

Inspection Report

Course provider: University of Kent

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

Inspection dates: 4th – 6th July 2023

Report date:	30 th August 2023
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	31 st October 2023
Date conditions met and approved:	22 nd April 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. 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. The University of Kent's MA Social Work course (and PGDip exit route) was inspected as part of the Social Work England reapproval cycle; whereby all course providers with qualifying social work courses will be inspected against the new Education and Training Standards 2021. The inspection was for reapproval of the MA course, 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	UKR2
Course provider	University of Kent
Validating body (if different)	N/A
Course inspected	MA Social Work, PGDip Social Work (exit route)
Mode of study	Full time
Maximum student cohort	25
Date of inspection	4 th – 6 th July 2023
Inspection team	Joseph Hubbard (Education Quality Assurance Officer) Anne Mackay (Registrant Inspector) David Amos (Lay Inspector)
Inspector recommendation	Approved with conditions
Approval outcome	TO BE ADDED

Language

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

Inspection

17. An on-site inspection took place from 4th – 6th July 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 five students from across both year groups; three first years and two second years. Discussions included placement provision, practice education, academic and pastoral support, assessment, and student voice.

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 course through the university's Partnership Initiative Group (PI Group). Discussions included admissions, course development and delivery, training and support.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including Kent County Council, Medway Council, two schools, a hospice, and a charity.

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, details of the group exercise, and interviewing and scoring information. The admissions process is multidimensional, involving a written application, online written test, interview, and observed group discussion. The details of the admissions process were triangulated at inspection through meetings with the admissions team, course team, PI Group, and students. The inspection team agreed that this standard was met.

Standard 1.2

26. The programme website and admissions handbook confirm that applicants are required to have at least 6 months' full-time (or equivalent part-time) paid or voluntary experience in social care. The course team and admissions staff confirmed on inspection that prior experience is discussed at interview, as well as generally being included in an applicants' personal statement. Staff also confirmed that the university facilitate Accreditation of Prior Experiential Learning (APEL) and provided the relevant university web page outlining this provision. The inspection team were satisfied that this standard was met.

Standard 1.3

27. Documentary evidence was provided to demonstrate that employer partners and PI Group members (people with lived experience of social work) are involved in the selection process. Employer partners are represented on interview panels, and PI Group members lead the observed group discussion and score applicants' participation. PI Group members also contribute to the development of interview questions and case studies for the observed group discussion. The university acknowledge that it is not feasible to hold the observed group discussion for Clearing applicants due to practical constraints. To ensure that people with lived experience are still involved in admissions for Clearing applicants, case studies designed by the PI Group form part of the Clearing admissions tasks.

28. During the inspection, the inspection team met with people with lived experience from the PI Group, who confirmed they have meaningful involvement in the design of interview questions and in decision-making about applicants. Employer partners confirmed at inspection that they are involved in interviews, and reported having a good working

relationship with academic staff in this context. The inspection team agreed that the standard was met.

Standard 1.4

29. The university provided documentary evidence demonstrating their processes for assessing the suitability of applicants' conduct, character, and health. Applicants are required to complete a Criminal Activity Disclosure Form prior to interview. Where any convictions are declared, the candidate is asked to provide details at interview and complete a Student Suitability Panel Declaration Form. The details from interview and the declaration form are then provided to a Virtual Suitability Panel, which is comprised of practitioners from the two local authority partner agencies. The panel determine whether the conviction impacts on the student's suitability, and the student is informed of the outcome.

30. Applicants are also required to disclose any history of disciplinary investigation, and to complete a Social Work Health Declaration; any relevant disclosures are explored at interview to assess potential impact on suitability. Applicants are asked to disclose any lived experience of social work on the initial application form and at interview; this information is assessed with regards to provision of suitable placement opportunities. Applicants are directed to appropriate student support services where relevant, including disability services and a specialist Care Leaver Advisor. At inspection, the course team confirmed that before going on placement, students are required to complete a further suitability declaration and have a continuous DBS in place. The inspection team were satisfied that this standard was met.

Standard 1.5

31. 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 an equal opportunities policy and reference to equal opportunities within the admissions policy. Applicants are notified of the process in place to request any reasonable adjustments they may require.

32. All university staff are required to complete training in unconscious bias and diversity in higher education, as well as refresher training every three years. The university acknowledge that PI Group members do not receive regular EDI training through the university, and state that they are exploring how members may be provided access to university training resources. The inspection team felt that a recommendation around this would be beneficial – full details of the recommendation can be found in the [proposed outcomes](#) section of this report.

33. During inspection meetings, course and admissions staff confirmed that while equality and diversity data regarding applicants is gathered by central admissions, course level data

for the MA is not currently being monitored or actioned on. The university acknowledged they need and intend to engage more with this data. As the standard requires course providers to not only implement but also monitor EDI policies around admissions, the inspection team determined that a condition was necessary against this standard. Consideration was given to whether the findings identified would mean that the course would not be suitable for approval. However, it was deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. The inspection team is confident that once this standard is met, a further inspection of the course would not be required. Full details of the conditions, monitoring and approval can be found in the [proposed outcomes](#) sections 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 (including travel requirements), fees and funding, course structure, content, and assessment. At inspection, placement providers noted that they have identified a need to make it clearer to applicants that one placement will not be statutory, as many students have been arriving with an expectation of two statutory placements. The university state that work is underway to address this by providing clearer information at the admissions stage, and the existing content of the webpages does not suggest that both placements will be in a statutory setting. The inspectors agreed that this did not prevent the standard from being met, but determined that the feedback from employer partners warranted a recommendation around clarifying placement expectations for applicants. Full details of the recommendation can be found in the [proposed outcomes](#) sections of this report.

35. During the inspection, course staff and students both discussed the challenges resulting from the need for students to have a driving license and use of a car for any local authority placements. The requirement for students to have use of a car (unless exempt due to disability) is made clear on the course website, and the university also provided evidence that this requirement is discussed at interview. A document is also available on the course website which lists the estimated costs associated with getting a UK driving license, although this does not outline the costs of purchasing or hiring a car, or of running costs such as fuel, insurance, tax, and MOT. The financial implications of the course more broadly were raised during the inspection, with a number of students needing to take on paid employment on top of their studies and struggling with tiredness on placement as a result. The inspection team felt that sufficient financial information was provided on the website to meet the requirements of this standard, but determined that a recommendation would be beneficial to ensure the university continues work to prepare applicants as well as possible for the financial realities of the programme. Full details of the recommendation can be found in the [proposed outcomes](#) sections of this report.

36. The course webpage makes reference to the Professional Standards, and states that these must be met for registration with Social Work England. However, the website also states that graduates “are eligible for professional registration with Social Work England”, rather than eligible to apply for registration – it is not clear that the qualification will not guarantee registration, or what the requirements of registration are. An information sheet for MA candidates uses clearer phrasing around registration, however it states that graduates are eligible to apply for registration with the previous regulator, the Health and Care Professions Council (HCPC). Further, the course webpages state that “students must also meet the Education and Training Standards”, which may cause confusion as these standards apply to qualifying courses rather than to students. The inspection team agreed that this evidence indicated the standard was not met, and a condition was necessary to ensure the university correct and clarify the information provided to applicants regarding professional registration. Consideration was given to whether the findings identified would mean that the course would not be suitable for approval. However, it was deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. The inspection team is confident that once this standard is met, a further inspection of the course would not be required. Full details of the conditions, monitoring and approval can be found in the [proposed outcomes](#) sections of this report.

Standard two: Learning environment

Standard 2.1

37. Documentary evidence provided prior to the inspection confirmed that students spend the required 200 days learning across different practice settings. This includes 30 skills days for which attendance is mandatory and monitored using an attendance log. As some of the statutory placements cited were noted to be outside of traditional statutory settings (i.e. local authorities), the inspectors brought questions to inspection regarding how the university ensures sufficient statutory tasks are undertaken within these placement settings.

38. At inspection, course staff were open with inspectors about there having been difficulties sourcing sufficient statutory placements, exacerbated by the fact that local authority partners require students to have use of a car. This was reported to have been particularly difficult with the most recent cohort, as a high proportion of the students could not drive. Practice educators also reported that there have been issues with inadequate numbers of local authority placements. Several practice educators shared the view that some placements in voluntary or school settings which have been used as statutory placements are not currently meeting the requirements. Others stated that a lot of additional work is required in these settings to try to meet students’ learning needs, with the practice educator and student both needing to be very proactive in trying to arrange sufficient statutory tasks. The placement team cited an example of a student undertaking a statutory placement in a hospice setting who flagged up a lack of statutory tasks, and was provided with a shadowing experience at a local authority to mitigate this.

39. The course team confirmed that in response to these challenges, they now stipulate at admissions stage that students must have a driver's license and use of a car by the start of their second year. The placement team reported that they have also expanded their network of placement partners to include fostering and adoption organisations, hospices, and some London boroughs. When asked how they ensure all placements designated as statutory can provide students with sufficient statutory tasks, placement staff stated that they confirm the placements deliver delegated statutory functions. They further stated that when using a new placement provider, a placement form is completed and an initial discussion held with the agency to clarify the details of what work is available at the placement, whether they have previously provided statutory placements, and if so to which university.

40. While it was evident to the inspection team that significant steps are being taken by the university to resolve the challenges around statutory placement sufficiency, it was not yet possible to determine how effective solutions such as the driving requirement will be. The inspection team felt that evidence indicated some of the designated statutory placements in use had not provided experience of the complexities of high volume, high-risk work within a statutory environment. While all settings in use as statutory placements do appear to provide statutory tasks, the inspectors were not assured that the volume and depth of statutory tasks is always sufficient to meet the requirements of this standard. The inspection team therefore agreed that a condition was necessary against this standard. Consideration was given to whether the findings identified would mean that the course would not be suitable for approval. However, it was deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. The inspection team is confident that once this standard is met, a further inspection of the course would not be required. Full details of the conditions, monitoring and approval can be found in the [proposed outcomes](#) sections of this report.

Standard 2.2

41. The documentary evidence provided by the university for this standard stated that the placement manager identifies appropriate placements and ensures these will provide students with the required learning opportunities. The placement handbook sets out the roles of the placement tutor, practice educator, and supervisor (where applicable), and outlines the learning outcomes students must meet on placement. A Practice Learning Agreement (PLA) document and meeting lay out the expected learning opportunities, and the student's progress against these is reviewed at a mid-point meeting. The Practice Assessment Panel (PAP) and QAPL (Quality Assurance in Placement Learning) serve as mechanisms for assuring placements are meeting students' learning needs.

42. At inspection, placement team members stated that when using a new placement provider, a placement form is completed, and an initial discussion held with the agency to clarify the details of learning opportunities available at the placement. These placement

forms are then updated for each provider every year that a student is placed with them. When a placement is used for the first time, a conversation is had with the student who was placed there to evaluate their experience and assess whether to continue placing students there. While inspectors were assured that processes are in place to identify and review the practice learning opportunities available on placements, the issues identified within Standard 2.1 indicate that these processes are not reliably ensuring that required learning opportunities are always provided.

43. The inspection team therefore determined that the condition applied to Standard 2.1 also applies to this standard. Consideration was given to whether the findings identified would mean that the course would not be suitable for approval. However, it was deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. The inspection team is confident that once this standard is met, a further inspection of the course would not be required. Full details of the conditions, monitoring and approval can be found in the [proposed outcomes](#) sections of this report.

Standard 2.3

44. Documentary evidence was provided ahead of the inspection, confirming that a PLA is completed for each placement setting 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. A mid-point meeting is then held to review these arrangements and confirm the student is receiving the expected support and progressing appropriately. Students are allocated a placement tutor from the university who attends these meetings and forms part of the support around the student, along with the practice educator.

45. At inspection, placement providers outlined the resources they have in place to support students, and how these are combined with university resources so ensure students are adequately supported while on placement. Students spoke positively about the support and induction they received prior to placement and while on placement, and confirmed they are clear about who to approach for support with any issues that arise. The inspection team agreed that this standard was met.

Standard 2.4

46. Documentary evidence provided by the university for this standard demonstrated that a range of processes are in place to establish students' learning needs at the beginning of each placement, and ensure their responsibilities on placement are appropriate. The mid-way review meeting then serves as a checkpoint to ensure the parameters of the PLA are being met. Should a student have any concerns around their responsibilities on placement which they are unable to address with their supervisor, they can raise these with their practice educator or placement tutor.

47. As discussed within Standards 2.1 and 2.2, issues were identified during the inspection regarding difficulties sourcing sufficient appropriate statutory placements. A number of practice educators expressed concerns about settings being designated as statutory placements which do not provide the appropriate volume or complexity of statutory tasks. The inspection team identified that this issue also has implications for this standard, as placements do not always appear to have provided students with appropriately complex responsibilities for their stage of training. The inspection team therefore determined that the condition applied to Standards 2.1 and 2.2 necessarily also applies to this standard. Consideration was given to whether the findings identified would mean that the course would not be suitable for approval. However, it was deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. The inspection team is confident that once this standard is met, a further inspection of the course would not be required. Full details of the conditions, monitoring and approval can be found in the [proposed outcomes](#) sections of this report.

Standard 2.5

48. Prior to inspection, a module specification was provided for the Readiness for Direct Practice module students undertake in the first year of the course to prepare them for practice learning and assess their preparedness. Moderation forms and marking criteria were also provided which indicate the aspects of readiness which are considered in assessment of this module. In addition, 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 Readiness for Direct Practice module before they are permitted to begin their first practice placement.

49. During the inspection, placement staff were able to provide examples of ongoing refinements they are making to readiness for practice content for students on the course, in response to feedback from placement providers, students, and practice educators. Placement providers reported that students generally arrive on placement well-prepared, and that in cases where students struggle with the learning curve the university provides appropriate support. Students reported having received comprehensive and clear preparation for direct practice from the university. Members of the PI Group stated that they have substantial involvement in the design and delivery of the Readiness for Direct Practice module, ensuring the module reflects service user expectations and perspectives. The inspection team agreed that the standard was met.

Standard 2.6

50. Evidence provided by the university ahead of the inspection indicated that practice educators' experience, qualifications, and registration are reviewed at application stage and confirmed prior to appointment. Workshops are then provided by the placement manager

twice a year, and by a local authority partner three times a year, to support practice educators' ongoing currency.

51. At inspection, the university were asked how they ensure practice educators' registration and currency on an ongoing basis, and confirmed that they hold a database of all practice educators' required credentials. The database is updated annually to confirm all practice educators' qualifications, DBS, and registration. The university confirmed that uptake of the variety of workshops and trainings is not monitored, however a number of quality assurance processes are in place to identify any concerns around a practice educator's currency or skills. The inspection team determined that these processes appear to be effective, as students confirmed their practice educators have demonstrated the expertise and currency expected. The inspection team determined that the standard was met.

Standard 2.7

52. Documentary evidence provided prior to the inspection confirmed that there is a university whistleblowing policy in place, in addition to a section of the PLA requiring the placement provider to ensure students have access to the provider's own whistleblowing policy. The importance of understanding and following whistleblowing procedures is also included with the Readiness for Direct Practice module. The inspection team determined that this standard was met.

Standard three: Course governance, management and quality

Standard 3.1

53. The university provided documentary evidence ahead of the inspection, including an organisational chart and job descriptions, which demonstrated the governance and management arrangements in place for the course. A letter was provided from the Head of School affirming their support for the MA Social Work programme, and commitment to its continued success. The university confirmed that the Head of Social Work liaises with senior management regarding the resourcing and quality assurance of all social work programmes. The programme also has a designated Director of Studies and Professional Lead. The details of these arrangements were discussed with members of senior management at inspection, and the inspection team agreed that this standard was met.

Standard 3.2

54. Documentary evidence provided prior to the inspection indicated that PLAs are in place for all placements which confirm the expectations the university has of placement providers. A wider Partnership Agreement which is in place between the university, the county council, and another local university, was also provided as evidence for this standard.

55. The procedures in place for responding to placement difficulties or breakdowns are laid out within the PLA for reference should these be needed. If initial discussions or action plans are not effective in resolving concerns, a meeting is called to assess the situation and determine next steps. A flow chart is provided showing the different stages of addressing concerns, along with the support available at each stage. The PLA also covers details regarding necessary consents. At inspection, placement providers and practice educators confirmed that the processes for addressing potential placement breakdown are clear and work well in practice when needed. The inspection team agreed that this standard was met.

Standard 3.3

56. 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. At the mid-point review meeting, these aspects of the PLA are reviewed to ensure the student is receiving sufficient support or agree changes if they are not. An anti-racism statement has been adopted as part of the PLA to establish and strengthen specific expectations around the support of Black and Minoritized Ethnicity (BAME) students while on placement.

57. As discussed within Standard 2.3, placement providers outlined at inspection the resources they have in place to support students, and how these are combined with university resources so ensure students are adequately supported while on placement. Students spoke positively about the support and induction they received prior to placement and while on placement, including monthly emails from the university checking in on them while on placement. Students also confirmed they are clear about who to approach for support with any issues that arise. The inspection team agreed that this standard was met.

Standard 3.4

58. Documentary evidence provided by the university confirmed that employers provide input to the course through annual stakeholder events held by the university to gather feedback from employer partners, students, and people with lived experience of social work. The most recent stakeholder event reviewed the department's current programs and in particular the assessment strategy, with next steps agreed for how to embed the feedback received. The university also hosts regular practitioner lectures and workshops and invites employer partners to participate in the design and delivery of these events. Further to this, employers are represented on PAPs for the MA and all other social work programs at the university.

59. At inspection, the course team confirmed that employer partners are also involved in course monitoring and evaluation through the teaching partnership's strategic board. Employer partners reported having a good dialogue with the course team informally as well

as through the more formal routes above. The inspection team agreed that this standard was met.

Standard 3.5

60. Review of the university's documentary evidence submission confirmed that there are a number of quality assurance processes in place for the programme which involve employers, students, and people with lived experience of social work. For example, placements are reviewed annually through the Quality Assurance in Practice Learning (QAPL) forms, which collate feedback from students and practice educators on their placement experiences. These forms are audited every year to ensure learning is picked up and actioned where appropriate. Employers and PI Group members are also represented on the PAP and at the aforementioned stakeholder events.

61. Mid-term evaluations are completed by students to ensure any feedback can be reviewed and changes implemented where appropriate and feasible. Students are also able to participate in quality assurance through Student Voice meetings which provide an opportunity for students to flag any concerns with the course team. PI Group members are able to provide feedback or raise concerns through quarterly meetings with the university. External examiners are in place to provide further quality assurance for the programme, along with an annual monitoring report. The inspection team agreed the standard was met.

Standard 3.6

62. The university's documentary evidence submitted for this standard states that the number of students to admit to the program is agreed annually, and that this number is aligned to a clear strategy, which was provided. The university states that they meet with local employers to discuss proposed student numbers and ensure the strategy is aligned with regional placement capacity.

63. On inspection, issues were identified with adequate provision of statutory placements, as discussed in detail within standard area 2. This standard is impacted by those concerns, as the lack of sufficient statutory placement opportunities indicates a disparity between the placements available and the students suitable to take them up. As this disparity appears to have been largely due to the lack of sufficient students with access to a car, the issue should be mitigated by the new requirement for all students to have use of a car before their second placement.

64. While the concerns discussed within standard area 2 do have some relevance for this standard, the inspection team determined that those concerns are more appropriately addressed within that standard area. As the evidence for this standard indicated that there is an appropriate strategy in place, the inspection team agreed that the standard was met.

Standard 3.7

65. Documentary evidence provided prior to inspection included a clear and comprehensive job description for the professional lead social worker's role. The lead social worker 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

66. The inspectors' review of the staff CVs provided within the university's evidence submission confirmed that staff are appropriately qualified and experienced. Teaching staff have a wide range of experience and research interests, and there is a workload allocation model in place to ensure reasonable distribution of work across the team. At inspection, senior management and course staff confirmed that this model works well to ensure the course team are not overloaded. The inspection team agreed that this standard was met.

Standard 3.9

67. Documentary evidence provided for this standard confirmed that the university monitors student progression through annual examination boards and re-sit boards, along with students' allocated academic advisors who monitor progression on an individual basis. An analysis was recently conducted regarding student progression with reference to protected characteristics such as age, sex, and ethnicity; this analysis identified a need to bolster support with progression for BAME students. There are a number of initiatives in place to address awarding gaps and other issues impacting on student outcomes specific for particular demographics, for example the anti-racism statement introduced to PLAs. The inspection team were satisfied that this standard was met.

Standard 3.10

68. The evidence submission for this standard outlined the university's commitment to ongoing staff development through regular appraisals, training opportunities, and other professional development prospects. Details were provided of a career development pathway, and a corresponding mentoring policy which serves to provide career development support. Evidence was provided of the range and quality of research being undertaken by the university's social work academics, including confirmation that the department were ranked third in the country for social work research by the Times Higher Education in 2021. An 'academics in practice' initiative is in place which provides staff with shadowing opportunities at local service providers. There is a Professional Development Allowance available for scholarly and professional development activities, along with work allocation points earmarked for scholarly activity. The inspection team agreed that this standard had been met.

Standard four: Curriculum assessment

Standard 4.1

69. 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. The inspection team agreed that this standard was met.

Standard 4.2

70. As discussed within Standards 3.4 and 3.5, annual stakeholder events are held by the university to gather feedback from employer partners, students, and people with lived experience of social work. The most recent stakeholder event reviewed the department's current programs and in particular the assessment strategy, with next steps agreed for how to embed the feedback received. The university also hosts regular practitioner lectures and workshops and invites employer partners to participate in the design and delivery of these events. Further, employers and people with lived experience are represented on PAPs for the MA and all other social work programs at the university.

71. At inspection, the course team confirmed that employer partners are involved in course monitoring and evaluation through the teaching partnership's strategic board. Employer partners reported having a good dialogue with the course team informally as well as through the more formal routes above. Placements are reviewed annually through the Quality Assurance in Practice Learning (QAPL) forms, which collate feedback from students and practice educators on their placement experiences. These forms are audited every year to ensure learning is picked up and actioned where appropriate.

72. Employers and PI Group members are also represented on the PAP and at the aforementioned stakeholder events. PI Group members are able to provide input through quarterly meetings with the university, as well as input in the design and delivery of course content such as the Readiness for Direct Practice module. Members of the PI Group reported feeling they have meaningful involvement in development of the program, and that their views are valued. The inspection team were satisfied that this standard was met.

Standard 4.3

73. As discussed within Standard 1.5, there are a number of university-wide equality and diversity policies and strategies in place, including an equal opportunities policy. The school has an Athena SWAN bronze award and will be applying for a silver award in 2024; an Athena SWAN and equality, diversity and inclusion (EDI) committee meets termly to plan and implement actions. The university's mapping document provided prior to inspection detailed the comprehensive range of support that is available to students to maximise accessibility and inclusivity. This includes disability services, academic support services, and

aspects of universal design such as ensuring all teaching materials are available one week prior to sessions. The university's digital accessibility policy requires staff to ensure teaching materials meet all students' requirements regarding font, colour, and file type.

74. All staff are required to undertake regular mandatory training on EDI in higher education, unconscious bias, and transgender awareness. The university has a Diversity Mark initiative in place which recognises modules that have undergone a review process to ensure the diversity of course content and materials. Module specifications provided prior to the inspection indicated that EDI issues are integrated into the programme content, and staff confirm that work has begun on decolonising the curriculum.

75. As noted within Standard 3.3, an anti-racism statement has been adopted as part of the PLA to establish specific expectations around the support of Black and Minoritized Ethnicity (BAME) students while on placement. Work is also ongoing to monitor and address attainment gaps identified for minoritized groups. Students reported that they feel they have been treated fairly throughout the course, and have had their needs met, including those students who have required reasonable adjustments to be in place. The inspection team determined that this standard was met.

Standard 4.4

76. Review of the documentary evidence for this standard confirmed that the annual stakeholder review events involve practitioners, students, and PI Group members in identifying any areas of the curriculum which require updating. Current social work practitioners from partner organisations also contribute to course teaching and help ensure module content reflects current best practice. Course staff also attend the Joint Social Work Education Committee to help keep their knowledge and course content up to date regarding research, best practice, and legislation. As noted in the previous standard, course staff confirmed that work is underway on decolonising the curriculum, and that while this is an ongoing process, the university have a dedicated team of officers to support course staff in ensuring it is carried out well.

77. A university-wide annual monitoring process is in place which involves yearly reviews of all programs by the director of studies and quality assurance team. This process has been on hold due to the Covid 19 pandemic but is now being reintroduced. Meanwhile, the course team hold staff planning days twice a year which are dedicated to reviewing particular elements of the program. External examiner reports provided included positive comments regarding the currency of the course, particularly regarding social justice issues. During the inspection, course staff were able to provide examples of how they have used their own current research in their teaching. Review of module guides and various areas of the VLE (Virtual Learning Environment) did not raise any concerns regarding the currency of course content. The inspection team agreed this standard was met.

Standard 4.5

78. Evidence provided prior to inspection indicated that the programme includes a module dedicated to social work theory, along with a number of modules featuring content on relevant theories and their applications to practice. This was confirmed at inspection, with students stating that theory was embedded in their practice learning. Practice educators spoke in detail about how central the linking of theory and practice was to their role, outlined methods they employ for this, and emphasised the importance of this aspect of their work. The inspection team determined that this standard was met.

Standard 4.6

79. 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 university note that as part of the placement portfolio, students are required to provide evidence from two other professionals they have worked alongside during the placement.

80. Discussions with students and staff during the inspection indicated that while students are given opportunities to work with other professions through visiting lecturers and placement learning, there was little evidence of interprofessional working opportunities within the university itself. It was acknowledged that being based on the Medway campus presents specific challenges in this respect, as there are no legal or allied health profession courses running on the campus. The course team discussed some alternative opportunities they could consider within the local community for students to work with other professionals.

81. The inspection team agreed that this standard was met, but also determined that a recommendation would be beneficial around exploring avenues for further multidisciplinary working opportunities with learners from other professions. Full details of the recommendation can be found in the [proposed outcomes](#) section of this report.

Standard 4.7

82. Documentary evidence for this standard confirmed that each module specification includes the designated hours for structured learning and independent learning, which equate to 10 hours per credit. These hours conform to university-wide requirements for face-to-face teaching and independent study.

83. 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 ASYE. 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

84. Review of the documentary evidence for this standard confirmed that a varied range of assessment methods are used across the programme, reflecting the nature of the different modules. Placements are assessed through formative and substantive assessments, review meetings, and a practice portfolio. An external examiner system provides independent quality assurance for the reliability and robustness of the programme's assessments.

85. At inspection, the course team noted it has been recognised that some students require additional support to adjust to the assessment requirements of the course, for example due to having been out of study for some time, or having come from a country with a different academic approach. The Student Learning Advisory Service (SLAS) has been introduced to provide supplementary support for students where needed, as well as delivering some sessions as standard to all students as part of mandatory course content. Students confirmed that they have found assessments to be fair, and that lecturers and academic tutors have been available to provide any support needed. The inspection team were satisfied that the standard was met.

Standard 4.9

86. The university's documentary evidence included an assessment map outlining how and when students are assessed throughout the course. Discussion with course staff on inspection demonstrated how the assessment methods are sequenced to match student progression through the programme. Students have fed back to the course team that it would be beneficial if the assessment burden could be reduced during placement windows, and the course team are exploring whether there are any feasible routes to achieve this. It was acknowledged by both the course team and students that this programme is quite assessment heavy, however students felt that this was proportionate to the depth and quality of training the course provides. The inspection team agreed that this standard was met.

Standard 4.10

87. The inspectors determined prior to inspection that the university's assessment and feedback policy includes best practice guidance for academics in providing constructive and meaningful feedback. Assessments are also marked anonymously wherever possible to minimise bias, and a set feedback structure is in place to ensure consistency.

88. At inspection, students confirmed that while formative assessments aren't provided for every module, teaching staff and the SLAS are available to help review sections of draft work ahead of summative assessments where needed. Students had no concerns around timeliness of feedback, and reported receiving constructive and helpful feedback. The inspection team were satisfied that this standard was met.

Standard 4.11

89. 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. Practice educators' qualifications and currency are monitored per the processes outlined in Standard 2.6, and portfolios are assessed by practice educators who are qualified to PEPS2 level and have a minimum of 5 years' experience of practice education. At inspection, members of the PI Group who are involved in assessments stated that the parameters of their involvement are clear, and they provide expertise in appropriate areas. The inspection team concluded that the evidence indicated this standard was met.

Standard 4.12

90. The university's documentary evidence outlined the range of people whose input contributes to decisions about student progression, including academics, PI 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 assessment. Students have the opportunity to re-submit failed assessments and repeat failed modules where appropriate, and academic advisors are informed of any concerns flagged up about their students' progress, in order that support can be put in place. The inspection team agreed that the standard was met based on the documentary evidence provided in advance of the inspection.

Standard 4.13

91. Evidence was provided of the range and quality of research being undertaken by the university's social work academics, including confirmation that the department was ranked third in the country for social work research by the Times Higher Education in 2021. The programme includes a module dedicated to social work theory, along with a number of modules featuring content on relevant theories and their applications to practice. This was triangulated at inspection, with students stating that theory was embedded in their practice learning. Practice educators spoke in detail about the importance of ensuring they support students to develop evidence-informed approaches to practice, and outlined ways in which they achieve this, such as encouraging students to explore relevant databases. The inspection team determined that this standard was met.

Standard five: Supporting students

Standard 5.1

92. Documentary evidence provided by the university confirmed that students have access to a range of support services including a careers service, counselling service, disability

support, and occupational health where appropriate. Welcome week activities include sessions run by the student wellbeing service to introduce students to the services that are available to them.

93. During the inspection, 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. Some students noted that communication regarding available services had not previously been as clear as it could be, but that this had since been addressed with regular emails now being sent to students regarding the support available. The inspection team agreed that the standard was met.

Standard 5.2

94. The university's documentary evidence submission confirmed that students have access to a range of resources to support their academic development, including academic advisors, a subject librarian, library resources, study skills programmes through the SLAS, 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. Students confirmed that they have been able to access the resources they need while on placement, and that they have monthly check-in meetings with their academic advisor. The inspection team determined that the standard was met.

Standard 5.3

95. As discussed within Standard 1.4, applicants to the course are required to complete a Criminal Activity Disclosure Form prior to interview, and any declared convictions are assessed by a suitability panel to determine the applicant's suitability for the course and for social work practice. Applicants are also required to disclose any history of disciplinary investigation, and to complete a Social Work Health Declaration; any relevant disclosures are explored at interview to assess potential impact on suitability. Applicants are asked to disclose any lived experience of social work on the initial application form and at interview; this information is assessed with regards to provision of suitable placement opportunities. Applicants are directed to appropriate student support services where relevant, including disability services and a specialist Care Leaver Advisor.

96. At inspection, the course team confirmed that before going on each placement, students are required to complete a further suitability declaration and to have a continuous DBS in place. Documentary evidence confirmed that there is a comprehensive fitness to practice 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

97. The documentary evidence for this standard indicated that there are a range of appropriate measures and resources in place to support students with health conditions or disabilities where needed. Students are directed to the Student Support and Wellbeing service which incorporates disability services and can work with students to develop an ILP (Inclusive Learning Plan) where appropriate. The ILP outlines a student's reasonable adjustments, and applies to both university-based learning and placement settings. The university have an ongoing accessibility initiative called OPERA (Opportunity, Productivity, Engagement, Reducing Barriers, Achievement), which works to meet Kent Inclusive Practices (KIPs). These include ensuring all learning resources meet a number of accessibility requirements and are provided at least one week in advance of teaching.

98. Discussions with staff and students during the inspection confirmed the processes in place through the Student Support and Wellbeing service for implementing reasonable adjustments where appropriate. However, some employer partners did note instances where students' access needs were either not identified or not communicated to the placement provider ahead of placement. As mentioned within Standard 5.1, students had not always been well informed about the support and adjustments available to them from the university. Reference was also made to a student having been allocated (and completed) a placement which did not meet their physical accessibility requirements.

99. The evidence heard at inspection therefore led the inspection team to determine that, while there are structures in place intended to identify and meet students' accessibility needs, these are not always functioning as needed. The inspection team therefore agreed that a condition was necessary for this standard to ensure students' needs are identified and met in a timely manner. Consideration was given to whether the findings identified would mean that the course would not be suitable for approval. However, it was deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. The inspection team is confident that once this standard is met, a further inspection of the course would not be required. Full details of the conditions, monitoring and approval can be found in the [proposed outcomes](#) sections of this report.

Standard 5.5

100. Review of the documentary evidence confirmed that clear information is provided on the course website regarding the course content, placements, assessments, and Social Work England registration requirements. This is complemented by information provided through open days, inductions, and materials such as the programme specification and placement handbook. An annual careers and employability fair is held which provides further information regarding the transition to registered social worker, continuing professional development, and the Assessed and Supported Year in Employment (ASYE). The inspection team determined that the standard was met.

Standard 5.6

101. Documentary evidence provided prior to the inspection confirmed that the university has a comprehensive Student Attendance and Engagement Policy, and all module guides also include a statement on attendance, which outlines the attendance requirements for all elements of the course. If a student's attendance drops below 80%, this is flagged up within the attendance monitoring system and the student is requested to meet with their academic advisor to discuss and address anything which may be impacting their attendance. The attendance statement also notes that 100% attendance is required at skills days and readiness for direct practice, and any absence must be made up in order for the student to begin their placement. In instances where attendance concerns are not resolved through work with the academic advisor, a meeting is organised with the senior tutor to discuss next steps.

102. At inspection, staff acknowledged that there have recently been changes to the university's attendance policy and as a result work is ongoing to finalise a social work specific policy, which is expected to be in place by September 2023. Staff confirmed that currently, attendance data is gathered both using electronic swipe in swipe out and a paper register; this data is monitored centrally every 6-8 weeks. Staff noted that a clearer process is needed, including the reintroduction of a statistics table of attendance which was previously in use. Discussion with students during the inspection confirmed they are clear that skills days and recall days are mandatory and need to be made up if missed. The inspection team acknowledged that while changes are underway to improve the attendance monitoring processes, there was no evidence to indicate that the current system is inadequate. The inspection team therefore agreed that this standard is met, with a recommendation around ensuring that once the final process is in place it is sufficiently robust. Full details of the recommendation can be found in the [proposed outcomes](#) section of this report.

Standard 5.7

103. As discussed within Standard 4.10, the documentary evidence for this standard confirmed that the university's assessment and feedback policy includes best practice guidance for academics in providing constructive and meaningful feedback, and that a set feedback structure is in place to ensure consistency.

104. At inspection, students confirmed that while formative assessments aren't provided for every module, teaching staff and the SLAS are available to help review sections of draft work ahead of summative assessments where needed. Students had no concerns around timeliness of feedback, and reported receiving constructive and helpful feedback. The inspection team were satisfied that this standard was met.

Standard 5.8

105. 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 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

106. As the qualifying course is an MA, the inspection team agreed that this standard was met.

Proposed outcome

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

Conditions

108. 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.

109. 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	Standard 1.5	The education provider will evidence that a process is in place to ensure EDI data regarding admissions to the programme will be regularly monitored, to assess the effectiveness of admissions-related EDI policies and initiatives	3 months from date of regulator decision – 31st January 2024	Paragraph 33
2	Standard 1.6	The education provider will evidence that they have clarified the information provided to applicants regarding registration, as follows: 1. Amendment to course webpage to clarify that graduates are eligible to apply to register with Social Work England 2. Amendment to candidate information sheet to correct reference to the previous regulator 3. Amendment to the course webpage to clarify that the Education and Training Standards apply to course providers rather than students	3 months from date of regulator decision – 31st January 2024	Paragraph 36

3	Standard 2.1, Standard 2.2, Standard 2.4	The education provider will evidence that effective processes are in place to ensure all settings in use as statutory placements will provide students with: 1. Sufficient statutory tasks to experience the realities of high volume, high-risk work within a statutory environment 2. Learning opportunities enabling them to meet the professional standards 3. Responsibilities appropriate for their stage of education and training	3 months from date of regulator decision – 31st January 2024	Paragraph 37 Paragraph 41 Paragraph 46
4	Standard 5.4	The education provider will evidence that there are processes in place throughout the course to ensure that: 1. Students are aware of how to request any reasonable adjustments they may need 2. Any reasonable adjustments agreed with the student are implemented promptly, including while on placement (subject to student consent for the necessary information sharing)	3 months from date of regulator decision – 31st January 2024	Paragraph 97

Recommendations

110. 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	Standard 1.5	The inspectors are recommending that the university provides PI Group members with regular EDI training to support their involvement in admissions processes.	Paragraph 32

2	Standard 1.6	The inspectors are recommending that the university clarifies within course information materials that most students will receive one statutory and one non-statutory placement on the program, to ensure that applicants' expectations of the nature of the placements are accurate.	Paragraph 34
3	Standard 1.6	The inspectors are recommending that the university continue work to prepare applicants as well as is possible for the financial implications of the programme, particularly regarding the requirement to have use of a car in the second year.	Paragraph 35
4	Standard 4.6	The inspectors are recommending that the university explores opportunities for students to work with learners from other professions.	Paragraph 79
5	Standard 5.6	The inspectors are recommending that the university review the finalised attendance monitoring policy once it is in place, to ensure its robustness.	Paragraph 101

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

111. 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](#).

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

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

	Standard not met	Condition	Recommendation
1	1.5	The education provider will evidence that a process is in place to ensure EDI data regarding admissions to the programme will be regularly monitored, to assess the effectiveness of admissions-related EDI policies and initiatives.	Condition met
2	1.6	The education provider will evidence that they have clarified the information provided to applicants regarding registration, as follows: 1. Amendment to course webpage to clarify that graduates are eligible to apply to register with Social Work England 2. Amendment to candidate information sheet to correct reference to the previous regulator. 3. Amendment to the course webpage to clarify that the Education and Training Standards apply to course providers rather than students.	Condition met
3	2.1, 2.2, 2.4	The education provider will evidence that effective processes are in place to ensure all settings in use as statutory placements will provide students	Condition met

		with: 1. Sufficient statutory tasks to experience the realities of high volume, high-risk work within a statutory environment. 2. Learning opportunities enabling them to meet the professional standards. 3. Responsibilities appropriate for their stage of education and training	
4	5.4	The education provider will evidence that there are processes in place throughout the course to ensure that: 1. Students are aware of how to request any reasonable adjustments they may need. 2. Any reasonable adjustments agreed with the student are implemented promptly, including while on placement (subject to student consent for the necessary information sharing)	Condition met

Findings

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

115. After the review of documentary evidence, the inspection team are satisfied that the conditions set against the reapproval of the MA Social Work and PGDip (exit route) courses have been met.

116. In relation to the condition which was set against standard 1.5 the course provider submitted narrative evidence which outlined how their processes for monitoring and

assessing the effectiveness of the admissions-related EDI policies and initiatives functioned. The course provider submitted a meeting agenda template which illustrated that an annual meeting would be held, with a remit to review admissions data specifically. In addition, the course provider submitted examples of how admissions data has been used to make changes to the admissions processes. The inspection team were satisfied that the new annual meeting would provide a structured process for regularly reviewing EDI data, and as a result this condition is now met.

117. In relation to the condition which was set against standard 1.6 the course provider provided weblinks to both the course webpage and the candidate information sheet. This provided the inspection team with evidence that the required amendments had been made and the information contained within them was accurate. The inspection team were assured that this condition is now met.

118. In relation to the condition which was set against standards 2.1, 2.2 and 2.4, the course provider submitted an amended copy of the Practice Learning Agreement and the Midpoint Review Report. The amendments made to these documents provided a clearer stipulation of the requirements of the learning opportunities offered to students during their placements. The inspection team felt that this strengthened the oversight of the learning opportunities provided to students, and along with conversations held during the inspection with the course team, agreed that the university was taking necessary steps to expand appropriate statutory placement provision in the area.

119. Narrative evidence provided outlined the Placement Tutors' responsibility to ensure placement providers provide sufficient tasks in line with the requirements of the definition of a statutory placement. The updated placement paperwork illustrated how responsibilities were appropriate for students' stage of training, which was benchmarked against the Professional Capabilities Framework. The Practice Learning Agreement meeting would be used to identify learning objectives during the placement which would offer the student opportunities to meet the professional standards. The inspection team agreed that this condition is now met.

120. In relation to the condition which was set against standard 5.4 the course provider submitted the Student Profile Form used for placements. This form provides a section dedicated to Disability Needs a student may have which can be outlined prior to a placement starting and facilitate the planning of reasonable adjustments. Narrative evidence also supplied outlines the numerous ways students are made aware of the support offered to them. In addition, it describes the responsibilities of the relevant staff involved in these processes. The course provider also indicates that the Practice Learning Agreement meeting provides a further opportunity to ensure that appropriate support is in place and actioned. The inspection team were satisfied that this condition is now met.

Regulator decision

Conditions met.