021. The inspection was for reapproval of the BA, and MA inclusive of the PGDip exit route option; as there were no substantial differences in how these awards meet the Education and Training Standards, they are being written up together within this report.

Inspection ID	EHUR1
Course provider	Edge Hill University
Validating body (if different)	N/A
Courses inspected	BA Social Work, MA Social Work, PGDip Social Work (exit route)
Mode of study	Full time
Maximum student cohort	35 per cohort (BA), 35 per cohort (MA+PGDip)
Date of inspection	17 th – 20 th October 2023
Inspection team	Joseph Hubbard (Education Quality Assurance Officer) Christine Stogdon (Registrant Inspector) Lyn Westcott (Lay Inspector)
Inspector recommendation	Approved
Approval outcome	Approved

Language

16. In this document we describe Edge Hill University as 'the course provider' or 'the university' and we describe the BA Social Work and MA Social Work (inclusive of PGDip exit route) as 'the course/s', 'the BA', 'the MA', 'the PGDip' or 'the programme/s'.

Inspection

17. An on-site inspection took place from 17th – 20th October 2023. As part of this process the inspection team met 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 with three MA students from across both year groups and twelve BA students from across all year groups. Discussions included placement provision, accessibility, student support services, and assessments.

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, senior management, practice-based learning team, and support services.

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 design and delivery of the university's social work programmes through the Service User and Carer (SUC) group. Discussions included admissions, course development and delivery, training and support. For part of the meeting, the group coordinator also joined the discussion to provide further information.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including Liverpool City Council, Wigan Metropolitan Borough Council, and the Cheshire and Merseyside Social Work Teaching Partnership. They also met with a number of practice educators, including independent practice educators.

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 for this standard which confirmed their entry requirements, and the various aspects of the admissions process. The admissions process is multidimensional, involving a written application, written test, interview, and presentation. An observed group discussion was previously included in the admissions process, but has been replaced with interview questions designed to determine applicants' experience and understanding of group work.

26. International students require an overall IELTS score of 7.0 to ensure they have a good command of English. As the application process takes place online, applicants' information technology skills can be assessed through their participation. The details of the admissions process were triangulated at inspection through meetings with the admissions team, course team, SUC group, and students. The inspection team agreed that this standard was met.

Standard 1.2

27. The programme websites confirm that for the BA, applicants must have studied within the past three years and/or have paid or unpaid work experience which they can relate to social work; for the MA, applicants must have relevant (paid or unpaid) work experience. Prior experience is also asked about during the interview, and candidates are expected to be able to articulate how their experience is relevant to social work values and skills. The course team and admissions staff confirmed on inspection how prior experience is discussed at interview, and the type of responses they expect. The inspection team were satisfied that this standard was met.

Standard 1.3

28. Documentary evidence was provided to demonstrate that employer partners and SUC group members (people with lived experience of social work) are involved in the admissions process. Every interview panel includes either a person with lived experience or a social work practitioner, and both of these stakeholder groups are also involved in the design of interview questions. Employer involvement in the design of the admissions process is facilitated partly through the Cheshire and Merseyside Social Work Teaching Partnership (CMSWTP), which the university hosts.

29. During the inspection, the inspection team met with people with lived experience from the SUC group, who confirmed they have meaningful involvement in the design of interview questions and in decision-making about applicants at interview stage. Employer partners confirmed at inspection that they are involved in interviews, and reported having a good working relationship with the university regarding admissions. The inspection team agreed that the standard was met.

Standard 1.4

30. The university provided documentary evidence demonstrating their processes for assessing the suitability of applicants' conduct, character, and health. Applicants are required to complete a suitability for social work form, occupational health check, and Disclosure and Barring Service (DBS) enhanced check. Where any cautions or convictions are declared, the applicant is asked to provide details at interview and a panel is convened of academic staff and employer partners. The panel determine whether the conviction impacts on the student's suitability for the programme, and the student is informed of the outcome.

31. Where an applicant discloses a disability or health condition, a panel of faculty members, inclusion team staff, and employer partners is held to determine whether the student would be suitable for the programme with reasonable adjustments in place. An occupational health referral is also made to obtain a recommendation of whether the student is fit to undertake the programme. Where an applicant has lived experience of social work, they will not do any practice learning at placements where they or family members have received services. At inspection, the course team confirmed that the external occupational health service used by the university is good quality and timely. The inspection team were satisfied that this standard was met.

Standard 1.5

32. Documentary evidence was provided prior to the inspection indicating that there are a number of university-wide equality and diversity policies and strategies in place, including the Equality Diversity and Inclusion Strategy 2021-2025. In line with this policy, applicants are encouraged to disclose any disability or health condition, and reasonable adjustments are made where requested. All staff and stakeholders sitting on interview panels receive initial Equality, Diversity, and Inclusion (EDI) training, followed by annual refresher training. The university have a central widening access and participation team who regularly monitor diversity data at admissions stage, and actions are taken in response to this data where appropriate. The inspection team agreed that this standard was met.

33. All applicants who are invited to interview are sent an interview attendance form which has a space for any information the applicant needs to provide ahead of their interview. The preparation for interview pages on the university website also provide contact details for applicants to discuss "any questions or special requirements" prior to their interview.

However, it was noted at inspection that since the admissions process has moved online, very few applicants have requested any reasonable adjustments. The inspection team felt that a recommendation around this would be beneficial to ensure that it's made clear to applicants when and how they can request reasonable adjustments for the admissions process – full details of the recommendation can be found in the [proposed outcomes](#) section of this report.

Standard 1.6

34. Review of the university's course webpages confirmed that clear information is provided regarding staff research interests, placement opportunities, fees and funding, course structure, content, and assessment. Open days and experience days provide further opportunities for applicants to receive any information they need to make an informed choice about enrolling on either of the programmes. Clear information is also provided on the programme webpages regarding the professional standards and regulation of social work. At the point of the initial evidence submission, one area of the webpages stated that graduates of the programmes "can register with Social Work England", but by the point of inspection this had been rectified to state that graduates "can apply to register" with the regulator. The inspection team were satisfied that this standard was met.

Standard two: Learning environment

Standard 2.1

35. Documentary evidence provided prior to the inspection confirmed that students spend the required 200 days of learning in contrasting practice settings. This includes 30 skills days for which attendance is mandatory and monitored. The university has agreements in place with employer partners through the teaching partnership which include the provision of statutory placement opportunities, and an agreed definition of statutory placements in line with Social Work England's standards and guidance. At inspection, the university and employer partners confirmed that since the university began running Practice Educator Professional Standards (PEPS) training, the available provision of statutory placements now exceeds student numbers. The course team stated that where a student's first placement is in a statutory setting, the student's current level of learning is taken into account to ensure the learning opportunities and expectations are appropriate. The inspection team agreed that the standard was met.

Standard 2.2

36. The documentary evidence provided by the university for this standard stated that the department's practice learning lead identifies appropriate placements and ensures these will provide students with the required learning opportunities. The teaching partnership audits all practice placements and the learning opportunities they provide, to ensure these enable students to develop and meet the professional standards. Each student's learning

needs and previous experience are identified through the completion of a placement request form which then informs placement allocation. The Practice Learning Agreement (PLA) document and meeting lay out the expected learning opportunities, and the student's progress against these is reviewed at formal placement meetings. Recall days throughout both placements provide additional checkpoints to ensure students are developing the required knowledge and skills.

37. The Practice Assessment Panel (PassP) and Quality Assurance in Placement Learning (QAPL) processes serve as mechanisms for assuring placements are meeting students' learning needs. The teaching partnership also audits the learning opportunities available at every placement to ensure these allow students to develop the necessary skills and knowledge. The practice learning handbook also outlines placement providers' responsibilities, including that all placements must provide learning opportunities which meet the regulatory standards. At inspection, students confirmed that their learning needs are met on placement, and one student was able to give a positive example of the university's prompt action to rectify a situation where their placement learning needs were not being met. The inspection team determined that the standard was met.

Standard 2.3

38. Documentary evidence was provided ahead of the inspection, confirming that a Practice Learning Agreement (PLA) is completed for each placement which sets out requirements in relation to students' induction, supervision, and support. A PLA meeting is then held to confirm mutual understanding of the expectations, and document the agreed induction, supervision, and workload plans. An informal pre-placement meeting is encouraged ahead of the initial PLA meeting as an additional touchpoint. A mid-point meeting is held to review these arrangements and confirm the student is receiving the expected support and progressing appropriately. Students are allocated a Personal Academic Tutor (PAT) at the university who attends these meetings and forms part of the support around the student, along with the practice educator, and an on-site supervisor where relevant. The teaching partnership have a Safe Practice Protocol in place which sets out expectations for safe and reasonable placement workloads and induction requirements.

39. At inspection, course staff, students, placement providers, and practice educators confirmed that there are clear lines of communication which ensure a shared understanding of expectations. Students confirmed they feel able to raise any concerns around their induction, support, or workload and that any concerns they do raise are addressed. Students and support services also confirmed that relevant university support services are available and accessible while on placement, in addition to support available from the placements themselves. The inspection team agreed that this standard was met.

Standard 2.4

40. Documentary evidence provided by the university for this standard demonstrated that a range of processes are in place, as discussed within standard 2.3, to establish students' learning needs at the beginning of each placement, and ensure their responsibilities on placement are appropriate. The PLA outlines the level of learning the student is determined to be at when beginning their first placement, and the practice educators' placement 1 report details the student's learning needs for placement 2.

41. The practice placement module specifications for both placements lay out the learning outcomes required for each placement, in line with the relevant Professional Capabilities Framework (PCFs). The mid-way review meeting serves as a checkpoint to ensure the parameters of the PLA are being met, including in terms of the appropriateness of the student's responsibilities.

42. As discussed within standard 2.2, students confirmed at inspection that they are confident in raising any concerns that may arise with their placement setting, and one student stated that when they did raise concerns about the appropriateness of their responsibilities on placement, the university promptly sourced an alternative placement to rectify this. The inspection team determined that the standard was met.

Standard 2.5

43. Prior to inspection, the university outlined the various requirements a student must meet prior to carrying out any direct practice in a service delivery setting. As discussed within standard area 1, all students must obtain an enhanced DBS check and health declaration, followed by an occupational health assessment and arrangement of reasonable adjustments where appropriate. A module specification was provided for the Preparation for Professional Practice module which students undertake in the first year of the course to prepare them for practice learning and assess their preparedness. The assessment of this module involves several days of assessed activity, including a role play and interview with a person with lived experience of social work. Students also complete a reflective workbook to develop their understanding of relevant areas such as ethics and professional boundaries. Details of the content of skills days were provided to evidence further preparation for practice which takes place outside of the module itself. Students are required to pass the Assessed Readiness for Direct Practice (ARDP) component of the Preparing for Professional Practice module before they are permitted to begin their first placement.

44. During the inspection, placement providers reported that students generally arrive on placement well-prepared, and that in cases where students struggle the university provides appropriate support. The teaching partnership have participated in ongoing improvement work with the university around readiness for practice, resulting in the establishment of an annual employer showcase where students are able to gain a clear understanding of employer expectations. Members of the SUC group stated that they have substantial involvement in the design and delivery of the Preparing for Professional Practice module,

ensuring the module reflects service user expectations and perspectives. The inspection team agreed that the standard was met.

Standard 2.6

45. Prior to inspection, the university provided a Practice Education Strategy document produced with the teaching partnership which outlines support and processes that are in place to ensure practice educators are able to support safe and effective learning. Placement handbooks provided by the university ahead of the inspection confirm that placement providers must ensure practice educators are suitably qualified for the student level they assess. The PLA also details the qualifications required of the practice educator depending on the placement stage.

46. The teaching partnership have a robust process in place for monitoring practice educator currency, with a database of registration, qualification, and currency details for all practice educators (including off site), and refresher training required every 2 years. As the host organisation for the teaching partnership, the university has oversight of this process. Review of practice educators' work is also included in wider quality assurance processes such as placement audits and the annual QAPL. The inspection team determined that the standard was met.

Standard 2.7

47. Documentary evidence provided prior to the inspection confirmed that there is a university-wide whistleblowing policy in place, which students are directed to from the programme handbooks. A section of the PLA also requires the placement provider to make their own whistleblowing policy available to students as part of the induction process. At inspection, students from both programmes demonstrated a strong grasp of whistleblowing and the importance of raising concerns. Students also noted the significance of whistleblowing and raising concerns with reference to their responsibilities under the professional standards. The inspection team determined that this standard was met.

Standard three: Course governance, management and quality

Standard 3.1

48. The university provided documentary evidence ahead of the inspection which confirmed that governance of the programmes is established in the Faculty of Health, Social Care, and Medicine, within the School of Allied Health, Social Work, and Wellbeing. The Associate Dean of Faculty holds delegated responsibility for management of the programmes, which is then devolved to the Head of Department and Associate Head of Department. The management and quality assurance of the courses is overseen by the Programme Management Board, along with other quality assurance mechanisms such as the Practice Assessment Panel (PassP), Staff-Student Consultative Groups, and External Examiners.

49. The details of these arrangements were discussed and confirmed with members of senior management at inspection. The inspectors queried whether the practice learning lead role has involvement in quality assurance, and it was confirmed that they are involved through the QAPL, teaching partnership quality assurance mechanisms, and oversight of feedback on placements. The Head of Department acts as a conduit between course team and faculty management, with lines of accountability working as expected. A meeting was held with the Vice Chancellor, who expressed commitment to the success of the university's social work programmes. The inspection team agreed that this standard was met.

Standard 3.2

50. Documentary evidence provided prior to the inspection indicated that formal agreements are in place with all placement providers. The Placement Coordinator has overarching responsibility for placement provision, and works directly with all placement providers through the teaching partnership's pre-qualifying workstream. PLAs are in place for all placements which confirm the expectations the university has of placement providers. The PLA lays out how placement learning must meet the relevant regulatory standards, and includes agreements regarding obtaining service user consent, and processes for raising concerns. The teaching partnership pre-qualifying workstream also has a Safe Practice Protocol in place which all parties are subject to, which outlines best practice and steps to take when concerns arise. At inspection, stakeholders demonstrated a shared understanding of the expectations of placement, and of the processes to follow in response to any concerns. The inspection team agreed that this standard was met.

Standard 3.3

51. Prior to inspection, the university confirmed that all necessary health and wellbeing policies and expectations are addressed as part of the PLA form and meeting for each placement, and that the student understanding of policies is confirmed. This must include policies regarding health and safety, lone working, whistleblowing, and discrimination. Any specific needs of the student related to health, disability, caring responsibilities, etc. are also noted through the PLA and any reasonable adjustments or additional support agreed at this stage. At inspection, students reported that access to university support services remains strong while on placement, with online and out of hours services available. Support services staff also demonstrated an awareness of the need for support services to be accessible for students while on placement. The inspection team determined that this standard was met.

Standard 3.4

52. Documentary evidence provided by the university confirmed that employers are directly involved in the programmes through programme boards, and have further input through the teaching partnership which the university hosts. In particular, employers participate in the teaching partnership's pre-qualifying workstream, which meets every 6-8 weeks to

collaborate on improvements to all qualifying programmes. Current areas of focus for the workstream include placement experience, practice education, and widening participation. Further to this, employers are represented on Practice Assessment Panels (PassPs) for both social work programmes at the university, and participate in events such as regular curriculum development days.

53. As discussed within standard 1.3, employers are involved throughout all stages in the admissions process. Employer partners deliver teaching on both programmes, participate in assessment of several modules, and attend the university for an annual placement showcase event. At inspection, employer partners confirmed they have a strong relationship with the university, and meaningful involvement in strategy and delivery across both programmes. Employers also discussed their involvement in the placement allocation process, and confirmed that this process works effectively. The inspection team agreed that this standard was met.

Standard 3.5

54. Review of the university's documentary evidence submission confirmed that there are a number of quality assurance processes in place for the programmes which involve employers, students, and people with lived experience of social work. The programmes are subject to a university-wide annual programme monitoring and review process, as well as PassPs and programme boards with employer and SUC group representation. A number of routes are in place for student participation in course improvement, such as Staff-Student Consultative Fora and regular module evaluations. Placements are reviewed annually through the QAPL process, which collates feedback from students and practice educators on their placement experiences. The QAPL forms are audited every year to ensure areas for improvement are identified and actioned where appropriate. External examiners provide a further quality assurance mechanism for both programmes.

55. At inspection, students confirmed that they have the opportunity to contribute to programme improvements through routes such as the new Time to Talk events, which are open to all students. Students also reported feeling able to approach staff more informally with any concerns, and confident that their feedback would be heard. Employers and SUC group members confirmed they have regular involvement in PassPs and programme monitoring meetings, as well as the teaching partnership's prequalifying stream. The inspection team agreed the standard was met.

Standard 3.6

56. The university's documentary evidence submitted for this standard states that the target recruitment number for each programme annually is 35. This figure has been determined in collaboration with the teaching partnership, who have developed a Labour Market/Workforce Planning outline in response to the Department for Education (DfE)'s Key

Performance Indicator around workforce development. The outline document notes that the number of newly qualified social workers in the region has been meeting local workforce needs for several years. The teaching partnership pre-qualifying workstream has systems in place to identify placement availability across the region, and placement start and end dates are staggered across course providers to increase availability.

57. The admissions numbers provided ahead of inspection indicated some recent under-recruitment for the BA programme, which was discussed at inspection. The university confirmed that a significant factor in the lower numbers has been due to the previous credit distribution, which led to some students being unable to progress on the programme due to trailing credits. This has already been addressed by amendments to the credit configuration, which is anticipated to increase retention on the programme. The university and teaching partnership both demonstrated an awareness of the need to maintain relationships with placement providers and practice educators in instances where they are unable to provide the expected number of students. Senior management also demonstrated a commitment to the ongoing resourcing of both programmes. As the evidence for this standard indicated that there is an appropriate strategy in place and actions being taken to address under-recruitment, the inspection team agreed that the standard was met.

Standard 3.7

58. The lead social worker for both courses is registered with Social Work England and their CV confirms they are appropriately qualified for the role. The inspection team concluded that the documentary evidence provided in advance of the inspection was sufficient to demonstrate that this standard was met.

Standard 3.8

59. The inspectors' review of the staff CVs provided within the university's evidence submission confirmed that staff are appropriately qualified and experienced, and represent a breadth of specialist knowledge. A pool of associate lecturers is also available to provide further specialist expertise where needed. However, the inspectors had some concerns that staffing levels may be stretched within the context of the university's wider social work provision. It was not clear whether any workload allocation model was in place to ensure reasonable distribution of work across the team.

60. At inspection, senior management and course staff confirmed that there is a workload allocation model in place, which is due to be revised. Staff reported being very busy, however the Dean noted that the staff-student ratio (1:17) is higher than average for the faculty, in acknowledgement of the complexity of the department's offer. The inspection team agreed that the current allocation model appeared reasonable, with consideration of placement work, teaching partnership obligations, and opportunity for research and CPD. The inspection team agreed that the standard was met. There was some indication that not

all staff feel able to make full use of their allocated research and CPD hours, which is discussed in more detail within Standard 3.10.

Standard 3.9

61. Documentary evidence provided for this standard confirmed that the university monitors student progression through annual evaluation reports on each module and programme, which are submitted to the Programme Board for review. The Programme Board also receive data on student feedback, recruitment, retention, progress, and awards. Annual external examiner reports and responses are also reviewed. The evaluation report and programme leader's response, along with identified actions and themes, are made available to students. The annual report reviews progression rates in relation to a number of EDI metrics, and identifies any actions needed in response to this data.

62. The recent increase in students not completing the BA programme was identified as being related to the previously discussed issue with the weighting of modules and number of failed credits that could be carried over. The response has been to revert to a previous configuration of modules and credits in the first year of the programme to address this. The inspection team were satisfied that this standard was met.

Standard 3.10

63. The evidence submission for this standard outlined the university's commitment to ongoing staff development through an Annual Performance Review. The faculty also facilitates a scheme for staff to regularly peer review each other's teaching. New members of staff are allocated a mentor for their first year of teaching. Current members of staff on the programmes are involved in various practice-related roles such as independent work with fostering and adoption agencies, practice education, work with local authorities, and practice-centred research. There are also opportunities for maintaining practice currency through CPD provided by the teaching partnership, including research projects related to practice. At inspection, it was confirmed that associate lecturers have the same access to these opportunities as permanent staff. The inspection team agreed that this standard had been met.

64. As mentioned within standard 3.8, while the workload allocation model does include research and CPD hours, it was unclear how opportunities for research and publication are distributed within the faculty, or whether there is equity of opportunity. At inspection, some members of the course team reported difficulty finding time to make use of their allotted CPD and research hours due to prioritising teaching. The inspection team noted that other members of staff are involved in innovative research that would be of benefit to the wider professional community, but currently have no plans to take that work forward through publication and/or conference presentation. The inspectors therefore recommend that the university review how research and CPD opportunities are distributed amongst staff, to

ensure all staff are supported to take full advantage of professional development activities. Full details of the recommendation can be found in the [proposed outcomes](#) section of this report.

Standard four: Curriculum assessment

Standard 4.1

65. The documentary evidence provided prior to inspection demonstrated that the curriculum and learning outcomes have been mapped to both BASW's Professional Capability Framework and Social Work England's Professional Standards. At inspection, students from both courses confirmed that the professional standards are referred to throughout the entire student journey, being initially introduced prior to interview. Students demonstrated a clear awareness of the professional standards and their implications. Support services staff also demonstrated working knowledge of the professional standards, noting that they map well to the university's list of graduate attributes. The inspection team agreed that this standard was met.

Standard 4.2

66. As discussed within standards 3.4 and 3.5, employers (including practitioners) and SUC group members are directly involved in the programmes through programme boards, and have further input through the teaching partnership which the university hosts. In particular, employers and SUC group members participate in the teaching partnership's pre-qualifying workstream, which meets every 6-8 weeks to collaborate on improvements to all qualifying programmes. Employers and SUC group members are also represented on Practice Assessment Panels (PassPs) for both social work programmes at the university, and participate in events such as regular curriculum development days.

67. As discussed within Standard 1.3, SUC group members and employers are involved throughout all stages in the admissions process. Employers, SUC group members, and practitioners deliver teaching on both programmes, participate in assessment of several modules, and attend the university for an annual placement showcase event. At inspection, SUC group members, practitioners, and employer partners confirmed they have a strong relationship with the university, and meaningful involvement in the design and development of both programmes. The inspection team agreed that this standard was met.

Standard 4.3

68. As discussed within Standard 1.5, documentary evidence was provided prior to the inspection indicating that there are a number of university-wide equality and diversity policies and strategies in place, including the Equality Diversity and Inclusion Strategy 2021-2025. In line with this policy, applicants to the programmes are encouraged to disclose any disability or health condition, and reasonable adjustments are made where requested. All

programme curricula, teaching, learning, and assessment has been developed in line with the EDI strategy. All staff, and all stakeholders sitting on interview panels, receive initial Equality, Diversity, and Inclusion (EDI) training, followed by annual refresher training. As noted within Standard 3.9, the annual programme evaluation involves review of progression rates in relation to a number of EDI metrics, and identifies any actions needed in response to this data.

69. At inspection, the course team and support services confirmed there are a number of opportunities in place for students to declare and discuss any additional learning needs they may have. Students reported that they feel they have been treated fairly on their programme and have had their needs met, including those students who have required reasonable adjustments to be in place. Regarding students who may not have a formal diagnosis, for example of dyslexia, subsidised screening and assessments are available. Support services confirmed that they will also provide support for a student prior to or without a formal assessment where needed. The international office outlined support available to international students, which begins prior to course start as students are met at the airport, and given a tour of the local area, campus, and nearby Liverpool. Support services and course staff demonstrated an awareness of the need to ensure support available meets the needs of students joining programs via widening participation initiatives. Staff undertake anti-racism training for academics to inform both curriculum content and teaching. The inspection team determined that this standard was met.

Standard 4.4

70. Review of the documentary evidence for this standard confirmed that modules are annually reviewed and updated by course staff. Updates to modules are informed by external examiner reports, student module feedback, and any changes to relevant legislation, policy, or best practice. Annual planning days are also held with the teaching partnership and stakeholders, where potential updates to the programmes are discussed and agreed. Modules are developed and updated in response to relevant recent research, and staff's teaching is informed by their own and others' research. This is evidenced in the reading lists provided for each module, which are topical and feature recent relevant publications. Module reports and external examiner reports for both programmes note the currency of module content. The inspection team agreed this standard was met.

Standard 4.5

71. Evidence provided prior to inspection indicated that the integration of theory into practice is woven throughout the programmes, both in academic modules and during placement. A document was provided to demonstrate how the content of all modules across the programmes highlights the relationship between theory and practice. Both the content and methods of assessment for the programmes are also designed to further cement integration of theory and practice. Practice educators are expected and supported

to provide learning opportunities that encourage students to integrate theory and practice. The placement portfolio assesses students' developing skills in integration of theory into their practice learning.

72. At inspection, practice educators were clear on the learning outcome requirements around integration of theory and practice. Students discussed ways in which their practice educators required them to link theory to reflections, and the benefits of this to their developing professional practice. The inspection team were satisfied that this standard was met.

Standard 4.6

73. The university's documentary submission provided examples of the involvement of other professionals in course teaching, and noted that practice placements provide substantial opportunity for working with other professions. The PLA establishes the requirement for students to access and reflect on interprofessional working opportunities while on placement. The university provides interprofessional learning workshops on ethical dilemmas for social work students alongside nursing and other professional students. There is provision for immersive learning experiences with other professional students in settings such as the moot court and home simulation suite.

74. At inspection, students confirmed that they had engaged with interprofessional learning opportunities, for example a workshop with other professional students regarding the medical and social models of disability, or discussing how legal frameworks relate to various professions in different ways. University staff, including senior management, demonstrated awareness of and commitment to the importance of interprofessional learning and working opportunities. The inspection team agreed that the standard was met.

Standard 4.7

75. Documentary evidence for this standard confirmed that the designated hours of structured academic learning required for each module are clearly stated in module specifications. These hours conform to university-wide requirements for face-to-face teaching and independent study. At inspection, employer partners confirmed that students generally arrive on placement well-prepared, and students report that they feel prepared for practice and for their Assessed and Supported Year in Employment (ASYE). University staff explained the structures in place to identify and resolve situations when a student's attendance may not be sufficient to meet the required competence level. The inspection team agreed that the standard was met.

Standard 4.8

76. Review of the documentary evidence for this standard confirmed that assessment strategies for the programmes are governed by university-wide quality assurance structures,

with faculty level policies and strategies. All assessments are developed with reference to the relevant regulatory standards and PCFs. A varied range of assessment methods are used across the programmes, including exams, report writing, presentations, portfolios, and role plays. Placements are assessed through formative and summative assessments, review meetings, and a practice portfolio. An external examiner system provides external scrutiny of standards of assessments and compares currency with other social work courses in England. Evidence included a selection of external examiner reports which were positive for all modules across both programmes. At inspection, students confirmed that they have found assessments to be fair, and that lecturers and academic tutors have been available to provide any support needed. Students reported that formative feedback is helpful and informs their development towards summative submissions. The inspection team were satisfied that the standard was met.

Standard 4.9

77. The university's documentary evidence included a document outlining how all assessments are mapped to curriculum content and module learning outcomes as detailed in module handbooks. The programme specifications and handbooks detail the progression requirements for both courses, and the processes available for non-completion and exit points in mitigating circumstances. The marking criteria for assessments progress from level to level, and learning outcomes become increasingly complex as expected. Discussion with course staff on inspection demonstrated how the assessment methods are sequenced to match student progression through the programme.

78. Students on the BA programme did report at inspection that the size and timing of the dissertation results in a high workload within a short period of time, as it is due for submission around the same time as the placement portfolio and completion of the final placement. The course team were already aware of students' concerns around this, as they had been raised through student feedback routes, and during inspection the course team presented an updated plan for amendments to the BA dissertation module. The plan includes cutting the wordcount in half (to 5000 words) and amending the submission deadline in year three to avoid bunching. The plan also includes earlier allocation of students' research tutor at the end of year two, to allow students to begin work on their dissertation earlier. The Level 5 Research Methods module will also be more explicitly geared towards dissertation preparation and enabling students to develop their research interest prior to going on placement. The inspectors recommend that these proposed amendments to the dissertation module are put in place to reduce assessment bunching and ensure students are able to meet their full potential. Full details of the recommendation can be found in the [proposed outcomes](#) section of this report.

79. As there was no indication that the dissertation module in its current iteration is inappropriately sequenced with regards to students' progression, the inspection team agreed that this standard was met.

Standard 4.10

80. Module handbooks provided prior to inspection confirmed that students on both programmes receive formative and summative feedback to support their development over time. Documentation also confirmed that students' personal academic tutors have a specific role in providing support and oversight of students' progression.

81. At inspection, students confirmed that alongside formative assessments, teaching staff are available to provide feedback on draft summative work with enough time to make any necessary amendments before summative submission. Students had no concerns around timeliness of feedback, and reported receiving constructive and helpful feedback. Students and teaching staff also confirmed that, where appropriate, assessment feedback will signpost to relevant Unskills content and other support services which the student may benefit from. The inspection team were satisfied that this standard was met.

Standard 4.11

82. Prior to the inspection, the university provided staff and external examiner CVs, and outlined the areas of assessment which practitioners and people with lived experience are involved in. Review of the CVs confirmed that staff carrying out assessments are appropriately qualified, and that the external examiners are qualified and registered. Placement portfolios are assessed by practice educators whose qualifications and currency are monitored per the processes outlined in Standard 2.6.

83. At inspection, the university confirmed that new staff and stakeholders involved in assessments are given training and support. Members of the SUC group who are involved in assessments stated that they feel confident and prepared for their participation in assessments. Senior management confirmed that associate lecturers have the same access to CPD opportunities as full time staff, and those who are used on a regular basis are given the opportunity to complete a teaching certificate. The inspection team concluded that the evidence indicated this standard was met.

Standard 4.12

84. The university's documentary evidence outlined the range of people whose input contributes to decisions about student progression, including academics, SUC group members, placement service users, and practice educators. The mapping document also confirmed that practice educators carry out direct observation of student practice as part of placement assessments. Students have the opportunity to re-submit failed assessments and repeat failed modules where appropriate. Progression and award boards meet after the assessment board and students' results are confirmed at this stage. Exit points are clearly laid out in the university regulations and programme specifications. Each students' suitability for the programme they are on and for social work practice is assessed at all levels, and decisions regarding progression made accordingly.

85. As discussed in previous standards, amendments have been made to the credit weighting in the first year of the BA in order that fewer students are unnecessarily prevented from progressing. Students cannot progress to placement until they pass the Assessed Readiness for Direct Practice (ARDP) component of the Preparation for Professional Practice module, and cannot complete the programmes unless they pass both placements. The inspection team agreed that the standard was met.

Standard 4.13

86. Evidence was provided ahead of inspection that evidence-based practice is embedded throughout the curricula of both programmes, supported by up to date reading lists. Students have access to university research institutes and research material through the university's Virtual Learning Environment (VLE). Teaching material is informed by staff research activities and developments in wider social work research. Several modules require demonstration of research-mindedness, and the dissertations on both programmes provide an opportunity for students to develop in-depth evidence-based knowledge in a chosen area of social work practice.

87. At inspection, students and practice educators expressed the importance of evidence-informed approaches to practice. Library staff expressed commitment to responsively meeting student resource needs, and students confirmed that any necessary resources are promptly provided. The inspection team determined that this standard was met.

Standard five: Supporting students

Standard 5.1

88. Documentary evidence provided by the university confirmed that students have access to a broad range of support services, which include a careers service, counselling service, disability support, and occupational health where appropriate. Students are made familiar with key support services during induction, with the full breadth of available services being introduced gradually to avoid overwhelm early in the programme.

89. At inspection, course and support staff provided further details of the support services available, and students overall spoke highly of the support services available in terms of both wellbeing and more practical support such as careers advice and reasonable adjustments. At inspection, students reported that access to university support services remains strong while on placement, with online and out of hours services available. Support services staff also demonstrated an awareness of the need for support services to be accessible for students while on placement. The inspection team agreed that the standard was met.

Standard 5.2

90. The university's documentary evidence submission confirmed that students have access to a range of resources to support their academic development, including personal academic tutors, a subject librarian, library resources, study skills programmes through Uniskills, and IT support. At inspection, course team and support services staff were able to provide further detail of these resources and how they work for students.

91. Students spoke positively of their experience with and access to their academic tutors, and particularly appreciated having a consistent tutor throughout their programmes, which fosters awareness of individual students' needs. Students also spoke positively of the Uniskills provision, which staff confirmed has high take-up and is developed with consideration to ensuring the service meets the needs of students recruiting through widening participation initiatives. There is also a buddy system in place to further support students' academic development, which students confirmed they find helpful. The inspection team determined that the standard was met.

Standard 5.3

92. As discussed within Standard 1.4, applicants to the programmes are required to complete a suitability for social work form, occupational health check, and Disclosure and Barring Service (DBS) enhanced check. Where any cautions or convictions are declared, the applicant is asked to provide details at interview and a panel is convened of academic staff and employer partners. The panel determine whether the conviction impacts on the student's suitability for the programme, and the student is informed of the outcome. Where an applicant discloses a disability or health condition, a panel of faculty, inclusion team staff, and employer partners is held to determine whether the student would be suitable for the programme with reasonable adjustments in place. An occupational health referral is also made to obtain a recommendation of whether the student is fit to undertake the programme.

93. At inspection, the course team confirmed that following initial suitability checks at admissions stage, students are required to complete further suitability declarations annually at each enrolment. Documentary evidence confirmed that there is a comprehensive fitness to practise policy in place to deal with any concerns arising regarding a student's ongoing suitability. Students confirmed they were clear about the importance of disclosing any changes which may impact on their suitability, whether regarding conduct, character, health, or convictions. The inspection team agreed that the standard was met.

Standard 5.4

94. As discussed within Standard 1.5, documentary evidence was provided prior to the inspection indicating that there are a number of university-wide equality and diversity policies and strategies in place, including the Equality Diversity and Inclusion Strategy 2021-

2025. In line with this policy, applicants and students are encouraged to disclose any disability or health condition, and reasonable adjustments are made where requested.

95. At inspection, the course team and support services confirmed there are a number of opportunities in place for students to declare and discuss any additional learning needs they may have. Students spoke highly of the provision of reasonable adjustments, both on placement and within the university environment. As noted within Standard 4.3, subsidised screening and assessments are available to students who do not have a formal diagnosis, for example of dyslexia. Support services confirmed that they will also provide support for a student prior to or without a formal assessment where needed. The inspection team agreed that this standard was met.

Standard 5.5

96. Review of the documentary evidence for this standard confirmed that information provided to applicants at the admissions stage gives a clear picture of the requirements of the courses. Programme and module handbooks for both courses give information on the academic and practice curriculum requirements, assessment, resits, and mitigating circumstances. The university has a careers service who provide advice and support in seeking employment. Preparation for registered practice and for the ASYE is addressed towards the end of final placement. The student handbooks outline the complaints and appeals processes should students require use of these. The inspection team determined that the standard was met.

97. The inspectors noted that it wasn't fully clear within the MA programme paperwork that the PGDip still allows graduates to apply to register with Social Work England, and recommend that the university reviews this for clarity. Full details of the recommendation can be found in the [proposed outcomes](#) section of this report.

Standard 5.6

98. Documentary evidence provided prior to the inspection confirmed that the programme handbooks lay out the mandatory attendance requirements for all elements of the courses. Expectations for attendance are made clear and linked to expectations of professional behaviour and standards. Attendance at taught content is monitored through an electronic system which automatically contacts students requesting they get in touch with their personal academic tutor if their attendance drops below the policy threshold. Attendance at skills days is monitored, and students are required to complete make-up activities for any skills days they miss. Placement attendance is recorded and verified by the student's practice educator to ensure all students attend the required minimum number of placement days.

99. At inspection, staff stated that the manageable size of cohorts on both programmes means that staff can have an awareness of potential absence concerns before they reach

the policy threshold, and will check in informally with students where appropriate. Staff acknowledged the need to consider possible contextual issues around students' wellbeing or caring responsibilities when addressing attendance concerns, and students are aware that staff will take this into consideration. Students were clear about the attendance requirements of their programmes, and about the procedures in case of unavoidable absence. The inspection team agreed that this standard was met.

Standard 5.7

100. As discussed within Standards 4.8 and 4.10, module handbooks provided prior to inspection confirmed that students on both programmes receive formative and summative feedback to support their development over time. Documentation also confirmed that students' personal academic tutors have a specific role in providing support and oversight of students' progression and performance in assessments. External examiner reports for both programmes were positive regarding the timeliness and quality of feedback provided to students.

101. At inspection, students confirmed that alongside formative assessments, teaching staff are available to help review sections of draft summative work ahead of submission where needed. Students had no concerns around timeliness of feedback, and reported receiving constructive and helpful feedback. Students and teaching staff also confirmed that, where appropriate, assessment feedback will signpost to relevant Unskills content and other support services which the student may benefit from. The inspection team were satisfied that this standard was met.

Standard 5.8

102. Review of the evidence provided prior to inspection confirmed there is a university-wide academic appeals process in place, as well as a complaints procedure. The university website and programme handbooks both clearly detail the appeals and complaints process. The inspection team agreed that the standard was met based on the documentary evidence.

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

Standard 6.1

103. As the qualifying courses are a BA, MA, and PGDip, the inspection team agreed that this standard was met for the programmes.

Proposed outcome

The inspection team recommend that the course be approved without conditions.

Recommendations

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	Standard 1.5	The inspectors are recommending that the university review the online admissions process to ensure it is clear to applicants when and how they can request reasonable adjustments.	Paragraph 33
2	Standard 3.10	The inspectors are recommending that the university review how research and CPD opportunities are distributed amongst staff, to ensure all staff are supported to take full advantage of professional development activities.	Paragraph 64
3	Standard 4.9	The inspectors are recommending that the proposed amendments to the dissertation module are put in place to reduce assessment bunching and ensure students are able to meet their full potential.	Paragraph 78
4	Standard 5.5	The inspectors are recommending that the university review MA programme paperwork to make clear that the PGDip exit route allows graduates to apply to register with Social Work England.	Paragraph 97

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 – no conditions.