

# Inspection Report

**Course provider:** Coventry University

**Course approval:** MA and PG Dip Social work

**Inspection dates:** 13 to 15 June 2023

|                                   |                                |
|-----------------------------------|--------------------------------|
| Report date:                      | 2 <sup>nd</sup> August 2023    |
| Inspector recommendation:         | Approved with conditions       |
| Regulator decision:               | Approved with conditions       |
| Date of Regulator decision:       | 12 <sup>th</sup> October 2023  |
| Date conditions met and approved: | 26 <sup>th</sup> February 2024 |

## Contents

|                                                                                 |    |
|---------------------------------------------------------------------------------|----|
| Introduction .....                                                              | 3  |
| What we do.....                                                                 | 3  |
| Summary of Inspection .....                                                     | 5  |
| Language .....                                                                  | 5  |
| Inspection.....                                                                 | 6  |
| Meetings with students .....                                                    | 6  |
| Meetings with course staff.....                                                 | 6  |
| Meeting with people with lived experience of social work .....                  | 6  |
| Meetings with external stakeholders.....                                        | 6  |
| Findings .....                                                                  | 7  |
| Standard one: Admissions.....                                                   | 7  |
| Standard two: Learning environment .....                                        | 10 |
| Standard three: Course governance, management and quality.....                  | 13 |
| Standard four: Curriculum assessment.....                                       | 17 |
| Standard five: Supporting students .....                                        | 22 |
| Standard six: Level of qualification to apply for entry onto the register ..... | 25 |
| Proposed outcome.....                                                           | 26 |
| Conditions .....                                                                | 26 |
| Recommendations .....                                                           | 26 |
| Annex 1: Education and training standards summary.....                          | 28 |
| Regulator decision .....                                                        | 35 |
| Annex 2: Meeting of conditions.....                                             | 36 |
| Findings .....                                                                  | 37 |

## 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.

---

<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. Coventry 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                  | CUR2                                                                                                                                     |
| Course provider                | Coventry University                                                                                                                      |
| Validating body (if different) |                                                                                                                                          |
| Course inspected               | MA social work and PG Dip social work                                                                                                    |
| Mode of study                  | Full time                                                                                                                                |
| Maximum student cohort         | 20                                                                                                                                       |
| Date of inspection             | 13 to 15 June 2023                                                                                                                       |
| Inspection team                | Laura Gordon - Education Quality Assurance Officer<br><br>Priscilla McGuire - (Lay Inspector)<br><br>Lisa Brett - (Registrant Inspector) |

## Language

16. In this document we describe Coventry University as ‘the education provider’ or ‘the university’ and we describe the MA social work and the PG Dip social work as ‘the course’ or ‘the courses’. Where there is any difference between the two courses this will be stated clearly.

## Inspection

17. An onsite inspection took place from 13 to 15 June 2023 in Coventry where the university is based. As part of this process the inspection team planned to meet with key stakeholders including students, course staff, employers and people with lived experience of social work.

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

### Conflict of interest

19. No parties disclosed a conflict of interest.

### Meetings with students

20. The inspection team met with five students from the first year of the MA social work course, two of whom were student representatives. Unfortunately, no second-year students or PG Dip social work students were available to meet with the inspection team. Discussions included the admissions process and information provided to students, placements, support, feedback and involvement in development of the course and learning opportunities.

### Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from the course team, admissions, senior management, support services, and people involved in placements including the placement leads.

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

22. The inspection team met with people with lived experience of social work who have been involved in the service user and carer engagement group (SUCE). Discussions included their involvement in admissions, design and development of the curriculum, monitoring and evaluation of the courses, and any training and support available to assist them.

### Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including Coventry City council, Valley House, the senior social worker in schools project (SSWIS),

Voiceability, Coventry Refugee and Migrant Centre and the West Midlands teaching partnership.

## Findings

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

25. The following findings relate to both the MA social work course and the PG Dip social work course unless otherwise stated in the narrative.

### Standard one: Admissions

#### Standard 1.1

26. The university provided documentary evidence relating to their admissions process in policy documents, interview guides and interview task documents.

27. During the inspection, the inspection team heard more about the admissions process from the course team and admissions staff, and in particular the group task element of the interview process was discussed. The admissions team also confirmed that the online process allows for accessibility and shows that applicants have the required capability in IT and social work related skills.

28. The inspection team, through meetings with the course team, admissions team and students, were satisfied that the university had a clear and holistic approach to admission on to the courses. The inspection team agreed that this standard was met.

#### Standard 1.2

29. The university assesses prior experience as part of the application and interview process.

30. The university provided a professional capabilities framework (PCF) entry level mapping document that is used to consider how applicants' knowledge and skills have developed from their previous personal and work experiences.

31. The inspection team heard more about this during the inspection and the course team and admissions team confirmed that they consider voluntary experiences and that they emphasise the value of diversity in the applicant's backgrounds.

32. The inspection team were therefore satisfied that this standard was met.

#### Standard 1.3

33. Prior to the inspection, the inspection team were provided with documentary evidence relating to the involvement of people with lived experience in interviews and reviewing interview questions.

34. During the inspection the admissions team advised that both people with lived experience and practitioners will usually be involved in interview panels. This was confirmed by the practitioners and people with lived experience that the inspection team met with during the inspection.

35. The inspection team were agreed that this standard was met as employer partners and people with lived experience are involved in the admissions process.

#### Standard 1.4

36. The documentary evidence included copies of the university's professional suitability process, the disclosure and barring service (DBS) policies, fitness to practise procedures, annual declaration forms and the occupational health handbook and guidance.

37. The information received confirmed that the occupational health provider follows a fitness to train process, including a self-declaration screening assessment, and referenced a follow up email being sent to students where immunisation evidence is requested.

38. During the inspection, the inspection team sought clarification around whether the immunisation process was required for social work students. The course team confirmed that this is not a requirement but that it was requested from social work students as part of their occupational health provider's process.

39. The inspection team agreed that there are clear and appropriate processes in place for assessing the suitability of applicants and as such agreed that this standard was met.

40. However, the inspection team noted the inclusion within the occupational health provider's fitness to train process of the request for immunisation information routinely from social work students. The course team confirmed that they do have one placement provider that requires students to be immunised against a single infection. The documentary evidence indicates that students are asked to provide immunisation evidence in relation to four conditions.

41. Following a review of the evidence, the inspection team is making a recommendation in relation to standard 1.4 that the university review the fitness to train process and the immunisation information requested from social work students to ensure that it is necessary and appropriate. [Full details of the recommendation can be found in the proposed outcomes section of the report.](#)

#### Standard 1.5

42. The documentary evidence submitted by the university prior to the inspection included a copy of the student and recruitment admissions policy. This document indicates a commitment to equitable access and participation in a fair and transparent admissions process.

43. The university also provided copies of its equality, diversity and inclusion (EDI) policy, access and participation plan, demographic data and details of the fair access scheme. If an applicant discloses a disability the reasonable adjustments review and access to placement group is convened, and suitable reasonable adjustments are considered.

44. As referred to in standard 1.4 above, it was noted by the inspection team that the documentary evidence included reference to requesting immunisation information from students.

45. In the occupational student handbook, it is stated that where a course requires immunity clearance an email will be sent to students regarding providing evidence of immunisations and advises that vaccination appointments may be arranged for students. It was noted by the inspection team prior to the inspection that the handbook states that unless there are medical reasons preventing the administration of vaccinations the refusal will be documented and may impact students' ability to access placements.

46. The inspection team agreed that the documentation appears to indicate that if students receive an email requesting immunisation evidence this information is required.

47. As part of the inspection, the inspection team met with students who confirmed that they do receive the above email requesting immunisation evidence and that they understood this to be a requirement. They confirmed that if they refuse to provide this information or undertake vaccinations, they are declared unfit by the occupational health provider's system.

48. The course team provided further clarification to the inspection team, confirming that the immunisation process is not a requirement for social work students, and that whilst they are aware that students may be declared as unfit, this will not prevent a student from taking up a placement. The course team confirmed that this situation has occurred with a student but did not prevent them undertaking a placement.

49. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 1.5 and standard 1.6 related to the immunisation process and applicable documentation.

50. The inspection team agreed that the university must update all of the relevant documentation in relation to the occupational health provider fitness to train process and immunisations to ensure that it is clear to students whether this process is mandatory or not.

51. If the information is to be requested of students, the inspection team will require that in order to meet this standard, the university provide further evidence of their process or policies around how they manage exemptions for students in relation to immunisations. This is to ensure that the process is fair and transparent. [Full details of the condition, its monitoring and approval can be found in the proposed outcomes section of this report.](#)

### Standard 1.6

52. The university provided evidence prior to the inspection of the information provided to applicants as part of the admissions process. The inspection team agreed that the relevant website pages contain all of the relevant information.

53. The open day PowerPoint presentation provided also details what the course entails, information regarding modules and placements, assessments, local authority partner details and careers.

54. The inspection team met with students who confirmed that they received sufficient information prior to enrolment on the course.

55. As detailed under standards 1.4 and 1.5, the inspection team noted that students confirmed that they felt the immunisation process was not optional and the inspection team agreed that the documentary evidence was not clear that this was not a requirement.

56. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 1.5 and standard 1.6 related to the immunisation process and applicable documentation. The inspection team agreed that the university must update all of the relevant documentation in relation to the occupational health provider's fitness to train process and immunisations to ensure that it is clear to students whether this process is mandatory or not. [Full details of the condition, its monitoring and approval can be found in the proposed outcomes section of this report.](#)

## Standard two: Learning environment

### Standard 2.1

57. The university provided documentary evidence of the requirement for students to undertake a seventy and one hundred day placement as part of the courses.

58. Documentary evidence was also provided relating to the West Midlands teaching partnership which includes local authorities and private voluntary and independent (PVI) agencies. The teaching partnership meets to discuss issues surrounding placements and has put in place a number of initiatives with the aim of increasing the number of practice educators.

59. During the inspection, the inspection team heard from employer partners, members of the teaching partnership and staff involved in placement provision. They confirmed the

steps taken to ensure placement availability and that a contrasting placement is provided involving statutory tasks. They also advised of the work that is being undertaken to review placements with PVI agencies to ensure that statutory tasks form part of the student's placements.

60. The course team also confirmed that skills days are embedded within the course modules and the inspection team were satisfied with the examples of skills development opportunities described during the inspection.

61. The inspection team were therefore satisfied that this standard was met.

## Standard 2.2

62. The documentary evidence was provided prior to the inspection in the seventy and one hundred day placement handbooks. These handbooks showed that learning outcomes and assessments for placements are mapped to the Social Work England professional standards, and the professional capabilities framework (PCF).

63. The documentary evidence also indicated that placements are quality assured by post-placement feedback forms which are completed by students and practice educators. There are also initial briefing workshops and midway review briefing workshops during each placement cycle to ensure that practice educators and supervisors are providing students with support and appropriate learning opportunities.

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

## Standard 2.3

65. Documentary evidence was provided of the placement agency agreement which outlines the expectations of placement providers and is signed confirming that they accept these. The placement handbook sets out the roles and responsibilities of the tutors, the practice educator and supervisors during placements. The placement agreement meetings consider supervision, support and induction and there is guidance and a proforma for these meetings in the placement handbooks.

66. The inspection team heard from practice educators, employer partners and students during the inspection. They confirmed that supervision was consistent, that students are provided with a comprehensive induction and that there is appropriate support and workloads.

67. The inspection team were satisfied that this standard was met.

## Standard 2.4

68. Prior to the inspection, the documentary evidence confirmed that students receive an induction to prepare them for placement. There are briefings for practice educators and

supervisors, and the placement handbooks address how the learning outcomes for each placement are to be set and monitored throughout the placement.

69. During the inspection, practice educators and employer partners confirmed that they consider what skills and experience students come with when they arrive on placement and set appropriate learning opportunities in the learning agreement.

70. The inspection team therefore agreed that this standard was met.

### Standard 2.5

71. The university provided documentary evidence confirming that the readiness for practice module is mapped to the PCF and knowledge and skills statement (KSS) and that people with lived experience are also involved in the delivery of the module.

72. Direct observations also form part of the placement portfolio for both placements and include feedback from people with lived experience, service users and carers.

73. During the inspection, the practice educators and employer partners confirmed that they felt that students were adequately prepared for placement, and the students confirmed this also.

74. The inspection team were satisfied that this standard was met.

### Standard 2.6

75. Prior to the inspection, the university provided additional evidence to confirm that the quality assurance in practice learning (QAPL) audit forms are completed prior to each placement cycle by employer partners. As part of this they are required to confirm practice educator names and Social Work England registration numbers and whether the practice educators have maintained their currency.

76. The teaching partnership also supports practice educator currency by providing webinars, conferences and training on contemporary issues.

77. During the inspection, the placement team confirmed that there is a register kept of the currency of practice educators and that offsite practice educators are required to complete an annual declaration.

78. A member of the teaching partnership also confirmed that they are looking at a quality assurance framework for supporting practice educators after they have completed their practice educator professional standards (PEPS) training.

79. The inspection team therefore agreed that this standard was met.

### Standard 2.7

80. The university provided documentary evidence of their whistleblowing procedure and faculty processes for managing concerns, which also covers issues raised by students during placement. Evidence was also provided of the conciliation scheme which is an informal supportive route for students to raise concerns or complaints.

81. The inspection team spoke with students during the inspection who confirmed that they are confident raising concerns and provided examples of how previous concerns have been managed and what the outcomes were.

82. The inspection team were satisfied that this standard was met.

### Standard three: Course governance, management and quality

#### Standard 3.1

83. The documentary evidence provided prior to the inspection confirmed the lines of accountability and responsibilities for the courses. The course quality enhancement and monitoring (CQEM) report includes a course plan, performance indicators and assessment scheduling.

84. The inspection team met with senior management who provided a short presentation with diagrams showing the organisational structure of the school. This outlined the reporting and accountability lines for the course in relation to governance, management and quality assurance.

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

#### Standard 3.2

86. The university provided a copy of the agreement signed by all of the employer partners each time a student is placed with them. This sets out the obligations of the employer partner.

87. Copies of the placement handbooks were also provided which include a section on difficulties in placement and proformas for action plans and reviews. The midway placement briefing workshop for practice educators and supervisors also summarises the process for dealing with placement difficulties.

88. During the inspection, the course team provided examples of placement breakdown and how these were effectively managed. The students also gave an example of placement difficulties and confirmed that they were supported throughout placements by their personal tutors.

89. The inspection team were therefore satisfied that this standard was met.

#### Standard 3.3

90. Documentary evidence of completed QAPL audit forms for placements were provided prior to the inspection. The university confirmed that these documents are completed before each placement cycle by the employer partners. The audit forms cover work risk assessments, supervision arrangements, policies and procedures in place for students, and any actions required before the placement can accept a student.

91. The placement learning agreement also provides the details of placement arrangements.

92. The inspection team met with employer partners who confirmed that the university is supportive and that there are regular contact or additional meetings with the university if needed.

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

#### Standard 3.4

94. The university provided documentary evidence prior to the inspection detailing the involvement of the West Midlands teaching partnership in various elements of the courses and in the allocation of placements.

95. The university also provided details of the MA social work partnership group which includes employer partners, university staff and people with lived experience. The group meets at key points in the courses to discuss the monitoring and quality assurance of the courses. The group also receives updates on the development of the courses, student progression, staffing resources, best practice, placement capacity and any issues with the employer partners.

96. Both the West Midlands teaching partnership and the MA social work partnership meetings feed into the CQEM report that is completed twice yearly.

97. During the inspection, the inspection team also heard that the teaching partnership will be allocating a teaching consultant who is a current practitioner to the university from approximately September 2023. A teaching partnership representative also confirmed that they are currently reviewing best practice in relation to readiness for practice.

98. The inspection team therefore agreed that this standard was met.

#### Standard 3.5

99. As detailed previously in this report, documentary evidence provided prior to the inspection confirmed that prior to placements each employer partner completes a QAPL audit form, and that following each placement the students and practice educators complete a post placement QAPL form.

100. The progression and award board (PAB) meets three times a year to consider the progress of students and the board of examiners meets twice a year to oversee the quality

of the courses. The CQEM report is produced twice a year and includes feedback from the external examiners, the employer partners, people with lived experience and academics.

101. During the inspection, the inspection team spoke to people with lived experience who confirmed that they are invited to attend partnership meetings and that they felt that their voice was valued. They confirmed that they are involved in practice education panels to assess, and quality assure placement portfolios. They also confirmed that during the last major review of the courses, they were involved in developing the courses to meet Social Work England's standards.

102. The inspection team also met with students who confirmed that they can provide feedback in relation to the courses through the module evaluations and through conversations meetings that are led by the students. They gave examples of feedback that has been implemented and confirmed that they are informed of the outcomes of their feedback.

103. The inspection team were satisfied that this standard was met.

### Standard 3.6

104. The documentary evidence confirmed that the target cohort number for both courses is fifteen to twenty students.

105. During the inspection the senior management team confirmed that they currently have a cohort of twenty students including the MA social work and PG Dip social work entry route. They also confirmed that there are no plans to increase the cohort numbers and that the number of students that they take is directly linked to placement capacity and considers the other social work courses that are run by the university.

106. The inspection team therefore agreed that this standard was met.

### Standard 3.7

107. The additional evidence requested by the inspection team provided details of the current interim course director, who holds overall responsibility for the course and is appropriately experienced and a registered social worker.

108. The senior management team confirmed during the inspection that the person currently holding this position will remain in post for the foreseeable future and that they will inform Social Work England if this is subject to change.

109. The inspection team were assured that this standard was met.

### Standard 3.8

110. The university provided staff curriculum vitae which detailed the current role and responsibility, social work registration and research involvement of the staff involved in the courses.

111. The documentary evidence also confirmed that any staff that are new to teaching complete the postgraduate certificate in academic practice in higher education.

112. During the inspection, the inspection team heard from members of the course team who confirmed their areas of involvement in the course, and from students who provided good feedback in relation to the teaching on the courses.

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

### Standard 3.9

114. The documentary evidence provided prior to the inspection confirmed that the PAB considers the overall progress of students, and the marks approval panel (MAP) ensures that all work is marked and moderated appropriately.

115. The assessment boards normally occur three times a year, at key points and following the end of a semester.

116. Student performance, progression and outcomes are evaluated by the course team, led by the course director, as part of the CQEM meetings and reported to the board of study.

117. Documentary evidence and narrative heard during the inspection confirmed that data is collated in the business intelligence dashboard and summarized in the CQEM report.

118. In response to the data, meetings with students take place, as necessary, throughout the academic year in order to identify barriers to engagement and progression, and to ensure targeted support. Students are also able to receive support from student success coaches.

119. Examples of how EDI data has been considered in relation to changes was also provided by the course team during the inspection.

120. The inspection team were therefore satisfied that this standard was met.

### Standard 3.10

121. The documentary evidence provided prior to the inspection included the faculty strategic objectives and targets document for staff development, progression and support. All staff new to teaching must complete a postgraduate certificate in academic practice in higher education, leading to fellowship with the Higher Education Authority.

122. Prior to the inspection, the university provided examples of members of staff completing recent continuing professional development (CPD) activities, attendance at

events and publications. Several staff members are actively engaged in research and staff have delivered masterclasses for the West Midlands teaching partnership and participated in providing training activities.

123. During the inspection, the course team confirmed that opportunities are available to them and that they have allocated time for these activities. An example was given of the pilot scheme that enables academics to spend time back in practice.

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

## Standard four: Curriculum assessment

### Standard 4.1

125. The university provided a copy of the course specification prior to the inspection. This document details the course content and learning outcomes which are mapped to the Social Work England professional standards, PCF and KSS.

126. The placement handbooks also indicate the requirements for assignments, direct observations and reflections. They also include the placement portfolio requirements, including learning objectives and reference to the PCF descriptors. There are tools to assist students with recording evidence of their learning in order to demonstrate how they have met the various elements of the PCF.

127. During the inspection, the inspection team heard a summary of the modules for the courses from the course team indicating the learning and skills development opportunities available to students.

128. The inspection team were therefore satisfied that this standard was met.

### Standard 4.2

129. As discussed under standard 3.4, the university is a member of the West Midlands teaching partnership and the MA social work partnership group which review the course delivery and curriculum.

130. The documentary evidence indicated that members of the SUCE group were invited to partnership meetings. The inspection team met with people with lived experience who confirmed that they were invited to these meetings, and they confirmed their involvement in the last major review of the courses to develop them in line with Social Work England's standards.

131. The people with lived experience also confirmed that they have been involved in the course quality monitoring process as part of the board of study for social work, assessment of portfolios, and teaching of the course by providing scenarios and taking part in role plays.

132. The inspection team also met with employer partners who confirmed their involvement in the course through running sessions and speaking to students.

133. The inspection team therefore agreed that this standard was met.

#### Standard 4.3

134. The documentary evidence provided details of the university EDI policy, widening participation group, and confirmed that the university has representation at the West Midlands teaching partnership anti-racist subgroup.

135. The university advised that as part of their curriculum review, they are working on decolonising the curriculum and ensuring that the curriculum is relevant to the diversity of their students. This has included the diversification of reading lists.

136. During the inspection, examples of reasonable adjustments were also provided from various groups that the inspection team met with.

137. It was clear to the inspection team that there is local level staff engagement in issues which will then feed into the school level planning, and as such the inspection team agreed that this standard was met.

#### Standard 4.4

138. Documentary evidence provided by the university prior to the inspection sets out the process for course development approval and review, which covers changes to modules and periodic reviews.

139. The inspection team met with the course team who confirmed that they have discussions with partners where there are proposed changes, for example to legislation, and then consider how to update the curriculum.

140. During the inspection, the senior leadership team confirmed that changes can be implemented quickly if needed, for example due to legislative change. Examples were also provided of strengths-based practice and of responding to changes in practice.

141. A member of the teaching partnership confirmed that a teaching consultant is being appointed to the university who will be a current practitioner, and the course team confirmed that there is a pilot scheme for academics into practice.

142. The inspection team were agreed that the processes in place would ensure a currency in relation to practice within the course and that this standard was therefore met.

#### Standard 4.5

143. The documentary evidence provided prior to the inspection indicated that all of the modules for the courses are designed to enable students to apply knowledge to practice.

144. The practice educators confirmed that students are well prepared for practice. They advised that the level of knowledge that students have in relation to certain aspects of social work assists them during their placement.

145. The students that met with the inspection team confirmed that they are taught various theories and models and then given the opportunity to learn how to apply these to a practical situation. Examples were given of how what they had learnt prepared them for placement.

146. The inspection team were satisfied that this standard was met.

#### Standard 4.6

147. Prior to the inspection, the university advised that a number of the course modules have learning outcomes and teaching materials associated with multidisciplinary practice, and that a wide range of practitioners are involved in sessions.

148. The university also provided additional evidence in relation to an interprofessional safeguarding day with medical students and other professionals. During this students partake in group work with medical students and other professionals and see a simulated multi-agency safeguarding hub (MASH) strategy meeting.

149. During the inspection further examples of opportunities available to students were provided by the course team and students.

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

#### Standard 4.7

151. The documentary evidence confirmed that the number of hours of academic learning is linked to the credits for the course.

152. The module summaries provided confirm the number of study hours for each module, and the university confirmed that typically twenty-two hours is set for lectures and eleven hours is set for face-to-face seminars and workshops timetabled for the duration of the module normally over one semester which is thirteen weeks.

153. The inspection team therefore agreed that the number of hours in structured academic learning was sufficient for students and that this standard was met.

#### Standard 4.8

154. The university confirmed that formal assessments are internally and externally moderated. They also provided details of their assessment strategy including a range of different assessment methods.

155. The documentary evidence confirmed that students are introduced to the module learning outcomes, assessment criteria and marking rubric when starting a module. Staff also use small marking teams and benchmarking sessions to ensure a consistent use of marking rubrics.

156. The course team confirmed during the inspection that the diverse learning styles of students is taken into account in the variety of assessment methods available, and that support is provided to students in relation to assessment feedback.

157. The inspection team were satisfied that the information on assessments provided to students was clear and agreed that this standard was met.

#### Standard 4.9

158. The documentary evidence provided in the module summaries indicates that the assessment of modules flows directly from the learning outcomes.

159. The assessment journey diagram indicates how assessments are developed from course design through to marking, moderation and feedback and then how quality assurance processes are used to complete the assessment journey.

160. The course team confirmed that their assessment strategy aims to give students a foundation of knowledge and then to develop their critical thinking and analysis skills. They told the inspection team that they aim to integrate theory and practice by mixing academic learning with problem-based learning approaches, and developing critical independent thinking in students through their assessments.

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

#### Standard 4.10

162. The university confirmed that marked assessments are to be returned to students within 10 working days. The students that the inspection team met with during the inspection confirmed that this timeframe was always met.

163. The documentary evidence indicated that staff involved in marking use a marking rubric and in-text detailed comments for feedback, and that feedback aims to identify areas of strength and areas for development. It also confirmed that students are provided with overall general comments on their assignments, and that there is an assessment and feedback toolkit which provides guidance to tutors on providing feedback and supporting students.

164. During the inspection, the inspection team were able to see examples of feedback provided to students in the university social learning platform Aula.

165. The inspection team also met with students who confirmed that the feedback that they receive assists with their progression.

166. The inspection team were therefore agreed that this standard was met.

#### Standard 4.11

167. As noted previously under standard 4.8, assessments are moderated internally and externally and there are marking workshops for staff to ensure consistency.

168. The inspection team were provided with additional evidence confirming the external examiners' experience and Social Work England registration numbers.

169. It was noted by the inspection team that one of the external examiners was registered with the Scottish Social Services Council but not with Social Work England.

170. At the inspection, the inspection team asked the senior leadership team how they ensured that this external examiner is working to Social Work England's standards.

171. The inspection team were assured by the senior leadership team's response confirming that when assessing external examiner applications, they would check to ensure the external examiner has sufficient experience. They also confirmed that there is a mentoring process for external examiners and that they can put a plan in place for extra support if needed.

172. The inspection team were satisfied that this standard was met.

#### Standard 4.12

173. As mentioned under standard 3.5 and 3.9, the documentary evidence confirmed that the PAB considers overall student progress.

174. Students receive their confirmed marks, progression status and award via SOLAR and placements are monitored through the initial, midway and end of placement reviews. The placement portfolio requires direct observations and feedback from service users to be made.

175. All students have an academic personal tutor who monitors progress. Students are encouraged to consider their own progression and to be both reflective and reflexive and consider where they are and how they will grow throughout the course.

176. During the inspection, the people with lived experience confirmed that their feedback in relation to student portfolios was valued and acted upon.

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

#### Standard 4.13

178. The documentary evidence indicates that all of the modules on the courses are underpinned by research, theory and knowledge. The university provided examples prior to the inspection of the theories and methods module, which enables students to explore and evaluate theories, models and methods using strengths-based approaches and principles of anti-oppressive practice.

179. The research related modules also aim to equip students with the necessary skills to look critically at research and evidence, and to consider how these inform social work.

180. During their placement, the students engage in reflective supervision to review their practice experiences and consider if evidence-based research can provide further insight into practice.

181. Students spoken to during the inspection confirmed that they had support with research and that there are resources available to them to develop skills on using and analysing information.

182. The inspection team were satisfied that this standard was met.

## Standard five: Supporting students

### Standard 5.1

183. The university provided documentary evidence of the various support services available to students, including counselling and mental health services, an occupational health service and a talent team available to support with careers.

184. During the inspection, the inspection team spoke with the university support services who confirmed the various support services available to students. This included a GP surgery, financial support, student success coaches, health and wellbeing services, mental health first aiders and student protection services.

185. They also confirmed that support is available in person and online and that referrals for support can be from staff or self-referral, and support plans can be put in place during placements.

186. The talent team can provide one-to-one support, careers advice, development of core skills, assistance with applications and interviews, and confirmed that students have access to their system up to thirty-six months after graduation.

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

### Standard 5.2

188. The documentary evidence confirmed that students can access the support of a mentor or buddy which can be staff, fellow students, alumni or professionals.

189. All students have an academic personal tutor who supports their academic development. Students who the inspection team met with during the inspection confirmed that tutors are accessible and provide them with the necessary support.

190. During the inspection, the inspection team also heard about a number of resources available to support students academically. These included support from the academic librarian, online and paper guides for referencing, academic integrity workshops and webinars on understanding journal articles, support with analysing data and maths and a centre for academic writing.

191. The support services also confirmed that there are resources for students with additional needs and gave examples of reasonable adjustments that can be put in place. There is also support for international students from the international student office and various forums for minoritised students, including care leaver support.

192. The inspection team were satisfied that this standard was met.

### Standard 5.3

193. Documentary evidence was provided prior to the inspection of the policies and procedures in place relating to conduct and fitness to practise.

194. During the inspection, the course team confirmed that students complete an annual declaration in relation to conduct, health and character. They confirmed that the suitability process is an ongoing process for students to notify of any issues and that others may also raise concerns throughout the course.

195. The inspection team also heard various examples from the course team in relation to fitness to practise concerns and academic misconduct issues and the processes that were followed.

196. The inspection team therefore agreed that this standard was met.

### Standard 5.4

197. The documentary evidence confirms that the learning support coordinator liaises with the health and wellbeing team to ensure that reasonable adjustments are implemented for students. Where students are on placement a learning support plan can also be put in place.

198. During the inspection, the inspection team heard various examples of reasonable adjustments and support being put in place for students from the course team, support services and the students. Examples included physical and mental health support and it was confirmed that this support continues into placement.

199. The inspection team were satisfied that this standard was met.

## Standard 5.5

200. The documentary evidence provided prior to the inspection confirmed that students are provided with information relating to the curriculum, modules, placements and assessments in the course and placement handbooks.

201. During the inspection, the inspection team were able to see the module and assessment information available to students on the university social learning platform Aula.

202. The inspection team spoke with students who confirmed that they receive information in relation to registration with Social Work England, CPD and the assessed and supported year in employment (ASYE). The inspection team were therefore satisfied that this standard was met.

203. However, the students that the inspection team met also expressed concerns that they felt that one of the PVI placement settings did not allow them experience of social work, as there were no opportunities for direct work. They did nonetheless confirm that they felt that they built up a range of other transferrable skills whilst on this placement and that they have provided feedback on these concerns to the university, and it is being investigated.

204. The inspection team felt assured that the concerns were being addressed but noted that a number of students on the courses are placed with PVI agencies and that these can allow for a variety of different experiences. The inspection team therefore feels it would be beneficial to students to receive clear information prior to placement on different types of placement settings and how they are relevant to social work. This would assist in managing students' expectations and ensure that students are clear where the learning opportunities might be in different settings.

205. Following a review of the evidence, the inspection team is making a recommendation in relation to standard 5.5. [Full details of the recommendation can be found in the proposed outcomes section of the report.](#)

## Standard 5.6

206. The documentary evidence confirms that attendance is mandatory for all elements of the course, and this is clearly set out in the course handbook and course specification.

207. The university confirmed that attendance is monitored by use of a touchpoint reader in teaching rooms and module leaders also take a paper register.

208. The student attendance policy and guidance also set out the process for non-attendance.

209. The inspection team were therefore agreed that this standard was met.

## Standard 5.7

210. As referred to under standard 4.10, the university provide feedback that aims to identify areas of strength for students and areas for development.

211. During the inspection, the inspection team were able to see examples of feedback provided to students in the university social learning platform Aula.

212. The inspection team also met with students who confirmed that the feedback that they receive assists with their progression. Practice educators spoken to during the inspection confirmed how they will support students with continual learning whilst on placement.

213. The university staff confirmed during the inspection that guidance with writing skills can also be offered to students through the university centre for academic writing. The course team gave examples of how some students have been supported to develop their writing skills.

214. The inspection team were satisfied that this standard was met.

#### Standard 5.8

215. The university provided evidence prior to the inspection of the academic appeals process which the inspection team agreed appears to be robust and clear.

216. The students confirmed during the inspection that they knew where to access information on making an academic appeal.

217. The inspection team therefore agreed that this standard was met.

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

##### Standard 6.1

218. As the qualifying courses are an MA social work and PG Dip social work, the inspection team agreed that this standard was met.

## Proposed outcome

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

### Conditions

220. 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.

221. 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 these courses at this time.

|   | Standard not currently met | Condition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Date for submission of evidence | Link                                                          |
|---|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------------------------------------------------------|
| 1 | Standards 1.5 and 1.6      | <p>1.6 - The education provider will provide evidence that demonstrates that they have updated all of the relevant documentation in relation to the occupational health process and immunisations, to ensure that it is clear to social work students whether immunisation information is required of social work students.</p> <p>1.5 - If immunisation information is requested of social work students, the inspection team will require that in order to meet this standard the university provide further evidence of their process or policies around how they manage exemptions to ensure that the process is fair and transparent.</p> | 30 <sup>th</sup> November 2023  | <a href="#">Paragraph 56</a> and <a href="#">Paragraph 49</a> |

### Recommendations

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 | Standard 1.4 | The inspectors are recommending that the university consider a review of the fitness to train process and the immunisation information requested from social work students to ensure that it is necessary and appropriate.  | <a href="#">Paragraph 41</a>  |
| 2 | Standard 5.5 | The inspectors are recommending that the university consider providing additional information to students prior to placement in relation to different types of placement settings and how they are relevant to social work. | <a href="#">Paragraph 205</a> |

## Annex 1: Education and training standards summary

| Standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Met                                 | Not Met – condition applied         | Recommendation given                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <b>Admissions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                     |                                     |                                     |
| 1.1 Confirm on entry to the course, via a holistic/multi-dimensional assessment process, that applicants:<br><br>i. have the potential to develop the knowledge and skills necessary to meet the professional standards<br>ii. can demonstrate that they have a good command of English<br>iii. have the capability to meet academic standards; and<br>iv. have the capability to use information and communication technology (ICT) methods and techniques to achieve course outcomes. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input 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 checked="" type="checkbox"/> |
| 1.5 Ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored.                                                                                                                                                                                                                                                                                                                                                        | <input type="checkbox"/>            | <input checked="" 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 type="checkbox"/>            | <input checked="" 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. 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 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 checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input 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 – condition applied | Recommendation given     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------|--------------------------|
| 2.7 Ensure that policies and processes, including for whistleblowing, are in place for students to challenge unsafe behaviours and cultures and organisational wrongdoing, and report concerns openly and safely without fear of adverse consequences.                                                                                  | <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 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 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 –<br>condition<br>applied | Recommendation<br>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 checked="" type="checkbox"/> | <input 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 –<br>condition<br>applied | Recommendation<br>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

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

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

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

|   | Standard not met | Condition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Recommendation |
|---|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 1 | 1.6              | The education provider will provide evidence that demonstrates that they have updated all of the relevant documentation in relation to the occupational health process and immunisations, to ensure that it is clear to social work students whether immunisation information is required of social work students.<br>1.5 - If immunisation information is requested of social work students, the inspection team will require that in order to meet this standard the university provide further evidence of their process or policies around how they manage exemptions to ensure that the process is fair and transparent. | Condition met  |
|   | 1.5              | If immunisation information is requested of social work students, the inspection team will require that in order to meet this standard the university provide further evidence of their process or policies around how they manage exemptions to ensure that the process is fair and transparent.                                                                                                                                                                                                                                                                                                                             | Not required   |

## Findings

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

In relation to the condition set against standard 1.6, the course provider advised that the occupational health procedure for social work students has been changed, and students will not be required to complete vaccination questionnaires or upload a vaccination history as part of their occupational health screening. Social Work students will be offered the HEOPS recommended vaccinations on an opt-in basis, but those who choose not to have vaccinations will still be recorded on the university database as Fit to Train.

The only exception to this is for students going on placement at a substance misuse project where Hepatitis B is a requirement. Only students who have previously had the vaccination, or opt in after joining the social work course, will be considered for placements in this area.

The inspection team reviewed the documentary provided as evidence to meet this condition and agreed that it gave clear and comprehensive information on the placement process and in particular, requirements for immunisation. This included the “Applying for Placement” document which gives detailed information for students on the provision of placements, including travel, DBS, Occupational Health and vaccination. The inspectors also agreed that the specific communication through ‘messages’ to students about Occupational health Clearance and about when Hepatitis B immunisation would be a requirement, were clear.

As immunisations are no longer a requirement for social work students, the additional condition against 1.5 is no longer applicable and therefore this is not required to be met.

Following the review of the documentary evidence submitted, the inspection team are satisfied that the conditions set against the approval of the MA Social Work and Pg Dip Social Work is met.

## Regulator decision

Conditions met.