

Inspection Report

Course provider: Solent University

Course approval: BA (Hons) Social Work

Inspection dates: 13th – 15th June 2023

Report date:	07.08.2023
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	18.09.23
Date conditions met and approved:	13.11.23

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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 BA (Hons) Social Work course at Solent University 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	SSUR1
Course provider	Solent University
Validating body (if different)	N/A
Course inspected	BA (Hons) Social Work course, including 1 change
Mode of study	Full time
Maximum student cohort	76
Date of inspection	13 th – 15 th June 2023
Inspection team	Daisy Bragadini - Education Quality Assurance Officer Sally Gosling - (Lay Inspector) Erika Natale - (Registrant Inspector)
Inspector recommendation	Approved with conditions
Approval outcome	Approved with conditions

Language

16. In this document we describe Solent University as ‘the education provider’ or ‘the university’ and we describe the BA Social Work course as ‘the course’.

Inspection

17. An onsite inspection took place from 13th – 15th June at the university's campus in Southampton city centre where the social work team is based. 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 8 students from the course who were studying at level 4 and 5 of their course, some of whom were student representatives. Discussions included their experience of placements, their curriculum, feedback they received, ways in which their views influenced the course, support for their wellbeing and academic development and information they received about their course.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from the teaching team, practice placement team, staff involved in work with people with lived experience of social work, the specialist support services team and senior managers.

Meeting with people with lived experience of social work

22. The inspection team met with people with lived experience of social work who had been involved in working with the course team to deliver the course. Discussions included how their views influenced the course, how they assessed and supported students and how they were involved in the admissions processes.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including from Southampton City Council, Hampshire Children's services and the private, voluntary and independent sector.

Findings

24. In this section we set out the inspectors' findings in relation to whether the education provider has demonstrated that it meets the education and training standards and that the course will ensure that students who successfully complete the course are able to meet the professional standards.

Standard one: Admissions

Standard 1.1

25. Prior to the inspection the inspection team reviewed a range of evidence which illustrated a holistic, multidimensional assessment process for candidates who applied to the course. The team had designed and developed a dedicated webpage for the admissions process which guided candidates through each step. This included a written pre-interview task, a message from the course leader, links to the regulator and relevant organisations and guidance on their interview and how to prepare. The interview was designed to assess spoken English and communication skills and an awareness of social work and its values. The inspection team were provided with the paperwork used to facilitate decision making which included the interview and decision document, the UCAS evaluation and the written task evaluation form. Applicants' qualifications were checked through their application, including English language requirements, and the entry criteria was made available through their website. The inspection team agreed that this standard was met.

26. During various meetings held throughout the inspection, the inspection team explored individual's readiness to engage with the demands of the course. This included in relation to resilience and preparedness for the academic and practice education demands of the course.

27. Following a review of the evidence, the inspection team is making a recommendation in relation to 1.1. The detail of this recommendation can be found in [this link](#).

Standard 1.2

28. In relation to this standard the inspection team were provided with the set of interview questions used to assess candidates. The inspection team were directed to specific questions which assisted the interview panel in their assessment of prior relevant experience held by candidates. The personal statement within the application form was also used to assess relevant experience. The inspection team were also able to review the policy on prior learning and credit transfer. The inspection team were assured that this standard was met.

Standard 1.3

29. Preceding the inspection, the inspection team were provided with a presentation and a training video used to assist people with lived experience of social work and employer partners in their participation in selection processes. In addition, the inspection team were provided with evidence of employer partners' involvement and an interview assessment document used by practitioners to provide feedback to candidates. During the meetings held with employer partners and people with lived experience of social work, the inspection team heard about their engagement in the admissions process and participation in interviews. The inspection team heard how the group of people with lived experience reviewed personal statements, interviewed candidates and felt their input was supported and coordinated. During discussions with the staff involved in admissions the inspection team heard that employer partner involvement was not always possible at interviews and spoke about how consistency was achieved for candidates. The inspection team were assured that this standard was met.

30. Following a review of the evidence, the inspection team is making a recommendation in relation to 1.3. The detail of this recommendation can be found in [this link](#).

Standard 1.4

31. Prior to the inspection the inspection team reviewed a range of documentation used to assess the suitability of candidates as part of the admissions process. Candidates were required to complete a declaration of suitability form before being offered an interview, which also offered an opportunity for candidates to highlight a need for a reasonable adjustment. Candidates were required to complete an enhanced DBS check as part of the admissions process and the criminal convictions policy and criminal convictions procedure outlined how the admissions process assessed disclosures. The inspection team heard that a decision making panel was convened to review applications where disclosures had been made, which had previously involved employer partners, although it didn't necessarily continue to do this.

32. The inspection team viewed the candidate disclosure form and concluded that a review of the wording of some parts of the form was required. This would ensure that it accurately reflected the requirements that can be made of candidates and aligned with the guidance provided for this standard. The inspection team concluded that some parts of the form, specifically sections 6,7 and 9, required review in this case, and the course team acknowledged that section 8 required updating.

33. Following a review of the evidence, the inspection team is recommending that a condition is set against 1.4 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable

for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcomes](#) section.

Standard 1.5

34. In relation to this standard the inspection team reviewed the candidate disclosure form which made it clear to candidates that any disclosure of a health issue would not unduly impact on their application. Candidates were also provided with a link to Access Solent, where disability support services and reasonable adjustments could be accessed. Evidence provided outlined that if a candidate declared a learning need, additional time would be made available to them to complete the written task. During meetings with the course team, specialist support services, the admissions staff team and people with lived experience the inspection team concluded that the admissions process was aligned to the equality, diversity and inclusion policy.

35. The topic of the collection of and access to equality, diversity and inclusion data in relation to applicants was explored and will be further addressed in this report under standard 3.9.

36. The inspection team concluded that this standard was met.

37. Following a review of the evidence, the inspection team is making a recommendation in relation to 1.5. The detail of this recommendation can be found in [this link](#).

Standard 1.6

38. Both preceding and during the inspection visit the inspection team were provided with a range of evidence which highlighted how applicants were presented with the information about the course. This included the website page which contained information on the structure and content of the course, financial aspects of the course and practice placements. The dedicated admissions web page designed for social work students contained information about the nature of social work, frequently asked questions, methods of contacting the course team, information about Social Work England and other relevant organisations, and details about registration requirements. Upon submission of their application, the admissions team sent a video resource to applicants which outlined the nature of qualification they were considering achieving and prospective students were provided with information about teaching expertise and research within the team. During the meeting held with students they were satisfied they had been provided with the

necessary information to help them decide whether to take up their offer on the course. The inspection team concluded that this standard was met.

39. The inspection team were also aware that some students had felt that the nature of the academic demands in combination with the placements could have been made more explicit to them. Some expressed a view that they had been unaware of the academic requirements which were part of the course.

40. Following a review of the evidence, the inspection team is making a recommendation in relation to 1.6. The detail of this recommendation can be found in [this link](#).

Standard two: Learning environment

Standard 2.1

41. Preceding the inspection, the inspection team were able to review the Social Work Student Guide, student timetables, the Placement Guide and the Practice Learning Agreement. These documents outlined to the inspection team the expectations and processes surrounding the provision of 200 days of placement and skills days. Over 30 skills days were provided for students, and it was made clear that they were required to complete 30. During the meetings held with the course team and staff involved in practice learning the inspection team explored how at least one statutory placement and contrasting placements were provided to students. Both feedback from students and the student profile facilitated the placement team ensuring placements met the learning needs of the students. During the demonstration of the virtual learning environment, the course team explained that they planned to require students to upload their post skills days reflective blog through Turnitin to ensure further assurances were provided in relation to attendance. The inspection team were assured that this standard was met.

Standard 2.2

42. In relation to how the course provider ensured placements provided students with appropriate learning opportunities, the inspection team viewed evidence of how the course provider planned, managed and monitored learning opportunities. The planning and management of placements was facilitated through the Southampton, Hampshire, Isle of Wight and Portsmouth (SHIP) Regional Social Work Education Network (SWEN) and the Practice Learning Coordinator's Forum (PLCF). The Practice Learning Agreement (PLA), Midway meeting, the Living CV, Evidence Grid and provision of feedback at the end of placements were used to identify, plan and monitor learning opportunities throughout placements. Placement audit processes were outlined to the inspection team which involved ensuring placements were able to provide appropriate learning opportunities.

43. During the meetings held with placement staff, practice educators and employer partners, the inspection team heard about how support was provided for students, practice educators and practice supervisors including drop in support sessions which were sensitively timed. The inspection team were satisfied that this standard was met.

Standard 2.3

44. Prior to the inspection the inspection team were provided with the induction guidance notes provided to practice educators and practice supervisors within the Placement Briefing and Open Solent webpage to assist them in the provision of an induction programme. During the meeting held with practice educators, the inspection team met with educators responsible for designing an induction framework to promote consistency for students. Within the PLA students were encouraged to reflect on their induction and raise any concerns or questions early on. During the meeting with staff involved in practice learning the inspection team heard how a programme of drop in support for students, practice educators and practice supervisors was designed in conjunction with the placement timetable and included a pre-emptive session between week 4 and week 6 of placements. During the meetings with specialist support services and employer partners the inspection team heard how support was provided for students whilst on placement, which was well coordinated and implemented between the placement provider and the university.

45. Both preceding the inspection and during, the inspection team heard that a newly designed memorandum of understanding to be used with practice educators had been presented for consultation in the stakeholder meeting. The course provider requested feedback on the design and proposed to implement it in September for level 6 students, with an aim to enhance the student experience and maintain expectations. The inspection team agreed that this standard was met.

Standard 2.4

46. In relation to this standard the inspection team were referred to the roles and responsibilities of relevant staff involved in supporting and teaching students on placements which were outlined within the Placement Guide. During the PLA meeting and Midway meeting students' responsibilities were planned and monitored to ensure they aligned to students' stage of training. Within the documentary evidence the inspection team reviewed evidence of guidance provided to employer partners and practice educators on how to intervene if students were given inappropriate responsibilities. The Solent Practice Educators Network Development (SPEND) was the forum from which practice educators could obtain guidance, support and contact with colleagues. During meetings held with students and practice educators the inspection team heard about the use of the Living CV

document and Evidence Grid within the placement documentation. These documents were further examples of ways in which educators monitored learning tasks provided to students, in accordance with individual learning needs.

Standard 2.5

47. In relation to this standard the course provider requested that a change to the modules designated for assessment of preparation for direct practice be considered as part of the inspection. The course provider provided evidence which illustrated that the level 4 module, The Professional Social Worker, was the substantive method in which students could be assessed as being safe and ready to undertake practice learning on placement. As part of this module students were required to compile and submit a portfolio of work which replicated a condensed version students were expected to complete during placement. This included volunteering or shadowing opportunities and an observation and reflection task. The Living CV, the Course Contract and the Placement Related Risk Assessment were also used as further ways in which students' readiness was assessed.

48. Currently, students were required to pass 2 of 3 level 5 modules in order to be able to progress on to their first placement. These modules included Applied and Informed Practice, Social Work Assessment, Theory and Models and Working in Partnership and in Organisations. The course team, supported by their quality assurance department, proposed to change the mode of progression for students through level 5 and onto their first placement. The rationale for the change was to prevent circumstances where a very small number of students were unable to progress to their placement in level 5 if they had failed level 5 modules. In some cases, this meant students had to repeat a whole year of study which the inspection team heard could be disruptive and difficult for students to manage. All level 5 modules were required to be completed and passed to facilitate progression on to level 6. The inspection team explored the rationale and detail of the proposed change and were confident that The Professional Social Worker module in level 4 was sufficient in its scope to effectively assess students' preparation for practice learning.

49. The inspection team were satisfied with the rationale for the proposed change and as a result, they are recommending approval to the change, to be implemented from September 2023. The inspection team were assured that this standard was met.

50. Following a review of the evidence, the inspection team is making a recommendation in relation to 2.5. The detail of this recommendation can be found in [this link](#).

Standard 2.6

51. Prior to the inspection the inspection team were provided with the Practice Educator PEPS Monitoring Form which was a shared document used by the SHIP partners. This collated information in relation to the range of qualifications held by practice educators, practice experience, training and experience of teaching and supporting students, CPD completed within the last 12 months and the professional registration number. The inspection team were informed that this form was required to be checked and updated every 2 years. During the inspection the inspection team heard about the learning sessions and workshops which have been provided by the Southampton local authority and the university, covering topics such as systemic practice and refresher sessions. Issues and themes arising from practice educators' experiences were able to be shared and heard at the Practice Coordinators Learning Forum (PCLF). This allowed the university to be responsive to employer partner and practice educators' needs and offer open sessions for practice educators to attend.

52. During the meeting held with practice educators the inspection team heard how the Solent Practice Educator Network Development (SPEND) group provided support in line with the placement timetable and contact with practice educators employed by the local authority was helpful and timely. The inspection team explored how the university worked with independent practice educators to ensure their relevant information in relation to this standard was kept up to date. The inspection team felt they were unable to be assured that all practice educators, and specifically independent colleagues, were required to provide regular updates every 2 years. As a result, they concluded that this standard was not met.

53. Following a review of the evidence, the inspection team is recommending that a condition is set against 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 [proposed outcomes](#) section.

Standard 2.7

54. Prior to the inspection the inspection team were provided with the Social Work Student Guide which supported students at induction to understand the expectations they would be required to follow in relation to professional conduct. The inspection team were also provided with the Students Speak Up policy and information about how students raise a concern and report safeguarding issues through the university website. During the meeting held with students the inspection team heard how students learnt about how to apply whistleblowing procedures within the module The Professional Social Worker. The students confirmed that they were learning how to maintain professional standards and during their

preparation for placement learnt about whistleblowing, safety concerns and decision making. Students were able to provide examples of where they applied the relevant policies and received support from the university. The inspection team agreed that this standard was met.

Standard three: Course governance, management and quality

Standard 3.1

55. Prior to the inspection the inspection team were provided with a range of evidence to show how the course was supported by a management and governance plan. This included the course management and governance structure, roles and responsibilities of the course team and wider university roles of governance and management, and the terms of reference and agenda templates for team meetings and course committee meetings. During meetings held with the course team and senior managers the inspection team explored how recent changes to the management structures and roles at the university had impacted the governance of the course. They heard how the changes had improved communication, raised the profile of social work within the university, and increased the course team's links with senior staff and colleagues in other disciplines. It had also opened up opportunities for members of the team to lead and contribute to university-wide initiatives (e.g. on decolonising curricula) and explore strengthening inter-professional teaching and learning within the social work course. The inspection team concluded that this standard was met.

Standard 3.2

56. In relation to this standard the inspection team reviewed the Practice Placement Agreement document used with placement providers working with the university and a flow chart which indicated the processes followed to manage placement breakdown. The inspection team were also provided with the Memorandum of Understanding used to enhance and strengthen the agreement between the university and practice educators and supervisors. The design of the document was consulted on with employer partners, and it was explained during meetings that although working relationships with practice educators and supervisors was strong, it was hoped that the new agreement would further embed expectations around aspects of placements. Particular aspects included the provision of reasonable adjustments for students, the importance of contingency planning and ensuring placement partners understood the central role a placement plays in a students' learning experience. The inspection team were assured that this standard was met.

Standard 3.3

57. Preceding the inspection, the inspection team considered how the memorandum of understanding and placement agreement form was used to ensure placement providers had the necessary policies and procedures in place for students. The inspection team were also provided with the placement audit form which was used to check that relevant policies were in place at the placement. The inspection team were informed that every new placement underwent an audit review which included a site visit and was then repeated every 2 years. The practice placement agreement meeting, midway and final meeting, and feedback sought from students at the end of the placements were also used as mechanisms to ensure support systems were in place for students whilst on placement. During the meeting with specialist support staff the inspection team were provided with assurances that processes in place for students to access support whilst on placement were responsive to the needs of social work students. The inspection team determined that this standard was met.

Standard 3.4

58. As part of the documentary evidence the inspection team were able to review the minutes from the Practice Learning Coordinators Forum (PLCF) and the terms of reference for the group. The forum's remit included managing aspects of placement allocation, planning, monitoring and quality assurance and was described as the main formal route which facilitated employers' involvement in the course. The university was also the co-chair of the SHIP SWEN group which involved regional employers and involved aspects of management and oversight of the course. Stakeholder meetings which were chaired by the course lead considered strategic aspects of the course and monthly meetings were held between placement coordinators and local authority placement providers to discuss aspects of and share feedback on placements and practice educators. The inspection team reviewed evidence of teaching and involvement in skills days provided by employer partners and heard examples of them being involved in interviewing prospective students and staff. The inspection team agreed that this standard was met.

Standard 3.5

59. In relation to this standard the inspection team were provided with evidence of employer partners' involvement in evaluation and improvement systems. This included the placement audit process, the placement evaluation process where themes from students' feedback was shared with placement providers, and the forums and meetings held with employer partners such as the PCLF, SHIP SWEN and monthly meetings held with the local authority.

60. Some evidence was provided to show how people with lived experience of social work had been involved in considering the development of a new course through attendance at stakeholder meetings. During the meeting held with people with lived experience the inspection team heard how members of the group felt listened to and able to provide feedback. The inspection team also heard about plans for a creative project they would like to develop and link to the content of a current module and the group's involvement in World Social Work Day and conference in 2022.

61. Students were involved in evaluation and improvement systems in a number of different ways. These included the course committee, feedback provided at the end of their placements and mid module evaluations, which included a response from the course team on the feedback. The inspection team were also provided with feedback which was sought after a session on the Living Library where students had the opportunity to meet with and hear from a group of people with lived experience of social work.

62. Further evidence in relation to this standard included the Annual Course Review and module reports which included a mechanism for feedback to students about the outcomes of their responses. The inspection team were assured that this standard was met.

Standard 3.6

63. The inspection team were provided with The Solent Practice Placement Strategy Summary 2023 document. This document illustrated the various elements of placement planning undertaken by the course provider and included aspects such as an overview of the strategic planning, future development, analysis of strengths and weaknesses of the strategy and designated roles and responsibilities of various members of staff involved in placement planning. During the meeting held with senior managers the inspection team heard that the university maintained connection with a wide variety of local and regional placement providers and community groups. It also heard that, through the SHIP SWEN group, student numbers were able to be aligned effectively with placement capacity. The inspection team heard from the course and senior team, as well as from employers, that there was the scope to explore further how available placement capacity could be optimised to increase workforce supply by increasing student numbers. The inspection team concluded that this standard was met.

Standard 3.7

64. The inspection team were provided with the CV for the lead social worker who held overall professional responsibility for the course, the lead social worker as the course lead and the Associate Head for the Department for Social Sciences and Nursing. The evidence

provided ensured the inspection team that the lead social worker was appropriately qualified, experienced and on the register. The inspection team agreed that this standard was met.

Standard 3.8

65. In relation to this standard the inspection team were provided with the student numbers enrolled in each year of the course and details of the appropriately qualified and experienced staff. The inspection team reviewed staff CVs which outlined the range of experience and qualifications held by the staff and the research projects and publications produced by them. The Solent webpage for the course provided additional evidence and information on members of staff engaged in the delivery of the course. This included details such as qualifications, awards, research interests, social work experience and teaching experience. Assurances were provided from the senior managers that the course was well resourced, and that staff were enabled to deliver an effective course. However, there was acknowledgement of recent challenges with staff capacity in the team, but the inspection team were satisfied that they had been resolved. The inspection team agreed that this standard was met.

Standard 3.9

66. In relation to this standard the course provider submitted evidence to show how Solent's Real World Curriculum had been developed. This included a range of research and literature used to inform the approach taken to assessment. A student self assessment tool was also submitted which required students to reflect on and provide information on their own progression and wellbeing. The information this produced could then be used, alongside their tutor, to inform support they could benefit from.

67. Further evidence provided included information on how the university captured data on and monitored student progression, performance and outcomes and how this was applied to the course. However, the information provided prior to the inspection and gained through discussions during meetings held with staff, raised questions for the inspection team about how the course team were able to evaluate data on students' progression. The inspection team concluded that the data presently accessible to the team was not sufficiently nuanced or current to enable the course team to identify issues and trends at course level. Discussions with the senior team indicated that new systems for data capture should enable these issues to be addressed. The inspection team concluded that this standard was not currently met.

68. Following a review of the evidence, the inspection team is recommending that a condition is set against 3.9 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 [proposed outcomes](#) section.

Standard 3.10

69. Preceding the inspection, the inspection team were provided with documentary evidence in relation to this standard. This included information which illustrated the various ways practice educators were supported to maintain their knowledge and understanding, and included briefings ahead of placements, SPEND drop in sessions, the Practice Educators Together forum and a university research conference.

70. The course team use a Performance and Development Review Scheme, and during the meetings held with the course team and senior managers the inspection team heard about examples of how staff were supported to maintain their understanding in relation to professional practice. The inspection team reviewed evidence of how staff were supported in their academic development which included numerous examples of recent and ongoing research and publications. Staff were provided with 25 days per year for research, funding for conferences, staff development days and wellbeing support. During discussions with the course team the inspection team heard enthusiasm for the plan to develop frontline practice shadow opportunities. The inspection team were satisfied that this standard was met.

71. Following a review of the evidence, the inspection team is making a recommendation in relation to 3.10. The detail of this recommendation can be found in [this link](#).

Standard four: Curriculum assessment

Standard 4.1

72. Prior to the inspection the inspection team were provided with documentation which illustrated how the intended learning outcomes of the course were aligned to the professional standards and other relevant guidance and frameworks. This included the module descriptors, the course specification and a mapping document which outlined how each module encompassed the professional standards. The inspection team reviewed evidence which showed clear progression through the module learning outcomes, with consideration given to how students were able to learn the knowledge and skills required.

73. During the meetings held with the students, the inspection team heard that students were developing a clear understanding of the professional standards and used reference to relevant guidance to demonstrate their knowledge and skills. The inspection team agreed that this standard was met.

Standard 4.2

74. In relation to this standard, the inspection team were provided with the Solent Stakeholders Terms of Reference document, meeting minutes and evidence of the work carried out by the SHIP SWEN. During meetings held with employer partners and practice educators, the inspection team heard that the groups felt their views were taken on board by the course team. They provided examples where they had felt there had been a gap in students' learning in relation to specialist subject areas, such as self-neglect and dementia services. The inspection team also heard that employer partners were able to ensure that the course reflected contemporary practice models used within local authorities and that the placement matching process had been enhanced. The Practice Learning Coordinators Forum (PLCF) was used as the formal mechanism through which employer partners were able to share their views and influence the curriculum. The inspection team met with people with lived experience of social work where they heard about the groups' involvement in maintaining the currency of the skills days and input into the development of creative projects and career development. The inspection team were assured that this standard was met.

Standard 4.3

75. The inspection team were able to review a number of sources of evidence which exemplified the ways in which the course had been designed in accordance with equality, diversity and inclusion principles. Preceding the inspection, the inspection team were provided with the Student Charter, the university's equality, diversity and inclusion plan and a statement for intent for Health and Social Care degrees, which the social work team had developed its own statement from. The course team had also developed resources to support staff to decolonise the curriculum and facilitate the updating of modules in order to reflect a diverse range of views and perspectives. The inspection team reviewed the Statement of Anti-Discriminatory Practice from the Placement Guide, which addressed issues such as challenge and power. The inspection team were also provided with a podcast involving the widening participation officer at the university, the course leader and a student. This further highlighted the ways in which the course was committed to equality, diversity and inclusion principles. The inspection team determined that this standard was met.

Standard 4.4

76. Examples of the ways in which the course was continually updated were provided to the inspection team during the meetings held with the course team and employer partners, as well as through documentary evidence. The inspection team heard of the numerous research projects staff were engaged in, the ways in which employer partners informed topics for skills days and teaching resources, and the learning resources reflecting government policy on the virtual learning platform. Staff on the course team had recently left professional practice and their knowledge and experience enabled the course to be updated in accordance with current practice developments. The inspection team were also provided with evidence to show how staff at the university had contributed to the updating of the Quality Assurance in Practice Learning (QAPL) Guidance through the British Association of Social Work (BASW) Development Working Group. The inspection team were assured that this standard was met.

Standard 4.5

77. Preceding the inspection, the inspection team were guided to specific module descriptors for the course which illustrated how the integration of theory and practice was central to the course. These modules included Applied and Informed Practice, Social Work Assessment Theory and Models and Sociological Perspectives in Contemporary Society. During the meeting held with practice educators, the inspection team heard how they applied a reflective and responsive approach to students' needs, including supporting them to engage with and apply theoretical knowledge and models to their practice. During the meeting held with students, the inspection team heard examples of teachers 'bringing theory to life' which was further enhanced through staff's ongoing connection to professional practice. The inspection team agreed that this standard was met.

Standard 4.6

78. In relation to this standard the inspection team were guided to stages of the course and module descriptors which provided opportunity for students to work with and learn from other professionals. This included learning with other students who were completing health and social care courses at the university as part of the induction to the course. During the meetings held with students, the inspection team heard that students valued skills days and the opportunities presented to them to be taught by experts in nursing, midwifery and safeguarding policing. They also described a range of examples of having opportunities to work with and learn from other professionals whilst completing their placements. This included experience of working with speech and language therapists and occupational therapists through placements with a hospital discharge team. The course team indicated

that they plan to increase opportunities for multi-/inter-professional learning and teaching within the academic components of the course, optimising opportunities created by the new faculty structure. The inspection team concluded that this standard was met.

Standard 4.7

79. Prior to the inspection, the inspection team were provided with the timetable for the course which illustrated the number of hours students received through teaching contact time at the university. They were also able to review the module descriptors which highlighted the number of hours students were expected to engage with during modules. When the inspection team met with students no concerns were raised in relation to the hours they spent completing structured academic learning. The inspection team determined that this standard was met.

Standard 4.8

80. In relation to this standard the inspection team reviewed documentary evidence which demonstrated how the course team monitored and evaluated their assessment methods and strategies. The evidence described a process of peer review for module assessments and internal moderation for making and feedback. The external examiner report illustrated appropriate and effective assessments were implemented and the course specification showed how learning outcomes were mapped to subject benchmarks.

81. During the inspection meeting with students the inspection team explored assessments and feedback with the group. The inspection team heard that some students had been taught and assessed by different lecturers on the same module. This had led to some student perceptions that there was not necessarily consistency either in how they were taught and assessed in individual modules or in different staff members' expectations of or approaches to marking assessed work. The course team indicated to the inspection team that further work was planned in this area. This included to develop the approach to assessment arrangements and responsibilities within the team and to address student perceptions.

82. Following a review of the evidence, the inspection team is recommending that a condition is set against 4.8 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 [proposed outcomes](#) section.

Standard 4.9

83. In relation to this standard the inspection team were referred to the course specification which highlighted how the assessments for the course were sequenced to match students' progression at different levels of study. Assessments were matched to the course learning outcomes which were matched to subject benchmarks for social work. During the meeting held with students the inspection team heard how students felt that their assessments were suitable for their stage of study and matched appropriately to levels of challenge. The inspection team heard comments from the students who described feeling that the progression of challenge within the course was well paced and suitably demanding. The inspection team were assured that this standard was met.

Standard 4.10

84. In relation to this standard the inspection team reviewed the feedback timetable and a range of assessment and marking feedback mechanisms for both summative and formative feedback. The inspectors were able to review how students could expect to receive feedback and how Individual Learning Action Plans were utilised when students were at risk of failing their placements. During discussions held with the students, the inspection team heard examples of students finding the feedback they received constructive and developmental. While some students indicated that there had been some occasions when they had not received full or timely feedback, the inspection team heard that these issues had been addressed as temporary drops in team capacity and had been resolved. The inspection team were satisfied that this standard was met.

Standard 4.11

85. In relation to this standard the inspection team were provided with evidence which highlighted the areas of expertise and qualification held by the course team involved in assessments. Additionally, they heard evidence about how the course team were supported, guided and trained to carry out assessments. The CV for the external examiner was provided as part of the evidence submission and illustrated the qualifications, experience, range of expertise and registration held by the current post holder. The inspection team were satisfied that this standard was met.

Standard 4.12

86. Preceding the inspection, the inspection team were able to review an example of a student's final report for a placement which exemplified the range of people involved in the

decision making process for progression. Individuals involved in this included the practice educators, practice supervisors, personal tutors and people with lived experience of social work and social services. Systems utilised in this process included the Living CV, tutorials held with personal tutors, midway reviews and final assessments at the end of placements. The inspection team agreed that this standard was met.

Standard 4.13

87. Prior to the inspection the inspection team were provided with evidence of modules which contained an emphasis on developing student's skills for an evidence informed approach to practice. During meetings held with the course team, the inspection team explored how students were supported to develop skills in developing an evidence informed approach to practice. They heard how the Independent Research Study module enabled students to consolidate these skills and gained a fuller sense of the full dimensions of the literature review, including the opportunities it provided for students to engage with stakeholders on their posters. They also received support from the specialist librarian who offered detailed support and guidance in identifying and retrieving evidence. During the meeting held with practice educators, the inspection team heard how students were supported on placement to use and apply evidence in their assessments and decision making strategies. The inspection team determined that this standard was met.

Standard five: Supporting students

Standard 5.1

88. The inspection team were provided with a range of sources of evidence which illustrated how the course ensured students had access to resources to support health and wellbeing. Prior to the inspection, the inspection team reviewed the dedicated website page providing support and guidance for students with disabilities. The Student Guide signposted students to various sources of support and health and wellbeing services including mental health and counselling support and financial guidance. During the inspection the inspection team met with a range of staff involved in the delivery of many of these services, including careers advice and support. Solent Futures ran workshops for social work students to assist them in identifying their strengths after each placement and provided employability advisers. The inspection team were assured that this standard was met.

Standard 5.2

89. Preceding the inspection, the inspection team were referred to the Social Work Student Guide and the Student Handbook, which detailed the role of the personal tutor and how to access support for academic and research skills. Access Solent provided a range of services which were designed to offer skills development, IT support and reasonable adjustments for students. The inspection team heard how support services offered guidance to the course team in relation to how best students could be supported, and worked closely with them when planning reasonable adjustments, taking into account learning outcomes, for example. Additionally, the inspection team heard from students who described feeling well supported, finding the support systems in place efficient, accessible and responsive. Students spoken to also described noticing the beneficial impact of academic support services on their skills, abilities and achievements on the course. The inspection team concluded that this standard was met.

Standard 5.3

90. In relation to this standard, the inspection team reviewed the Social Work Student Guide which laid out guidance for students' conduct and performance. They were also able to review the Fitness to Practise Policy, with examples of how it had been applied to real situations. The Fitness to Study Policy and Criminal Convictions Policy was also supplied prior to the inspection alongside the Student Disciplinary Procedure. Students were required to complete the Course Contract document twice a year alongside their personal tutor. This process included the requirement to complete a declaration in relation to their suitability, conduct and health and an agreement to inform their personal tutors if there were any changes to their circumstances relating to the declaration. The inspection team agreed that this standard was met.

Standard 5.4

91. As part of the inspection and the meetings held with specialist support services, the inspection team heard that support services were comprehensive and well connected to the social work team. This helped to facilitate the provision of plans for adjustments for students on the course, including whilst they were on their placements. The inspection team also heard of training provided for practice educators on neurodiversity and from students who felt they had the support and adjustments to help them progress through their course. Within the Student Guide, students were provided with information on reasonable adjustments during their placements and information about the services offered by Access Solent was clear. At any point during the progression of the course, from application to conclusion, Access Solent supported the student and course team to develop and

implement a support plan, which detailed reasonable adjustments in place. The inspection team concluded that this standard was met.

Standard 5.5

92. The inspection team were able to review a range of sources available for students to access information about their course. The Social Work Student Guide provided information for students about their placements, and the Student Handbook provided information on assessment and marking. Information was also accessible for students on the course webpage and the virtual learning environment, which was demonstrated to the inspection team during the inspection. Students were also offered the opportunity to participate in an international placement opportunity, and information relating to this was provided for students. Employability and Assisted and Supported Year of Employment (ASYE) workshops were provided for students and timetabled into the final year of study. During the meeting with students, the inspection team heard that students felt they had the information they required for their course. The inspection team were assured that this standard is met.

Standard 5.6

93. During information presented as part of the open days for prospective applicants, those who considered completing the course were informed of the mandatory elements of the course which included the placements and skills days. When on the course, students were provided with timetables which stipulated the parts of the course which were mandatory and contributed to the 200 days learning in practice settings. The Student Guide provided to students also outlined the importance of engaging with the course and attending teaching and learning sessions. During the meeting held with students, the inspection team understood that students were clear about the expectations placed on them in terms of attending the mandatory parts of the course. The inspection team heard that there were some issues with student attendance and engagement in all parts of the course. It therefore seemed useful to review whether a broader approach could be taken to which academic components of the course were mandatory. However, the inspection team determined that this standard was met.

94. Following a review of the evidence, the inspection team is making a recommendation in relation to 5.6. The detail of this recommendation can be found in [this link](#).

Standard 5.7

95. Evidence for this standard included the feedback and grading schedule which illustrated the associated timeframes for submissions, internal moderation of marking and provision of feedback for students. The evidence submission prior to inspection also included a sample of marking feedback designed to help students develop and improve their work. The inspection team were also provided with documents describing moderation processes used to maintain a consistent approach. During the meeting held with students the inspection team explored the feedback students received on their progression and performance in assessments. They heard that students were supported with a follow up meeting after receiving their marks if further guidance or clarification was required. Please also see connected comments in relation to standards 4.10 and 3.8. The inspection team agreed that this standard was met.

Standard 5.8

96. Prior to the inspection the inspection team reviewed the Academic Appeal Policy and the Student Guide. Both documents highlighted the process students were able to follow if they needed to apply for an academic appeal. During the inspection, no concerns were noted by the inspection team in relation to students' ability to access this process. The inspection team were satisfied that this standard was met.

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

Standard 6.1

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

Proposed outcome

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

Conditions

99. 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.

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

	Standard not currently met	Condition	Date for submission of evidence	Link
1	Standard 1.4	The education provider will provide evidence that demonstrates it has conducted a review of the candidate disclosure form to ensure it accurately reflects the requirements which can be made of candidates.	18.12.23	Paragraph 31
2	Standard 2.6	The education provider will provide evidence that they have systematic processes in place which allows the course provider to have oversight of all practice educators they work with. This will include monitoring of their skills, experience, currency in their practice and registration with Social Work England.	18.12.23	Paragraph 51
3	Standard 3.9	The education provider will provide evidence that there is a clear action plan for how the course team will access and use mechanisms to collect, analyse and evaluate course data on student performance, progression and outcomes. This will also include data on	18.12.23	Paragraph 66

		equality, diversity and inclusion and from the admissions stage of the course.		
4	Standard 4.8	The education provider will provide evidence that an action plan has been produced to ensure arrangements for assessing students' academic work are robust, fair, reliable and valid, including to address perceptions of different expectations and potential inconsistency in marking across the course team.	18.12.23	Paragraph 80

Recommendations

101. 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	1.1	The inspectors are recommending that the university considers whether it can take further steps to ensure that individual applicants are considered fully and consistently within the admissions process, particularly in terms of their potential to meet the professional and academic demands of the course.	Paragraph 25
2	1.3	The inspectors are recommending that the university considers practical ways through which it can seek to ensure the involvement of employers or placement providers, as well as people with lived experience, to ensure the consistency of the admissions process for and across individual applicants.	Paragraph 29
3	1.5	The inspectors are recommending that the university considers how it can extend equality, diversity and inclusion training to support the involvement of people with live experience in the admissions process.	Paragraph 34
4	1.6	The inspectors are recommending that the university consider providing enhanced information about the	Paragraph 38

		academic demands and placement requirements of the course to prospective applicants.	
5	2.5	The inspectors are recommending that the university consider ways in which they can identify gaps in learning for students who have not passed their level 5 modules prior to placement 1 in order to support students' learning progression.	Paragraph 47
6	3.10	The inspectors are recommending that the university consider ways in which the breadth of professional practice opportunities for staff offered by local employers and existing collaborations can be optimised.	Paragraph 69
7	5.6	The inspectors are recommending that the university considers how it communicates with students about mandatory parts of the course with a view to enhancing student attendance and engagement.	Paragraph 93

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

102. 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](#).

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

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

	Standard not met	Condition	Recommendation
1	1.4	The education provider will provide evidence that demonstrates it has conducted a review of the candidate disclosure form to ensure it accurately reflects the requirements which can be made of candidates.	Condition met
2	2.6	The education provider will provide evidence that they have systematic processes in place which allows the course provider to have oversight of all practice educators they work with. This will include monitoring of their skills, experience, currency in their practice and registration with Social Work England.	Condition met
3	3.9	The education provider will provide evidence that there is a clear action plan for how the course team will access and use mechanisms to collect, analyse and evaluate course data on student performance, progression and outcomes. This will also include data on equality, diversity and inclusion and from the admissions stage of the course.	Condition met
4	4.8	The education provider will provide evidence that an action plan has been produced to ensure arrangements for assessing students' academic work are robust, fair, reliable and valid, including to address perceptions of different expectations and potential inconsistency in marking across the course team.	Condition met

Findings

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

106. After the review of documentary evidence, the inspection team are satisfied that the conditions set against the reapproval of the BA (Hons) Social Work course are met.

107. In relation to the condition set against standard 1.4 the course provider submitted evidence which included an updated and revised Social Work Candidate Disclosure Form. The inspection team reviewed the form and concluded that the updated candidate disclosure form addresses the issues raised under this condition. It now makes clear that candidates must disclose any issue that could affect their suitability for admission to the course, while encouraging them to disclose a health condition or disability that might affect how they are able to engage with the course and for which reasonable adjustments might be appropriate. It is now appropriately clear that it is for candidates to decide whether they wish to make a disclosure. This standard is now met.

108. In relation to the condition set against standard 2.6 the course provider submitted evidence which included a detailed narrative on how they manage their quality assurance process for all the practice educators they work with. The course provider submitted a template email which indicates that the team has liaised with placement providers to seek additional information from them and to explain why this is required. This includes confirmation of practice educators' registered status. They also submitted a spreadsheet used to monitor this process which indicates that the team has taken a systematic approach to seeking and securing the required information from placement providers, including through repeat contact if a response has not been received. This standard is now met.

109. In relation to the condition set against standard 3.9 the course provider submitted evidence which included correspondence between the course leader and relevant wider university staff. The record of the course lead's correspondence within the university indicates that steps have been taken to access data that will enable the team to analyse and evaluate issues and trends relating to student performance, progression and outcomes. The response indicates that the course lead has set out the team's requirements in this area.

110. The correspondence also indicates that activity in this area will form part of a broader, ongoing initiative within the university to collect, distil and use data relating to these key themes and that the progression of the approach will be subject to wider timescales for this university project. This standard is now met.

111. In relation to the condition set against standard 4.8 the course provider submitted a range of evidence which illustrated how they had addressed the condition, including a narrative response to explain the work they are undertaking. This includes highlighting the

relevance of the wider plans to expand who contributes to the delivery and assessment of individual modules. Additional information was provided on activity across the department of social sciences and nursing to extend arrangements for learning and teaching. This includes how and by whom students across disciplines will be supported in their learning on a multi- and inter-professional basis.

112. The explanation and additional information also indicate the course team's focus on developing students' awareness and understanding of the shift in expectations from level 4 to level 5, while the updated student handbook explains learning, teaching and assessment arrangements. This includes clarifying arrangements for module delivery and assessment, including if changes in staffing are required and to maintain consistency in marking and parity of assessment outcomes. This standard is now met.

Conclusion

113. The inspection team is recommending that as the conditions have been met, the course be approved.

114. It should be noted that all qualifying social work courses will be subject to reapproval under Social Work England's 2021 education and training standards.

Regulator decision

Approval.