



Inspection Report

Course provider: University of Birmingham

Course approval:

BA(Hons) Social Work

BA(Hons) Social Work with a year abroad

MA Social Work with Pg Dip exit route

Inspection dates: 23 May to 26 May 2023

Report date:	21 November 2023
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	15 December 2023
Date conditions met and approved:	4 May 2024

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Introduction

1. Social Work England completes inspections as part of our statutory requirement to approve and monitor courses. Inspections form part of our process to make sure that courses meet our [education and training standards](#) and ensure that students successfully completing these courses can meet our [professional standards](#).
2. During the approval process, we appoint partner inspectors. One inspector is a social worker registered with us and the other is not a registered social worker (a 'lay' inspector). These inspectors, along with an officer from the education quality assurance team, undertake activity to review information and carry out an inspection. This activity could include observing and asking questions about teaching, placement provision, facilities and learning resources; asking questions based on the evidence submitted; and meeting with staff, training placement providers, people with lived experience and students. The inspectors then make recommendations to us about whether a course should be approved.
3. The process we undertake is described in our legislation; the Social Worker Regulations 2018¹, and the Social Work England [\(Education and Training\) Rules 2019](#).
4. You can find further guidance on our course change, approval and annual monitoring processes on our website.

What we do

5. When an education provider wants to make a change to a course, or request the approval of a new course, they are asked to consider how their course meets our education and training standards and our professional standards, and provide evidence of this to us. We are also undertaking a cycle of re-approval of all currently approved social work courses in England following the introduction of the Education and Training Standards 2021.
6. The education quality assurance officer reviews all the documentary evidence provided and will contact the education provider if they have any questions about the information submitted. They also provide advice and guidance on our approval processes.
7. When we are satisfied that we have all the documentary evidence required to proceed with an inspection we assign one registrant and one lay inspector. We undertake a conflict of interest process when confirming our inspectors to ensure there is no bias or perception of bias in the approval process.
8. The inspectors complete an assessment of the evidence provided and advise the officer if they have any queries that may be able to be addressed in advance of the inspection.

¹ <https://www.legislation.gov.uk/ukdsi/2018/9780111170090/contents>

9. During this time a draft plan for the inspection is developed and shared with the education provider, to make sure it is achievable at the point of inspection.

10. Once the inspectors and officer are satisfied that an inspection can take place, this is usually undertaken over a three to four day visit to the education provider. We then draft a report setting out what we found during the inspection and if and how our findings demonstrate that the course meets our standards.

11. The inspectors may recommend in this report that the course is approved with conditions, approved without conditions or that it does not meet the criteria for approval. Where the course has been previously approved we may also decide to withdraw approval.

12. A draft of this report is shared with the education provider, and once we have considered any comments or observations they may wish to provide, we make a final regulatory decision about the approval of the course.

13. The final decisions that we can make are as follows: that the course is approved without conditions; the course is approved with conditions, or that the course does not meet the criteria for approval. The decision, and the report, are then published.

14. If the course is approved with conditions, we will write to the education provider setting out how they can demonstrate they have met the conditions, the action we will take once we decide that the conditions are met, and the action we will take if we decide the conditions are not met.

Summary of Inspection

15. The University of Birmingham's existing BA (Hons) and MA Social Work courses 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 university had also proposed changes to the course to be implemented from September 2024, which they planned to teach out, and the inspection team included these in this inspection.

Inspection ID	UBIR1
Course provider	University of Birmingham
Validating body (if different)	N/A
Course inspected	BA(Hons) Social Work BA(Hons) Social Work with a year abroad MA Social Work with Pg Dip exit route Reapproval of current courses and approval of new courses
Mode of study	Full Time
Maximum student cohort	60 (across BA Social Work programmes) 35 (MA Social Work with Pg Dip exit route)
Date of inspection	23 May to 26 May 2023
Inspection team	John Armitage - Education Quality Assurance Officer Michelle Loughrey - Lay Inspector Mary Macdonald - Registrant Inspector
Inspector recommendation	Approval with conditions
Approval outcome	Approved with conditions

Language

16. In this document we describe the University of Birmingham as 'the education provider' or 'the university' and we describe the BA (Hons) Social Work and the MA Social Work as 'the course(s)'.

Inspection

17. An onsite inspection took place from 23 May to 26 May 2023. As part of this process the inspection team planned to meet with key stakeholders including students, course staff, employers and people with lived experience of social work. Due to unforeseen circumstances, the registrant inspector was unavailable for the inspection itself but had completed the pre inspection documentary review of evidence, and was involved in the review of findings against the standards following the inspection.

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 15 students from years one, two and three of the BA Social Work course, and 6 students from years one and two of the MA Social Work course. Discussions included selection and admissions, placements, curriculum, assessment, feedback processes, support services, information about their courses and an understanding of the social work profession.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from the course teams, senior management team, those involved in placement provision, admissions staff and student support services. Discussions included curriculum, governance and leadership, placements, admissions processes and support available to students on the course.

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 admissions, student assessment, curriculum delivery, and course changes and feedback. Discussions included their involvement in different aspects of the course such as admissions and selection, course delivery, assessment and contributions towards course design. The inspection team also explored the support available from the university to enable members to undertake their role.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including practice educators and employer partners from Birmingham City Council, Birmingham Children's Trust, Sandwell Children's Trust and the private, voluntary and independent

sector. Discussions included placements, university processes, communication, practice education and support.

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 courses will ensure that students who successfully complete the courses are able to meet the professional standards.

Standard one: Admissions

Standard 1.1

25. Evidence provided to the inspection team prior to the inspection included the interview questions and criteria used as part of the admissions process. A written test based upon a relevant social work issue, which also assessed applicants' ICT skills, was shared alongside the marking rubric. The course provider website provided clear information in relation to admissions requirements, which students confirmed were easy to access and understand. The inspection team met with the admissions staff at the university and gained insight into how they organised each stage of the assessment for applicants. The inspection team agreed that this standard was met.

Standard 1.2

26. The University of Birmingham's website details a minimum expectation of 30 days related relevant professional experience at the time of application for both courses. This is verified through a social care reference request and prior relevant experience is further explored in the interview and written task. Open Day presentations give applicants examples of what prior experience might look like. During a meeting with students, the inspection team heard that prior relevant experience was highlighted as a necessity by the university and was a key feature of their application. Students, including international students, gave examples of how their prior relevant experiences were taken into account by the university. The inspection team agreed that this standard was met.

Standard 1.3

27. Documentary evidence included evidence that interview panels comprise of a member of academic staff and a member of the service user, carer, and practitioner pool. Both employer partners and people with lived experience of social work confirmed this involvement. Through meetings held with employer partners and people with lived experience of social work, the inspection team heard that they felt their contributions were valued, respected and were attributed with equal recognition throughout the admissions process. The inspection team heard that everyone involved in the admissions process is

offered training and guidance is shared each year. The inspection team agreed that this standard was met.

Standard 1.4

28. The course provider submitted a range of documentary and narrative evidence in relation to this standard. This included a Declaration of Suitability Form, the department's Suitability Procedure and Suitability Panel Declaration Form. Once in receipt of an offer, candidates were required to complete a Declaration of Suitability Form, which formed part of the assessment undertaken of conduct, health and character. Where positive declarations were made, the panel included two current registered social work practitioners from agencies who provide student placements. Information was provided to candidates on the courses' webpages concerning the requirements for the Disclosure and Barring Service (DBS) and the requirement that candidates sign a Fitness to Practise Code of Conduct on entry to the course. The inspection team agreed that this standard was met.

Standard 1.5

29. The inspection team were provided with the university's Equality, Diversity and Inclusion (EDI) Scheme 2021-24, and Fairness and Diversity Policy, both of which are available on the university's website. The university has achieved the Race Equality Charter. The inspection team also saw evidence of the university's 'Pathways to Birmingham' and 'Routes to the Professions' programmes, which students made positive reference to in a meeting with the inspection team. The inspection team heard how EDI data is monitored, and about EDI training that takes place, including on protected characteristics, associated legislative frameworks, and unconscious bias. People with lived experience of social work confirmed that training is undertaken on an annual basis and that they are not able to take part in the admissions process unless the training is completed. The inspection team agreed that this standard was met.

Standard 1.6

30. Prior to the inspection, the inspection team were able to review the Social Work Open Day presentation which included information about social work; teaching and learning; assessment; placement opportunities; entry requirements; relevant experience; DBS checks and vaccinations; funding and bursaries. There were opportunities for applicants to attend Open Days and Offer Holder Events. Both the undergraduate and post graduate web pages were comprehensive, included relevant information about various aspects of the course and was updated annually. Students talked about information on the website and attending events. They thought the information about course modules was very clear and helpful in their decision-making. The inspection team agreed that this standard was met.

Standard two: Learning environment

Standard 2.1

31. The inspection team were able to review the Placement Learning Handbook for the courses, which outlined the plan for students to undertake two placements. The inspection team saw evidence that placements at the university consisted of a 70 day placement, a 100 day placement and 30 skills days. The 30 skills days were split across the duration of the courses and were led by academics, practitioners and service users. The skills days for both courses were delivered via modules, including the Social Work Skills, Values and Approaches module. The inspection team saw evidence of compensatory activities that had to be completed for missed learning on the skills days.

32. The inspection team met with a range of employer partners offering first and final placements and shadowing experiences. Partners also attended Practice Orientation events to speak to students. The course teams confirmed that contrasting placements were provided for all students with one placement experience being within a statutory setting or a setting providing statutory social work. They emphasised the importance of placing the 'right student in the right setting'. The inspection team agreed that the standard was met.

Standard 2.2

33. Prior to the inspection, the inspection team were provided with the Practice Portfolio Template and Guidance, which included the Placement Agreement Meeting template and the Mid-Point Review template. These meetings provided a forum for learning opportunities to be mapped against both the Professional Capabilities Framework (PCF) and Social Work England Professional Standards. In addition, the inspection team heard about the process for onboarding a new placement provider and saw evidence of the Student Quality Assurance for Practice Learning (QAPL) process. This assisted the course teams in ensuring students were provided with learning opportunities which enabled them to gain the knowledge and skills necessary to develop and meet the professional standards. During a meeting with the placement team, the inspection team heard that careful consideration is given to student's prior experience and interests when deciding on placements. The inspection team agreed that this standard was met.

Standard 2.3

34. The inspection team saw documentary evidence, including the courses' Practice Learning Handbooks, which set out clear guidelines for roles and responsibilities and placement arrangements for workload and supervision. A Supervision Template was also included. The Practice Portfolio Template and Guidance contained the Placement Agreement which was completed at the Placement Agreement Meeting. It recorded contact details for key staff, induction arrangements and a checklist for the induction, with an expectation for it to be 2 weeks, details of the relevant policies and procedures that

students needed to be aware of while on placement, proposed workload and supervision arrangements. Briefing sessions were arranged for Practice Educators and Practice Tutors involved in placement, with reminders about roles and responsibilities.

35. The inspection team spoke to students about whether they have an appropriate induction, supervision, support, access to resources and a realistic workload while on placement. During these meetings some students talked about supervision arrangements not being satisfactory. The course teams has already identified this as a concern and has taken steps to address this. From September 2023 personal Academic Tutors will also act as Practice Tutors, instead of using external independent staff as is current practice. Since students expressed good relationships and communication with their personal Academic Tutors the inspection team were satisfied that this standard was met.

Standard 2.4

36. The inspection team spoke to Practice Educators and those involved in placement provision about whether students' responsibilities are appropriate for their stage of education and training. Prior to their first placement, students from both courses complete a Student Profile Form which includes previous employment and lived experience, and transferable skills and learning needs. This is considered when allocating students to appropriate placement learning opportunities. Practice Educators described how a Learning Plan is created, with students, in the first supervision session. Further, Practice Educators explained how feedback from the Readiness for Direct Practice Assessment was used to tailor the placement and the skills students wanted to develop. In a discussion about how they ensured that students' responsibilities increased across the 2 placements, Practice Educators gave examples of where they had advocated for more, or more challenging casework for students. The inspection team agreed that this standard was met.

Standard 2.5

37. Documentation provided by the course teams clearly outlined the arrangements in place for the Social Work Skills, Values and Approaches module, which includes readiness for practice learning, and was undertaken ahead of students' first placement. The Readiness for Practice Learning Assessment was assessed by a social work member of the academic team, a social work practitioner and a member of the people with lived experience group as part of a Readiness for Practice Learning Assessment Panel.

38. During meetings with students, they described the readiness for direct practice assessment as both the best, but most intense and challenging part of curriculum, leaving them feeling very well-prepared for practice. At the Placement Interview students were required to provide their enhanced DBS check, and encouraged to share any health needs that needed to be taken into account throughout the placement. The inspection team agreed that this standard was met.

Standard 2.6

39. Staff involved in practice based learning explained the processes in place to check the knowledge, skills, currency and registration of independent Practice Educators. This included collecting 2 references and completing an Enhanced DBS check.

40. The inspection team queried how the university ensured that employer partners were completing satisfactory checks. The course teams explained that there was a tacit understanding with statutory partners to make sure they were allocating qualified Practice Educators, and that these partners have responsibility to check their Practice Educators are on the register. The course teams explained that although there are no written agreements in place, statutory partners must specify who the Practice Educator is, and their Social Work England registration number, as part of a contractual obligation. Additionally, Practice Educators have to sign to agree to the Roles and Responsibilities. The Placement Agreement Form required Practice Educators to share their Social Work England registration number.

41. In relation to the currency of Practice Educators, the university offered PEPS training and Practice Educators workshops, including briefing sessions. The university facilitates Practice Educators to update their currency through a Refreshers Group, which has access to materials and seminars. In a meeting with Practice Educators they confirmed that they have been offered training, workshops and webinars. Practice Educators appreciated that twilight sessions are being considered to support accessibility. The course teams confirmed that attendance at these sessions is recorded, and noted that statutory partners attended the training.

42. The inspection team agreed that there were some processes in place to monitor training attended by Practice Educators from statutory partners; however, there was not currently appropriate oversight of their registration, currency and experience. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition can be found in the [conditions](#) section of this report.

Standard 2.7

43. The programme handbooks submitted by the university provided details about the guidelines for students to follow if raising concerns about a placement, including whistleblowing procedures, or about the course. Guidance on the concerns process was also outlined within the Placement Learning Handbook. There was an opportunity for students to raise any issues or concerns during the Midpoint Review Meeting.

44. During a meeting with students, the inspection team were assured that students were clear about the policies and procedures in relation to concerns and as a result, agreed that the standard was met.

Standard three: Course governance, management and quality

Standard 3.1

45. Preceding the inspection, the inspection team reviewed evidence which outlined the governance plan, lines of responsibility and accountability, and structures to maintain strategic management of the courses. This included evidence such as committee terms of reference, stakeholder meeting minutes and terms of reference from the West Midlands Teaching Partnership (WMTP). As part of the Department of School of Social Policy, academic staff within the course teams were members of boards and committees at the school and programme level. External stakeholders such as employer partners, people with lived experience of social work, and students were also part of the quality assurance mechanisms, and their feedback and contributions fed into these committees.

46. In a meeting with the Senior Management Team, the inspection team also heard details about the university's quality assurance processes that the courses were subject to and how the courses were delivered, managed and resourced effectively. As a result, the inspection team agreed that the standard was met.

Standard 3.2

47. Documentary evidence provided in advance of the inspection included Practice Tutor and Practice Educator Contract Exemplar, Practice Learning Handbooks for the courses, the Practice Portfolio Template and Guidance and the WMTP Partnership Agreement. Within the documentation provided, there was clear guidance in relation to the expectation for placements to provide learning opportunities that met the Professional Standards and Education and Training Standards. There was detailed information relating to consents, including for academic work, and the inspection team heard that students also attend workshops on how to obtain consent. Contingencies for placement breakdown are detailed within documentation.

48. During the meetings with employer partners and with staff involved in placements at the university, the inspection team were told about procedures in place for supporting students during placement and how practice placement breakdowns are managed. The inspection team were assured that this standard was met.

Standard 3.3

49. Evidence reviewed by the inspection team prior to the inspection included a Student Indemnity Form, Practice Learning Handbooks for the courses, and the Practice Portfolio Template and Guidance. These detailed requirements and information about the relevant

policies and procedures in relation to students' health, wellbeing and risk, and included risk assessment, health and safety, induction arrangements and support for students whilst on placement including supervision. The inspection team agreed that this standard was met.

Standard 3.4

50. The inspection team reviewed documentary evidence including meeting minutes and admissions processes, which provided evidence of employer engagement with the course. Further narrative identified that employer partners are involved in programme Fitness to Practise panels, direct teaching activities, including Skills Days, and assessment of Readiness to Practice. The team also saw evidence of curriculum redesign consultation with Local Authority Partners.

51. During the inspection visit, the inspection team heard examples from employer partners about their involvement in the courses and practice education. The Programme Management Board for Professional Social Work Qualifications offered a formal mechanism for employer feedback to be gathered. Placement allocation was addressed through the WMTP. As a result, the inspection team agreed that this standard was met.

Standard 3.5

52. During the inspection, the inspection team heard numerous methods of feedback collection from a broad range of stakeholders involved in the course. As outlined in standard 3.4, the inspection team were assured that employers were involved in the course in a range of ways. In addition to the areas outlined above, the inspection team also saw evidence of employers' involvement in the review of the content and timing of the 30 Skills days, and practitioner contribution to teaching.

53. Students explained ways that they provide feedback about the courses. Examples of these were surveys, focus-group forums, mid-placement reviews at the university and the Student Rep system, which included a staff-student committee. Students described an open door policy, agreed that tutors were approachable and told the inspection team that they got feedback about the issues they raised.

54. People with lived experience of social work confirmed their involvement in the review of the curriculum and skills days. Feedback from these events was seen during the evidence review prior to inspection. The inspection team heard how some members of the group sit on the WMTP Advisory Panel and that others have attended Programme Management Board Meetings. Further evidence showed that people with lived experience of social work have been involved in focus group activities to review admissions processes.

55. Prior to inspection, the inspection team saw annual module review reports from a range of modules across the courses; guidance on the Annual Module and Taught Programme Review, the most recent School Annual Review Summary, and external examiner reports,

which included feedback on the courses. The Quality Assurance in Practice Learning (QAPL) process followed at the end of the placements and the course teams explained how thematic analysis of the QAPL informed collaborative work with placement providers. The inspection team agreed that this standard was met.

Standard 3.6

56. Within both documentary evidence submitted prior to the inspection and during meetings held with senior managers and the course teams, the inspection team gained insight into how the university aligned student numbers and placement capacity. Narrative evidence submitted and a discussion with the course teams illustrated how the university is working with WMTP, supporting plans to develop a regional strategy for managing recruitment activity with placement provision and workforce needs.

57. Annual recruitment targets for the courses are set to reflect the availability of quality placements within the region. This was explored with the course teams and senior managers who explained the strategic decisions that had been made and the rationale. The inspection team found evidence of positive working relationships with current placement providers, including within the private, voluntary and independent sector. The inspection team agreed that this standard was met.

Standard 3.7

58. Evidence provided in relation to this standard included the CV for the lead social worker who held overall professional responsibility for both courses. This included evidence of registration with Social Work England, appropriate qualifications and extensive experience. The inspection team agreed that this standard was met.

Standard 3.8

59. Ahead of the inspection, the inspection team were provided with the CVs of the staff that teach across both courses. These illustrated the range of experience, areas of expertise and relevant subject knowledge held by the team. Staff explained the ways in which their research was able to contribute towards module development and articulated their research goals for the future. During a meeting with senior managers, the inspection team were told about the portfolio of research and teaching activity staff were involved in. The Head of Department for Social Work and Social Care confirmed that 3 new posts for Social Work had been recently approved. The inspection team agreed that this standard was met.

Standard 3.9

60. Documentary evidence provided to support this standard included Terms of Reference for the Access and Participation Strategy and Evaluation Group; Terms of Reference for the courses' Board of Examiners, and the School of Social Policy Annual Review Summary 2021-22. This contained analysis of data relating to student progression and outcomes and

identified programme level actions; for example, the introduction of a mentoring scheme to address the BAME awarding gap.

61. In meetings with senior managers and with the course teams the inspection team heard about the different ways information about students' performance, progression and outcomes are used; for example Assessment Tutors for the courses meet on a bi-weekly basis to look at students to ensure they are on target and progressing as they should be. Tableau Data, which can include analysis by intersectionality, is used to ensure a robust analysis of currently available data. The inspection team agreed that this standard was met.

Standard 3.10

62. The inspection team heard how all academics within the course teams are enabled to pursue interests in relation to social work practice, and develop their knowledge and skills as educators. This includes undertaking consultancy over a set number of dates per year. Staff can choose an Education Pathway which allows 10% protected time or an Education and Research Pathway with 30% protected time. They are encouraged to act as and have mentors to develop research interests.

63. During the course of the inspection, the inspection team heard about the team's research interests. This included a demonstration of 360-degree immersive video training materials. The inspection team also heard about community engagement work undertaken by the course teams and saw an exhibition of a Survivor Arts Project.

64. An Academic Development Programme and Framework was available to support career progression and a formal Annual Development Review was also in place. The inspection team agreed that this standard was met.

Standard four: Curriculum assessment

Standard 4.1

65. Prior to the inspection, documentary evidence was reviewed by the inspection team including the current courses' module handbooks, Social Work England Professional Standards Mapping and PCF Mapping for both courses. These showed how the modules for the courses were mapped against the PCF and the Social Work England Professional Standards. In meetings held with Students, they demonstrated an awareness and understanding of the professional standards.

66. The inspection team were satisfied with the mapping provided for the current courses and were also able to review proposals for the new version of the courses. The course teams explained that the curriculum had been reviewed to ensure currency of the curriculum for today's workplace. The inspection team saw module proposal and modification documentation; however, the mapping and module handbooks for the new courses are not yet in place.

67. Following a review of the evidence, the inspection team is recommending that a condition is set against 4.1 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition can be found in the [conditions](#) section of this report.

Standard 4.2

68. As outlined in standard 3.5, the course provider demonstrated a range of ways in which practitioners and people with lived experience of social work were involved in the course and curriculum development, including review and redesign of the curriculum.

69. Representatives from a local hospice provided a specific example on their contributions towards teaching about palliative care and social work and how this can make students aware of where they can use their social work skills.

70. During a meeting with people with lived experience of social work, the inspection team heard how group members take part in Readiness to Practice and Fitness to Practice Panels and contribute directly to teaching across each year of the programme. Members have contributed to research teams at the university, and the co-production of new modules in areas such as working with children and families and domestic abuse. The group also explained how they have the opportunity to shadow lecturers before working in partnership with the lecturer to deliver parts of some of the modules. People with lived experience had access to student Canvas VLE system to be able to look into what students are learning about and prepare accordingly, to be more autonomous with their support for students. The inspection team agreed that this standard was met.

Standard 4.3

71. During meetings with the course teams, the inspection team heard about the work of the Anti-Racist Practice in the Social Work Curriculum Working Group. This group brought together students and staff to share knowledge and experience, and explore how to better embed anti-racist practice in the curriculum. One area of work was reviewing modules to ensure anti-oppressive and anti-racist practice. Anti-Racist and Anti-Oppressive Practice (ARAOP) Student Leads have been recruited to join the working group. Students were leading work on diversifying reading lists. A new mentoring scheme was also in place, which recruited social work alumni in practice, from a minoritised background, to work with final year students as they move into Assessed and Supported Year in Employment (ASYE).

72. Evidence submitted in relation to this standard included module descriptors which identified where principles of EDI, and human rights were taught and explored. The course teams explained how changing legal frameworks had been incorporated into the review of

modules for the new versions of the courses. The inspection team also saw documentary evidence of the Anti-Racist Practice in the Social Work Curriculum Working Group aims and objectives and group meeting minutes. Further evidence mapped out examples of where anti-racism teaching is embedded in each year of the courses. The inspection team agreed that this standard was met.

Standard 4.4.

73. Documentary evidence was provided prior to inspection that showed how current knowledge and research informs module content and teaching sessions, ensuring the course was continually updated. Examples of research informed teaching were Service Users and sexuality, Sexual Orientation and Gender Identity; Ethnographic and Mobile research methods, and Research Informed Virtual Relationship-Based Practice Teaching. Further evidence showed how the course teams maintain currency within the courses in relation to learnings from serious case reviews and legislative changes.

74. The inspection team also acknowledged how the proposed changes to the courses, which were considered as part of the reapproval process, demonstrated that there was a desire for it to remain current and informed by relevant developments in the profession. The course teams explained how the redesigned curriculum was informed by strengths based, trauma-informed approaches, and systematic and relation-based working. The inspection team agreed that this standard was met.

Standard 4.5

75. The inspection team were able to see evidence of explicitly planned opportunities for students to be taught about how to link theory into practice through the design and content of modules in the current and new versions of the courses. The course teams gave the inspection team an example of how theories and models are a foundation for each session in the psychology module. The course teams saw the integration of theory and practice as important for students' learning, so that they can contribute to the development of theories and ideas themselves.

76. Practice Educators provided an insight into their commitment to supporting students to make links between their learning on the course and practice situations, as well as developing evidence-based practice. Examples provided included the use of reflection models within supervision, facilitating group supervision to look at specific cases and focusing supervision from a particular theoretical stance. Practice Educators confirmed that they felt supported by the course teams via access to details of what was being taught at the university throughout the academic year. The inspection team agreed that this standard was met.

Standard 4.6

77. The course provider outlined the ways in which students were able to learn with and from other professions through specific experience events where students from different disciplines are brought together. This included a mandatory session on Raising Awareness during induction and further sessions on Knowledge and Skills Building and Ethics.

78. Evidence provided prior to the inspection outlined a longer-term strategy at the university to further develop inter-professional learning, through an Interprofessional Education Steering Group and an Interprofessional Learning Framework. The course teams also outlined future plans for inter-profession learning; for example, bringing in other professionals as part of case-based learning.

Commented [CW1]: Should the first Inter Professional here be Interprofessional?

79. Students gave examples of activities they had taken part in with students from other courses, such as from the medical school. Students appreciated these opportunities and shared their learning from these experiences. Students also explained how they had opportunities to work with other professionals whilst on placement.

80. Following discussion and reflection against the requirements of the standard, the inspection team agreed that whilst the standard was met, a recommendation in relation to the ways in which students are given the opportunity to work with, and learn from, other professions was appropriate. Full details of the recommendation can be found in the [recommendations](#) section of this report.

Standard 4.7

81. The evidence submitted by the course provider included details of academic learning and required contact hours, alongside an overview of the necessary placement days needed to complete the course. The inspection team noted in narrative evidence that the breakdown of student effort hours had been carefully reviewed as part of the curriculum review, with some revisions made to the current module structure and delivery. The inspection team were satisfied that the information provided demonstrated that the standard was met.

Standard 4.8

82. Documentary evidence provided prior to inspection included the Course Handbook for courses. The Programme Handbooks for the courses outlined the courses' assessment strategy, module assessments that included mode of assessment - written assignment, exam, portfolio, practice analysis – and rules and regulations governing assessment and examination in the courses. Formative and summative assessment assignments were listed in the module handbooks. Evidence reviewed by the inspection team clearly showed alignment between assessment and the skills students were required to develop to meet the professional standards, and these were guided by university quality standards, for the current courses.

83. The course provider told the inspection team about the work they are doing to develop an integrated assessment strategy, where assessments build on each other to prepare students for social work. This included diversifying assessment so that it related more to the role of a social worker; however, the assessment strategy for the new version of the courses is not yet in place.

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

Standard 4.9

85. The module handbooks evidenced that assignments are mapped to the individual modules and are designed to meet the learning outcomes. The external examiner was particularly positive about the innovative style of the assessment of the Law for Professional Practice module. Assessment schedules for the courses demonstrated how the course team considered the timing of assessments for students. Narrative in the evidence submission explained that this was planned so that assessments took place at an appropriate juncture within modules, when relevant teaching has taken place.

86. The inspection team heard that in the new version of the courses the student learning journey was underpinned by Bloom's Taxonomy. Assessments were related to the scaffolding of learning in academic and research skills and social work skills throughout the programmes.

87. Students expressed satisfaction that assessments were structured as well as they could and were aware the course teams had addressed or are addressing timing concerns. The inspection team agreed that this standard was met.

Standard 4.10

88. In relation to this standard the inspection team were able to review evidence illustrating how students received formative, summative and placement activity feedback. Individual and group tutorials are scheduled throughout the year with each session having a specific focus. The course teams gave an example of feedback on a group task formative assignment: students presented their presentations to each other and then selected the presentations to go through to World Social Work Day, where they were made to a global audience. Students also received feedback from people with lived experience of social work as part of their assessment for readiness for direct practice.

89. Supervision with the Practice Educator, and Mid-point review with the Practice Tutor and Practice Educator provided opportunities for feedback to students whilst they were on placement. Students also received feedback from service users or carers in relation to direct observations of the student's practice. Students could expect to be able to utilise their feedback, received through their holistic assessment, to either carry forward to their 2nd placement or their Assessed and Supported Year of Employment (ASYE). The inspection team concluded that this standard was met.

Standard 4.11

90. During meetings with the course teams, the inspection team were advised that there is an external examiner appointed for each course. External Examiner nominations have to be approved at both the departmental and university levels. Checks are completed to ensure that External Examiners are registered social workers before pursuing the nomination. The details of the External Examiner also provided assurance that they were appropriately qualified and on the register. The inspection team agreed that the standard was met.

Standard 4.12

91. Documentary evidence outlined the different mechanisms in place to monitor student progression on the course. A range of people contributed towards decision making in relation to progression. These included Practice Educators who completed direct observations during placement and have a central role in decisions about concerns, capability and conduct on placement. People with lived experience and social work practitioners contributed to decisions about students' progression in relation to their Readiness for Practice Learning Assessments. Where concerns were raised in relation to progression, the inspection team were assured that there were appropriate referral mechanisms in place to address barriers or highlight practice concerns; for example an Independent Practice Assessor is appointed if there is concern about a student's capability whilst on placement. Student progression was discussed at the Board of Examiners for the courses, who make decision about students' awards and progress. The inspection team agreed that this standard was met.

Standard 4.13

92. The course provider detailed their approach to supporting students on the course to understand research and how to engage with it as part of their learning. Their aim is for students to be critical and research-minded professionals. Documentary evidence included module specifications, in particular details of a modules introduced at Level 4 'Research for Evidence-based Practice, at Level 5 'Research for Evidence-informed Practice', and at Level 7 'Literature review dissertation'. The inspection team found clear evidence of how students were taught, supported and encouraged to develop an evidence informed approach to practice, underpinned by skills and knowledge related to evaluation. Students on the MA

course told the inspection team about research opportunities that were made available to them; for example, students working alongside academics. The course team heard that students who take the year abroad have the opportunity to work on research areas with academics with other institutions.

93. Practice Educators were also able to reflect on how they support student understanding of key topics during placement by using supervisions to reflect on and plan how to access research. The inspection team agreed that this standard was met.

Standard five: Supporting students

Standard 5.1

94. Documentary evidence provided as part of the inspection process included the College of Social Sciences Annual Report of Support for Social Work Students which gave an overview and analysis of student engagement with the Social Policy Wellbeing Team.

95. Wider wellbeing services included wellbeing officers, an emotional support drop-in service, and mental health services, which offered access to registered counsellors. In-person and virtual appointments were available. There were also services that students could use to report sexual misconduct and hate crime, and student community services. The inspection team heard that students could access occupational health referrals at any time during the programmes.

96. In a meeting with representatives from student support services, the inspection team heard about the range of support available for international students, and noted that there was an international lead and link within the department. The inspection team also heard about the financial support in place for students, which included support with the cost of living.

97. Students have access to a Careers Network and various careers events. Local Authority Partners delivered a talk to students about ASYE, and practitioners also came in to talk to students about their career experience. There was a pilot mentoring scheme in place, particularly aimed at 'Black and minoritised students', students with a disability and care experienced students.

98. The inspection team heard about the Student Disability Service and the ways in which students with additional needs could access enhanced support, which included working with an allocated disability advisor to allow them to progress effectively on the course.

99. When they met with students, the inspection team confirmed that they knew of arrangements for making reasonable adjustments in the university and placement areas. They understood how to access disability services and the various routes for help available in relation to academic skills, health and wellbeing, mental wellbeing and financial support.

Some students shared how they had benefitted from these services. The inspection team agreed that this standard was met.

Standard 5.2

100. In a meeting with staff involved in providing professional and support services to social work students, the inspection team heard that all students have a Personal Academic Tutor. A programme of tutorials were timetabled with key activities identified for different points in the academic year. Some were group tutorials and these became individual sessions as the year progressed. In the documentary evidence, the inspection team saw schedules and agendas for the academic tutoring programme and guidance for staff on personal academic tutoring. Students who met with the inspection team spoke positively about their relationships with their Tutor. Student Support and Development Hubs have been recently introduced to support personal academic tutoring.

101. Representatives from student support services also provided an overview of the services available to support the academic development of students. The Academic Skills Centre offered a range of support that students could access through online workshops, which were also recorded, 1:1 bookings and drop-in sessions. The Academic Skills Gateway provided support on writing, critical thinking, and using library services, and Embedded Skills Support was an academic skills related topic embedded in some modules. The Maths Support Centre also provided a drop-in service and support.

102. The inspection team heard how library services worked with academics to ensure resource lists were updated and that online resources were available. All taught modules had an online reading list broken down week by week. Digitalisation of chapters could be requested and these were compatible with screen reader technology. The inspection team agreed that this standard was met.

Standard 5.3

103. Documentary evidence provided in advance of the inspection included Qualifying Social Work Programmes: Code of Professional Conduct and Fitness to Practise which covered both welfare-related and conduct-related matters. Social Work Concerns, Capability & Conduct Processes and Social Work Low Level Conduct Concerns Guidance was also seen by the inspection team. Guidance to accompany the Code of Practice on Misconduct and Fitness to Practise was in place, which outlined the processes followed if a student was referred to the college Misconduct and Fitness to Practise Committee.

104. Students must agree to abide by the Code of Professional Conduct and Fitness to Practise for Qualifying Social Work Programmes, at the start of the programme and each subsequent year. Detailed Fitness to Practice guidance, including a video, is shared with students via a Fitness to Practice page on Canvas. A session, Capability, Conduct and Fitness to Practise, is part of the induction for the courses.

105. During the meeting held with students, the inspection team gained appropriate assurances that the students were aware of the processes and procedures they were required to follow. The inspection team agreed that this standard was met.

Standard 5.4

106. The inspection team heard that when a student registers their needs, the Student Disability Service assesses the needs for reasonable adjustments and develops Reasonable Adjustment Plans (RAPs). A disability advisor meets with the student to discuss adjustments that are required. The RAP is shared with college staff and support teams, personal tutors and module leads, to ensure students get the support they need. Ongoing support for students with RAPs is provided by the disability advisor, the wellbeing team and the academic personal tutor. Student support services explained that, whilst engagement with services was encouraged, it was not mandatory.

107. In documentary evidence submitted prior to inspection, the inspection team saw a Code of Practice on Extenuating Circumstances which was in place for students without RAPs who encountered short-term health or personal difficulties. These processes were managed by the wellbeing team.

108. Prior to their first placement, students completed a Student Profile Form where they had the opportunity to highlight additional needs, which required consideration while they were on placement, and if they had a RAP. During the Placement Agreement Meeting needs were identified, and plans of support were also discussed and arranged.

109. In meeting with the course teams and employer partners, there was discussion about the effectiveness of RAPs for practice learning. Following discussion and reflection against the requirements of the standard, the inspection team agreed that whilst the standard was met, a recommendation in relation to the design of RAPs for practice learning was appropriate. Full details of the recommendation can be found in the [recommendations](#) section of this report.

Standard 5.5

110. Documentary evidence included the Programme Handbooks and Practice Learning Handbooks for the courses, which contained comprehensive programme information and practice learning information. During induction to the courses, students received focused sessions which highlighted key aspects of the courses and information about Social Work England Professional Standards. Students were introduced to Canvas which they accessed to find information about the courses. Re-induction takes place at the start of each subsequent year of the programmes.

111. Information on transition to employment and ASYE was given in partnership with local employers in Practice Consolidation Days. Students spoke positively about this and

appreciated the opportunity to ask the panel questions. The new version of the courses includes a new module, 'Transition to Professional Practice', which will increase the emphasis on preparation for employment and continuing professional development. The inspection team agreed that this standard was met.

Standard 5.6

112. The inspection team reviewed evidence including the Programme Handbooks and Practice Learning Handbooks for the courses, which outlined the requirement for students on attendance. For placement and skills days 100% attendance is required to ensure satisfactory completion of both the academic and professional requirements of the programme, and a minimum of 80% attendance is required in all modules. Attendance data is monitored by the Programme Director and Module Leads, who liaise with academic tutors so that missed teaching is followed up with individual students. 'My Attendance' collected student attendance data at in person teaching sessions and there were clear processes of recording attendance on placement days. Students confirmed they understood attendance requirements for the course. The inspection team agreed that this standard was met.

Standard 5.7

113. The inspection team were provided with the university's guidance on feedback, which provided the framework of expectations for feedback on students' work. Feedback on summative assessments was provided to students within 15 working days of submission (20 working days for the dissertation), and in the documentary evidence, the inspection team saw examples of feedback on summative assessment. Students had the opportunity to identify 3 specific points on which they would like to receive feedback, in addition to the standard feedback, on the Assignment Cover Sheet. Students gave examples of meeting with the assignment marker or their academic tutor to discuss feedback from assessments.

114. The course provider was trialling an integrated visual rubric and accompanying summary comments approach to marking students' assignments. A survey had been sent out to students and the overwhelmingly positive feedback was shared with the inspection team in the documentary evidence.

115. Some concerns about the consistency of feedback were raised by students. This was discussed with the course teams who outlined a range of work that was being undertaken to ensure consistency in marking. Examples of this included sharing marking guidance and marking templates, use of standardised marking proformas and internal and external moderation. The inspection team were satisfied that actions had been taken to address this by the course team and that it did not reflect the overall experience of students on the course. The inspection team agreed that this standard was met.

Standard 5.8

116. Documentary evidence provided the inspection team with details about how academic appeals are managed via the central university academic appeals process. The Code of Practice on Academic Appeals and Student Appeals FAQs were provided. This information is made available to students through the Programme Handbooks for the courses. The inspection team agreed that this standard was met.

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

Standard 6.1

117. As the qualifying course(s) are a BA (Hons) Social Work and MA Social Work, the inspection team agreed that this standard was met.

Proposed outcome

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

Conditions

119. 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.

120. 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	2.6	The education provider will provide evidence that shows how they ensure onsite Practice Educators are on the register and that they have the relevant and current knowledge, skills and experience to support safe and effective learning.	15 March 2024	Paragraph 39
2	4.1	The education provider will provide evidence that shows how the content of the curriculum, and the learning outcomes, for the new courses, are mapped to the professional standards and other related frameworks.	15 March 2024	Paragraph 65
3	4.8	The education provider will provide evidence that shows how the assessment strategy and design, for the new courses, demonstrates that the assessments are robust, reliable and valid, and that those who successfully complete the course have developed the knowledge and skills necessary to meet the professional standards.	15 March 2024	Paragraph 82

Recommendations

121. 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	4.6	The inspectors are recommending that the university consider building on the work from the university's Interprofessional Learning Framework to enhance the offering and to embed interprofessional learning further throughout the course.	Paragraph 77
2	5.4	The inspectors are recommending that the university consider building on the work already done on Reasonable Adjustment Plans for academic learning to further develop how Reasonable Adjustment Plans can be better suited to practice learning.	Paragraph 106

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

122. 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](#).

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

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

	Standard not met	Condition	Recommendation
1	2.6	The education provider will provide evidence that shows how they ensure onsite Practice Educators are on the register and that they have the relevant and current knowledge, skills and experience to support safe and effective learning.	Condition met.
2	4.1	The education provider will provide evidence that shows how the content of the curriculum, and the learning outcomes, for the new courses, are mapped to the professional standards and other related frameworks.	Condition met.
3	4.8	The education provider will provide evidence that shows how the assessment strategy and design, for the new courses, demonstrates that the assessments are robust, reliable and valid, and that those who successfully complete the course have developed the knowledge and skills necessary to meet the professional standards.	Condition met.

Findings

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

126. After the review of documentary evidence, the inspection team are satisfied that the conditions set against the reapproval of the courses has been met.

127. In relation to the condition which was set against standard 2.6 the course provider submitted a Practice Educator Registration Form, the Practice Educator Register and the university's privacy notices and procedures. The inspection team reviewed this evidence and were satisfied that it ensured relevant information for all practice educators was collated and monitored. This included registration, qualifications and currency of experience supporting students. Narrative evidence outlined that this information would be updated at the start of each practice placement, from September 2024 onwards. The inspection team were assured that this standard is now met.

128. In relation to the condition which was set against standard 4.1 the course provider submitted the Teaching, Learning and Assessment Strategy, the programme and module specifications, the module outlines and mapping documents. These documents illustrated how the content of the curriculum was aligned to the professional standards and the PCF. The inspection team agreed that this standard is now met.

129. In relation to the condition which was set against standard 4.8 the course provider submitted assessment schedules for the courses, assessment guidance to be used by staff, a marker's guide to the integrated rubric, the Annual Review of Taught Programmes and Student Academic Experience and staff development training on assessment. The inspection team agreed that the guidance provided to staff contained comprehensive information on assessment. The annual review document outlined the action plan for the courses including how the course team will manage feedback from students to develop modifications in response. The inspection team were assured that the evidence illustrated how the assessments for both programmes are robust, reliable and valid and will enable the students to develop the knowledge and skills necessary to meet the professional standards.

Regulator decision

Approval.