



Inspection Report

Course provider: University of East Anglia

Course approval: BA (Hons) Social Work and MA Social Work

Inspection dates: 22nd to 24th and 28th March 2023

Report date:	18 th May 2023
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	24 th July 2023
Date conditions met and approved:	14 th 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, new course 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 appearance 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.
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.

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

10. Once the inspectors and officer are satisfied that an inspection can take place, this is usually undertaken over a three- or 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, without conditions or that it does not meet the criteria for 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 decision about the approval of the course.

13. The 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 East Anglia 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	UEAR1
Course provider	University of East Anglia
Validating body (if different)	
Course inspected	BA (Hons) Social Work MA Social Work
Mode of Study	Full time
Maximum student cohort	55 for BA (Hons) Social Work 81 for MA Social Work
Date of inspection	22/03/2023 – 24/03/2023 and 28/03/2023
Inspection team	Caroline Reynolds - Education Quality Assurance Officer Monica Murphy - Lay Inspector Stephen Stericker - Registrant Inspector
Inspector recommendation	Approved with conditions
Approval outcome	Approved with conditions

Language

16. In this document we describe the University of East Anglia as ‘the education provider’ or ‘the university’ and we describe the BA (Hons) Social Work and MA Social Work as ‘the course’ or ‘the programme’.

Inspection

17. A remote inspection took place from 21/03/2023 to 24/03/2023 and 28/03/2023. 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 several students from the course who were at different stages of their study. Discussions included access to support services, experience of teaching, learning and assessment including receiving meaningful feedback on their progression and performance, placement experiences, reflection on the admissions process, academic support, input into course improvements and preparedness for practice.

Meetings with course staff and senior management

21. Over the course of the inspection, the inspection team met with university staff members including the Pro Vice Chancellor for social sciences, head of school, the school manager, the director of placements, the BA and MA programme directors, admissions director, CPD programme director, the learning and teaching director and academic staff from the social work course team. The inspection team also met with the lead learning technologist and a range of staff involved in providing professional and support services, including the associate directors for student services (wellbeing, life and learning), and the academic librarian.

Meeting with people with lived experience of social work

22. The inspection team met with two people with lived experience of social work who have been involved in the social work course. Discussions included their involvement in the admissions processes, access to training and support, their engagement with students, and how their feedback is incorporated into course design.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including Norfolk County Council (NCC) and Suffolk County Council (SCC). The inspection team also met with several practice educators (PEs) and practice education leads (PELs). Discussions included their involvement in the admissions process, audit of placement provision, involvement in the monitoring and evaluation of the course, supporting students and workforce planning.

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 extensive information provided by the university, including the Admissions Policy, the course entry requirements and the interview questions. Throughout the meetings held with staff involved in the admissions processes, students, PEs, employer partners and people with lived experience of social work, the inspection team were able to understand the collaborative, holistic approach to the student admissions process. Applicants who meet the entry requirements are invited to complete a Declaration of Suitability and online written activity before being invited to an admissions event, where they complete the group activity and interview. For international candidates additional checks and information is gathered, some of which is carried out by in-country assessors, this includes country of origin specific qualifications, International English Language Testing System (IELTS) and verification of relevant experience. The inspectors heard that candidates applying for the MA programme through the employer sponsorship scheme are required to complete the same recruitment process as all other students.

26. The inspection team heard that in the event of disagreements arising in relation to borderline or fail applicants there is a robust process in place for resolution which involves the head of admissions. The inspection team were satisfied that this standard was met.

Standard 1.2

27. The inspection team were able to review the university's Admissions Policy governing the assessment of applicants' prior relevant experience, including the review of a case study highlighting the value of prior knowledge and experience. The inspection team were also provided with documentary evidence relating to information provided at recruitment talks and open days which provides information on the types of experience required. The meeting held with admissions staff provided further confirmation of how relevant prior experience is assessed including the considerations of prior experience for 18+ year old applicants, and their potential to learn from their experiences. The inspection team agreed that this standard was met.

Standard 1.3

28. The inspection team met with two people with lived experience of social work who articulated their involvement in the admissions processes. The people with lived experience of social work outlined that there are around 10 people in the group who are regularly involved in the course, and they contribute to interview questions and candidate assessments. They felt they were equal partners in the process and felt listened to and

valued. Documentary evidence provided to the inspectors highlighted that the People with Lived Experience Steering Group was formed in the early 2000s, and since this time members of the group have contributed to the school's activities, including the admissions processes.

29. The Admissions Policy and the Suffolk Norfolk Social Work Teaching Partnership (SNSWTP) documentation states that local authorities and the university jointly own the social work degree provision, and this is achieved through co-production of the admissions process, curriculum and course delivery. The SNSWTP partnership has been in place since 2017. The meeting held with employer partners further corroborated their direct involvement in the admissions process, including their involvement in reviews of the process. The inspection team heard from employer partners and people with lived experience of social work also spoke of their involvement in open days and recruitment events. The documentary evidence alongside the findings from meetings assured the inspection team that this standard was met.

Standard 1.4

30. The university provided information regarding criminal convictions checks and the process they had in place, including the completion of a Declaration of Suitability by applicants who met the entry requirements. Where an applicant discloses a suitability issue, the admissions director completes an assessment and consults with partner agencies. The university demonstrated their robust process for Disclosure and Barring Service (DBS) checks, and they gave an example of their response to a DBS failure to disclose. The inspectors heard how guidance is sought from employer partners, the fitness to practice lead or deputy and the outcome of occupational health screening and assessments. The inspection team agreed that this standard was met.

Standard 1.5

31. Prior to the inspection, the inspection team reviewed the university's Admissions Policy and the Equal Opportunities for Students 2022/23 document which references their duty to promote equality, diversity and inclusion (EDI) and their commitment to providing EDI recruitment and selection training to staff in admissions and selection. This training is mandatory and requires recompletion every two years.

32. During the meetings with placement providers and people with lived experience of social work, it was clear that dialogue takes place regarding the interview process, including an invitation to a briefing, or receiving a briefing document via email. The inspection team heard from admissions staff that people with lived experience, NCC colleagues and university staff have access to EDI training in relation to student recruitment and the admissions process. A training event was held in November 2022, and the university outlined that information was sent to those who could not attend. In the meeting with people with lived experience they highlighted they had received some training in bias which they understood would become a regular feature, but whilst they are equal partners in the admissions decision-making process, they stated they have not received EDI training. PEs also outlined that they have not received EDI training. Following the review of documentary

evidence provided and from discussions during the inspection, the inspection team concluded that this standard was met.

33. The inspection team is making a recommendation in relation to standard 1.5. We recommend that the education provider consider how participation in EDI training is monitored, recorded and remediated for those who had not yet undertaken it. Further details of the recommendation can be found in the [recommendations section](#) of this report.

Standard 1.6

34. Through the review of documentary evidence prior to the inspection, the inspection team were assured that applicants are provided with the information they need about their course and university life. This was evidenced through the course and research information available on the university's website together with information provided at open days and admissions events. Within the meeting with students, they confirmed that they had all the information they needed to make an informed decision and they highlighted that the university was swift in responding to any queries. They felt having a student ambassador at the admissions events was also useful as they were able to ask them questions.

35. Employer partners stated that they have full confidence in the academic rigour and practice requirements of the course, and they are involved in the admissions process, alongside people with lived experience of social work. Candidates are required to make a Declaration of Suitability as part of the admissions process and employers can be involved in considering suitability if anything is declared. Successful candidates complete a DBS application, and if any caution or conviction is identified there are robust processes to consider risk and employability and this includes consultation with employer partners. Employers were satisfied that candidates are informed of the realistic expectations of the course, and the challenges and rewards of social work. The inspection team concluded that this standard was met.

Standard two: Learning environment

Standard 2.1

36. The inspection team concluded that the university ensures students spend the statutory amount of time in gaining different experiences and learnings in practice settings. On both programmes, students spend at least 170 days in assessed practice settings, and undertake a further 30 skills days. The course team outlined that students have one guaranteed statutory placement and another placement capable of statutory components.

37. The inspection team heard that whilst students are on placements, they are supported by a Practice Educator (PE) and an onsite supervisor (which could be the same person). One of the course team is a disability advisor and they take a lead role in ensuring that liaison takes place between placement providers, the PEs and the course team to plan for any student with a disability where placement adjustments may be required.

38. Considerable work has been undertaken by the SNSWTP partnership to scope placement opportunities, and the course team were confident that there are sufficient placements to resource all students with at least one statutory placement. As the predominantly rural geography of the region lends itself to car driving it can be challenging for students who

cannot drive or have access to a car. Those students unable to drive are allocated to urban areas where walking or public transport makes practice feasible. The inspection team were assured there are sufficient placements to support all students including those from other social work education providers.

39. The documentary evidence submitted by the university included the comprehensive placement handbook which forms the guidance for students, PEs, onsite supervisors and others within organisations involved in the delivery of placements. The inspection team also reviewed examples of placement provider agreements, the allocation process and skills day timetables and during meetings with placement staff and PEs the inspectors heard how placement attendance is recorded. The documentary evidence alongside the findings from meetings assured the inspection team that this standard was met.

Standard 2.2

40. During the inspection, the inspection team met with placement staff, employer partners, PEs, PELs and students to discuss their experiences of practice learning opportunities and experiences. The inspection team concluded that established regional partnerships with neighbouring local authorities were in place, including the SNSWTP partnership and the main statutory placement providers include NCC and SCC. The inspection team heard that learning outcomes are specified in placement learning agreements, and placements are measured through midway placement reports and the end of placement reports.

41. The inspectors heard that there are monitoring and quality assurance processes in place for placements that occur both formally and informally. In county councils PEs use a monitoring tool called Hubs. At the end of the placement a Quality Assurance of Practice Learning (QAPL) is completed – for students this is an electronic survey which is included within the portfolio and PEs are sent the QAPL form, but completion is not mandatory. Cohort and thematic reviews of specific placements are undertaken by the director of placements. In turn this is fed through the Placement Learning Assessment Process (PLAP) for round table discussion and resolution of any identified weak areas. The Hubs also have an educational role for students whilst on placement and are facilitated by PELs and PEs. Hubs' sessions are co-produced for peer learning and support throughout the placement and private, voluntary and independent (PVI) sector personnel can access these.

42. The inspection team reviewed the placement learning agreements together with the placement and course handbooks, which map the curriculum to the Professional Capabilities Framework (PCF) and the professional standards. The inspection team also reviewed the QAPL protocol and procedures. Students spoke about their practice learning experiences, including the placement allocation process and the support they received whilst on placement. The inspection team agreed that this standard was appropriately met.

Standard 2.3

43. The inspection team reviewed the placement handbook which details the guidance for students and PEs on induction, supervision, support, access to resources and realistic workloads. The placement learning agreement outlines the expectations for all parties concerned, and this documents the student's learning needs and sets out that practice placement settings must provide a safe and supportive environment. The inspection team

heard that students receive one and a half hours formal, structured supervision each week, employer partners also provide corporate induction sessions and students can shadow social workers in a practice environment prior to starting their first placement.

44. Student workloads are negotiated with the PEs whilst on placement, and PEs can access support and supervision from their PELs. If any difficulties arise with a student, the PELs are available and responsive to provide support and they work proactively to address issues.

45. The course team gave an example of a placement adjustment which was supported throughout by a PEL and the disability liaison officer. The process is to identify need through the student profile and work with support services and placement providers to make adjustments.

46. The inspection team heard about the process for failing students and breakdown of placements, and the support students receive during their placements. The inspectors heard that the irretrievable breakdown of a placement is rare but in such circumstances the director of placements intervenes to facilitate a different placement. Employers participate in reviewing all aspects of student failure through the PLAP where portfolios are considered. Students corroborated the support they receive from their PE, onsite supervisor and their academic advisor (AA) and spoke of their placement experiences. The inspection team agreed that this standard was met.

Standard 2.4

47. The inspection team reviewed the placement handbook which stipulates the roles and responsibilities of the PE, onsite supervisor, the student and the AA. The inspection team heard that PEs are responsible for ensuring that the allocation of tasks is appropriate to the student's stage of education and training. During the inspection meetings, the team heard that previous experience and learning needs for each student is considered during the allocation of placements and a placement matching process is in place. Learning needs are measured in the placement learning agreement and these are monitored through the mid placement and end of placement reports.

48. PEs outlined that there are good preparations in place by the university and employer partners, and pre-placement meetings play an essential part of the process. In preparing students for their first placement, student shadowing opportunities are offered (these were suspended during the COVID pandemic but have recently been re-introduced).

49. The placement documentation provided to the inspection team evidenced that the PCF is mapped to the professional standards to help ensure that student's responsibilities whilst on placement are appropriate for their stage of education and training. The appropriateness of placements to deliver the required learning outcomes is further tested and quality assured through the university's PLAP and the QAPL processes. The inspection team heard from one student who had issues with one of their placements, and they spoke of receiving a rapid response to address those issues. The inspection team were assured that this standard was met.

Standard 2.5

50. Prior to the inspection, the inspection team reviewed both course handbooks which reference the compulsory preparation for practice/readiness to practice modules that year one students are required to complete and pass. The inspection team heard from two people with lived experience of social work who outlined their involvement in the assessment of students prior to undertaking direct practice, including their participation in the readiness to practice module. This module has been changed and tailored to reflect student need and now includes communication and interview skills.

51. The inspectors heard from PEs who contribute to the course delivery and preparing students for practice, including undertaking assessment of student placement portfolios in the PLAP. They work collaboratively with PELs to support student learning and development. The PELs undertake a pivotal role between the placement providers and the course team in the allocation of students, the development of potential new placement areas and in the monitoring and support for PEs and students. PEs are realistic about students' preparedness for practice and facilitate the transition to practice through a pre-placement meeting that can include the onsite supervisor and manager. Induction includes personal safety expectations and working practices. Employer partners acknowledged some variability in students' preparedness for practice but the reinstitution of eight shadowing days where year one BA students can follow a social worker in practice has informed realistic expectations. They felt that students are generally well prepared for practice placements and at the end of the course are fit for practice, and they were satisfied that students understand professional values and behaviours.

52. The inspection team met with several students who stated they felt well prepared for their first practice placements and felt their preparation for practice met their expectations, including being prepared for the difficulties that could arise. They overall felt supported in practice by their PEs, onsite supervisor and AA. The inspection team concluded that this standard was met.

Standard 2.6

53. The inspection team heard that the Placement Education Provider (PEP) monitors which staff are registered as PEs and keeps track of available placement opportunities. The director of placements carries out the monitoring of the PEs for the PVI placements. The director of placements outlined their close working relationship with each PEP, including the matching of students with PEs. The school and the main placement providers are members of the Eastern Region QAPL Partnership, and this partnership has procedures in place for the registration and review of PEs. The inspection team heard that workshops and continuing professional development (CPD) are in place to ensure the PEs keep their knowledge and skills up to date and the university provides the PE training courses.

54. PEs receive a regular newsletter; they can attend forums and workshops (facilitated by PELs) to support their learning and student education however they do not routinely receive information or updates on the course curriculum. Some stated they hear about the course content from students. In the meeting with students, they corroborated that they update PEs with information about the programme and felt they shouldn't be relied upon to provide this level of information.

55. 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 could be found in the [conditions table](#).

Standard 2.7

56. In the meetings with placement providers, PEs, the course team and students, the inspection team were able to understand the policies and procedures in place for students to report concerns. The course handbooks which were reviewed prior to the inspection outline the whistleblowing policy process and the reporting of concerns. During the meeting with students, they stated they knew where to find the information for reporting concerns and felt they could report them openly and safely without fear of reprisal. The inspection team were satisfied that this standard was met.

Standard three: Course governance, management and quality

Standard 3.1

57. The inspection team were provided with comprehensive evidence which outlined that the school sits within a wider faculty and university structure, which groups together schools and provides a clear hierarchy from the Vice Chancellor to the head of school. The inspection team reviewed the organisational structure, the lines of accountability, and the governing groups. The inspectors were also provided with the school's social work strategy 2021-24, the school's social work plan 2018-23, the employability and teaching excellence plans, course reviews, external examiner reports and example agendas from executive and school board meetings. The inspection team also reviewed curriculum vitae (CVs) provided by the university which detailed that the head of school, the BA and MA programme directors and the director of teaching and learning quality are registered social workers.

58. During meetings with senior management, the course team, students, people with lived experience of social work and placement providers, the inspectors were able to gain clear insight into the delivery, resourcing and quality management of the course, the integration of the teaching partnerships and the involvement of stakeholders. The inspectors concluded that this standard was met.

Standard 3.2

59. Prior to the inspection, the university outlined that the school, along with NCC and SCC are members of the SNSWTP partnership. The inspection team reviewed the university's policy on placements 2022-23 which informs the school's placement handbook, which was also reviewed by the inspection team. This placement policy provides direction for those involved in practice placement learning on assessment expectations and the evidence required to demonstrate the professional standards. The inspection team heard that annual placement reviews ensure that placements are monitored within the frameworks provided by the QAPL partnership.

60. The inspection team met with several placement providers, the director of placements, PELs and PEs who outlined the appropriateness of placements to meet the professional standards, the education and training standards and the process and contingencies that are in place to deal with practice placement breakdowns. The inspection team were satisfied that this standard was met.

Standard 3.3

61. The inspection team were provided with the placement handbook and learning agreement prior to the inspection. The placement handbook highlights the importance of health and safety whilst on placement and the placement agreement ensures that checks are made to ensure students are aware of the appropriate policies. The placement provider agreement provides a commitment to provide policies and procedures relating to health, wellbeing and risk.

62. The inspection team heard that student placement profiles are shared with the PELs. PELs are instrumental in allocating students to PEs based upon the student's profile and their knowledge of PEs interests, skills and knowledge. The inspection team met with students who were clear on the policies and the support available to them. The documentation in combination with the discussions held with students, placement providers and PEs, enabled the inspection team to understand how the policies and procedures were implemented. The inspection team agreed that this standard was met.

Standard 3.4

63. The inspection team were assured that employer partners are key stakeholders in the management, delivery and monitoring of the social work courses. The SNSWTP partnership involves local authority employers in various stages of social work education from recruitment to employment, and during the inspection the course team and employer partners outlined the strong partnerships that are in place between NCC, SCC and the school. The SNSWTP partnership is proactive in working collaboratively to review and monitor the programme and student progress at both strategic and operational levels. This is achieved through annual review meetings, various forums and the QAPL process.

64. There are regular curriculum meetings, and the AAs have both a pastoral and academic role for the students allocated to them. The AA supports the student throughout the entire programme. There is a staff/student liaison committee which meets regularly, and this can affect programme change outside of the annual course review. The inspection team concluded that this standard was met.

Standard 3.5

65. During the inspection the inspection team were able to understand the processes for monitoring, evaluation and improvement to the social work programme, and how this is supported by key stakeholders including employer partners, people with lived experience of social work, and students. Documentary evidence showed that the university seeks feedback through formal review processes, including the PLAP and QAPL quality assurance processes for placements. The inspection team also reviewed the external examiners reports which required responses and action plans following examination boards. New placements are audited by the PELs and university staff audit PVI placements. The QAPL is a

survey carried out after each placement cycle and this consists of a survey for PEs, students and onsite supervisors. This quality assurance process forms part of the annual placements review.

66. Students spoke of the staff/student liaison committee which meets every three months, and this is attended by the head of social work. Students outlined that they are able to give feedback and affect changes citing an example of restructuring some lectures to avoid repetition. They regard their coursework as relevant and appropriate for social work practice and they spoke of receiving timely, meaningful and developmental feedback. Students outlined that people with lived experience of social work are involved throughout the course delivery and in giving them feedback during their skills days. One of the people with lived experience of social work is a member of the teaching partnership executive operational board. Other members of the group are involved in the university's ethics committee. An example was provided where people with lived experience of social work recommended that they develop their role as mentors to newly qualified social workers and they have undertaken training in relation to coaching techniques to support them in this role. The course team provide anecdotal feedback to people with lived experience of social work in relation to their teaching activities.

67. The inspection team heard from key stakeholders that their feedback is regularly sought and that they felt their contributions were valued. They commented that they were able to see the changes made as a direct result of their feedback. The inspection team were satisfied that this standard was met.

Standard 3.6

68. Inspectors met with the course team, staff involved in the placement provision and employer partners, who detailed the work undertaken to ensure student numbers are aligned to a clear strategy which considers the regional placement capacity. The inspectors heard that the number of placements is manageable and there were no reports of placement shortcomings impacting upon student progress on the course. The inspection team reviewed the admissions strategy report and the partnership documentation which evidenced robust governance and planning. The inspection team agreed that this standard was met.

Standard 3.7

69. As outlined in standard 3.1 the inspection team reviewed CVs provided by the university which detail that the head of school, the BA and MA programme directors, and the director of teaching and learning quality are registered social workers who are appropriately qualified. The head of school takes overall professional responsibility for the social work programme. Employer partners confirmed that academic staff have close links with practice. The inspection team agreed that, based on the documentary evidence provided and from discussions with senior management, this standard was met.

Standard 3.8

70. The Pro Vice Chancellor for social sciences explained to the inspection team that publicly announced cost savings across the university are unlikely to have an impact on social work education where there is clear financial planning, targets met and some agility through the

development of other social work course developments. Opportunities for international recruitment to a specific and small target are being explored; applications are accepted from students who have qualifications from recognised institutions. Students are required to undertake an English language test, previous experience is assessed from the student's personal statement, and references are requested. The inspectors heard that the SNSWTP partnership is committed to workforce planning.

71. The inspectors heard that it is the head of school's responsibility to undertake workload management to ensure effective qualifying and CPD programme delivery, appropriate staff development, research, scholarships, and engagement. Staff contribute in varying degrees to other aspects of the school's activities including CPD programmes, PhD student supervision, and research and lecturing on specialist topics. Prior to the inspection the inspectors reviewed the CVs of the course team which outlined their qualifications, experiences, areas of expertise and specialist subject knowledge. There are regular staff appraisals in place. The course team represent an adequate number of staff to deliver the programmes, and discussions held with external stakeholders and students confirmed this. AAs are allocated a maximum of 10 students, and the inspectors heard that it is their responsibility to monitor student achievements through regular one to one meetings.

72. Stakeholder employers have appointed PELs across county councils who provide a liaison role between the university and employers and for post-qualifying modules. They facilitate student placement to teams that can support any student specific needs, they contribute to monitoring activity, resolution of concerns and in making reasonable adjustments for students. The inspectors concluded that this standard was met.

Standard 3.9

73. During the inspection the inspection team were able to understand how data on student performance, progression and outcomes are evaluated, analysed and utilised by the university including data on equality and diversity where this is available. Students' assessed work is subject to a range of university regulations as outlined in the school's assessment strategy, and annual processes such as exam boards, course and module reviews, and the summer school meeting help monitor and review performance, progression and outcomes. The Teaching Excellence Plan reviewed by the inspection team covers teaching, assessment, placement, and CPD.

74. Inclusivity data is used to explore any equality and diversity issues in the performance of students. Data is collected on applicants including those unsuccessful in securing a place on the course. Polar4 data highlighting under-representation in deprived coastal communities and data on black, Asian and minority ethnic (BAME) candidates has informed contextual offers for places on the course and university outreach activities. The inspectors agreed that this standard was met.

Standard 3.10

75. Prior to the inspection, the inspection team heard that all new lecturers receive an induction, they have a mentor and can register for a post graduate qualification in Higher Education Practice. All academic staff either have scholarship or research time allocated to them to assist in maintaining their knowledge and understanding of professional practice.

This is reviewed and applied to teaching content during the annual course and module review processes.

76. The inspection team heard that the university has a CPD programme, and some aspects are compulsory such as training on equality and diversity, and health and safety. The university showed a strong commitment to research and examples of educators maintaining their currency through community involvement and research were provided during the inspection. These included participation in serious case reviews, fostering and adoption activity, and professional doctoral work. The inspectors were satisfied that this standard was met.

Standard four: Curriculum assessment

Standard 4.1

77. Through reviewing the documentary evidence provided in advance of the inspection, and during the discussions with key stakeholders, the inspection team were able to understand how the curriculum content, structure and delivery enables students to have the necessary knowledge and skills to meet the professional standards. Inspectors reviewed the placement and course handbooks, and the modules which are mapped to the professional standards. The placement paperwork requires PEs to consider how evidence of the student's practice demonstrates their ability to meet the professional standards. Students stated that they were well informed of the professional standards, the PCF and the professional association for social work and social workers (BASW) code of ethics. The inspectors agreed that this standard was met.

Standard 4.2

78. As evidenced in standards 1.3 and 3.5, the university were able to evidence how employer partners and people with lived experience of social work were involved in the ongoing development and review of the admissions process and the curriculum, including their ability to affect change. In the meeting with employer partners, they provided examples of where changes had been made to the curriculum following their feedback, and they felt valued in providing feedback. The SNSWTP highlights how the partnership between employers, practitioners and people with lived experience of social work are central to the design and ongoing development of the curriculum. Local employers, practitioners and members of the People with Lived Experience Steering Group are represented in the PLAP which quality assures practice placements and facilitates annual course reviews. The inspection team were satisfied that this standard was met.

Standard 4.3

79. Prior to the inspection the inspection team reviewed comprehensive documentation which showed that the course design is in accordance with EDI principles, and human rights and legislative frameworks. The inspection team heard how equality and diversity issues are central to teaching, and the curriculum highlighted EDI principles along with anti-discriminatory and anti-oppressive values across all areas, this was further evidenced in the module content. Students are required to reflect on these dimensions in their practice, studies and within all assessed work. The university has a black and minority ethnic social

work students and staff group, which provides a forum to raise and discuss issues. The inspection team concluded that this standard was met.

Standard 4.4

80. Through discussions with the course team and employer partners and following a review of the comprehensive documentary evidence provided by the university, the inspectors were provided with an insight into how the course is continually updated in line with developments in research, legislation, government policy and best practice. The inspectors heard that the school has a strong reputation for research; staff members and PhD students who are active researchers contribute directly to teaching. Knowledge from this research is embedded through the programmes and this was evidenced in module outlines which were reviewed by the inspection team.

81. During the meeting with people with lived experience of social work, they spoke of their involvement in the course including how lived experiences are integrated into student learning. The inspection team also heard about curriculum changes following updates to legislation, serious case reviews and safeguarding reviews. The inspection team were satisfied that this standard was met.

Standard 4.5

82. The inspectors heard how the application of theory to practice is central to the teaching across the social work programme and this was evidenced in the modules reviewed by the inspection team and in the student practice placement portfolios. The assessment of professional practice in placement settings is explicitly linked to the professional standards and the PCF. Evidence of links between assessment and professional practice are included within programme documentation and the inspection team heard how educators are guided on how to teach the use of theory in practice. The inspection team agreed that this standard was met.

Standard 4.6

83. The inspectors heard that during practice placements students are provided with opportunities to work with and learn from other professions, these are the primary sources for exposure to multi-disciplinary working. Guest lecturers from other professions enable discussions which clarify professional roles and boundaries, and the inspection team heard how the school has developed a simulated practice exercise with students and lecturers from the law school. The inspectors heard that there have been child safeguarding workshops, but these have not occurred in the past year, and there is an aspirational joint medical, pharmacy and health faculty level committee that meets three times per year to develop interprofessional working.

84. Students acknowledged that they develop throughout the course and gave the example of recognising their abilities when undertaking mock court experiences. Some outlined their experiences of learning with students from other courses but stated that this was ad hoc, and they would like more interprofessional working opportunities particularly with students from health-related courses. The inspection team concluded that interprofessional learning could be more systematically embedded into the curriculum.

85. The inspection team agreed that this standard was met and would like to attach a recommendation against the standard. We recommend that the university consider implementing a more systematic approach to embedding learning opportunities that ensure students work with and learn from other professions. Further details of the recommendation can be found in the [recommendations section](#) of this report.

Standard 4.7

86. The inspection team reviewed documentary evidence which included the course handbooks, placement handbook and the module outlines which provided clear information on the mandatory attendance and structured learning hours to ensure students meet the required level of competence. The inspection team heard from the course team about how attendance is monitored and the systems that are in place for identifying whether students are engaging with the curriculum, including the actions for following up attendance issues.

87. The inspectors heard about the digital champions in each school who share good practice for online engagement and learning. Teaching and learning are predominantly face-to-face with the support of the virtual learning environment, Blackboard. From the next academic year this will be Blackboard Ultra which has a standardised student interface and the capability of monitoring online engagement. During conversations with students, they were clear about the required level of attendance and engagement with the programme. The inspection team were satisfied that this standard was met.

Standard 4.8

88. The inspectors heard that there is a clear assessment strategy in place which is underpinned by best practice and regularly updated university policy. The inspectors reviewed the course handbooks, and the course assessment strategies which provided comprehensive mapping to the professional standards and the PCF. A variety of assessment methods are used including formative and summative assessments which are designed to ensure academic and professional practice learning outcomes are met. Assessment methods are evaluated and reviewed annually to ensure they continue to meet the standards required. The inspection team reviewed the 2021 and 2022 external examiner reports which indicate that the assessment methods are fair, reliable and valid. The inspectors heard from employers that they participate in employment days, and they felt confident that students exiting the course are ready to commence their Assessed Supervised Year in Employment (ASYE). The inspection team concluded that this standard was met.

Standard 4.9

89. As with standard 4.8, the inspection team were able to review documentary evidence in relation to assessment and student progression. The inspection team agreed that the evidence submitted was comprehensive and demonstrated that assessments are mapped to the curriculum and are appropriately sequenced to match student progression through both courses. Students and stakeholders raised no concerns during the inspection. The inspection team agreed that this standard was met.

Standard 4.10

90. The inspection team reviewed documentary evidence including the course handbooks, placement handbook, external examiner reports and assessment strategy documentation which outlined information regarding providing student feedback to support their ongoing development. The university has an anonymised marking process, and feedback considers students who have specific learning needs and assessment adjustments. During conversations with students, they considered that, overall, they receive good quality, timely and meaningful feedback on their progression and performance. The inspectors concluded that this standard was met.

Standard 4.11

91. The inspection team reviewed the external examiner's CVs and the 2020-21 and 2021-22 external examiner reports. The documentary evidence provided assurance that the people involved in carrying out assessments have the appropriate qualifications, expertise and knowledge to teach and assess students on the course. The inspection team were satisfied that this standard was met.

Standard 4.12

92. The inspectors heard that the course is designed to enable students to build a foundation of knowledge and entry level skills in year one, which is developed and refined in subsequent years. Annual progress reviews are encouraged between students and their AA, and these provide an opportunity for feedback and goal setting. The links between the student, their AA and PE during placement are established at the placement learning agreement meeting, this helps to ensure any concerns about progression are raised and plans are put in place to address potential issues. Progression is monitored through academic and practice learning including direct practice during placement and direct observation of practice.

93. The inspectors heard from the course team, PEs and people with lived experience of social work that they contribute to student assessments and the decisions informing student progress at various stages, including attendance at PLAP meetings. The inspection team agreed that this standard was met.

Standard 4.13

94. The inspection team agreed that an evidence-informed approach to practice could be seen throughout the course, and this was further supported in conversations with students and PEs. The inspection team reviewed the module outlines which indicated the range of learning activities, and they heard about the learning and teaching approaches that support students to develop subject knowledge and understanding that is evidence informed.

95. The course team outlined how they incorporate their own areas of interest, professional development and research into the course. Staff research is incorporated into student taught sessions and the inspectors were given some examples which included aspects of resilience in student development which is linked to building relationships for practice. Staff

are encouraged and supported through the annual appraisal process to seek Higher Academy Fellowship awards. The inspectors concluded that this standard was met.

Standard five: Supporting students

Standard 5.1

96. Prior to the inspection, the inspection team reviewed the course handbooks and the student support services information on the university's website. The inspectors heard from staff involved in providing student support services who outlined the commitment to support the health and wellbeing of students and the stepped approach to service provision, including the process for progressing counselling referrals and occupational health assessments and support. Students are guaranteed one single contact with an appropriate person and are then triaged, as appropriate, to further stepped support, including referral to, for example, health and external agencies or a dedicated counsellor at the university. The inspectors heard that access to support can be from the AA or self-referral and services are widely advertised during welcome week and through social media. Support for disabilities and reasonable adjustments is structured and there are dedicated disability specific advisers in place. Students can register with the university's medical centre and there are a range of sports facilities available to all students.

97. Careers advice and support is available to students via CareerCentral, and guidance is available to develop CVs, writing job applications and preparation for interviews. The inspection team heard how the careers service works closely with the school's employability officer who ensures careers support and advice is embedded and tailored within programmes. There are central and aligned career services that students can access, and students are encouraged to engage with the services at the start of their course. Year two students have specific skills and reflection sessions and there is a dedicated careers day in the final year that employers engage with.

98. An academic librarian offers training and support in the use of library resources. This includes weekly drop-ins for students to receive one-to-one support. There are a range of online resources that include literature reviews, academic writing, procrastination and time management. Library based resources are extensive and they are updated regularly.

99. In conversations with students they were aware of the services provided, including how to access them and they recognised the role of student services across the university. The inspection team were satisfied that this standard was met.

Standard 5.2

100. The inspectors heard that the AA is the first port of call for support and guidance, and the advisor is allocated to each student at the beginning of the programme and accompanies them throughout the duration of their studies. In conversations with students, they highlighted that they met regularly with their AA, including receiving visits from them whilst on placement. The inspection team heard how students can change their advisor if they wish, and the course team outlined the process for doing this.

101. Student support services staff outlined support available through the disability team, including the screening and assessment of disability and learning needs. PEs outlined their

role in making available learning opportunities to address student learning needs and academic developments when students are on placement. The inspectors also heard about the academic support available from library services, including the digital library and Blackboard, literature researching and referencing support. Financial support for students can be accessed through loans and hardship funds for which there are discrete criteria. The inspection team agreed that documentary evidence alongside the information from students confirmed this standard was met.

Standard 5.3

102. The inspectors heard that from the recruitment process onwards, a student's conduct, character and health is considered. The Declaration of Suitability establishes any existing areas of conduct, character and health, and requires applicants to inform the programme directors of any new matters whilst on the programme. The inspectors reviewed the course handbooks which encompass the code of conduct for students. This highlights the need for students to raise any changes in their circumstances which may affect their fitness to practice. The inspectors also reviewed the Fitness to Practice Policy and during the inspection heard how fitness to practice issues are investigated and resolved and were given examples of fitness to practice issues such as non-attendance and undisclosed convictions discovered on a returned DBS form. The processes include advice and participation by a designated officer from a local authority in determining suitability for placement and/or employment. This is also replicated for admitting candidates onto the course which includes a criminal convictions panel and deployment of a risk tool for assessing candidates.

103. The inspectors also heard about the occupational health services which may be consulted to help inform decision making processes. The inspection team agreed that this standard was met.

Standard 5.4

104. The inspectors heard how the university makes supportive and reasonable adjustments for students with health conditions or impairments to enable them to progress through their course and meet the professional standards. The school has a dedicated member of staff responsible for disability support and making reasonable adjustments for students with disabilities and learning differences. The university's Inclusion Policy details how students are supported to declare health conditions. The inspectors heard how the wellbeing team provide a wide range of services to support students' emotional wellbeing and that AAs and module organisers are informed about students who have adjustments in place.

105. The inspectors reviewed the course and placement handbooks, together with the practice learning agreements which outline the process, monitoring and support provided to students. During the meeting with students, they provided examples of the support provided to them, including access to support services during their placements. The inspection team concluded that this standard was met.

Standard 5.5

106. The assessment strategy, which was reviewed by the inspectors, provides students with an overall view of the programme including how the professional standards are met. The inspection team reviewed the course handbooks and module outlines which provide an understanding about the required learning outcomes, together with information on assessments and practice placements.

107. The inspectors heard that employability sessions are provided across the course, including an introduction to the ASYE during year three, and Social Work England's registration information and requirements for CPD. The inspectors were given a demonstration of Blackboard and PebblePad which records information about practice learning. Students knew what was expected of them and where to find information about the programme, the professional standards, the ongoing CPD requirements and the university's relevant policies. The inspection team were satisfied that this standard was met.

Standard 5.6

108. The inspectors heard how the university has a QR code system which students scan when they attend taught sessions and assessed days, and the students highlighted that some academics also prefer to have a signed register. Students are made aware of sessions and assessed days which are mandatory and there is specific catch-up work for missed sessions. Inspectors heard that attendance data is collected by a faculty embedded team and attendance is monitored by AAs. Students knew of the attendance requirements, but some had noticed problems with non-attendance from other students, including leaving taught sessions part way through which they found frustrating and disruptive to group shared learning activities. Their perception was that there is inconsistency across lecturers /AA's in how attendance is communicated and how it is followed up with non-attendees.

109. PEs record and monitor student attendance through PebblePad. Following the review of documentary evidence, the inspection team concluded that this standard was met.

110. Following the information obtained during the inspection, the inspection team is making a recommendation in relation to standard 5.6. We recommend that the education provider further explore methods of attendance monitoring that includes increased consistency in following up non-attendance. Further details of the recommendation can be found in the [recommendations section](#) of this report.

Standard 5.7

111. Prior to the inspection, the inspectors reviewed the course handbooks which provided information on assessment feedback and support, and the module outlines which provided information on formative and summative assessments. In compliance with university regulations, assessed academic work (aside from dissertation and placement) submitted by the deadline should have feedback returned within 20 working days. The inspectors heard that feedback considers the learning outcomes of the assignment, and this contains advice for areas of improvement and enhancement. The inspectors saw that there is a clear feedback process in place in relation to placements, including supervision expectations, mid-point and end point reviews. The inspectors were satisfied that this standard was met.

Standard 5.8

112. Information on how students can make academic appeals is outlined within the course handbooks, the appeals and complaints webpage and in the programme assessment strategy. The inspectors heard from students who knew where to access the information, and the process that they needed to follow. The inspection team agreed that based on the documentary evidence provided and from discussions with students that this standard was met.

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

Standard 6.1

113. As the qualifying courses are BA (Hons) Social Work and MA Social Work, the inspection team agreed that this standard was met.

Proposed outcome

114. The inspection team recommend that the course be approved with one condition. This will be monitored for completion.

Conditions

115. Conditions for approval are set if there are areas of a course that do not currently meet our standards. Conditions are binding and must be met by the education provider within the agreed timescales.

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

	Standard not currently met	Condition	Date for submission of evidence	Link
1	2.6	The education provider will provide evidence that demonstrates that they have developed robust communication channels and mechanisms which allows the education provider to engage directly with PEs for a range of purposes including providing information on the course curriculum, an overview of the content of taught modules and assessments.	24 th October 2023	Paragraph 55

Recommendations

117. 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	1.5	The inspectors are recommending that the university consider how participation in EDI training is monitored, recorded and remediated for those who had not yet undertaken it.	Paragraph 33
2	4.6	The inspectors are recommending that the university consider implementing a more systematic approach to embedding learning opportunities that ensure students work with and learn from other professions.	Paragraph 85

3	5.6	The inspectors are recommending that the course provider further explore methods of attendance monitoring that includes increased consistency in following up non-attendance.	Paragraph 110
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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 information about the professional standards, research interests and placement opportunities.	☒	☐	☐
Learning environment			

Standard	Met	Not Met – condition applied	Recommendation given
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.	☐	☒	☐
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			

Standard	Met	Not Met – condition applied	Recommendation given
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 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,	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
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, 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.	☒	☐	☒

Standard	Met	Not Met – condition applied	Recommendation given
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.	☒	☐	☐
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:	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
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.	☒	☐	☐
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

118. 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](#).

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

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

	Standard not met	Condition	Inspector recommendation
1	2.6	The education provider will provide evidence that demonstrates that they have developed robust communication channels and mechanisms which allows the education provider to engage directly with PEs for a range of purposes including providing information on the course curriculum, an overview of the content of taught modules and assessments.	The condition is met

Findings

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

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

123. The course provider supplied evidence that showed they have strengthened their links and communications with practice educators and with practice education leads. The placement director holds quarterly meetings and workshops with practice education leads, Curriculum content has been added as a standing item on the agenda for these workshops. These meetings offer the opportunity for practice education leads to ask questions or raise issues about the curriculum on behalf of practice educators as they arise. The Placement Handbook now includes module summaries.

Regulator decision

Conditions met.

