

Inspection Report

Course provider: University of Bedfordshire

Course approval:

BSc (Hons) Social work, MSc Social Work

Inspection dates: 19th July 2022 to 22nd July 2022

Report date:	21/10/2022
Inspector recommendation:	Both courses approved with conditions
Regulator decision:	Both courses approved with conditions
Date of Regulator decision:	20/12/2022
Date conditions met and approved:	11/12/2023

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Introduction

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

What we do

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

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

9. During this time a draft plan for the inspection is developed and shared with the education provider, to make sure it is achievable at the point of inspection.
10. Once the inspectors and officer are satisfied that an inspection can take place, this is usually undertaken over a two to three-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. As a result of the COVID 19 pandemic, inspections are currently being carried out via remote virtual arrangements, and typically last three to four days.
11. The inspectors may recommend in this report that the course is approved with conditions, approved without conditions or that it does not meet the criteria for approval. Where the course has been previously approved we may also decide to withdraw approval.
12. A draft of this report is shared with the education provider, and once we have considered any comments or observations they may wish to provide, we make a final regulatory decision about the approval of the course.
13. The final decisions that we can make are as follows, that the course is approved without conditions, the course is approved with conditions or that the course does not meet the criteria for approval. The decision, and the report, are then published.
14. If the course is approved with conditions, we will write to the education provider setting out how they can demonstrate they have met the conditions, the action we will take once we decide that the conditions are met, and the action we will take if we decide the conditions are not met.

Summary of Inspection

15. The University of Bedfordshire 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	UBER1
Course provider	University of Bedfordshire
Validating body (if different)	n/a
Courses inspected	BSc (Hons) Social Work, MSc Social Work
Mode of study	Full time
Maximum student cohort	BSc: Uncapped with a target of 28 MSc: Uncapped with a target of 25
Date of inspection	19 th July 2022 to 22 nd July 2022
Inspection team	John Armitage (Education Quality Assurance Officer) Laura Gordon (Education Quality Assurance Officer) Catherine O’Sullivan (Lay Inspector) Kevin Stone (Registrant Inspector)
Inspector recommendation	Both courses approved with conditions
Approval outcome	Both courses approved with conditions

Language

16. In this document we describe the University of Bedfordshire as ‘the education provider’ or ‘the university’ and we describe the BSc and MSc Social Work as ‘the courses’.

Inspection

17. An offsite inspection took place from Tuesday 19th July 2022 until Friday 22nd July 2022. 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 alumni and students from all three years of the BSc course and both years of the MSc. Discussions included course information and experiences, interactions with people with lived experience, feedback, placements, support, handbooks and policies and inter-professional learning.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from the course team, admission team, central support teams, lecturers and senior staff members.

Meeting with people with lived experience of social work

22. The inspection team met with people with lived experience of social work who have been involved in work with the university, in particular the University of Bedfordshire XbX (Experts by Experience) group. Discussions included their opportunities to be involved in various elements of the course.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including Bedford Borough council, Milton Keynes council, Luton Borough council, Keech Hospice Care and Impakt Housing support.

Findings

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

Standard one: Admissions

Standard 1.1

25. The university provided documentary evidence relating to the admissions process and the wider university support for these processes. The inspection team met with members of the course team involved in admissions who confirmed that student admissions are made through UCAS and that English language and IELTS skills requirements are clearly presented on the course website. Documentation showed how the ICT skills of applicants is suitably considered, including requiring applicants to complete an ICT statement before starting the course.

26. Course admissions staff confirmed the inspection process involves an initial review of UCAS personal statements, followed by an interview with a panel comprised of various stakeholders and a scenario assessment. The inspection team agreed this standard was met.

Standard 1.2

27. The university provided inspectors with the policy and process outlining how Accreditation of Prior Learning (APEL) claims are considered, alongside relevant scoring proforma. Inspectors spoke to admissions staff to gain clarification of the processes to ensure consistency of decision making within this and the relevant interview questions.

28. Sufficient efforts are made to consider whether applicants for the BSc may be able to apply for the MSc and a separate preparation for social work course was devised to help students meet the stricter entry criteria of the MSc. The inspection team agreed this standard was met.

Standard 1.3

29. Prior to inspection the inspection team reviewed documentation of partners involved in the admissions process, including minutes of the Bedfordshire, Luton and Milton Keynes (BLMK) teaching partnership meetings regarding admissions and workforce planning, and an outline of the XbX (Experts by Experience) group involvement in admissions.

30. During inspection the inspectors met with admissions staff, the XbX group and employer representatives who confirmed the direct involvement in inspections, and in some elements

of planning and evaluation of the admissions or interview process. The inspection team agreed that this standard was met.

Standard 1.4

31. The university demonstrated the process to assess the suitability of an applicant's character, conduct and health through evidence submitted, and during the inspection meetings. This included evidence of DBS checks, health and conduct declarations and safeguarding processes.

32. The inspectors confirmed details of a policy and process in place for the assessment of health: the Declaration of Health and Good Conduct and also an Annual Health Declaration. Students confirmed their awareness of support available during the process for applicants who may have particular health or learning needs, providing examples of an online chat session and video information about requirements and expectations sent to them. The inspection team agreed this standard was met.

Standard 1.5

33. The course provider provided documentary evidence relating to equality, diversity and inclusion (EDI) policies prior to inspection which was reviewed by the inspection team, including the admissions policy, invitation to interview process, and the access and participation plan, which makes provision for sensitive admissions processes for care leavers. The invitation to interview seeks support requirements. The inspection team met with support staff who specialise in areas such as student disability who confirmed that queries or concerns raised during the application process would be picked up immediately and passed to the relevant team.

34. From discussion with course management and admissions staff the inspectors confirmed that applicant EDI data is collated and analysed by the university to understand conversion rates from application, offer to acceptance of applicants with different backgrounds. This information is also considered at a strategic level as part of an integrated group between the university and teaching partnership. The inspection team agreed this standard was met.

35. Inspectors spoke to employer representatives and the XbX group of people with lived experience of social work, who were involved in interviews about their experiences of their EDI training for these interviews. Practitioners referred to their own suitable employer training and the XbX group referred to irregular training activities over a period of time. However, the inspectors agreed that the university may be able to improve their processes of EDI training for partner interview panel members. Full details of the recommendation can be found in the [proposed outcomes](#) section of this report.

Standard 1.6

36. The university's webpage for the course highlights entry requirements and additional information such as DBS and health checks. The inspection team were also told of additional methods through which applicants could obtain information, such as requesting a prospectus, open days and direct enquiry.

37. When the inspection team met with students from both courses, this group confirmed that they were able to find or were provided the information they needed to make an informed choice about accepting a place and described a range of different methods of information they had been sent. The inspection team agreed that the standard was met.

Standard two: Learning environment

Standard 2.1

38. The inspection team reviewed documentary evidence of placement information provided to students including that outlined in the BSc and MSc practice placement handbook and skills days documentation. Inspectors were satisfied from discussions with course staff and students that placements provided students with a suitable degree of experience with statutory social work tasks, in contrasting working environments. When meeting with the course team, inspectors were provided further information about the 30 skills days providing preparation for direct practice.

39. All students the inspectors met with were in statutory placements and felt their responsibilities were appropriate. Both BSc and MSC students in their second placements felt that their second placement was a significant contrast to their first and involved appropriate progression for their development. The inspection team agreed this standard was met.

Standard 2.2

40. Inspectors reviewed documentation about practice placements prior to inspection. The learning opportunities are comprehensively set out in the practice placement handbook. Individual students sign a learning agreement ahead of placement commencement to confirm their understanding of processes and policies as well as providing an opportunity to raise concerns and detail any learning needs. An online learning agreement meeting between student, their personal tutor and allocated practice educator is held within weeks of a placement commencing where the tutor ensures that the learning environment and learning opportunities are suitable for the student's level and learning needs.

41. There is a dedicated practice learning team (PLT) that conduct quality assurance activities with placement providers, which was discussed with inspectors during the inspection visit. Inspectors met with students who described that the learning opportunities

on placement were suitable for their needs and interests. The inspection team agreed this standard was met.

Standard 2.3

42. The inspection team reviewed documentary evidence provided prior to the inspection visit. This included the practice placement handbook setting out the responsibilities of students, staff and practice educators when a student encounters difficulties, and the learning agreement meeting content and meeting requirements. Information was provided that the recall days cover induction review and support, and the placement handbook also covered induction, supervision, caring needs and flexible working needs.

43. Students from both courses told the inspection team of how reasonable adjustments and requests for personal support were positively met by the university staff and placement providers. The students provided a range of examples and all expressed satisfaction with the processes and support provided. The inspection team agreed that the standard was met.

Standard 2.4

44. Inspectors reviewed documents provided prior to inspection: students' needs, knowledge and experience are documented at the beginning of placement against the Learning Opportunities Chart which reflects the PCF and is captured in the Learning Agreement. Any difficulties can be identified and addressed promptly through the review process.

45. During the inspection visit inspectors met with course staff and practice educators. The process details were confirmed with clear review points. Practice educators were clear about university processes and policies and how to interact with personal tutors and other university staff to ensure that students have an appropriate placement experience. Similar to standard 2.3, students expressed to the inspection team their satisfaction with their responsibilities on placement and the processes in place to review progress. The inspection team agreed that the standard was met.

Standard 2.5

46. The inspection team reviewed documents including the different BSc and MSc modules named Readiness for Direct Practice prior to confirming details with course staff directly. Readiness for practice is covered in the relevant course modules and through skills days. It is assessed through a Readiness for Direct Practice workbook, which includes practical tasks, for which written feedback is given and forms a part of the workbook.

47. The process involves confirmation that DBS and health checks have been completed and the workbook tasks include practice observation, a group activity, engaging in a task with and assessed by people with lived experience of social work, a self-assessment and a

personal tutor report. This then goes to a Readiness for Direct Practice panel. The inspection team agreed that the standard was met.

Standard 2.6

48. Prior to inspection the inspection team were provided evidence that the practice learning team (PLT) holds information about all onsite and offsite practice educator profiles, detailing their experience and CPD, and checks that they have successfully completed PEPS training. University staff and practice educators themselves confirmed that the university regularly checks the currency of their experience and requires them to have refresher training if they have not had a student allocated to them within the previous two years.

49. Practice educators mentioned a monthly support group run by the teaching partnership which was seen as a positive collaborative forum. Practice educators described frequent training opportunities run by the university and teaching partnership, and though most were not compulsory, the university recorded session attendance against their profiles. The inspection team agreed that the standard was met.

Standard 2.7

50. The inspection team reviewed the whistleblowing policy prior to the inspection visit. Students stated their awareness of the whistleblowing policy when questioned by inspectors. In particular they confirmed that students are required to describe their awareness of the whistleblowing policy during the learning agreement meeting held within the first three weeks of a placement commencing.

51. The midway review meeting during placement includes a further check by the student's personal tutor regarding any whistleblowing concerns. The inspection team agreed that this standard was met.

Standard three: Course governance, management and quality

Standard 3.1

52. Inspectors were provided documentation including staff CVs, the organogram for the School of Society, Community and Health, and the School quality handbook. During the inspection the inspection team met with the senior management team for these courses and heard more about the committee structure and the quality committees and management meetings.

53. The inspection team were confirmed the lines of accountability and how strategic risks are managed. An associate Dean for the School who line manages the lead social worker is a registered social worker themselves. The planning and quality assurance governance is integrated with the teaching partnership, in which senior course managers, particularly the

lead social worker, are heavily involved. The curriculum and development subgroup of the teaching partnership looks primarily at the social work BSc and MSc courses.

54. The inspection team agreed this standard is met. However, during the inspection visit the inspection team sometimes found it difficult to confirm evidence about course management processes of the BSc and MSc with the course teams and course coordinators. The lead social worker demonstrated significant knowledge and experience of the courses and is firmly involved in their governance but does not have an operational role directly within either of the course teams. The inspection team agreed to make a recommendation that the university considers the potential to mitigate the risk to operational continuity of the courses, by widening expertise of the courses across the course team staff. Full details of the recommendation can be found in the [proposed outcomes](#) section of this report.

Standard 3.2

55. Inspectors considered documentation relating to agreements with placement providers. The direct agreement information described formal written agreements in place with each local authority and private, voluntary or independent placement providers. These agreements establish suitable requirements for review ahead of each placement being used, to ensure that the education provided meets all required standards. The individual learning agreements with students, as mentioned in previous standards, provides a formal setting for a university staff member to ensure that the practice environment is suitable as agreed. There are detailed processes for managing difficulties or placement breakdown, set out in the practice placement handbook.

56. Inspectors confirmed details of these assurance processes with the senior management of both courses. When meeting with students and practice educators, they were also able to give specific examples of university support and placement processes and adjustments to ensure that student learning needs and employer needs were met. As a result, the inspection team agreed that this standard was met.

Standard 3.3

57. Similarly to standard 3.2, the university evidenced from documentation that placement reviews take place before a new placement is offered and are repeated at least every three years including ensuring that policies and procedures in relation to health and risk are in place. At the learning agreement meeting held near the beginning of a placement commencing, the personal academic tutor makes formal checks that the student has read and understood relevant policies, and that the placement provider has completed student risk assessments including in relation to Covid-19.

58. Students and placement provider representatives confirmed the efficacy of these processes when met by the inspection team, and that individual learning needs were usually

addressed in advance of the learning agreement meeting and checked during the meeting. The inspection team were therefore satisfied that this standard was met.

Standard 3.4

59. The inspection reviewed various documentation provided by the university pertaining to the Bedfordshire, Luton and Milton Keynes (BLMK) teaching partnership. The inspection team discussed this information with the course teams, senior management team, and employers involved and not involved in the teaching partnership.

60. Inspectors confirmed evidence of employer involvement in the admissions process and its delivery for the courses. As mentioned in standard 3.1, information was provided about the different committees run by the teaching partnership that the lead social worker and university managers were directly involved in. Employers involved in the teaching partnership described that employers are kept abreast of or involved in social work workforce planning and placement provision, and in advertising opportunities for practitioners to be involved in the courses as guest lecturers.

61. The inspection team were satisfied with the evidence that employers are involved in the admissions processes and placement allocation decisions. The inspection team heard that there are systems for involvement in the teaching partnership, but these are not yet established to ensure consistency with the involvement of employers. The inspectors were unable to find clear evidence of how employers manage and monitor information about the BSc and MSc at a relevant course-specific level. Inspectors were unable to sufficiently triangulate from employers or course staff how course information is systematically reviewed by the teaching partnership, or how the School's regular course annual review processes are directly informed by this employer management and monitoring.

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

Standard 3.5

63. From documentary evidence and meetings during the inspection visit, the university provided clear evidence of an annual monitoring process, related quality assurance processes, and that there are multiple formal mechanisms for involving student feedback in this review process. These include meetings with course representatives, student surveys such as the Quality Assurance For Practice Learning (QAPL) survey at the end of each placement as well as regular feedback opportunities along the tuition timeline.

64. The inspection team found evidence of practice educators and on-site supervisors completing end of placement documents to feed into the development processes of the courses. Employer members of the teaching partnership mentioned sessions that involved feedback about skills days, and others described groups where placement planning or workforce planning into the admissions process were considered. However, similarly to standard 3.4, the inspectors were unable to sufficiently find evidence for regular and effective and meaningful interaction of employer involvement into the improvement processes described by the university.

65. The XbX group of people with lived experience of social work are involved in multiple elements of the course including admissions interviews, readiness for practice assessments, and course tuition. The members informed the inspection team that they provide informal feedback to course staff due to their longstanding good relationships. However, they stated that they currently lack formal mechanisms to provide input into course development activities, since the previous formal meetings have not taken place for a couple of years, when processes were impacted by the COVID-19 pandemic.

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

Standard 3.6

67. The inspection team confirmed with course staff that the university does not set a formal cap on student numbers for either course, though they do work towards an annual target cohort of 28 for the BSc and 25 for the MSc. From the inspection team meeting with the course senior management and placement providers, the university demonstrated how they work with existing partners and the teaching partnership to maintain and develop placement provision with defined workforce planning activities, involving student numbers and practice educator resources to ensure each year has sufficient placement capacity.

68. During the inspection visit the inspection team learnt of plans to begin a Bedford campus intake for the BSc course. However, these student number plans were not included in any documentary evidence made available to inspectors and was described as not yet part of the workforce planning information considered by the teaching partnership. The inspection team agreed that further evidence is required to demonstrate that these plans are aligned to a clear strategy which considers local and regional placement capacity.

69. Consideration was given as to whether the findings identified would mean that the course would not be suitable for approval. However, it is deemed that conditions are

appropriate to ensure that the course would be able to meet the relevant standards, and the inspection team is confident that once this standard is met, a further inspection of the course would not be required. Full details of the conditions, monitoring and approval can be found in the [proposed outcomes](#) sections of this report.

Standard 3.7

70. Prior to the inspection visit the inspection team reviewed the lead social worker's CV and confirmed they are a registered social worker. Discussions with course staff throughout the inspection assured inspectors that this person had recent and relevant knowledge of contemporary social work practice and were supported by the university to maintain and develop this. The inspection team were satisfied that this standard was met.

71. The inspection team agreed that the university were able to firmly demonstrate that the lead social worker was experienced and knowledgeable about all operational and managerial aspects of the BSc and MSc courses. However, the inspectors identified a considerable gap in experience and understanding of details about the courses between the lead social worker and the course coordinators which they recommend the university consider addressing. Full details of the recommendation can be found in the [proposed outcomes](#) section of this report.

Standard 3.8

72. The course team and lead social worker were able to demonstrate, through documentary evidence reviewed by the inspection team and in meetings, that they are adequately resourced and supported for this standard. There is a lot of relevant academic research activities being undertaken by the team. The specialist knowledge and expertise of each of the team was described in the documentation and course team presentation including how this fed into module design and development of the course. The inspection team agreed that this standard is met.

Standard 3.9

73. The inspection team heard that EDI data is available at a school level. The documentary evidence provided by the university showed that data is captured and analysed annual in the quality enhancement document. There was also evidence that regular module evaluations are carried out and that work is being carried out at faculty level on the attainment gap in relation to identified groups as a result of the data analysis.

74. The inspection team were informed about a new data dashboard being developed to provide more detailed course-level EDI information. The inspection team therefore decided that, whilst agreeing the standard is met, they will recommend that a systematic process is put in place for programme level EDI information of the kind that is under consideration.

Full details of the recommendation can be found in the [proposed outcomes](#) section of this report.

Standard 3.10

75. The inspection team confirmed with meeting course staff and senior management that staff are required to spend a certain amount of time in practice and that they are encouraged to complete research projects which would extend their social work knowledge. This was reflected by the number of course staff on both courses who were currently involved in academic research projects at the time of the inspection visit.

76. Inspectors heard from meetings that there are various routes available for staff to remain current in knowledge and skills by interacting with the local authorities in the teaching partnership, which was confirmed by practitioners involved in these employers. Practice educators provided information about regular and useful support and training initiatives provided by the university directly as well as the teaching partnership.

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

Standard four: Curriculum assessment

Standard 4.1

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

79. The inspection team discussed the structure and content in more detail with the course team during an initial presentation by the course team and in further meetings with them and the course management around their curriculum and assessment strategy. The university was able to demonstrate how each module builds knowledge, skills and reflective practice and how the assessments are designed to link with module and course learning outcomes that link to the professional standards.

80. When meeting with the BSc and MSc students they were clear on the importance of being able to meet the professional standards prior to practise, and CPD requirements. The inspection team agreed that this standard was met.

Standard 4.2

81. The main group of people with lived experience of social work involved in the course are the XbX group, which currently number only 3 individuals. From meeting with these individuals, the inspection team understood that they have all been working with the university for many years and have developed strong, positive working relationships with the course staff.

82. The course staff value their involvement and the XbX group are confident that they are valued for their wide range of useful activities, involved in feedback and assessments, teaching and admissions. However, as mentioned in standard 3.5, the XbX group described how formal processes and meetings for them to be directly involved in course and curriculum development stopped some years back and they wished for greater involvement whilst acknowledging the past challenges. Inspectors heard how these individuals would be keen to be more significantly involved in the coproduction of the activities they are involved in. Inspectors also heard from students who described their experiences with the XbX group very useful but felt that they needed greater interactions with them, and they would value having interactions with a greater diversity of individuals but recognise the limitations when it is a small group.

83. As described in standards 3.4 and 3.5, the inspection team found evidence of practice educators and teaching partnership employers having involvement in some strategic planning elements affecting the courses. Practice educators have regular contact points with the university and use these and QAPL forms to provide placement feedback, which feeds into curriculum review. However, similarly to those two standards, from the documents available and conversations with employers and practitioners, the inspection team did not find firm evidence that the views of employers are sufficiently incorporated in the design, development and review of the curriculum of the BSc and MSc.

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

Standard 4.3

85. Inspectors reviewed programme documentation for the BSc and MSc and discussed their development in line with EDI principles and relevant legislative frameworks. The university provided evidence that EDI is implemented into their modules. There were clear policies and processes in place and evidence of equality impact assessments.

86. The inspection team were provided examples of relevant EDI research being implemented into modules, and of reverse mentoring taking place between staff members. The inspection team agreed that this standard was met.

Standard 4.4

87. The documentary evidence provided to the inspection team showed some evidence of changes to modules on both courses recognising the changes in society, for example, an increased use of online interventions. Also evidenced was module development based on

cultural changes following Black Lives Matter campaigning, and consideration being given to decolonising the curriculum, in collaboration with wider university discussion groups.

88. Inspectors were provided suitable evidence that the course is continually updated in light of research, policy and best practice. The inspection team agreed that this standard was met. The inspectors noted that these updates were not clearly described or evidenced as being made as part of a clear process of updating the course in the annual monitoring and development processes. The inspectors therefore recommend that the university considers implementing a more structured process of maintaining course currency. Full details of the recommendation can be found in the [proposed outcomes](#) section of this report.

Standard 4.5

89. As well as the course handbooks and assessment material, the documentary evidence submitted prior to the inspection included a reflective supervision template completed by students during placement which expressly considers the integration of theory and practice. There was evidence of regular, structured meetings with supervisors taking place throughout the placements. Links with theory also form part of the preparation for observation.

90. The inspection team heard from practice educators that students were well prepared and were able to articulate and apply their theoretical learning into practice on placement. The inspection team therefore agreed that this standard was met.

Standard 4.6

91. Inspectors were satisfied with evidence that students had suitable opportunity for multidisciplinary learning in practice placements. Documentation and discussion with course staff confirmed reviews of placements overseen by the practice learning team that include checks in relation to inter-professional learning, and there is a similar check at the learning agreement meeting.

92. Regarding multidisciplinary learning within the taught content of the courses, the BSc and MSc both include a module with content about the importance of working inter-professionally. Upon speaking to staff and students the inspection team found no evidence of students from either course working alongside students from other professions or learning from other professionals. Aside from the teaching content itself, none of the students from either course could describe any experiences of multidisciplinary learning other than on placement.

93. Documentary evidence prior to inspection referred to the BSc involving sharing modules with Child and Adolescent Studies and Youth and Community Work students. The inspection team learnt that these are planned for future activities and the MSc is planned to have

similar involvement, making use of simulation suites and professionals from different courses other than social work. These plans were not yet sufficiently developed for the inspectors to review them on their visit.

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

Standard 4.7

95. Inspectors were able to confirm that the module descriptors and the detailed teaching plan for each module clearly set out the purpose, credits and hours of teaching and learning. Conversations with course staff, students and practice educators described the balance of learning activities in this integrated course to be suitable and consistent to develop the required competencies. The inspection team agreed that this standard was met.

Standard 4.8

96. The inspection team reviewed the assessment documentation including an example of an assessment handbook provided to students, which for each level of study contains information about assessment processes including grading, moderation, referrals and plagiarism checking.

97. The course team presented examples of how the range of different assessment methods would test different skills and competencies. The course management further articulated the rationale for the chosen assessment types for both courses and confirmed the suitability of the assessment levels. These staff clarified to the inspection team the formal processes in place for failing and retaking assessments.

98. The inspection team agreed that this standard was met, in that a suitable strategy and design were in place and could be communicated. However, the inspection team also agreed that the assessment strategy was difficult to understand and evidence and that the university may benefit from having documentation to articulate explicitly what the assessment strategy is for both the BSc and MSc courses. Full details of the recommendation can be found in the [proposed outcomes](#) section of this report.

Standard 4.9

99. Information was provided by the university about the mapping of assessments to the curriculum to provide suitable timing between assessments as well as structuring them to develop academic and practical skills over the duration of the courses. Inspectors discussed

this with course staff, students and practice educators. Students and practice educators expressed confidence that assessments were suitably chosen and developed.

100. As in standard 4.8 above: the inspection team agreed that this standard was met, in that a suitable strategy and design were in place and could be communicated. However, the inspection team also agreed that the assessment strategy was difficult to understand and evidence and that the university may benefit from having documentation to articulate explicitly what the assessment strategy is for both the BSc and MSc courses. Full details of the recommendation can be found in the [proposed outcomes](#) section of this report.

Standard 4.10

101. Prior to the inspection visit, inspectors reviewed formal student feedback information mentioned in a range of documents including module information, placement handbooks and supervision templates, and readiness for direct practice information.

102. Student responses to questioning about feedback was very positive, with multiple students from both courses being able to articulate their experiences of receiving timely and constructive feedback based on timescale expectations from module material. Students felt that course staff were approachable and responsive to more detailed feedback if required.

103. From meeting students and practice educators, feedback to students on placement occurred as described by course staff and documentation. The formal midway review was seen as useful to practice educators to enable them to raise student progress issues with university staff. Practice educators described to inspectors that the processes and electronic systems were made clear to them, were easy to use and training and university staff support was readily available, so they were clear on their own expectations for providing feedback about their students. The inspection team agreed that this standard was met.

Standard 4.11

104. The inspection team reviewed documentation including staff CVs and External Examiner information including procedures and policy. The inspection team also reviewed the course team suitability as described in previous standards above and confirmed their approval. Inspectors considered that course staff are suitably experienced in assessment and the university provides training and support for new staff members. The inspection team agreed this standard was met.

Standard 4.12

105. The inspection team considered various documentary evidence of systems in place to manage students' progression, including assignment feedback, supervision and direct observation on placement, personal tutor meetings and the use of the Blackboard systems to monitor engagement of students. The Assessment Regulations for Undergraduate Taught Studies and its postgraduate equivalent from the academic regulations' resources outline

the steps from pre-Board student portfolio review to Examination Board grade and progression confirmation. Student expectations are clearly set out.

106. Inspectors considered this evidenced from documentation with appropriate moderation processes such as the External Examiner report. Discussions with the course team, students and placement partners assured the inspection team that there are suitable systems to manage students' progression as had been described. The inspection team agreed that this standard was met.

Standard 4.13

107. From programme module documentation, placement workbooks, course team CVs and a presentation by the course team, the inspection team agreed that an evidence informed approach to practice was demonstrated throughout the course and that the course team had suitable skills, knowledge and understanding of research and evaluation. Relevant modules on social work practice encourage students to be evidence based in their practice.

108. Both BSc and MSc students work towards a research-based project. Direct practice on placement is evidence based with an emphasis on reflective practices. The inspection team agreed this standard was met.

Standard five: Supporting students

Standard 5.1

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

110. Students were positive about the range of support available, providing examples of interacting with the disability and wellbeing services to financial support and advice, and also the pastoral support of personal tutors. Support staff service leads provided examples of interventions with students including reasonable adjustments for students with dyspraxia, mental health issues and from occupational health referrals. The inspection team agreed this standard was met.

Standard 5.2

111. The course handbooks provided information to the inspection team about careers, academic tutors and other support issues. All students on the course are allocated a Personal Academic Tutor (PAT) whose role is to support, advise and signpost students to other services as needed. Inspectors were provided with expectations of personal tutors

and were informed that social work students usually have the same personal tutor for the duration of their course. This applies for both BSc and MSc students.

112. In addition to this, central support staff clarified to the inspection team that all students also have a named academic advisor that stays with them through the course, who is separate to their personal academic tutor. The academic advisor is their specialist link to their needs from support services and interacts with students directly or via their personal tutor.

113. Students also have input from the school librarian and academic support available from the Study Hub central service. This Hub operates daily drop-in sessions on effective study, academic writing and referencing, and staff liaise with other support services, flagging up students who they see regularly, to develop a joined-up approach to students who may be at risk of struggling or falling behind with their studies. They have begun working directly with the teaching staff to link in these sessions directly into courses. The inspection team agreed that this standard was met.

Standard 5.3

114. The need for each student to self-certify an annual Declaration of Good Health and Good Character was evidenced within return to study documentation. The informal and formal fitness to practise concerns processes are clearly documented in the Practice Placement Handbook for both courses. The lead social worker chairs the fitness to practise panel.

115. Inspectors met with practice educators who were clear they were aware of necessary processes were available to follow if required and had confidence in support from the university to do so. If a practice educator has a fitness to practise concern about a student, the university approaches practice educators from a different authority to review and support the situation. The inspection team agreed that this standard was met.

Standard 5.4

116. Documentation reviewed by the inspection team prior to the inspection visit demonstrated an acceptable range of policies and procedures to support students from arrival at the university and into placement. Key opportunities for discovering students' needs are the invitation to interview and when they meet their personal tutor, and their Learning Agreement Meeting at the beginning of placement to ensure that placement agency and student risk assessments are completed and acted upon.

117. When meeting with students, practice educators, placement providers and specialist support staff, the inspection team were given different examples of reasonable adjustments and ongoing support that had been made available to students that had helped them progress with their course. The inspection team agreed this standard was met.

Standard 5.5

118. The inspection team confirmed with course teams and central support staff details of the student induction week. At induction, students are given an overview of their curriculum, practice placements, assessments, career information, and the transition to registered social worker and CPD. Inspectors found the documentation for students about practice placements to be comprehensive. Further information is provided to students at the 'Welcome back to year 2' session.

119. Inspectors asked students about their confidence in progressing to the next stage in their courses and beyond to their confidence in being able to undertake general social work practice. All respondents from across both the BSc and MSc courses gave a positive response that their modules had prepared them with enough learning and information for their placements, which gave them confidence to progress beyond that. Students were aware of additional information from the course team and other support services to develop their understanding of social work beyond their course. The inspection team agreed that this standard was met.

Standard 5.6

120. Inspectors reviewed the course handbooks and other attendance policy information ahead of their inspection visit. Expectations of students regarding attendance were clear from course handbooks and the Attendance, Punctuality and Engagement agreement students sign at the start of each academic year. Registers are monitored and follow up actions are in place for students requiring support or at risk of a fitness to practise process.

121. The course staff and management confirmed and clarified the suitable processes in place if particular sessions are missed such as skills days. The inspection team agreed that this standard was met.

Standard 5.7

122. As highlighted under standard 4.10, the inspection team reviewed the documentary evidence provided and discussed the feedback mechanisms with current students. The inspection team heard from students that feedback was provided clearly and when expected, with options provided to students about following up on the feedback given.

123. The inspection team heard from the course team and from students about various activities where formative feedback took place, including from course staff and partners on skills days. Practice educators confirmed that they provide ongoing feedback via regular supervision sessions, and they considered student portfolios to be a good method of enabling students to self-reflect on their development. Personal tutors offer regular tutorials with their students to review their overall progress. The inspection team agreed this standard was met.

Standard 5.8

124. University appeals policies were signposted in the course handbooks. University support staff confirmed an overview of the process with regards to potential appeals from BSc and MSc social work students. The inspection team agreed that this standard was met.

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

Standard 6.1

125. As the qualifying courses are a BSc Social Work and MSc Social Work the inspection team agreed that this standard was met.

Proposed outcome

126. The inspection team recommend that both courses be approved with conditions. These will be monitored for completion.

Conditions

127. 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.

128. 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	3.4, 3.5, 4.2	The education provider will provide evidence of plans to enhance and clarify its formal processes for employer feedback and for their involvement in the management, monitoring and development of the course. This condition applies to the BSc and MSc courses.	31/01/2023	Paragraph 59 Paragraph 63 Paragraph 81
2	3.5, 4.2	The education provider will provide evidence of plans to develop the number of people with lived experience of social work involved in coproduction of the BSc and MSc courses. Evidence will be provided of how the views of people with lived experience of social work will be incorporated into the ongoing development and review of the course. This condition applies to the BSc and MSc courses.	31/01/2023	Paragraph 63 Paragraph 81
3	3.6	The education provider will provide evidence of student numbers planning, with the relevant placement partners, to include the plans to begin a Bedford student campus intake.	31/01/2023	Paragraph 67

		This condition applies to the BSc and MSc courses.		
4	4.6	The education provider will provide evidence that students will have specific, planned opportunities to work alongside and learn from other professions in the university setting as well as when on practice placements. This condition applies to the BSc and MSc courses.	31/01/2023	Paragraph 91

Recommendations

129. 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 for either programme.

	Standard	Detail	Link
1	1.5	The inspectors are recommending that the university consider that all interview panel members have EDI training equivalent to that of university staff, and that the training is regularly checked and refreshed. This recommendation is relevant to the BSc and MSc courses.	Paragraph 33
2	3.1, 3.7	The inspectors are recommending that the university assures itself that the management structure does not excessively rely on the knowledge and experience of the lead social worker for the operational continuity of these courses, and that consideration is given to widening expertise across the team. This recommendation is relevant to the BSc and MSc courses.	Paragraph 52 Paragraph 70
3	3.9	The inspectors are recommending that the university further develop its proposals to introduce a data dashboard for EDI at programme level and recommend this is introduced for the BSc and MSc Social Work. This recommendation is relevant to the BSc and MSc courses.	Paragraph 73

4	4.4	The inspectors are recommending that the university considers implementing a more structured process of maintaining course currency with regards to developments in research, legislation, government policy and best practice. This recommendation is relevant to the BSc and MSc courses.	Paragraph 87
5	4.8, 4.9	The inspectors are recommending that the university develop documentation to articulate explicitly the assessment strategy for both the BSc and MSc courses.	Paragraph 96 Paragraph 99

Annex 1: Education and training standards summary

Table breakdown of standards met during preapproval and inspection.

Standard	Met	Met with conditions	Recommendations
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	Met with conditions	Recommendations
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.	☒	☐	☐
2.7 Ensure that policies and processes, including for whistleblowing, are in place for students to	☒	☐	☐

Standard	Met	Met with conditions	Recommendations
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 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	☐	☒	☐

Standard	Met	Met with conditions	Recommendations
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, ongoing development and review of the curriculum.	☐	☒	☐
4.3 Ensure that the course is designed in accordance with equality, diversity and inclusion	☒	☐	☐

Standard	Met	Met with conditions	Recommendations
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.	☒	☐	☒
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	☒	☐	☐

Standard	Met	Met with conditions	Recommendations
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.	☒	☐	☐
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.	☒	☐	☐

Standard	Met	Met with conditions	Recommendations
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

Both courses approved with conditions.

Annex 2: Meeting of conditions

130. 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](#).

131. Inspectors will undertake the conditions review and make recommendations to Social Work England's decision maker.

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

	Standard not met	Condition	Inspector recommendation
1	3.4, 3.5, 4.2	The education provider will provide evidence of plans to enhance and clarify its formal processes for employer feedback and for their involvement in the management, monitoring and development of the course. This condition applies to the BSc and MSc courses.	Met
2	3.5, 4.2	The education provider will provide evidence of plans to develop the number of people with lived experience of social work involved in coproduction of the BSc and MSc courses. Evidence will be provided of how the views of people with lived experience of social work will be incorporated into the ongoing development and review of the course. This condition applies to the BSc and MSc courses.	Met
3	3.6	The education provider will provide evidence of student numbers planning, with the relevant placement partners, to include the plans to begin a Bedford student campus intake. This condition applies to the BSc and MSc courses.	Met
4	4.6	The education provider will provide evidence that students will have	Met

		specific, planned opportunities to work alongside and learn from other professions in the university setting as well as when on practice placements. This condition applies to the BSc and MSc courses.	
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Findings

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

134. In relation to the first condition set against conditions 3.4, 3.5, 4.2, the course provider submitted a chart of formal stakeholder involvement to provide an overview of where employer involvement is expected for these courses, as well as with other stakeholders. Employer involvement in the course design and delivery does form part of the Teaching Partnership meetings, but a specific example of partnership meeting minutes evidenced that employers would be invited to future partnership meetings to contribute and work more directly with the course team for these courses. Further evidence was submitted to demonstrate the involvement of employers in the periodic review for these courses, including discussion at a course team meeting about the periodic review and an email to employer partners requesting their attendance at specific review meetings. The inspection team felt that this condition had been met.

135. In relation to the second condition set against standards 3.5 and 4.2, the chart of formal stakeholder engagement outlines where people with lived experience, the XBX group, will be involved in the design and review of these courses. The course provider also submitted a detailed breakdown of where and how the XBX group will be involved across the course delivery and review for the rest of the academic year. The course provider also submitted evidence of their commitment to recruit new members to the XBX group. The inspectors agreed this condition is met.

136. For the third condition against standard 3.6, the Social Work Memorandum of Cooperation, signed 28 October 2022, demonstrates a commitment from Bedford Borough Council, Luton Borough Council, Central Bedfordshire Council, and Milton Keynes Council, to work with the university to provide placements for these courses. A separate document was provided to outline student number planning for future cohorts based on predicted placement capacity and practice educator availability across the 4 local authorities. The plans to deliver the course at the Bedford campus has been considered as a separate course change and has been approved. The inspection team therefore consider this standard is met.

137. For the fourth condition set against 4.6, the course provider submitted a written plan and teaching dates to evidence their approach to interdisciplinary learning, including information about what will be covered and who will be delivering the sessions for students. The inspectors agreed this standard is now met but would like to encourage the course provider to use this interdisciplinary teaching to ensure students are given the opportunity to work together as professionals as part of their learning.

138. Following the review of the documentary evidence submitted, the inspection team are satisfied that the conditions set against the approval of the BSc (Hons) Social work and MSc Social Work are met.

Regulator decision

Approved, conditions met.