

Inspection Report

Course provider: University of Greenwich

Course approval: BA (Hons) Social Work, MA
Social Work and Pg Dip exit route
Full time and part time

Inspection dates: 7 to 10 March 2023

Report date:	18 July 2023
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	27 September 2023
Date conditions met and approved:	22 December 2023

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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 Greenwich was inspected as part of the Social Work England reapproval cycle; whereby all course providers with qualifying social work courses will be inspected against the new Education and Training Standards 2021.

Inspection ID	UGRR1
Course provider	University of Greenwich
Validating body (if different)	
Course inspected	BA (Hons) Social Work MA Social Work and Pg Dip exit route
Mode of study	Full time and part time
Maximum student cohort	35
Date of inspection	7 to 10 March 2023
Inspection team	John Armitage, Education Quality Assurance Officer Sally Gosling, Lay Inspector Anne Mackay, Registrant Inspector
Inspector recommendation	Approved with conditions
Approval outcome	Approved with conditions

Language

16. In this document we describe the University of Greenwich as ‘the education provider’ or ‘the university’ and we describe the BA (Hons) Social Work, MA Social Work and PgDip exit route as ‘the courses’.

Inspection

17. A remote inspection took place from 7 to 10 March 2023. As part of this process the inspection team planned to meet with key stakeholders including students, course staff, employers and people with lived experience of social work.

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

Conflict of interest

19. No parties disclosed a conflict of interest.

Meetings with students

20. The inspection team met with BA(Hons) Social Work students across different years of study, and separately with MA Social Work students. Discussions included their experiences of applying for and joining the courses, readiness for practice assessments, practice placements and experiences with personal tutoring.

Meetings with course staff

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

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 courses. Discussions included their experiences of working with the course teams and students, the specific activities they have been directly involved in, and the support and training they receive from the university to perform these activities.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including Hestia and Bexley and Essex Local Authorities.

Findings

24. In this section we set out the inspectors' findings in relation to whether the education provider has demonstrated that it meets the education and training standards and that the courses 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 of a multi-dimensional process to consider applications, involving reviewing personal statements, individual interviews and a written assessment task. The course website clearly presented the course entry requirements including English language and IELTS skills requirements. Inspectors heard from the course teams that interview sessions remain online since the COVID-19 pandemic and the ongoing suitability of this method is regularly reviewed. The interview panel includes practitioners and people with lived experience of social work via the university's links with the regional Teaching Partnership.

26. Inspectors confirmed that the assessment scoring criteria are suitably differentiated for BA and MA applicants. They confirmed that a potential issue with the content of the written test had already been identified by the course teams as an element to review, and is accounted for in the panel's candidate scoring. The inspection team agreed this standard was met.

Standard 1.2

27. Inspectors confirmed with admissions staff that prior learning is specifically considered in applicants' written personal statements and within a short presentation that applicants are asked to prepare to deliver at the beginning of their interview.

28. Students recalled that their prior learning and experiences was clearly considered in these stages in the admissions process. The inspection team agreed this standard was met.

Standard 1.3

29. Inspectors met with the group of people with lived experience of social work (PLE), an established group within the School, comprised of individuals with a wide range of personal experiences. The inspection team heard from the group members that they are always involved in interviews and are given a pre-briefing for these as well as post-interview discussions.

30. There is a formal forum for this group to meet regularly with course staff, where the PLE group are able to put forward their ideas for improvements to the admissions process. A

member of the group provided an example of raising the issue that certain questions may have made some applicants feel uncomfortable about sharing personal information, and the admissions staff adapted the questions as a result.

31. Practitioners are also present on the interview panel. Other involvement from employers is via the Teaching Partnership, with employers involved in this recalling being asked for their input to the university's admissions processes as part of student numbers planning discussions. The inspection team agreed this standard was met.

Standard 1.4

32. The university demonstrated the process to assess the suitability of applicants' character, conduct and health through evidence submitted and during the inspection meetings. This included evidence of DBS checks and health and conduct checks and declarations, including separate occupational health checks.

33. The inspection team confirmed with the course leader details of the timeliness and robustness of the DBS process. Students confirmed their awareness of support being available during the process for applicants who may have particular health or learning needs. The inspection team agreed this standard was met.

Standard 1.5

34. The course provider supplied documentary evidence relating to equality, diversity and inclusion (EDI) policies prior to inspection which was reviewed by the inspection team. This included how the university's equality policy is monitored, and EDI-specific interview guidance for external panel members linked to the wider equality policy. Staff and PLE confirmed their knowledge of this guidance and confirmed that they receive mandatory EDI training before they are able to be on an interview panel.

35. The inspection team heard from admissions staff about the range of potential reasonable adjustments provided to applicants, including extra time, oral instructions and pre-interview phone calls. Inspectors heard that whilst interviews and assessments were held online, students were able to attend in-person open days where the admissions process was described and applicants encouraged to ask about issues specific to them.

36. The admissions team provided a comprehensive response to inspectors about how they closely monitored and evaluated applicant data for the different courses and were developing their understanding of international student applicants, in anticipation of sustained growth in international applicant numbers. The inspection team agreed this standard was met.

Standard 1.6

37. The university's webpage for the course highlights entry criteria and additional information requirements, such as DBS and health checks. The inspection team was informed of additional methods by which applicants could obtain information, such as requesting a prospectus, open days and direct enquiry. When the inspection team met with students, this group confirmed that they had received all the information they needed to make an informed choice about taking a place up with Greenwich and described how their experience of the admissions process matched their expectations.

38. The inspection team agreed this standard was met for the MA course. However, MA students, in particular, referred to the challenges of the pace, intensity and academic demands of the course. Inspectors agreed that the MA course information for applicants could usefully provide more clarity about the rigour of written tasks and research literacy at taught postgraduate level. Further information on this can be found in the [recommendations](#) section of this document.

39. The university website for the BA course contains outdated references to the HCPC and needs updating to reflect Social Work England as the regulator. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 1.6 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions](#) section of this report.

Standard two: Learning environment

Standard 2.1

40. The inspection team reviewed documentary evidence of placement information provided to students, including that outlined in the practice learning handbook, relevant module handbook and practice learning agreement. Inspectors met with placement coordination staff who confirmed that most placements for students are in statutory settings, provide individual students with the opportunity for contrasting practice experiences, and that 30 skills days are provided to prepare students for direct practice.

41. Students expressed satisfaction with their experience of statutory tasks, and told inspectors that their placement experiences met their expectations from preparation to practice. Students in their final year of the BA and MA felt that their second placement was an appropriate progression for their development.

42. Skills days were suitably documented and further described by the course team. Students were positive about elements of the skills days, but they explained to inspectors

that they had not been aware that some of these days had specifically been designated as practical skills days activities until after the event.

43. The inspection team agreed this standard was met; however, inspectors agreed that the course teams could further develop their communication to students about all the skills days' relevance to practice to support students to get the most out of these learning opportunities. Further information on this can be found in the [recommendations](#) section of this document.

Standard 2.2

44. The course provider supplied documentary evidence relating to practice learning opportunities, how placement learning experiences are confirmed in initial placement auditing and how the Quality Assurance Practice Learning (QAPL) feedback forms are used by students, staff and placement providers. The inspection team met with the course placement coordination staff and representatives from placement partners to discuss the types of placements on offer, including the different learning opportunities they provide, and how students are matched to them.

45. Inspectors also met with students who indicated that the learning opportunities on placement were suitable for their needs and interests and who did not raise any concerns on this matter. Practice educators were happy with the university's materials for supporting them and students to understand what students need to achieve on placement. The inspection team agreed this standard was met.

Standard 2.3

46. The inspection team reviewed documentary evidence provided prior to the inspection visit. This included the placement handbook setting out the responsibilities of students, staff and practice educators when a student encounters difficulties, and the Practice Learning Agreement content and meeting requirements. Inspectors agreed that the placement handbooks and accompanying documentation made clear the processes in place to support student placement provision in relation to both BA and MA courses.

47. Students told inspectors that they felt well prepared for placement and that they had a good induction during placement. Students confirmed that they felt that their duties were appropriate and their workload reasonable. The inspection team agreed this standard was met.

Standard 2.4

48. Inspectors reviewed documentary evidence about student responsibilities provided in the practice learning handbook and the Practice Learning Agreement. Inspectors received confirmation during the inspection visit that checks are completed by university tutors at various points of a student's placement, including the commencement of the placement at

the Practice Learning Agreement meeting, as well as via QAPL information at the end of placements.

49. Students, employer representatives and practice educators described how they felt these processes worked well and enabled them to meet the needs of students.

50. Inspectors heard from students that they felt their responsibilities on placement were appropriate and final-year students felt that their second placement was an appropriate step up in terms of their responsibilities. The inspection team agreed this standard was met.

Standard 2.5

Inspectors reviewed documentary evidence within the practice learning handbook regarding the assessment of students' preparation for learning in practice. Inspectors were satisfied that the relevant BA and MA modules includes an assessment of a broad mix of communication skills, law and social perspectives in a Readiness for Practice Portfolio. The readiness for practice process also includes occupational health assessment and DBS checks.

Students met during the inspection indicated to inspectors that these processes helped them to feel prepared for placement. The inspection team agreed this standard was met.

Standard 2.6

51. The university provided information prior to the inspection visit which stated that all placements are audited prior to the placement starting, and that assurance is gained that there is a suitably qualified and experienced social work Practice Educator with relevant knowledge and experience for each student placement. Inspectors confirmed the details of this with university staff during the inspection visit.

52. Both BA and MA students were generally very positive about their placement experiences. However, some raised concerns about the quality of their experience with their assigned PE. Course staff described that, although the university has performed additional audits of PEs in the past, they would like to work towards conducting more regular audits of placement providers and PEs.

53. The initial audits were clear to inspectors and there are operational checks on the suitability of practice educators during placement by course staff tutors. However, inspectors agreed that the university could perform more proactive checks to ensure that practice educators employed by partner agencies are on the register and have relevant and current knowledge, skills and experience to perform the PE role. This would give the university strengthened assurance that all PEs are able to support safe and effective learning.

54. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 2.6 in relation to the approval of this course. Consideration

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

Standard 2.7

55. The inspection team reviewed the whistleblowing policy and procedures as set out in in the practice learning handbook and placement handbook. They also heard that whistleblowing is covered during a skills session on the courses.

56. Students stated their awareness of the whistleblowing policy from course material, and expressed confidence in how they would raise a concern if needed. The inspection team agreed that this standard was met.

Standard three: Course governance, management and quality

Standard 3.1

57. The inspection team reviewed documentary evidence submitted which included the course teams CVs and a description of the faculty governance and quality assurance structure. Evidence was provided of the governance structure of the course within the wider School, along with the regular operational, quality assurance and strategic meeting schedules. Inspectors discussed during inspection which course teams members liaise with the Teaching Partnership and how the TP's meeting structures interact with the course team's QA and course development processes.

58. Inspectors heard from staff and students about how there has been a recent period of staff changes within the course teams and this has had some effect on student experience in areas such as personal tutor support, assessment timings and dissertation support. Inspectors also heard that these issues had been identified and were being addressed. The inspection team considered that the university's expansion plans for the courses are potentially hindered by staffing stability and identified the need to see further detail on the plans in place to be satisfied this standard is met.

59. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 3.1 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, its monitoring and approval can be found in the [conditions](#) section of this report.

Standard 3.2

60. The inspection team reviewed documentary evidence submitted which included placement audit documentation and the Memorandum of Co-operation and Extended teaching partnership funding agreement. Inspectors were able to confirm with different groups the process for placement breakdown and placement support and found this to be understood by all parties. Students and Practice Educators met during the inspection were able to give specific examples of university support and placement changes for individual students.

61. Inspectors identified that, although there were no current concerns identified regarding agreements with placement providers, there was inconsistency in the agreements between different partners. This meant that they were unable to confidently confirm that there was enough evidence that agreements were suitable to meet this standard for every placement partner.

62. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 3.2 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions](#) section of this report.

Standard 3.3

63. Policies and procedures in relation to students' health, wellbeing and risk and the support available for students were presented to inspectors, with further clarification provided of the types of support made available to students. Initial placement auditing is in place and inspectors identified that placement coordination staff had good relationships with placement providers and a sound operational understanding of students' placement environments.

64. However, inspectors were unable to determine enough evidence from the course provider that this standard of placement auditing is conducted on a thorough or regular basis for either the traditional route or employment-based course variants. As mentioned in Standard 2.6, course staff described that although the university has performed additional audits of PEs in the past, they would like to work towards conducting more regular audits of placement providers and PEs. Inspectors agreed that the placement QA processes should be

developed further to meet the requirements of this standard, to ensure that students have all policies, procedures and support systems in place and are current and relevant.

65. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 3.3 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions](#) section of this report.

Standard 3.4

66. The inspectors agreed from discussions with the course teams and employer representatives that teaching partnership employer members are involved in multiple aspects of the course: interview panels in the admissions process; in student practice assessment panels; teaching sessions on the course; and Programme Committee Board meetings feeding into course management, monitoring and development.

67. Employers, particularly those within the TP, expressed satisfaction with university processes and their ability to provide input into the courses. The university is further developing its processes to engage with employers within the TP and this was recognised and well received by employers. The inspection team agreed this standard was met.

Standard 3.5

68. In addition to documentation describing student feedback structures such as QAPL forms and module surveys, inspectors heard that programme committee meetings that involve student representatives are held twice a year. Student representatives also sit on various review boards. Practice assessment panels consist of practitioners and people with lived experience of social work, and PLE were positive about their experiences in this role and their ability to feed back their experiences to the course team.

69. Practitioners indicated that they have avenues to provide feedback to the course team. Inspectors heard about the work of the TP Programme Committee Board, and about how the QAPL forms are reviewed and used. The inspection team agreed this standard was met.

Standard 3.6

70. Inspectors were able to review documentary evidence about the strategic direction of the course and how workforce planning and shared intelligence on placement capacity within the teaching partnership informed the university's decision-making on student numbers. The approach was discussed within the inspection visit with different groups.

71. The student cohort numbers on the course was described to inspectors as being suitable for regional employment needs. The inspection team agreed this standard was met.

Standard 3.7

72. Prior to the inspection visit, the inspection team reviewed the Academic Portfolio Lead's CV and confirmed they are a registered social worker. Discussions throughout the inspection assured inspectors that the lead had recent and relevant knowledge of contemporary social work practice and was supported by the university to maintain and develop this.

73. Planned staffing arrangements affect this role. However, inspectors were given assurances about how the arrangements were being managed, with further clarity being provided through the evidence provided in response to the condition relating to standard 3.1. The inspection team were satisfied that this standard was met.

Standard 3.8

74. The course teams were able to demonstrate, through documentary evidence reviewed by the inspection team and in meetings, that they are adequately resourced and supported by senior management team. The specialist knowledge and expertise of each member of the team was described in the documentation and in the course team's presentation. This included on how this fed into module design and delivery and the wider development of the course.

75. The inspectors were satisfied from speaking with the course teams that teaching staff had a wide breadth of experience and knowledge. Inspectors heard from the course teams and the senior management team that course staff have dedicated time for research and about examples of the team's current and recent research projects and collaborations and their links to contemporary practice. Some of this research work was enhanced by their links with the teaching partnership.

76. Though the courses have been affected by staffing changes as addressed in Standard 3.1, inspectors agreed there was evidence that there were sufficient staffing levels and appropriately qualified and experienced staff to meet the needs of students. The inspection team agreed this standard was met.

Standard 3.9

77. The inspection team reviewed documentary evidence submitted about how the university provides academic staff with access to data and metrics to enable staff to monitor student performance, including from an EDI perspective, with these used to inform annual monitoring and the review of student performance, progression and outcomes including employment.

78. Inspectors determined that there was a clear process of progress data feeding into wider information review which also fed into the teaching partnership. The inspection team agreed this standard was met.

Standard 3.10

79. As mentioned in Standard 3.8, inspectors heard from meetings that there are various routes available for staff to remain current in their professional knowledge and skills. These include protected time for research and professional development, including interacting with the local authorities in the teaching partnership. 175 hours per academic year are allocated to academic staff to engage in CPD and research, and examples were provided of current activity of some members of the course team. Training is supplied by the School and teaching partnership, while the university enacts annual professional development reviews. The inspection team agreed this standard was met.

Standard four: Curriculum assessment

Standard 4.1

80. The inspection team reviewed documentary evidence submitted prior to inspection which shows how the course learning outcomes are mapped to Social Work England's Professional Standards and to the Professional Capabilities Framework.

81. The inspection team heard more about the curriculum and assessment strategy for the courses through an initial presentation by the course teams and had the opportunity to discuss the courses' structure and content. The course teams were able to demonstrate how each module builds knowledge, skills and reflective practice and how the assessments are designed to link with the module and course learning outcomes, which in turn link to the professional standards.

82. The inspection team met with students who were clear on the importance of being able to meet the professional standards prior to practice and on post-qualifying CPD requirements. The inspection team were therefore satisfied that this standard was met.

Standard 4.2

83. Prior to the inspection visit, the inspectors reviewed documentary evidence on how people with lived experience are involved in the courses, including service user group minutes. This outlined their involvement in the admissions processes, students' readiness for direct practice assessment and teaching and learning activities for different modules.

84. Inspectors discussed this involvement with the course team, employers, PEs, employer partners, students and PLE group. This confirmed the varied and meaningful involvement of PLEs in multiple aspects of the course. As mentioned under previous standards, inspectors

gained information on how employers and practitioners have opportunities to provide feedback, including via the Programme Committee meetings and the QAPL process.

85. Students met during the inspection outlined the formal and informal feedback processes in which they can engage and provided the inspectors with examples of the course teams responding to their input and requests. The course teams and senior management team described to inspectors the university and Teaching Partnership processes to inform the review and development of the curriculum.

86. The inspection team agreed this standard was met; however, the inspectors identified the value of the university developing a longer-term PLE coordinator role to develop the PLE group infrastructure and to sustain further involvement of PLE within the courses. The PLE coordinator in post at the time of inspection is in a fixed term role; some of the recent structured involvement and strong relationships between the PLE group and course teams have been from the actions of the PLE coordinator which would benefit from being developed and maintained by this role continuing. Further information on this can be found in the [recommendations](#) section of this document.

Standard 4.3

87. The inspection team, having reviewed the university's overarching equality, diversity and inclusion policies, were satisfied that the course had been designed in accordance with those policies and that the university had the necessary support mechanisms in place to ensure inclusion and reasonable adjustments in all settings. A range of reasonable adjustments are made to assist students with physical or mental health issues through the processes outlined in course materials.

88. Inspectors heard from the course teams and central support staff about the course offering a range of reasonable adjustments for learning sessions and assessments and were given multiple examples of students on these courses having these adjustments applied. Inspectors were informed how reasonable adjustment plans and individual support plans are offered to support students, and how placement staff have enabled student support plans on the academic course content to be made available to placement staff through due process, as relevant to placement environments and supportive of individual students' needs. The inspection team agreed this standard was met.

Standard 4.4

89. The inspection team reviewed documentary evidence and spoke to the course teams and senior management to determine that the course is continually updated. The course teams provided a presentation about the course and influences on its development. The inspection team agreed that the programme and modules appear constructed in a way that enables the incorporation of updates and new material on a routine basis. Inspectors noted

that the University Validation Board considers individual courses annually and assess whether their curricula and content are in 'good standing'.

90. Evidence was provided that modules are designed and delivered by specialists in their fields, drawing on research, policy, and practice expertise. Evidence was also provided that the course curricula are regularly reviewed through the university's academic standards and quality assurance processes. The curriculum review group meets twice per year to feed contemporary issues into the courses' development. Its membership includes employer representatives from the teaching partnership, university staff, people with lived experience of social work and students. The inspection team agreed this standard was met.

Standard 4.5

91. The inspection team reviewed the individual module specifications clarify how theory and practice are integrated across the course. Inspectors considered that theory and practice was demonstrably linked to assessment and the associated learning outcomes. Skills day content was reviewed prior to the inspection and discussed during inspection meetings. The inspection team agreed this standard was met.

Standard 4.6

92. The inspectors spoke with course staff and students about opportunities for multidisciplinary learning within the taught content of the course after reviewing documentation that outlined how students gain experience of this within the taught modules and have opportunities to learn alongside other professionals while on placement. The module materials referred to interprofessional relationships and multi-agency work.

93. Students recalled some relevant multidisciplinary learning sessions and identified upcoming planned occasions, such as a session involving law students and professionals. The inspection team agreed this standard was met; however, inspectors agreed that the university could enhance and formalise these experiences, particularly for the MA where there appear to be fewer opportunities for students to have these experiences. Further information on this can be found in the [recommendations](#) section of this document.

Standard 4.7

94. Inspectors were able to confirm that the module documentation provided clearly sets out the purpose, credits and hours of teaching and learning, with a breakdown by module and including placement information. The inspection team agreed this standard was met.

Standard 4.8

95. The inspection team reviewed the BA and MA assessment information in the course specifications, while the course teams presented examples of how the range of different assessment methods test different skills and competencies. The documentary evidence

demonstrated clear guidance in relation to assessment, marking, moderation and quality assurance processes.

96. The module assessments are mapped against the curriculum, learning outcomes, PCF and relevant Social Work England Professional Standards. Inspectors received further information in discussions with the course teams and students how assessment tools and methods are designed and used. The inspection team agreed this standard was met.

Standard 4.9

97. The inspection team reviewed documentation in relation to student assessment and progression. Inspectors reviewed the modules for each academic year of study on each course and determined that the programme handbooks provide clear information on the overarching structure of both the BA and MA courses. The inspection team agreed that the evidence reviewed demonstrated that assessments are carried out at appropriate stages during the course and that assessment information feeds into annual monitoring and development processes.

98. The inspection team met with students who expressed an appreciation of how assessments are designed in a manner that helps them to develop and demonstrate their learning progression as they progress through the course. The inspection team agreed that this standard was met; however, the course teams are aware of potential improvements to assessment timing that have been raised by students. Further information on this can be found in the [recommendations](#) section of this document.

Standard 4.10

99. Inspectors reviewed evidence on the turnaround times for assessments, with this stated as 15 days. They also considered other assessment policy information from the module and programme handbooks, as well as external examiner reports. Inspectors did not pick up concerns about the 15-day deadline being met by course staff.

100. However, an ongoing issue raised by students and acknowledged by course staff was that, given the way assessments have been sequenced, assessment feedback is not always sufficiently timely to help students with their next assignments. In addition, students raised issues regarding the quality of some feedback, with some students in both the BA and MA cohorts describing how they needed to seek further one-to-one feedback from a tutor in order to gain meaningful feedback. The issue was reported as being variable, depending on the academic staff involved.

101. The course teams are aware of these issues and the inspectors accepted that there is already action being taken to address them. The inspectors did not consider this standard to be met because they agreed that particular details regarding marking consistency and

quality of feedback appeared to be linked to the staffing issues the course has experienced and that the university needs to confirm how these issues have been resolved.

102. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 4.10 and Standard 5.7 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions](#) section of this report.

Standard 4.11

103. The inspection team reviewed documentation, including staff CVs and External Examiner information and university procedures and policy. The inspection team agreed that this standard was met for the BA courses. The External Examiner post for the MA courses was vacant at the time of the inspection visit.

104. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 4.11 in relation to the approval of the MA course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions](#) section of this report.

Standard 4.12

105. The inspection team considered various documentary evidence of systems in place to manage students' progression, including assignment feedback, supervision and direct observation on placement, personal tutor meetings and the use of the VLE system to monitor the engagement of students. The Progression and Award Board provides a layer of scrutiny to ensure fair and accurate assessment of work produced by students. The module materials clearly set out expectations of students and describe the process for repeating and reassessment.

106. Inspectors considered that arrangements for managing student progression were clearly evidenced, including through the external examiners' reports, with appropriate moderation processes in place. Discussions with the course team, students and placement partners further assured the inspection team that there are systems to manage students' progression. The inspection team agreed that this standard was met.

Standard 4.13

107. From the programme specification documentation, course teams CVs and a presentation by the course team, the inspection team agreed that an evidence-informed approach to practice is demonstrated throughout the course and that the course teams have suitable skills, knowledge and understanding of research and evaluation. Specific module information provided to inspectors demonstrated how the courses enable students to develop an evidence-based approach to their practice.

108. Students work towards a research-based dissertation. Direct practice on placement is evidence-based with an emphasis on reflective practice. The inspection team agreed this standard was met.

Standard five: Supporting students

Standard 5.1

109. The inspection team were provided with documentary evidence and university website links prior to inspection that outlined a range of advice and support services designed to meet both the academic and pastoral needs of all students. As well as the roles of Personal Tutors and Practice Educators, these services include confidential counselling services and student wellbeing, occupational health, careers advice, disability support, and student finance and funding.

110. There is a dedicated advice team offering support to those with conditions like dyslexia and mental health conditions. There is also a student wellbeing team staffed by counsellors and mental health practitioners. The inspection team heard about the role course and personal tutors play in signposting students to these services, as well as the other student advice services.

111. Students were positive about the range of support available to them, from the disability and wellbeing services to financial support and advice. Support staff service leads provided examples of interventions with students, including reasonable adjustments for students with a disclosed disability and the provision of support to students on maternity issues, financial problems and mental health issues. The inspection team agreed this standard was met.

Standard 5.2

112. Student support in relation to academic development was demonstrated by documentary evidence and in meetings with most of the different groups. Comprehensive support is available from library services and the academic support team. Students are allocated a personal tutor to support them throughout their studies and who can refer students to wider specialist support within the university. Access to the support is also available to students when they are on placement. However, on speaking to students, the

inspectors heard that their individual experience of the personal tutor system does not always adhere to the outlined model.

113. Some students receive very good support from their personal tutor, but inspectors heard that the support is not consistent for reasons related to the staffing changes mentioned in Standard 3.1. This has resulted in not all students receiving the level of contact outlined in course documents, while some students are not aware of what they should expect of their personal tutor, leading to a potential lack of support to them while they are on placement.

114. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 5.2 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions](#) section of this report.

Standard 5.3

115. The inspection team reviewed documents, including the fitness to practise procedure and Occupational Health forms, and was satisfied that there is a thorough process for ensuring the ongoing suitability of students' conduct, character and health.

116. The course teams described how student suitability of conduct, character and health is checked at the start of the course and throughout its duration. However, although students remembered doing this at the beginning of their courses, neither student group had any recollection of completing any checks on this on an annual basis, and inspectors were unable to ascertain enough evidence during inspection that this was definitely done as stated.

117. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 5.3 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions](#) section of this report.

Standard 5.4

118. As mentioned in Standard 5.1, when meeting with students, Practice Educators, placement providers and specialist support staff, the inspection team were given different examples of support that had been made available to students. Through providing documentation, including the course specification and the Greenwich Inclusion Plan document, the course provider was able to demonstrate that they are supportive in making appropriate reasonable adjustments for students with health conditions or impairments.

119. The inspection team heard about the work done and appropriate processes set up for students' Inclusion Plans to be shared automatically with personal tutors and placement staff, and staff being able to provide this information in advance to employers and PEs to effectively support a student's needs on placement, where suitable. However, inspectors heard that some of these processes were not necessarily happening at present, meaning that tutors and placement coordination staff did not always share this information with each other immediately and additional communication was needed between staff to ensure Inclusion Plan information was shared with staff in a timely manner.

120. The inspection team agreed this standard was met because they did not hear of any significant issues arising from this, but agreed this aspect had scope for improvement to ensure students did not suffer delays to their support due to these communication issues. Further information on this can be found in the [recommendations](#) section of this document.

Standard 5.5

130. Students are provided with course and placement handbooks which contain information about their curriculum, practice placements, assessments and transition to registered social worker, and students expressed clear knowledge and understanding of this information, including via the VLE. Inspectors considered there to be adequate information provided before admission and during course, including in the placement and course handbooks, as well as regular feedback on students' progress through course.

131. The inspectors heard from students about their experiences with sessions involving employers attending and their receipt of information on the ASYE year and the application process for this. There is a Personal and Professional Development structure to help students develop their engagement and skills in self-assessment at key points through their course, in preparation for qualified practice and employment. The inspection team agreed this standard was met.

Standard 5.6

132. Prior to the inspection visit, the inspection team reviewed the information provided to students about mandatory attendance requirements. The inspectors agreed that the course handbook set out mandatory elements, placement requirements, how absences are monitored and how missed days should be made up.

133. There is also a documented process for a student to notify a placement provider of sickness or similar. Course staff clarified the process for following up non-attendance if students do not engage with automated correspondence. The inspection team agreed this standard was met.

Standard 5.7

134. Inspectors discussed with course staff the different types of feedback to students throughout the courses, including via practice panels involving practitioner and PWLE collaboration and formative and summative student assessments.

135. As mentioned in Standard 4.10, students expressed concerns about the consistent quality and timeliness of assessment feedback to enable them to identify and apply areas for improvement in their next assessments.

136. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 4.10 and Standard 5.7 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions](#) section of this report.

Standard 5.8

137. The inspection team reviewed the university academic appeals policy that is available to students on the university website and course resources. Students confirmed that they are aware of where to find this information, if required. The inspection team agreed that the standard was met.

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

Standard 6.1

138. As the qualifying courses are BA(Hons) and MA Social Work with an appropriate PgDip exit route, the inspection team agreed that this standard was met.

Proposed outcome

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

Conditions

140. 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.

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

	Standard not currently met	Condition	Date for submission of evidence	Link
1	1.6	The education provider will provide evidence that any references to HCPC on the university website for the BA course are updated to refer to Social Work England. This condition applies to the BA courses only.	31 October 2023	Paragraph 37
2	2.6	The education provider will provide evidence that they are conducting additional proactive checks in their placement QA processes to ensure that practice educators employed by partner agencies are on the register and that they have the relevant and current knowledge, skills and experience, in order to assure itself that students are assigned to a PE with suitable current knowledge and skills of their role and university processes. This applies to the BA and MA courses.	31 October 2023	Paragraph 51
3	3.1	The education provider will provide evidence of updated plans of staffing arrangements for the courses, including those that reflect and support plans for further developing its social work education provision. This applies to the BA and MA courses.	31 October 2023	Paragraph 57

4	3.2	The education provider will provide evidence that their agreements with all placement providers are sufficient to meet the requirements of this standard. This applies to the BA and MA courses.	31 October 2023	Paragraph 60
5	3.3	The education provider will provide evidence that that they are conducting additional proactive checks in their placement QA processes to ensure that placement providers have and maintain necessary policies and procedures in relation to students' health, wellbeing and risk. This applies to the BA and MA courses.	31 October 2023	Paragraph 63
6	4.10, 5.7	The education provider will provide evidence of arrangements for ensuring that students are consistently provided with timely, meaningful feedback throughout the course and to support their ongoing development. This applies to the BA and MA courses.	31 October 2023	Paragraph 99 Paragraph 134
7	4.11	The education provider will provide evidence that an External Examiner has been recruited to the MA course. This applies to the MA course only.	31 October 2023	Paragraph 103
8	5.2	The education provider will provide evidence of ensuring that personal tutor contact and support is operating as described in the university's documented model, and that students are clearly made aware of the support available from their personal tutor. This applies to the BA and MA courses.	31 October 2023	Paragraph 112
9	5.3	The education provider will provide evidence of regular suitability checks of	31 October 2023	Paragraph 115

		students' conduct, character and health occurring throughout the courses.		
		This applies to the BA and MA courses.		

Recommendations

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

	Standard	Detail	Link
1	1.6	The inspectors are recommending that the university consider increasing the emphasis in the course information made available to MA applicants on the demands of the course, including the rigour of written tasks and research literacy at this level to further help their preparedness for the course. This applies to the MA courses only.	Paragraph 37
2	2.1	The inspectors are recommending that the university consider further developing their communication to students about all skills days and their relevance to practice to ensure students get the most out of these opportunities. This applies to the BA and MA courses.	Paragraph 40
3.	4.2	The inspectors are recommending that the university consider its ongoing arrangements for the PLE coordinator role to enable effective development of the recent PLE involvement structures developed by the current PLE coordinator. This applies to the BA and MA courses.	Paragraph 83
4.	4.6	The inspectors are recommending that the university consider enhancing and formalising student experiences of working with students from other professions and learning from other professionals by more precisely defined sessions being planned into modules.	Paragraph 92

		This applies to the BA and MA courses.	
5.	4.9	The inspectors are recommending that the university consider how assessments are sequenced to ensure students are able to effectively apply feedback on previous assessments to future assessments. This applies to the BA and MA courses.	Paragraph 97
6.	5.4	The inspectors are recommending that the university consider ensuring that the automatic process for appropriately sharing Inclusion Plan documents to all relevant staff is working as intended. This applies to the BA and MA courses.	Paragraph 118

Annex 1: Education and training standards summary

Standard	Met	Not Met – condition applied	Recommendation given
Admissions			
1.1 Confirm on entry to the course, via a holistic/multi-dimensional assessment process, that applicants: i. have the potential to develop the knowledge and skills necessary to meet the professional standards ii. can demonstrate that they have a good command of English iii. have the capability to meet academic standards; and iv. have the capability to use information and communication technology (ICT) methods and techniques to achieve course outcomes.	☒	☐	☐
1.2 Ensure that applicants' prior relevant experience is considered as part of the admissions processes.	☒	☐	☐
1.3 Ensure that employers, placement providers and people with lived experience of social work are involved in admissions processes.	☒	☐	☐
1.4 Ensure that the admissions processes assess the suitability of applicants, including in relation to their conduct, health and character. This includes criminal conviction checks.	☒	☐	☐
1.5 Ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored.	☒	☐	☐
1.6 Ensure that the admissions process gives applicants the information they require to make an informed choice about whether to take up an offer of a place on a course. This will include	☐	☒	☒

Standard	Met	Not Met – condition applied	Recommendation given
information about the professional standards, research interests and placement opportunities.			
Learning environment			
2.1 Ensure that students spend at least 200 days (including up to 30 skills days) gaining different experiences and learning in practice settings. Each student will have: i) placements in at least two practice settings providing contrasting experiences; and ii) a minimum of one placement taking place within a statutory setting, providing experience of sufficient numbers of statutory social work tasks involving high risk decision making and legal interventions.	☒	☐	☒
2.2 Provide practice learning opportunities that enable students to gain the knowledge and skills necessary to develop and meet the professional standards.	☒	☐	☐
2.3 Ensure that while on placements, students have appropriate induction, supervision, support, access to resources and a realistic workload.	☒	☐	☐
2.4 Ensure that on placements, students' responsibilities are appropriate for their stage of education and training.	☒	☐	☐
2.5 Ensure that students undergo assessed preparation for direct practice to make sure they are safe to carry out practice learning in a service delivery setting.	☒	☐	☐
2.6 Ensure that practice educators are on the register and that they have the relevant and current knowledge, skills and experience to support safe and effective learning.	☐	☒	☐

Standard	Met	Not Met – condition applied	Recommendation given
2.7 Ensure that policies and processes, including for whistleblowing, are in place for students to challenge unsafe behaviours and cultures and organisational wrongdoing, and report concerns openly and safely without fear of adverse consequences.	☒	☐	☐
Course governance, management and quality			
3.1 Ensure courses are supported by a management and governance plan that includes the roles, responsibilities and lines of accountability of individuals and governing groups in the delivery, resourcing and quality management of the course.	☐	☒	☐
3.2 Ensure that they have agreements with placement providers to provide education and training that meets the professional standards and the education and training qualifying standards. This should include necessary consents and ensure placement providers have contingencies in place to deal with practice placement breakdown.	☐	☒	☐
3.3 Ensure that placement providers have the necessary policies and procedures in relation to students' health, wellbeing and risk, and the support systems in place to underpin these.	☐	☒	☐
3.4 Ensure that employers are involved in elements of the course, including but not limited to the management and monitoring of courses and the allocation of practice education.	☒	☐	☐
3.5 Ensure that regular and effective monitoring, evaluation and improvement systems are in place, and that these involve	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
employers, people with lived experience of social work, and students.			
3.6 Ensure that the number of students admitted is aligned to a clear strategy, which includes consideration of local/regional placement capacity.	☒	☐	☐
3.7 Ensure that a lead social worker is in place to hold overall professional responsibility for the course. This person must be appropriately qualified and experienced, and on the register.	☒	☐	☐
3.8 Ensure that there is an adequate number of appropriately qualified and experienced staff, with relevant specialist subject knowledge and expertise, to deliver an effective course.	☒	☐	☐
3.9 Evaluate information about students' performance, progression and outcomes, such as the results of exams and assessments, by collecting, analysing and using student data, including data on equality and diversity.	☒	☐	☐
3.10 Ensure that educators are supported to maintain their knowledge and understanding in relation to professional practice.	☒	☐	☐
Curriculum and assessment			
4.1 Ensure that the content, structure and delivery of the training is in accordance with relevant guidance and frameworks and is designed to enable students to demonstrate that they have the necessary knowledge and skills to meet the professional standards.	☒	☐	☐
4.2 Ensure that the views of employers, practitioners and people with lived experience of social work are incorporated into the design,	☒	☐	☒

Standard	Met	Not Met – condition applied	Recommendation given
ongoing development and review of the curriculum.			
4.3 Ensure that the course is designed in accordance with equality, diversity and inclusion principles, and human rights and legislative frameworks.	☒	☐	☐
4.4 Ensure that the course is continually updated as a result of developments in research, legislation, government policy and best practice.	☒	☐	☐
4.5 Ensure that the integration of theory and practice is central to the course.	☒	☐	☐
4.6 Ensure that students are given the opportunity to work with, and learn from, other professions in order to support multidisciplinary working, including in integrated settings.	☒	☐	☒
4.7 Ensure that the number of hours spent in structured academic learning under the direction of an educator is sufficient to ensure that students meet the required level of competence.	☒	☐	☐
4.8 Ensure that the assessment strategy and design demonstrate that the assessments are robust, fair, reliable and valid, and that those who successfully complete the course have developed the knowledge and skills necessary to meet the professional standards.	☒	☐	☐
4.9 Ensure that assessments are mapped to the curriculum and are appropriately sequenced to match students' progression through the course.	☒	☐	☒

Standard	Met	Not Met – condition applied	Recommendation given
4.10 Ensure students are provided with feedback throughout the course to support their ongoing development.	☐	☒	☐
4.11 Ensure assessments are carried out by people with appropriate expertise, and that external examiner(s) for the course are appropriately qualified and experienced and on the register.	☐	☒	☐
4.12 Ensure that there are systems to manage students' progression, with input from a range of people, to inform decisions about their progression including via direct observation of practice.	☒	☐	☐
4.13 Ensure that the course is designed to enable students to develop an evidence-informed approach to practice, underpinned by skills, knowledge and understanding in relation to research and evaluation.	☒	☐	☐
Supporting students			
5.1 Ensure that students have access to resources to support their health and wellbeing including: I. confidential counselling services; II. careers advice and support; and III. occupational health services	☒	☐	☐
5.2 Ensure that students have access to resources to support their academic development including, for example, personal tutors.	☐	☒	☐
5.3 Ensure that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health.	☐	☒	☐

Standard	Met	Not Met – condition applied	Recommendation given
5.4 Make supportive and reasonable adjustments for students with health conditions or impairments to enable them to progress through their course and meet the professional standards, in accordance with relevant legislation.	☒	☐	☒
5.5 Provide information to students about their curriculum, practice placements, assessments and transition to registered social worker including information on requirements for continuing professional development.	☒	☐	☐
5.6 Provide information to students about parts of the course where attendance is mandatory.	☒	☐	☐
5.7 Provide timely and meaningful feedback to students on their progression and performance in assessments.	☒	☐	☐
5.8 Ensure there is an effective process in place for students to make academic appeals.	☒	☐	☐
Level of qualification to apply for entry onto the register			
6.1 The threshold entry route to the register will normally be a bachelor's degree with honours in social work.	☒	☐	☐

Regulator decision

Approved with conditions.

Annex 2: Meeting of conditions

If conditions are applied to a course approval, Social Work England completes a conditions review to make sure education providers have complied with the conditions and are meeting all of the [education and training standards](#).

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

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

	Standard not met	Condition	Recommendation
1	1.6	The education provider will provide evidence that any references to HCPC on the university website for the BA course are updated to refer to Social Work England. This condition applies to the BA courses only.	Condition met
2	2.6	The education provider will provide evidence that they are conducting additional proactive checks in their placement QA processes to ensure that practice educators employed by partner agencies are on the register and that they have the relevant and current knowledge, skills and experience, in order to assure itself that students are assigned to a PE with suitable current knowledge and skills of their role and university processes. This applies to the BA and MA courses.	Condition met
3	3.1	The education provider will provide evidence of updated plans of staffing arrangements for the courses, including those that reflect and support plans for further developing its social work education provision.	Condition met

		This applies to the BA and MA courses.	
4	3.2	The education provider will provide evidence that their agreements with all placement providers are sufficient to meet the requirements of this standard. This applies to the BA and MA courses.	Condition met
5	3.3	The education provider will provide evidence that that they are conducting additional proactive checks in their placement QA processes to ensure that placement providers have and maintain necessary policies and procedures in relation to students' health, wellbeing and risk. This applies to the BA and MA courses.	Condition met
6	4.10, 5.7	The education provider will provide evidence of arrangements for ensuring that students are consistently provided with timely, meaningful feedback throughout the course and to support their ongoing development. This applies to the BA and MA courses.	Condition met
7	4.11	The education provider will provide evidence that an External Examiner has been recruited to the MA course. This applies to the MA course only.	Condition met
8	5.2	The education provider will provide evidence of ensuring that personal tutor contact and support is operating as described in the university's documented model, and that students	Condition met

		are clearly made aware of the support available from their personal tutor. This applies to the BA and MA courses.	
9	5.3	The education provider will provide evidence of regular suitability checks of students' conduct, character and health occurring throughout the courses. This applies to the BA and MA courses.	Condition met

Findings

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

After the review of documentary evidence, the inspection team are satisfied that the conditions set against the reapproval of the BA (Hons) Social Work, MA Social Work and Pg Dip exit route full time and part time courses are met.

With respect to standard 1.6 the course provider submitted updated website links which have been reviewed and they no longer make reference to the HCPC.

With respect to standard 2.6 the inspection team were provided with narrative which outlined what the university process would be with respect to quality assurance checks for practice educators employed by the university and partner agencies. This included ensuring that practice educators provided proof of Social Work England registration, a copy of PEPS 1 or PEPS 2 qualification or equivalent, CV and professional reference, evidence of a social work qualification and a current DBS. For practice educators allocated by agencies a Memorandum of Cooperation is completed on an annual basis to confirm that they are registered with Social Work England and have completed the necessary practice education training.

With respect to standard 3.1 the course provider submitted CVs for the academic portfolio lead whose role is confirmed for three years and for the new appointee who will join the team from February 2024. They provided narrative about the involvement of practitioners from the Teaching Partnership in skills days and the involvement of people with lived experience of social work in admissions process and skills days.

With respect to standard 3.2 the inspection team were provided with narrative that indicates that the course team has put in place new processes to strengthen arrangements with placement

providers. These include the creation and use of a new placement provider form, arrangements for site visits to prospective new providers, and the new memorandum of cooperation between the university and placement providers, which is due to be counter-signed by each partner each academic year. The placement handbook for 2023/24 also includes more detailed information on how issues arising with placements or students' fitness to practise on placement are now managed.

With respect to standard 3.3 the inspection team were assured that the combination of the new placement audit form and the memorandum of cooperation means that the university has tightened its procedures in response to concerns that were raised during the inspection. The memorandum makes clear the respective responsibilities held by the university and individual placement providers, including to support students with specific learning support needs. The updated placement handbook also includes sections on student safety and addressing students' additional learning needs.

With respect to standards 4.10/5.7 narrative provided by the course team shows information on structures, processes and activities to ensure students receive timely and meaningful feedback on their progress and performance in assessments. It explains how the course modules, in line with a wider school initiative, now include more formative assessments, with this providing an inherent focus on giving students feedback to inform their preparation for, and engagement in, the modules' summative assessments. There is a greater emphasis on formative feedback and there were plans to hold two marking, assessment and feedback workshops.

With respect to standard 4.11 the inspection team received a copy of the CV for the appointed external examiner which outlined their professional practice experience which included acting as an external examiner for pre-registration education social work courses at other universities.

With respect to standard 5.2 detail was provided about the process through which students are assigned personal tutors and arrangements for seeking to ensure that students receive a consistent level of support from their personal tutors. An outline schedule was provided of the topics covered in student group meetings with personal tutors, depending on course stage. The narrative also clarifies that personal tutors support students while on placement, with this providing continuity, and that students can use an online booking system to secure ad hoc sessions with their personal tutor, as required.

With respect to standard 5.3 narrative explanation from the course provider indicates the online form that social work students are required to complete at the start of each academic year. The supply of the online form clarifies how information relating to students' ongoing suitability to remain on the course is gained. A student signs on an annual basis to attest that there are no issues of concern.

Regulator decision

Conditions met, course approved.