

## Inspection Report

**Course provider:** Kingston University

**Course approval:** BA Social Work (full time, part time and work based)

**Inspection dates:** 7 February 2023 to 10 February 2023

|                                   |                          |
|-----------------------------------|--------------------------|
| Report date:                      | 6 April 2023             |
| Inspector recommendation:         | Approved with conditions |
| Regulator decision:               | Approved with conditions |
| Date of Regulator decision:       | 12 July 2023             |
| Date conditions met and approved: | 18 September 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 2018<sup>1</sup>, 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.

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

9. During this time a draft plan for the inspection is developed and shared with the education provider, to make sure it is achievable at the point of inspection.
10. Once the inspectors and officer are satisfied that an inspection can take place, this is usually undertaken over a three to four day visit to the education provider. We then draft a report setting out what we found during the inspection and if and how our findings demonstrate that the course meets our standards.
11. The inspectors may recommend in this report that the course is approved with conditions, approved without conditions or that it does not meet the criteria for approval. Where the course has been previously approved we may also decide to withdraw approval.
12. A draft of this report is shared with the education provider, and once we have considered any comments or observations they may wish to provide, we make a final regulatory decision about the approval of the course.
13. The final decisions that we can make are as follows, that the course is approved without conditions, the course is approved with conditions or that the course does not meet the criteria for approval. The decision, and the report, are then published.
14. If the course is approved with conditions, we will write to the education provider setting out how they can demonstrate they have met the conditions, the action we will take once we decide that the conditions are met, and the action we will take if we decide the conditions are not met.

## Summary of Inspection

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

|                                |                                                                                                                           |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Inspection ID                  | KIUR1                                                                                                                     |
| Course provider                | Kingston University                                                                                                       |
| Validating body (if different) |                                                                                                                           |
| Course inspected               | BA Social Work                                                                                                            |
| Mode of study                  | Full time, part time and work based variants                                                                              |
| Maximum student cohort         | 50                                                                                                                        |
| Date of inspection             | 7 February to 10 February 2023                                                                                            |
| Inspection team                | John Armitage, Education Quality Assurance Officer<br>Sarah Hamilton (Lay Inspector)<br>Lisa Brett (Registrant Inspector) |
| Inspector recommendation       | Approval with conditions                                                                                                  |
| Approval outcome               | Approval with conditions                                                                                                  |

## Language

16. In this document we describe Kingston University as ‘the education provider’ or ‘the university’ and we describe the BA Social Work full time, part time and work based variants as ‘the courses’.

## Inspection

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

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

### Conflict of interest

19. No parties disclosed a conflict of interest.

### Meetings with students

20. The inspection team met with BA Social Work students across the different years of study. Discussions included students' experience of applying for the course, placement experience, feedback, skills days and opportunities for multidisciplinary learning.

### Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from the course team, admissions team, placements coordination team, central support teams and senior staff members in the Department of Social Work and Social Care.

### Meeting with people with lived experience of social work

22. The inspection team met with a group of people with lived experience of social work who have been involved in the courses. Discussions included their experiences of working with the course team and students, the specific activities they have been directly involved in, and the support and training they receive from the university to perform these activities.

### Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including Kingston, Richmond and Sutton Local Authorities.

## Findings

24. In this section we set out the inspectors' findings in relation to whether the education provider has demonstrated that it meets the education and training standards and that the 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 the range and relevance of assessment methods used including UCAS form information, interview, a group exercise, online case study and written test.

26. The inspection team agreed this standard was met. However, from issues mentioned within information provided prior to the inspection visit and discussions during the visit, the inspectors agreed that the course provider could continue to gather information to assure themselves of the ongoing suitability of the online assessment format. Further information on this can be found in the [recommendations](#) section of this document.

### Standard 1.2

27. The university provided inspectors with the policy and process outlining how the recognition of prior learning claims are considered, alongside relevant scoring proforma. Inspectors confirmed the details with the course team who also clarified the processes to ensure consistency of decision making within this and the relevant interview questions. The inspection team agreed this standard was met.

### Standard 1.3

28. The inspection team met with placement providers and people with lived experience of social work. Members of this group are involved in the admissions process and described their role in the interview process, providing multiple examples of partnership working with the admissions staff including developing interview questions.

29. This group also expressed their positive working relationships with the course team and that they had the opportunity to feed back to the course team about the interview process which had led to improvement actions being taken. The inspection team agreed this standard was met.

### Standard 1.4

30. The university demonstrated the process to assess 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 checks, declarations and a clear suitability process, with further support from the Teaching Partnership Advisory Group, including the involvement of employers and people with lived experience of social work.

31. The inspectors confirmed details of the policy and processes in place for the assessment of health during the inspection visit. Students confirmed their awareness of support available during the process for applicants who may have particular health or learning needs, including an opportunity for students to enquire about health and additional learning

needs during the Applicant Experience Day. The inspection team agreed this standard was met.

### Standard 1.5

32. The course provider provided documentary evidence relating to equality, diversity and inclusion (EDI) policies prior to inspection which was reviewed by the inspection team. The inspection team met with admissions staff who confirmed processes, and how requests or concerns raised during an application would be followed up with suitable support for applicants. The inspection team confirmed with the School management team that EDI training, including aspects relevant to the assessment process, is an annual part of the training programme for all staff. The inspection team agreed this standard was met.

### Standard 1.6

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

36. When the inspection team met with students, this group confirmed that they had all the information they needed to make an informed choice about taking a place up with Kingston University and described how their experience of the admissions process matched their expectations. The inspection team agreed this standard was met.

## Standard two: Learning environment

### Standard 2.1

37. The inspection team agreed that, based on the documentary evidence provided and from discussions with the course team and placement partners, all students would be able to access a suitable placement that would meet the requirements of this standard. Inspectors were satisfied from discussions with course staff and students that the placements provided students with a suitable degree of experience with statutory social work tasks.

38. The course team confirmed the breakdown of skills days over the course and described the varied involvement of people with lived experience and employer Teaching Consultants in skills days. Students commented on the effectiveness of skills days in preparing them for practice. Examples were provided to the inspection team about how the skills day programme is regularly updated to make it current and relevant to practice.

39. The inspection team agreed that this standard was met. However, inspectors agreed that there were opportunities for the course provider to obtain clearer assurance that new placements involve statutory social work tasks, which could provide a stronger means to

support the quality assurance of placements. Further information on this can be found in the [recommendations](#) section of this document.

## Standard 2.2

40. Prior to the inspection visit, inspectors reviewed relevant documentary evidence including the Practice Learning Handbook which provide details regarding the process for securing a placement, its structure and what students can expect. The Practice Learning Agreement sets out expectations of the student, tutor, practice educator and placement provider, induction arrangements, awareness of policies and procedures, specific learning needs, learning opportunities, supervision arrangements and assessment methods.

41. Inspectors spoke to course staff and employers and confirmed that there were processes in place for establishing placement setting suitability and responding to issues on placement, and that staff involved in placement coordination had effective relationships with course providers. From speaking to course staff and students, inspectors were unable to establish enough evidence to verify the ongoing process for checking the quality of learning opportunities. The Placement Information Form states that final placements must contain statutory tasks. When discussing students' concerns about statutory tasks with different course staff, inspectors were not assured that some specific non-Teaching Partnership placements were being suitably reviewed each year to assess whether they met the university's standards prior to a new student being allocated to a placement in that setting.

42. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 2.2 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions](#) section of this document.

## Standard 2.3

43. Inspectors were able to review documentation evidencing this standard including the Practice Learning Handbook, which states that the tutor will carry out a check before the placement starts that the learning opportunities are sufficient to enable the student to gain the knowledge and skills necessary for that placement setting.

44. Also detailed in this Handbook and discussed with course staff, Practice Educators and students, there are supervision sessions throughout the placement. The student must keep an Index of Evidence during the placement, and the practice educator and the student should regularly review this and discuss progress against the Professional Capabilities

Framework (PCF) and Social Work England Professional Standards within supervision. Written notes should be made during each supervision session, noting progress and recording all decisions.

45. Inspectors agreed that the evidence from the inspection visit presented a lack of consistency in the induction and supervision process between sectors. There were clear examples provided by course staff, students and partners of supervision and induction within Local Authority placements within the Teaching Partnership, but inspectors were unable to confirm assurance of the consistency of this approach with Private, Voluntary and Independent placement settings.

46. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 2.3 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions](#) section of this document.

#### Standard 2.4

47. The inspection team reviewed the documentary evidence and processes for auditing placements, to determine the level of placement and matching of student to placement with the course team. The Practice Placement Handbook provides clear information to all parties on the milestones in placements including the placement learning agreement meeting, midway report and final review. Information is also provided on the professional frameworks used to assess students.

48. The inspection team confirmed with the course team the practice learning agreement process for students commencing placements. Both the students and the Practice Educators gave clear examples to the inspection team of these processes working effectively and as described. The inspection team agreed that this standard was met.

#### Standard 2.5

49. The inspection team was satisfied with the evidence provided in relation to students' assessed preparation for practice. The Readiness for Direct Practice module detailed the clear assessment structure, with substantial involvement from employers and people with lived experience of social work. Assessment involves a varied range of tasks. Students described to the inspectors that they felt well prepared for their practice experiences.

50. Employers and Practice Educators expressed confidence with the preparation and competence of students as well as the Critical Toolkit process developing students' skills in reflection on their experiences. The inspection team agreed that this standard was met.

### Standard 2.6

51. The Practice Learning Handbook reviewed by inspectors stated that all placements are audited prior to the placement starting, and that there will be a suitably qualified and experienced social work Practice Educator with relevant knowledge and experience in each placement setting available to work with the student. Inspectors confirmed the details of this with university staff during the inspection visit.

52. The Placement Information Form captures information on Practice Educator qualifications and experience which is completed for all placements. There is also a Teaching Partnership Placement Planning meeting held periodically to plan placements. This process provides an additional check of Practice Educators before matching them to a student. The inspection team agreed that this standard was met.

### Standard 2.7

53. The inspection team reviewed the whistleblowing policy, university complaints procedure and Learning Agreement prompt for identification of persons to whom a learner can approach in case of concern independent of their practice educator. Students stated their awareness of the whistleblowing policy when questioned by inspectors. The inspection team agreed that this standard was met.

## Standard three: Course governance, management and quality

### Standard 3.1

54. The inspection team reviewed documentary evidence submitted which included the course team CVs and quality assurance structure. Evidence was provided of the governance structure of the course within the wider School along with the regular operational, quality assurance and strategic meeting schedules.

55. Meeting with the senior management team confirmed clear roles and remit for decision making. Inspectors saw and heard evidence that the Teaching Partnership Strategy is embedded into the governance and management of the course on an operational and strategic level, with examples such as the Placement Allocation Meeting and the role of Teaching Consultants. The inspection team agreed that this standard was met.

### Standard 3.2

56. The inspection team reviewed documentary evidence submitted which included the Social Work Placement Allocation Strategy and the Pre-Placement Meeting Guidance. The Peer Quality Assurance Panel meet several times a year and review a sample of Practice

Educator reports to ensure a consistent standard of report writing by Practice Educators across the Teaching Partnership.

57. Inspectors were able to confirm with different groups the process for placement breakdown and placement support and found this to be agreed and understood by all parties. When meeting with students and Practice Educators, these groups were able to give specific examples of university support and placement adjustments to ensure that student learning needs and employer needs were being met. The inspection team agreed that this standard was met.

### Standard 3.3

58. The inspection team reviewed documentary evidence submitted including placement auditing, the placement learning handbook and Occupational Health Assessment information. Policies and procedures in relation to students' health, wellbeing and risk and the support available for students were presented to inspectors, with an indication of what support is available for students. Students also complete an occupational health check which captures additional needs and is used when matching students to placements to ensure the placement partner can meet those needs.

59. The audit process is linked to the Placement Information Form and Teaching Partnership audit panels. The inspection team agreed that this standard was met. However, the inspectors did not find information about checks on lone working policies which may be relevant for some students, so identified this as an aspect that the course provider consider including in their checks. Further information on this can be found in the [recommendations](#) section of this document.

### Standard 3.4

60. From the documentary evidence provided and from meeting with different staff and partner groups during the inspection visit, the inspection team found that the involvement of employers in the course is strongly linked to and led by the Teaching Partnership. Involvement in the management and monitoring of courses was evidenced in a variety of ways including in admissions process developments, the suitability process and in the critical analysis module.

61. The Teaching Partnership has overall governance of this area and manages this through a range of subgroups and also Placement Planning Meetings, Practice Educator training and the Teaching Consultants role. The inspection team agreed that this standard was met. However, inspectors gathered comparatively little evidence of how the university works with employers and placement providers that are not part of the Teaching Partnership. Further information on this can be found in the [recommendations](#) section of this document.

### Standard 3.5

62. Documentation provided by the course team included student representative meeting minutes and programme monitoring and enhancement procedures. They described how placement partners, students and people with lived experience are engaged in monitoring, evaluation and improvement systems within the course and wider School.

63. From reviewing the above information the inspection team found evidence of processes of student feedback as part of the programme review process. This student feedback involvement, particularly via the clearly planned involvement of Student Representatives, was confirmed and detailed from conversations with the course team and students themselves.

64. The involvement of people with lived experience of social work is present in development work in the Teaching Partnership, course admissions and also in the Readiness for Direct Practice module. Employers involved in the Teaching Partnership have visible involvement in all aspects of the course development and review. The inspection team agreed that this standard was met.

### Standard 3.6

65. From the inspection team meeting with the course senior management and placement providers, the university clearly demonstrated how they work with existing partners and the Teaching Partnership to maintain and develop placement provision with a defined strategy to ensure each year has sufficient placement capacity.

66. Inspectors reviewed documentation including the School strategy which includes details for this course programme. Senior managers were clear on how the number of students is agreed and planned for. The Teaching Partnership provided evidence of their involvement in the planning for student numbers, linked to placement capacity. The inspection team agreed that this standard was met.

### Standard 3.7

67. Prior to inspection the inspection team reviewed the programme leaders' and other course team's CVs and confirmed they are registered social workers. The professional lead and course lead described to inspectors how they had recent and relevant knowledge of contemporary social work practice, and were supported by the university to maintain this knowledge and to grow relationships with key stakeholders such as placement partners and people with lived experience of social work, as well as dedicated time provided to pursue research opportunities. The inspection team agreed that this standard was met.

### Standard 3.8

68. The course team was able to demonstrate, through documentary evidence reviewed by the inspection team and in meetings, that it is adequately resourced and supported by

senior management. The specialist knowledge and expertise of each member of the team was described in the documentation and course team discussions.

69. Throughout the inspection the inspection team heard of some of the contemporary teaching and assessment methods used. When the inspection team met with students, they expressed positive feedback about teaching and assessment methods. The inspection team agreed that this standard was met.

### Standard 3.9

70. The inspection team reviewed documentary evidence submitted about how the university collects and maintains executive level data including precise information about student performance and progression and student EDI data, and how these feed into monitoring and evaluative processes.

71. At the programme level the inspection team saw and heard evidence of a range of data and intelligence gathered on a management information dashboard system available to different staff. The course managers described ways that they made use of this information to make improvements to the course, including an example of how an assessment format was changed to address attainment issues with particular student demographics. The inspection team agreed that this standard was met.

### Standard 3.10

72. The inspection team reviewed documentary evidence submitted about staff and Practice Educator development, for staff to maintain awareness and skills in teaching and learning and specific sessions about current issues within social work. The Teaching Partnership provides an important source of and opportunity for learning and development sessions. Practice educators are provided information about regular support and CPD initiatives provided mainly by the teaching partnership with university involvement. The inspection team agreed that this standard was met.

## Standard four: Curriculum assessment

### Standard 4.1

73. The inspection team reviewed documentary evidence provided in the Module Handbook on the module content and indicative learning outcomes. Documentation provided included the Module Directory, demonstrating that for each module there is an assessment strategy. There is also a section at the end of each module which explains how its content is mapped to Social Work England's professional standards and the PCF for Social Work.

74. The inspection team discussed the structure and content in more detail with the course team during an initial presentation around their curriculum and assessment strategy. The course team 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. The inspection team agreed that this standard was met.

#### Standard 4.2

75. Prior to the inspection visit, inspectors reviewed documentary evidence including the Steering Group minutes provided of the people with lived experience group, which outlined a focus on the admissions process, arranging involvement in interviews and other admissions activities. A range of information was provided on the activities of the Teaching Partnership describing employer and practitioner involvement in the course. This included the involvement of Teaching Consultants in admissions, the Suitability Process, delivery of Practice Educator CPD and also the student skills days.

76. Inspectors discussed this involvement with the course team, employers, Practice Educators, employer partners, students and People with lived experience group. This confirmed the varied involvement of employers in these elements of the course via their Teaching Partnership collaboration, demonstrating involvement in different aspects of course development and review.

77. The involvement and input of people with lived experience of social work is present in the Practice Assessment Panel development of the Teaching Partnership, in the Suitability Process, Admissions and also in the Readiness for Direct Practice Module. Students are engaged in formal and informal feedback processes and were able to provide the inspectors with examples of the course team responding to their input and requests. The course team and senior management team described to inspectors the university and Teaching Partnership processes that captured the input from these different groups that led to course developments. The inspection team agreed that this standard was met.

#### Standard 4.3

78. The inspection team, after reviewing the university's equality, diversity and inclusion (EDI) policies, was satisfied that the course had been designed in accordance with those policies and that the university had the necessary support mechanisms in place to ensure inclusion and reasonable adjustments in all settings. This included multiple examples of how EDI elements are incorporated into the teaching of the course including within module handbooks and skills days.

79. The Teaching Partnership has also recently established a cross-partnership EDI Group to drive collaborative solutions and actions across the partnership. Conversations with the course team confirmed that wider university and Teaching Partnership EDI initiatives were being interpreted at a course level to drive specific developments. The inspection team agreed that this standard was met.

#### Standard 4.4

80. The inspection team reviewed documentary evidence and spoke to the course team and senior management to determine that the course is continually updated. The evidence included information about how staff maintain course currency in practice developments.

81. The Department of Social Work and Social Care Annual Monitoring and Enhancement Plan provided inspectors with examples of updating and review. The inspection team was informed that the course is updated annually to ensure teaching materials and assessment strategies are reflective of best practice and current university guidance. The Course Enhancement Plan confirms this with new models now being used and working well. The inspection team agreed that this standard was met.

#### Standard 4.5

82. The inspection team reviewed the individual module descriptors for the course provided by the university. This demonstrated where theory and practice linked to assessment and the associated learning outcomes. Teaching Consultants deliver skills days on current models and approaches in practice, such as trauma informed practice and restorative practice.

83. Students expressed to the inspectors that they felt well prepared from the course to apply the taught theory to their practice placement experiences. Practice Educators commented on how well Kingston University students are prepared and knowledgeable of theory that is relevant to the placement. The inspection team agreed that this standard was met.

#### Standard 4.6

84. The inspectors spoke with course staff and students about opportunities for multidisciplinary learning within the taught content of the course after reviewing documentation that outlined how in some teaching sessions, presenters from other professions are invited to present and facilitate sessions, and on practice placements, students have opportunities to learn alongside other professionals. The module critical analysis referred to interprofessional relationships and multi-agency work.

85. The inspection team confirmed that students were able to experience working with and learning from other professionals during their placement experience. Students across the different year groups were unable to describe any experiences of or opportunities for working with students from other professions, and could not recall any instances of guests from other professions being involved in learning and teaching sessions.

86. Course staff provided many examples of former work in this area, but these were put on hold during the COVID-19 lockdown period. Staff mentioned their plans to redevelop some of these previous opportunities within modules to include staff and students from other

professional courses within the university, and external professionals via their Teaching Partnership connections.

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

#### Standard 4.7

88. The inspection team was able to review the module descriptors and module specifications within the Programme Specification, detailing the course structure with the required hours along with the monitoring of attendance of taught sessions and on placement. The course is designed to offer 300 hours of learning in each 30 credits module. There is a breakdown of this in each module description.

89. 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

90. The inspection team reviewed the assessment strategy documentation, and the course team presented examples of how the range of different assessment methods would test different skills and competencies. The documentary evidence demonstrated guidance in relation to assessment, marking, moderation and quality assurance processes. The module assessments are mapped against the curriculum, learning outcomes, PCF and relevant Social Work England Professional Standards.

91. There was clear evidence of an assessment strategy in the Module Guide, Teaching Partnership information and also from speaking to students, who outlined how information on assessment was available on the CAMPUS system. The inspection team agreed that this standard was met.

#### Standard 4.9

92. The inspection team reviewed documentation in relation to assessment and progression. Inspectors reviewed the list of modules for each year and the Indicative Module Assessment Map. The Assessment Calendar also set out the timeline of when and how each module is assessed. The inspection team agreed that the evidence reviewed

demonstrated that assessments are carried out at appropriate stages during the course and how assessment information feeds into annual monitoring and development processes.

93. The inspection team met with students who expressed an appreciation of how assessments were designed in a manner that helped them develop different skills and prepared them for their placements. The inspection team agreed that this standard was met.

#### Standard 4.10

94. The inspection team reviewed documentation including the Assessment Calendar which clearly sets out the exact date when each marked assessment is to be returned to the student. Evidence reviewed demonstrated that feedback to students is presented formally in assessments. Students are also given feedback as part of placement activity from supervisors and Practice Educators.

95. Students informed inspectors that they were happy with the level and frequency of feedback. Students gave examples of how feedback has informed learning on areas such as referencing and critical reflection. The information is provided to students within a set amount of days, as outlined in the Module Handbook. The inspection team was satisfied that this standard was met.

#### Standard 4.11

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

#### Standard 4.12

97. As per standard 4.9, discussions with the course team, students and placement partners assured the inspection team that there are systems to manage students' progression and that these were effectively used and managed. The course team demonstrated a good range of skills days sessions used to develop progression, spanning over 3 years. The Module Guide explains the subject content and covers a wide variety of skills and knowledge. The inspection team agreed that this standard was met.

#### Standard 4.13

98. From the programme specification documentation, the Evidence-Based Practice module information, course team CVs, and a presentation by the course team, the inspection team agreed that research is embedded into the Course delivery, and that the course team has suitable skills, knowledge and understanding of research and evaluation.

99. The support mechanisms for students, including a range of study skills sessions targeted at groups of students with different needs and academic experience, encourages them to develop their skills and approach to practice. Students felt well supported with research. The inspection team agreed this standard was met.

## Standard five: Supporting students

### Standard 5.1

100. The inspection team reviewed documentary evidence prior to the inspection visit 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, disability support, and student finance and funding. There are a wide range of roles within student support that promote student wellbeing and students expressed clear awareness of these services and some examples of individual service they had received.

101. The inspection team confirmed details of these services with student support staff and met with students who shared their knowledge and positive experiences of using these services. A comprehensive pathway into counselling services has been developed to address the needs of students in a prompt and fair manner which has reduced waiting times for the service. The inspection team agreed that this standard was met.

### Standard 5.2

102. Student support in relation to academic development was demonstrated by documentary evidence and in meetings with the different groups. The university has a personalised academic support policy in place which details expectations for support, with comprehensive support available from Library Services and the academic support team.

103. Students are allocated a personal tutor to support them throughout their studies and who can refer students to wider specialist support within the university. That support is also available when students are on placement. Inspectors discussed this with students who commended the level of support available from their personal tutors. The inspection team agreed that this standard was met.

### Standard 5.3

104. The inspection team reviewed documents including the fitness to practise procedure and Suitability Process and was satisfied that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health. The course team demonstrated how student suitability of conduct, character and health is checked at the start of the course and throughout its duration.

105. From documentation and inspection meetings, inspectors agreed that the Suitability Process involved a clear strategy which was understood by academics, Practice Educators, students and employers. The inspection team agreed that this standard was met.

#### Standard 5.4

106. From reviewing documentation the course provider was able to demonstrate that it is supportive of any reasonable adjustments for students with health conditions or impairments. Material provided to students clearly describes the relevant support services processes for students.

107. When meeting with students, practice educators, placement providers and specialist support staff the inspection team was provided with different examples of comprehensive pastoral, academic and financial support that had been made available to students, including those with dyslexia, hearing impairments and visual impairments. Students were complimentary about how responsive they had found university staff to their support needs. The inspection team agreed that this standard was met.

#### Standard 5.5

108. The inspection team reviewed evidence before the inspection visit and agreed that students are provided with course and placement handbooks which contain information about their curriculum, practice placements, assessments and transition to registered social worker.

109. Inspectors spoke to students about their awareness of the course curriculum, assessment timeline and progression opportunities beyond the course. Students described general satisfaction with the information provided at different stages of the course and the accessibility of information provided by the course team and wider support services.

110. The inspection team agreed that this standard was met. However, although information about transitioning to ASYE is clearly provided to students in their final year of study, students expressed to inspectors that they would like more information about this sooner than scheduled, since final year students were already applying for social work positions. Further information on this can be found in the [recommendations](#) section of this document.

#### Standard 5.6

111. Evidence considered for this standard included the Course Handbook, Module Handbook and Placement Handbook, and from discussion with the course team and students. Information is provided to students at induction. Inspectors were provided with the necessary detail by the course team who clarified the escalation process for non-attendance.

112. Students were clear of attendance requirements and consequences of non-attendance, as well as how to access tutor and wider support available to students if they are concerned about personal issues that may have an impact on attendance. The inspection team agreed that this standard was met.

#### Standard 5.7

113. The inspection team reviewed the documentary evidence provided, including the Module Handbook and the Assessment Calendar, which sets out clearly the deadline for when each piece of work or assessment must be marked and returned to the student.

114. The inspection team heard from students that feedback was provided clearly and when expected. Students were generally satisfied by the detail, relevance and consistency of feedback from course staff and practice educators. The inspection team agreed that this standard was met.

#### Standard 5.8

115. The inspection team reviewed the university academic appeals policy that is available to students and partners on the university website, Placement Handbook and Module Handbook. Inspectors confirmed the processes involved with course staff and students described their awareness of the policy when questioned by the inspection team. The inspection team agreed that the standard was met.

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

#### Standard 6.1

116. As the qualifying courses considered award a BA in Social Work, the inspection team agreed that this standard was met.

## Proposed outcome

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

### Conditions

118. 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.

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

|   | Standard not currently met | Condition                                                                                                                                                                                                                                                                                                                                                                                                                             | Date for submission of evidence | Link |
|---|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|------|
| 1 | 2.2                        | The education provider will provide evidence of regularly reviewing that placement settings remain suitable for meeting the learning needs of students. This evidence will include the actions to be taken when concerns have been raised about a placement setting regarding the opportunities for meeting knowledge and skills requirements.<br><br>This applies to the full time, part time and work-based versions of the course. | 30 June 2023                    |      |
| 2 | 2.3                        | The education provider will provide evidence that the quality assurance processes of placements at non-Teaching Partnership organisations are consistent with the approach to those within the Teaching Partnership, specifically regarding placement induction and supervision.<br><br>This applies to the full time, part time and work-based versions of the course.                                                               | 30 June 2023                    |      |
| 3 | 4.6                        | The education provider will provide evidence that students are provided with                                                                                                                                                                                                                                                                                                                                                          | 30 June 2023                    |      |

|  |  |                                                                                                                                                                                                                                                        |  |  |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  | <p>the opportunity to work with and learn from other professions other than on placements, and that this opportunity is planned into the course curriculum.</p> <p>This applies to the full time, part time and work-based versions of the course.</p> |  |  |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

## Recommendations

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

|   | Standard | Detail                                                                                                                                                                                                                                                                                                                                                                                                                                     | Link |
|---|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1 | 1.1      | <p>The inspection team is recommending that the course provider regularly evaluates whether the remote assessment format remains the most suitable format for interviewing students.</p>                                                                                                                                                                                                                                                   |      |
| 2 | 2.1      | <p>The inspection team is recommending that the course provider considers enhancing its placement auditing documentation to obtain further detail of how placements involve statutory social work tasks, for example by amending the requirements of the placement learning opportunities form in Section 10 of the Practice Learning Handbook.</p> <p>This applies to the full time, part time and work-based versions of the course.</p> |      |
| 3 | 3.3      | <p>The inspection team is recommending that the course provider considers enhancing its placement auditing documentation to determine whether placements include a lone working policy, where relevant.</p> <p>This applies to the full time, part time and work-based versions of the course.</p>                                                                                                                                         |      |
| 4 | 3.4      | <p>The inspection team is recommending that the course provider considers expanding its systems of employer involvement in the course to obtain more input from employers that are not part of the Teaching Partnership.</p>                                                                                                                                                                                                               |      |

|   |     |                                                                                                                                                                                                                                                 |  |
|---|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 5 | 5.5 | The inspection team is recommending that the course provider considers whether it could improve the manner in which and when it provides students with information about their transition to their first year in employment as a social worker. |  |
|---|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## Annex 1: Education and training standards summary

| Standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Met                                 | Not Met – condition applied | Recommendation given                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------|-------------------------------------|
| <b>Admissions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                     |                             |                                     |
| <p>1.1 Confirm on entry to the course, via a holistic/multi-dimensional assessment process, that applicants:</p> <ul style="list-style-type: none"> <li>i. have the potential to develop the knowledge and skills necessary to meet the professional standards</li> <li>ii. can demonstrate that they have a good command of English</li> <li>iii. have the capability to meet academic standards; and</li> <li>iv. have the capability to use information and communication technology (ICT) methods and techniques to achieve course outcomes.</li> </ul> | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input checked="" type="checkbox"/> |
| 1.2 Ensure that applicants' prior relevant experience is considered as part of the admissions processes.                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>            |
| 1.3 Ensure that employers, placement providers and people with lived experience of social work are involved in admissions processes.                                                                                                                                                                                                                                                                                                                                                                                                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>            |
| 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.                                                                                                                                                                                                                                                                                                                                                                      | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>            |
| 1.5 Ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored.                                                                                                                                                                                                                                                                                                                                                                                                                            | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>            |
| 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                                                                                                                                                                                                                                                                                                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>            |

| Standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Met                                 | Not Met – condition applied         | Recommendation given                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| information about the professional standards, research interests and placement opportunities.                                                                                                                                                                                                                                                                                                                                                                                                 |                                     |                                     |                                     |
| <b>Learning environment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                     |                                     |                                     |
| 2.1 Ensure that students spend at least 200 days (including up to 30 skills days) gaining different experiences and learning in practice settings.<br>Each student will have:<br><br>i) placements in at least two practice settings providing contrasting experiences; and<br>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. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 2.2 Provide practice learning opportunities that enable students to gain the knowledge and skills necessary to develop and meet the professional standards.                                                                                                                                                                                                                                                                                                                                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 2.3 Ensure that while on placements, students have appropriate induction, supervision, support, access to resources and a realistic workload.                                                                                                                                                                                                                                                                                                                                                 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 2.4 Ensure that on placements, students' responsibilities are appropriate for their stage of education and training.                                                                                                                                                                                                                                                                                                                                                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 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.                                                                                                                                                                                                                                                                                                                            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 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.                                                                                                                                                                                                                                                                                                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |

| Standard                                                                                                                                                                                                                                                                                                                                | Met                                 | Not Met –<br>condition<br>applied | Recommendation<br>given             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------------|-------------------------------------|
| 2.7 Ensure that policies and processes, including for whistleblowing, are in place for students to challenge unsafe behaviours and cultures and organisational wrongdoing, and report concerns openly and safely without fear of adverse consequences.                                                                                  | <input checked="" type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/>            |
| <b>Course governance, management and quality</b>                                                                                                                                                                                                                                                                                        |                                     |                                   |                                     |
| 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.                                                                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/>            |
| 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. | <input checked="" type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/>            |
| 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.                                                                                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>          | <input checked="" type="checkbox"/> |
| 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.                                                                                                                                                       | <input checked="" type="checkbox"/> | <input type="checkbox"/>          | <input checked="" type="checkbox"/> |
| 3.5 Ensure that regular and effective monitoring, evaluation and improvement systems are in place, and that these involve                                                                                                                                                                                                               | <input checked="" type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/>            |

| Standard                                                                                                                                                                                                                                                           | Met                                 | Not Met – condition applied | Recommendation given     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------|--------------------------|
| employers, people with lived experience of social work, and students.                                                                                                                                                                                              |                                     |                             |                          |
| 3.6 Ensure that the number of students admitted is aligned to a clear strategy, which includes consideration of local/regional placement capacity.                                                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 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.                                                                     | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 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.                                                                            | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 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.                                           | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 3.10 Ensure that educators are supported to maintain their knowledge and understanding in relation to professional practice.                                                                                                                                       | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| <b>Curriculum and assessment</b>                                                                                                                                                                                                                                   |                                     |                             |                          |
| 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. | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 4.2 Ensure that the views of employers, practitioners and people with lived experience of social work are incorporated into the design,                                                                                                                            | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |

| Standard                                                                                                                                                                                                                                                            | Met                                 | Not Met –<br>condition<br>applied   | Recommendation<br>given  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| ongoing development and review of the curriculum.                                                                                                                                                                                                                   |                                     |                                     |                          |
| 4.3 Ensure that the course is designed in accordance with equality, diversity and inclusion principles, and human rights and legislative frameworks.                                                                                                                | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4.4 Ensure that the course is continually updated as a result of developments in research, legislation, government policy and best practice.                                                                                                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4.5 Ensure that the integration of theory and practice is central to the course.                                                                                                                                                                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 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.                                                                                 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 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.                                                                           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 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. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4.9 Ensure that assessments are mapped to the curriculum and are appropriately sequenced to match students' progression through the course.                                                                                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |

| Standard                                                                                                                                                                                                                    | Met                                 | Not Met – condition applied | Recommendation given     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------|--------------------------|
| 4.10 Ensure students are provided with feedback throughout the course to support their ongoing development.                                                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 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.                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 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.                            | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 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.                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| <b>Supporting students</b>                                                                                                                                                                                                  |                                     |                             |                          |
| 5.1 Ensure that students have access to resources to support their health and wellbeing including:<br><br>I. confidential counselling services;<br>II. careers advice and support; and<br>III. occupational health services | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 5.2 Ensure that students have access to resources to support their academic development including, for example, personal tutors.                                                                                            | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 5.3 Ensure that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health.                                                                                  | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |

| Standard                                                                                                                                                                                                                        | Met                                 | Not Met – condition applied | Recommendation given                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------|-------------------------------------|
| 5.4 Make supportive and reasonable adjustments for students with health conditions or impairments to enable them to progress through their course and meet the professional standards, in accordance with relevant legislation. | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>            |
| 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.          | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input checked="" type="checkbox"/> |
| 5.6 Provide information to students about parts of the course where attendance is mandatory.                                                                                                                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>            |
| 5.7 Provide timely and meaningful feedback to students on their progression and performance in assessments.                                                                                                                     | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>            |
| 5.8 Ensure there is an effective process in place for students to make academic appeals.                                                                                                                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>            |
| <b>Level of qualification to apply for entry onto the register</b>                                                                                                                                                              |                                     |                             |                                     |
| 6.1 The threshold entry route to the register will normally be a bachelor's degree with honours in social work.                                                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>            |

## Regulator decision

Approved with conditions.

## Annex 2: Meeting of conditions

120. 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](#).

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

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

|   | Standard not met | Condition                                                                                                                                                                                                                                                                                                                                                                                                                                    | Recommendation |
|---|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 1 | 2.2              | <p>The education provider will provide evidence of regularly reviewing that placement settings remain suitable for meeting the learning needs of students. This evidence will include the actions to be taken when concerns have been raised about a placement setting regarding the opportunities for meeting knowledge and skills requirements.</p> <p>This applies to the full time, part time and work-based versions of the course.</p> | Met.           |
| 2 | 2.3              | <p>The education provider will provide evidence that the quality assurance processes of placements at non-Teaching Partnership organisations are consistent with the approach to those within the Teaching Partnership, specifically regarding placement induction and supervision.</p> <p>This applies to the full time, part time and work-based versions of the course.</p>                                                               | Met.           |
| 3 | 4.6              | <p>The education provider will provide evidence that students are provided with the opportunity to work with and</p>                                                                                                                                                                                                                                                                                                                         | Met.           |

|  |  |                                                                                                                                                                                                                       |  |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  | <p>learn from other professions other than on placements, and that this opportunity is planned into the course curriculum.</p> <p>This applies to the full time, part time and work-based versions of the course.</p> |  |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## Findings

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

124. After the review of the documentary evidence, the inspection team are satisfied that all of the conditions set against the approval of BA Social Work course is met.

124. In relation to standard 2.2, the course provider presented evidence that they have made significant changes to their policy and procedures to ensure placement settings are suitable and learning opportunities are relevant and meet the needs of students. Clear processes and systems are now in place to ensure consistency in placement settings and learning opportunities are provided. This has been achieved through the implementation of the Policy on Auditing Practice Placements.

125. The policy covers all aspects of the auditing process, from pre-placement to the start of placement with the Placement Learning Agreement meeting and documentation. The quality assurance process continues whilst the student is in placement, covering key milestones of Interim and Final Review. Any concerns raised in these meetings are seen by the Practice Assessment Panel (PAP) and will be communicated to the visiting tutor. The inspectors agreed that condition 1 is now met.

126. In relation to standard 2.3, a dedicated tutor is now responsible for the quality of placements. The university has developed an Attendance and Supervision Diary for students to complete whilst on placement, which is reviewed by the tutor at the midway meeting. These initiatives will apply to all placements, including non-Teaching Partnership.

127. The Auditing Policy makes clear reference to pre- placement checks and monitoring of key aspects of learning including supervision and induction. This has been further supported by changes to the Practice Placement Documentation. There is a note in the Auditing Policy on all Interim Reviews being evaluated by the PAP that this will ensure that any placement, regardless of the setting is quality assured. The inspectors agreed that condition 2 is now met.

128. In relation to standard 4.6, the course provider provided specific examples as to how interprofessional learning will be incorporated into the curriculum. There are specific sessions planned for 2023-2024, and then a more general plan for 2024-2025. The other professions include nursing, midwifery and teaching. The inspectors agreed that condition 3 is now met.

129. The inspection team is recommending that the course is approved as the conditions have been met.

### Regulator decision

Approved.