



## Inspection Report

**Course provider:** Staffordshire University

**Course approval:** MA Social Work (& PGDip exit route)

**Inspection dates:** 23<sup>rd</sup> – 25<sup>th</sup> January 2024

Report date:	22 <sup>nd</sup> March 2024
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	13 <sup>th</sup> June 2024
Date conditions met and approved:	5 <sup>th</sup> December 2024

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## Introduction

1. Social Work England completes inspections as part of our statutory requirement to approve and monitor courses. Inspections form part of our process to make sure that courses meet our [education and training standards](#) and ensure that students successfully completing these courses can meet our [professional standards](#).
2. During the approval process, we appoint partner inspectors. One inspector is a social worker registered with us and the other is not a registered social worker (a 'lay' inspector). These inspectors, along with an officer from the education quality assurance team, undertake activity to review information and carry out an inspection. This activity could include observing and asking questions about teaching, placement provision, facilities and learning resources; asking questions based on the evidence submitted; and meeting with staff, training placement providers, people with lived experience and students. The inspectors then make recommendations to us about whether a course should be approved.
3. The process we undertake is described in our legislation; the Social Worker Regulations 2018<sup>1</sup>, and the Social Work England [\(Education and Training\) Rules 2019](#).
4. You can find further guidance on our course change, approval and annual monitoring processes on our website.

## What we do

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

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

9. During this time a draft plan for the inspection is developed and shared with the education provider, to make sure it is achievable at the point of inspection.
10. Once the inspectors and officer are satisfied that an inspection can take place, this is usually undertaken over a three to four day visit to the education provider. We then draft a report setting out what we found during the inspection and if and how our findings demonstrate that the course meets our standards. Inspections are carried out either on site at the education provider's campus, or remotely using virtual meetings.
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 previously been 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. Staffordshire University's MA Social Work programme (including PGDip exit route) 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. The inspection was for reapproval of the MA inclusive of the PGDip exit route option; as there were no substantial differences in how these awards meet the Education and Training Standards, they are being written up together within this report.

Inspection ID	SUR3
Course provider	Staffordshire University
Validating body (if different)	N/A
Courses inspected	MA Social Work, PGDip Social Work (exit route)
Mode of study	Full time
Maximum student cohort	35
Date of inspection	23 <sup>rd</sup> – 25 <sup>th</sup> January 2024
Inspection team	Joseph Hubbard (Education Quality Assurance Officer) Graeme Currie (Registrant Inspector) Rebecca Khanna (Lay Inspector)
Inspector recommendation	Approved with conditions
Approval outcome	Approved with conditions

### Language

16. In this document we describe Staffordshire University as 'the course provider' or 'the university' and we describe the MA Social Work (inclusive of PGDip exit route) as 'the course/s', 'the MA', 'the PGDip' or 'the programme/s'.

## Inspection

17. An on-site inspection took place from 23<sup>rd</sup> – 25<sup>th</sup> January 2024. As part of this process the inspection team met 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 eight MA students from across both year groups. Discussions included admissions, placement provision, student voice, student support services, and assessments.

### Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from the course team, admissions team, senior management, practice-based learning team, and support services.

### 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 design and delivery of the university's social work programmes through the Services Users and Carers Team (SUC). Discussions included admissions, course development and delivery, training and support.

### Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including Stoke-on-Trent City Council, Staffordshire County Council, and North Staffordshire Combined NHS Trust. They also met with a number of practice educators, including independent practice educators.

## Findings

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

### Standard one: Admissions

#### Standard 1.1

25. The university provided documentary evidence for this standard which confirmed their entry requirements, and the various aspects of the admissions process. The admissions process is multidimensional, involving a written application, interview, and scenario task.

26. International students require an overall IELTS score of 7.0 to ensure they have a good command of English. Applicants' information technology skills are assessed through self-assessment of IT skills as well as applicants' participation in online aspects of the application process. The details of the admissions process were triangulated at inspection through meetings with the admissions team, course team, people with lived experience of social work (PWLE), and students. The inspection team agreed that this standard was met.

#### Standard 1.2

27. The mapping commentary provided by the university states that relevant professional and/or lived experience is assessed through the application form and personal statement. Prior experience is also asked about during the interview, and candidates are expected to be able to articulate how their experience is relevant to social work values and skills. The admissions team spoke during the inspection about relevant attributes developed from both personal and professional experience, and how applicants articulate these during various stages of the application process. It was also discussed that the 2:1 degree entry requirement is flexible when taking into account relevant prior experience. The inspection team were satisfied that this standard was met.

#### Standard 1.3

28. Documentary evidence was provided to demonstrate that employer partners and PWLE are involved in the admissions process. Every interview panel includes a person with lived experience of social work, and employer partners are consistently invited to be on interview panels. Both of these stakeholder groups are also involved in the design of interview questions. During the inspection, the inspection team met with people with lived experience from the SUC group, who confirmed they have meaningful involvement in the design and delivery of the admissions process, and feel their involvement is not tokenistic. Employer partners confirmed at inspection that they are always invited to participate in interview

panels, and reported having a good working relationship with the university regarding admissions. The inspection team agreed that the standard was met.

#### Standard 1.4

29. The university provided documentary evidence demonstrating their processes for assessing the suitability of applicants' conduct, character, and health. Applicants are required to complete a self-declaration, occupational health check, and Disclosure and Barring Service (DBS) check. At inspection, the admissions team were able to explain the alternative criminal records checking arrangements that are put in place for international students in situations where a DBS check is not appropriate. Should any concerns be raised as a result of an applicant's DBS or alternative criminal background check, a suitability panel is held with an experienced social work practitioner and academic staff to consider the applicant's suitability for the programme. The inspection team were satisfied that this standard was met.

#### Standard 1.5

30. Documentary evidence was provided prior to the inspection indicating that there is a university-wide equality and diversity policy in place, the Access and Participation Plan 2020-21 to 2025, which underpins and informs the university Admissions Policy. This is further supported by a subject-specific social work access and participation action plan. In line with this documentation, the invitation letter sent to applicants asks about any adjustments needed, and the university web pages on preparing for interview also include information about how to request reasonable adjustments for admissions. All staff involved in admissions receive regular mandatory Equality, Diversity, and Inclusion (EDI) training. There is regular monitoring of diversity data at admissions stage for each programme, and actions are taken in response to this data where appropriate. The inspection team agreed that this standard was met.

#### Standard 1.6

31. Review of the university's course webpages confirmed that clear information is provided regarding staff research interests, placement opportunities, fees and funding, course structure, content, and assessment. Open days, campus tours, and offer-holder events provide further opportunities for applicants to receive any information they need to make an informed choice about enrolling on the programme. Clear information is also provided on the programme webpage regarding the professional standards and regulation of social work. At inspection, students stated that they had been given clear and complete information when deciding whether to take up an offer of a place on the programme. Students reported that the course team had been readily contactable with any queries before and during the admissions process, providing prompt and efficient communication. The inspection team were satisfied that this standard was met.

## Standard two: Learning environment

### Standard 2.1

32. Documentary evidence provided prior to the inspection confirmed that students spend the required 200 days of learning in contrasting practice settings. This includes 20 skills days (mostly within the Core Skills for Social Work module) for which attendance is mandatory and monitored, an 80-day placement, and a 100-day placement. Attendance on placement is monitored via the PARE portfolio and timesheet, which are checked and signed off by the student's Practice Educator or work-based supervisor. The university's placements team keep clear records of all placement details to ensure that every student has at least one placement which meets the definition of a statutory setting. At inspection, the university confirmed that if students miss a skills day then a bespoke session is organised for them to make the time up, to ensure all students meet the requirement of 200 total placement days. The inspection team agreed that the standard was met.

### Standard 2.2

33. The documentary evidence provided by the university for this standard stated that the school's dedicated Academic Practice Learning Manager identifies appropriate placements and ensures these will provide students with the required learning opportunities. The placement learning agreement document and meeting lay out the expected learning opportunities, and the student's progress against these is reviewed at formal placement meetings. The Quality Assurance in Placement Learning (QAPL) process serves as a broader mechanism for assuring placements are meeting students' learning needs. The practice learning handbook outlines placement providers' responsibilities, including that all placements must provide learning opportunities which meet the regulatory standards. At inspection, students confirmed that their learning needs are met well on placement, and Practice Educators were able to give an example of the university's prompt action to rectify a situation where a student's learning needs were not being met on placement. The inspection team determined that the standard was met.

### Standard 2.3

34. Documentary evidence was provided ahead of the inspection, confirming that a learning agreement is completed for each placement which sets out requirements in relation to students' induction, supervision and support, and any practical arrangements. A learning agreement meeting is then held to confirm mutual understanding of the expectations, and document the agreed induction, supervision, and workload plans. A mid-point meeting is held to review these arrangements and confirm the student is receiving the expected support and progressing appropriately.

35. At inspection, course staff, students, placement providers, and practice educators confirmed that there are clear lines of communication which ensure a shared understanding

of expectations around appropriate support and workload. Students confirmed that the learning agreement meeting was thorough and effective, meaning they knew what to expect and where to raise any issues if their expectations around induction, support, or workload were not being met once on placement. Students reported they feel able to raise any concerns around this, and that any concerns they do raise are addressed diplomatically and promptly. Students and support services also confirmed that relevant university support services are available and accessible while on placement, in addition to support available from the placements themselves. The inspection team agreed that this standard was met.

#### Standard 2.4

36. Documentary evidence provided by the university for this standard demonstrated that a range of processes are in place, as discussed within standard 2.2, to establish students' learning needs at the beginning of each placement, and ensure their responsibilities on placement are appropriate. More broadly, the QAPL placement audit identifies learning opportunities available at each placement to inform decisions about which placements are appropriate for students to be placed at for first or final placements. The learning agreement outlines the level of learning the student is determined to be at when beginning their first placement, and identifies the learning opportunities available at the placement to meet their learning needs. The mid-way review meeting serves as a checkpoint to ensure the parameters of the learning agreement are being met, including in terms of the appropriateness of the student's responsibilities. As discussed within standard 2.2, students confirmed at inspection that their learning needs are met well on placement, and that they feel able to raise any issues regarding their placement so that these can be resolved. The inspection team determined that the standard was met.

#### Standard 2.5

37. Prior to inspection, the university outlined the details of the Core Skills for Social Work module which is designed to prepare students for direct practice and formally assess their ability to practise safely. The assessment for this module includes a portfolio and a simulated interaction with a person with lived experience of social work. These assessments have been mapped to meet the skills and knowledge required for the 'Readiness for supervised practice' level of the PCFs (Professional Capabilities Framework). As discussed within standard 1.4, all students must provide a DBS check and self-declaration of suitability, followed by an occupational health assessment. Details of the content of skills days were provided to evidence further preparation for practice, some of which takes place outside of the Core Skills module itself. Students are required to pass the Core Skills for Social Work module before they are permitted to begin their first placement.

38. During the inspection, employers reported that students generally arrive on placement well-prepared, and that the teaching partnership provides a forum for ongoing improvement work with all course provider members around readiness for practice. They

provided examples of actions that have been taken to address weaker areas of preparedness, for example, the introduction of teaching sessions on professionalism being co-delivered by employers. The course team were asked about the process they follow if a student fails the core skills module, and explained that they are given further support and a second attempt at the module, but if they fail a second time they are required to resit the year. The inspection team agreed that the standard was met.

### Standard 2.6

39. Prior to inspection, the university provided details of the processes that are in place to ensure practice educators are able to support safe and effective learning. The placement handbook establishes that practice educators must be suitably qualified for the student level they assess. As well as holding the appropriate level of PEPS qualification, all practice educators are required to be registered with Social Work England. Off-site practice educators who are employed by the university are also required to undertake mandatory training in health and safety, equality and diversity, and information security. The practice learning team monitor and record these details to ensure all off-site practice educators meet the requirements, including checking their registration and currency annually. Regular refresher training and continuing professional development opportunities are provided for practice educators to support them in their role. Review of practice educators' work is also included in wider quality assurance processes such as placement audits and the annual QAPL.

40. However, while the evidence indicated that the university has oversight of the registration and currency of off-site practice educators, it was confirmed at inspection that on-site practice educators employed by local authorities are monitored by the local authorities themselves. While the QAPL form does record all practice educators' registration numbers, this is not checked by the university to ensure registration is current. The inspection team acknowledged that the local authorities are likely to have robust and functioning processes for ensuring their practice educators' registration and currency. However, the inspection team noted that this standard requires the education provider themselves to ensure the registration and currency of all practice educators they use, and so the standard was not met. A condition is therefore being recommended against this standard to ensure that the course provider achieves the required oversight of all practice educators' registration, qualifications, and currency. Consideration was given as to whether the findings identified would mean that the course would not be suitable for approval. However, it was deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. The inspection team is confident that once this standard is met, a further inspection of the course would not be required. Full details of the conditions, monitoring and approval can be found in the [proposed outcomes](#) sections of this report.

### Standard 2.7

41. Documentary evidence provided prior to the inspection confirmed that there is a university-wide whistleblowing policy in place, which students are directed to from the programme handbooks. A section of the placement agreement document also requires the placement provider to make their own whistleblowing policy available to students as part of the induction process. At inspection, students demonstrated a strong grasp of the importance of raising concerns within both the university environment or placement, and how to go about this if needed. An example was provided of a student raising concerns about a colleague's practice while on placement, and how this was received and addressed effectively. The inspection team determined that this standard was met.

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

#### Standard 3.1

42. The university provided documentary evidence ahead of the inspection which confirmed there is a clear governance structure in place for the programme, which is established in the School of Health Science and Wellbeing. The course director and head of department are responsible for ensuring the standards and resourcing of social work programmes, and report to the school's executive dean and associate deans. The course director and course lead are appropriately qualified and registered with Social Work England. The management and quality assurance of the courses is overseen through mechanisms such as Continuous Monitoring Meetings, Practice Assessment Panels (PAP), quarterly student representative meetings, and External Examiners.

43. The details of these structures and processes were discussed and confirmed with members of senior management at inspection. Senior management were also asked questions about resourcing of the expansion of the MA programme, and demonstrated strategic commitment to the MA and to maintaining the current student-staff ratio as the course expands. The inspection team agreed that this standard was met.

#### Standard 3.2

44. Documentary evidence provided prior to the inspection indicated that formal agreements are in place with all placement providers through Practice Learning Agreements (PLAs). PLAs are completed for all placements, and confirm the expectations the university has of placement providers. The PLA lays out how placement learning must meet the relevant regulatory standards, and includes agreements regarding obtaining service user consent, and processes for raising concerns. There are also partnership arrangements in place through the teaching partnership agreement, as confirmed by a teaching partnership representative during inspection. At inspection, stakeholders demonstrated a shared understanding of the expectations of placement, and of the processes to follow in response to any concerns. All stakeholders spoke positively of how past examples of placement breakdown have been handled. The inspection team agreed that this standard was met.

### Standard 3.3

45. Prior to inspection, the university confirmed that all placement providers complete a health and safety check form, which includes questions regarding health and safety policies, risk assessment, and insurance. Placement providers are also required to provide the university with confirmation of their Employer and Public Liability Insurance every year. Any specific needs of the student related to health, disability, caring responsibilities, etc. are noted through the PLA and any reasonable adjustments or additional support agreed at this stage. The QAPL process also serves to flag up any issues with placement providers meeting students' health and wellbeing support needs. At inspection, support services staff demonstrated an awareness of the need for support services to be accessible for students while on placement, and to work in conjunction with placement support systems. The inspection team determined that this standard was met.

### Standard 3.4

46. Documentary evidence provided by the university confirmed that employers are directly involved in the programme through the programme board, and have further input through the teaching partnership. Employers are also involved as part of Practice Assessment Panels and QAPL process for all social work programmes at the university, and participate in annual stakeholder events which invite their feedback on the programmes.

47. As discussed within standard 1.3, employers are involved in the design of interview questions and invited to participate in interview panels. Practitioners from employer partners contribute to development and delivery of teaching on the programme as part of the Teaching Consultant role. At inspection, employer partners confirmed they have a strong relationship with the university, and reported having been given draft module outlines for the programme to provide feedback on. The inspection team agreed that this standard was met.

### Standard 3.5

48. Review of the university's documentary evidence submission confirmed that there are a number of quality assurance processes in place for the programme which involve employers, students, and people with lived experience of social work. The programme is subject to a university-wide continuous programme monitoring process, as well as PAPs and programme boards with employer and SUC group representation. A number of routes are in place for student participation in course improvement, such as quarterly student representative meetings and regular module evaluations.

49. Placements are reviewed annually through the QAPL process, which collates feedback from students and practice educators on their placement experiences. The QAPL forms are audited every year to ensure areas for improvement are identified and actioned where

appropriate. External examiners provide a further quality assurance mechanism for the programme.

50. At inspection, students confirmed that they have the opportunity to contribute to programme improvements through the above routes as well as more informally, and reported having seen their feedback implemented to benefit subsequent cohorts. Employers and SUC group members confirmed they have regular meaningful involvement in course development and quality assurance. The inspection team agreed the standard was met.

### Standard 3.6

51. The university's documentary evidence submitted for this standard states that the target recruitment number for the programme is planned to increase from 15 per cohort to 35 per cohort. This change has been planned to accommodate an increased interest in postgraduate-entry social work programmes and decrease in recruitment to the undergraduate social work programme. To maintain the overall provision size and alignment with regional placement capacity, recruitment numbers for the undergraduate course will therefore be reduced from 70 to 45. This redistribution of recruitment numbers across the programme has been consulted on with placement providers at the most recent stakeholder event, and is not anticipated to have any adverse impact. The university state that regional placement capacity and distribution is managed in collaboration with the Teaching Partnership, which has a workforce strategy in place. Data is also collected through the QAPL process regarding each provider's current capacity, which the university's placements team use to maintain an up to date database of all placements' current capacity. At inspection, employer partners indicated that placement provision for the planned change in numbers is secure, and the placement team confirmed they do not anticipate any issues with placement provision for the programme. The inspection team agreed that the standard was met.

### Standard 3.7

52. The lead social worker for both courses is registered with Social Work England and their CV confirms they are appropriately qualified for the role. The inspection team concluded that the documentary evidence provided in advance of the inspection was sufficient to demonstrate that this standard was met.

### Standard 3.8

53. The inspectors' review of the staff CVs provided within the university's evidence submission confirmed that staff are appropriately qualified and experienced, and represent a breadth of specialist knowledge. A pool of guest lecturers and Teaching Consultants is also available to provide further specialist expertise where needed. At inspection, the course team confirmed the training and quality assurance processes in place to ensure these

external staff are able to deliver teaching to the required standard. The course team also confirmed that there is sufficient capacity and expertise across the staff team to provide contingency for planned or unplanned absence. As noted at standard 3.1, senior management confirmed at inspection that they are committed to maintaining the current student-staff ratio for the programme as recruitment numbers increase. The inspection team agreed that the standard was met.

### Standard 3.9

54. Documentary evidence provided for this standard confirmed that the university monitors student progression through bi-annual continuous monitoring meetings, as well as monthly monitoring of student progression by the Course Director and Social Work Lead. Module leads and the course lead are required to assess trends in students' progression data, and to make changes to assessments or teaching and learning where necessary. The university also confirmed that they have a 'student tracking' approach in place which allows staff to closely monitor student progression on an individual level and raise any concerns at staff meetings. At inspection, it was confirmed that no attainment gaps have yet been identified on the programme, likely due to the small size and recent creation of the programme. However, the relevant structures are in place to identify and address any concerns should they arise. The course team were also able to provide an example of responsive changes that were made to a module with a low pass rate, and how these changes have been effective in increasing the pass rate. The inspection team were satisfied that this standard was met.

### Standard 3.10

55. The evidence submission for this standard outlined the university's commitment to ongoing staff development through annual appraisals and professional development plans. Training and development opportunities are also made available, with all teaching staff either undertaking or having completed a Post Graduate Certificate in Higher and Professional Education. Staff participate in a bi-annual performance and development review to reflect on and plan their professional objectives, and are supported to attend conferences where relevant. A number of members of staff also continue to practice social work alongside their academic role, and some have participated in a teaching partnership Academic Proximity to Practice pilot scheme. At inspection, the course team and employers confirmed there are many opportunities made available to staff for professional development, and that they have protected time set aside for these activities. The inspection team agreed that this standard had been met.

## Standard four: Curriculum assessment

### Standard 4.1

56. The documentary evidence provided prior to inspection demonstrated that the MA curriculum has been mapped to BASW's Professional Capability Framework, Social Work England's Professional Standards, and the relevant QAA Benchmark Statements. The inspection team agreed that this standard was met on the basis of the documentation provided.

#### Standard 4.2

57. As discussed within standards 3.4 and 3.5, review of the university's documentary evidence submission confirmed that there are a number of mechanisms for the ongoing development of the curriculum programme which involve employers (including practitioners) and people with lived experience of social work. The programme is subject to PAPs and programme boards with employer and SUC group representation, and practitioner feedback is also collated through the QAPL process. Employers and practitioners also participate in review of the curriculum through annual stakeholder events, and through participation in the teaching partnership.

58. As discussed within standard 1.3, employers and SUC group members are involved in the design of interview questions and invited to participate in interview panels. Practitioners from employer partners contribute to development and delivery of teaching on the programme as part of the Teaching Consultant role. At inspection, employer partners confirmed they have a strong relationship with the university, and reported having been given draft module outlines for the programme to provide feedback on. SUC group members also confirmed they have regular meaningful involvement in course development and quality assurance. The inspection team agreed that this standard was met.

#### Standard 4.3

59. As discussed within standard 1.5, documentary evidence was provided prior to the inspection indicating that there is a university-wide equality and diversity policy in place, the Access and Participation Plan 2020-21 to 2025, which underpins and informs the university Admissions Policy. This is further supported by a subject-specific social work access and participation action plan. In line with this documentation, the invitation letter sent to applicants asks about any adjustments needed, and the university webpages on preparing for interview also include information about how to request reasonable adjustments for admissions. All staff involved in admissions receive regular mandatory EDI training. There is regular monitoring of diversity data at admissions stage for each programme, and actions are taken in response to this data where appropriate.

60. As noted within standard 3.9, the university monitors student progression through bi-annual continuous monitoring meetings, as well as monthly monitoring of student progression by the Course Director and Social Work Lead. Module leads and the course lead are required to assess trends in students' progression data, and to make changes to

assessments or teaching and learning where necessary. At inspection, it was confirmed that no attainment gaps have been identified on the programme as of yet, likely due to the small size and recent creation of the programme. However, the relevant structures are in place to identify and address any concerns should they arise.

61. The documentary evidence for this standard included module descriptors which confirmed that content regarding EDI features throughout the programme. Work has been undertaken to decolonise the curriculum, and the programme has also been subject to an inclusive curriculum health check. At inspection, students noted that the cohorts for the MA programme are diverse and that this is celebrated and reflected in the course content. The inspection team determined that this standard was met.

#### Standard 4.4

62. Review of the documentary evidence for this standard confirmed that modules are annually reviewed and updated by module leaders, with changes informed by their scholarly activity, external examiner reports, student module feedback, and any changes to relevant legislation, policy, or best practice. Annual stakeholder events are also held where potential updates to the programmes are discussed and planned. The curriculum's currency is evidenced in the reading lists provided for each module, which are topical and feature recent relevant publications. At inspection, employer partners discussed how in response to significant national enquiries or regional reports, the university has employers attend to discuss the implications for practice with staff and students. The inspection team agreed this standard was met.

#### Standard 4.5

63. Evidence provided prior to inspection indicated that the integration of theory into practice is a consistent theme across both academic modules and practice learning. Students are required to apply theory to practice in the learning outcomes for the two placement modules, and the placement portfolio assesses students' developing skills in integration of theory into their practice learning. A number of the academic modules on the programme also explicitly require students to make links between theory and application in practice. Practice educators are expected and supported to provide learning opportunities that encourage students to integrate theory and practice. At inspection, students discussed a range of theories they have implemented during placement, and ways in which their practice educators foster their application of theory to practice. The inspection team were satisfied that this standard was met.

#### Standard 4.6

64. The university's documentary submission noted that lecturers from other professions in the school are involved in delivery of social work programmes, as well as visiting speakers from professions such as psychology. There is a school-wide Interprofessional Education

(IPE) group which is currently developing a programme of interprofessional learning opportunities for students from across the school. Practice placements also provide substantial opportunity for working with other professions, and students are encouraged to attend interdisciplinary events such as conferences and webinars. At inspection, practice educators confirmed that students must undertake some form of interprofessional working during placement as this is required as part of the portfolio. The inspection team agreed that the standard was met.

#### Standard 4.7

65. Documentary evidence for this standard confirmed that the designated hours of structured academic learning required for each module are clearly stated in module descriptors, and conform to university-wide requirements. At inspection, employer partners confirmed that students generally arrive on placement well-prepared, and students confirmed they are aware of attendance requirements. University staff explained the structures in place to identify and resolve situations when a student's attendance may not be sufficient to meet the required competence level. The inspection team agreed that the standard was met.

#### Standard 4.8

66. Review of the documentary evidence for this standard confirmed that assessment strategies for the programme are governed by university-wide policies, along with department level marking and feedback guidance. A varied range of assessment methods are used across the programme, including exams, presentations, portfolios, and role plays. Placements assessments are moderated through the PAP and QAPL processes. An external examiner system provides external scrutiny of standards of assessments and compares currency with other social work courses in England. At inspection, the course team stated that assessment methods and timing are continuously reviewed and amended where improvements are indicated. Students confirmed that they felt assessments were explained well and they understood what was expected of them. The inspection team were satisfied that the standard was met.

#### Standard 4.9

67. The university's documentary evidence confirmed that assessments are mapped to programme learning outcomes, as detailed in module descriptors and the programme specification. The marking criteria for assessments progress from level to level, and learning outcomes are sequenced to become increasingly complex. The inspection team agreed that this standard was met.

#### Standard 4.10

68. Module descriptors provided prior to inspection confirmed that students on the programme receive formative and summative feedback to support their development over time. Departmental assessment feedback guidance requires assessors to identify areas of development for students' future assessments. Documentation also confirmed that students have regular opportunities to discuss their progress and development with their academic mentors. Guidance is in place, informed by student feedback, to ensure all students receive constructive feedback to inform their ongoing development. As noted within standard 4.8, at inspection students confirmed that the expectations of assessments are communicated clearly to them, and reported receiving constructive and helpful feedback both formally and informally. The inspection team were satisfied that this standard was met.

#### Standard 4.11

69. Prior to the inspection, the university provided staff and external examiner CVs. Review of the CVs confirmed that staff carrying out assessments are appropriately qualified, and that the external examiners are qualified and registered. Placement portfolios are assessed by practice educators whose qualifications and currency are monitored per the processes outlined in standard 2.6. Improvements needed to the monitoring of practice educators' currency have been addressed in the condition for standard 2.6. At inspection, members of the SUC group who are involved in assessments stated that they are given clear guidance, training, and support for this work. The inspection team concluded that the evidence indicated this standard was met.

#### Standard 4.12

70. The university's documentary evidence outlined that the systems in place to manage students' progression are in accordance with academic regulations, with additional course-specific requirements due to the course's status as a professionally regulated programme. There are a range of people who contribute to decisions about student progression, including academics, SUC group members, placement service users, and practice educators. The mapping document also confirmed that students undergo direct observation of practice in the form of assessed role play within the Core Skills for Social Work module, as well as three successful direct observations by practice educators as part of placement assessments, at least two of which must involve direct practice with service users. Students have the opportunity to re-submit failed assessments and repeat failed modules where appropriate. The inspection team agreed that the standard was met.

#### Standard 4.13

71. Evidence was provided ahead of inspection that evidence-based practice is embedded throughout the curriculum of the programme, as a core aim of the programme is fostering an evidence-informed practice approach. The second year of the programme includes an

Evidence-Based Decision Making Across the Lifespan module in order to consolidate the knowledge and skills that underpin this approach. The learning outcomes for all other modules on the programme also require demonstration of evidence-informed practice, and the dissertation on the MA programme provides a further opportunity for students to develop in-depth, evidence-based knowledge in a chosen area of social work practice. Students have access to databases and research material through the university's library services. At inspection, course staff stated that they encourage students to raise and discuss current research evidence within their placement settings, emphasising the benefits of this for colleagues' practice as well as their own. The inspection team determined that this standard was met.

## Standard five: Supporting students

### Standard 5.1

72. Documentary evidence provided by the university confirmed that students have access to a range of support services, including a careers service, counselling service, and occupational health where appropriate. Students are made familiar with key support services during welcome week, and these are further signposted to later in the course at relevant points; for example, during the final year the careers service attends a teaching session to provide advice on interview skills. At inspection, students confirmed that in addition to the formal support services available, course staff readily provide practical and pastoral support where needed.

73. Due to the proportion of international students on the programme, inspectors enquired at inspection about support available specifically for international students. Support services staff confirmed that there is an international portal which students are added to before enrollment. This provides comprehensive information regarding visa requirements, available support, and other relevant content. Once enrolled, twice weekly drop ins are available to provide direct support for any matters specific to international students, as well as one to one appointments. Services such as the chaplaincy and money team demonstrated clear commitment to identifying and meeting the diverse needs of international as well as home students. Support services staff also demonstrated an awareness of the need for support services to be accessible for students while on placement; for example, evening counselling slots are available every week for those who may not be able to attend within office hours. The inspection team agreed that the standard was met.

### Standard 5.2

74. The university's documentary evidence submission confirmed that students have access to a range of resources to support their academic development, including academic mentors, a subject librarian, library resources, and the Skills for Study academic skills resource. At inspection, course team and support services staff were able to provide further detail of these resources and how they work for students. An academic skills confidence

checker tool is sent out prior to the start of term as an anonymous tool to help students assess gaps in their confidence or skills. The results of this tool then direct students to relevant Skills for Study modules to support their development, along with one-to-one support either in person or online if needed. Students spoke positively of their experience with and access to their academic mentors, and discussed also being able to book tutorials with module leads where needed. The inspection team determined that the standard was met.

### Standard 5.3

75. As discussed within standard 1.4, applicants to the programme are required to complete a self-declaration, occupational health check, and DBS check. At inspection, the admissions team were able to explain the alternative criminal records checking arrangements that are put in place for international students in situations where a DBS check is not appropriate. Should any concerns be raised as a result of an applicant's DBS or alternative criminal background check, a suitability panel is held with an experienced social work practitioner and academic staff to consider the applicant's suitability for the programme. At inspection, the course team confirmed that following initial suitability checks at admissions stage, students are required to complete further suitability declarations annually at each enrolment. Documentary evidence confirmed that there is a comprehensive fitness to practise policy in place to deal with any concerns arising regarding a student's ongoing suitability. The inspection team agreed that the standard was met.

### Standard 5.4

76. As discussed within standard 1.5, documentary evidence was provided prior to the inspection indicating that there is a university-wide equality and diversity policy in place, the Access and Participation Plan 2020-21 to 2025, which underpins and informs the university Admissions Policy. This is further supported by a subject-specific social work access and participation action plan. In line with this documentation, the invitation letter sent to applicants asks about any adjustments needed, and the university webpages on preparing for interview also include information about how to request reasonable adjustments for admissions. All staff involved in admissions receive regular mandatory EDI training. There is regular monitoring of diversity data at admissions stage for each programme, and actions are taken in response to this data where appropriate.

77. At inspection, support services staff confirmed that students disclosing the need for reasonable adjustments are supported to put in place a Student Inclusion Support Statement, which includes a section regarding placements. It was also confirmed that screenings are available for students who do not have a formal diagnosis, and adjustments can be made for 'working diagnoses' where necessary. The placement team confirmed that where a student has disclosed that they require reasonable adjustments, early planning and communication takes place to ensure they are allocated to a placement which can meet

their needs. Practice educators reported several examples of students who have been well-supported by the university and placement to meet their learning needs. The inspection team agreed that this standard was met.

#### Standard 5.5

78. Review of the documentary evidence for this standard confirmed that comprehensive information is provided to applicants to give a clear picture of the requirements of the course. Programme and module documentation provides information on the academic and practice curriculum requirements, assessment, resits, and mitigating circumstances. The university has a careers service who provide advice and support in seeking employment. Preparation for registered practice and for the ASYE is addressed as part of professional development days during students' final placement, and a Social Work England representative has also attended to deliver a session to students on this. At inspection, students confirmed that they were provided with all necessary information throughout the programme. The inspection team determined that the standard was met.

#### Standard 5.6

79. Documentary evidence provided prior to the inspection confirmed that the mandatory attendance requirements for all elements of the courses are laid out in the programme specification, module descriptors, and on the VLE (virtual learning environment). Attendance at taught content is monitored through an electronic system, and academic mentors and module leads are responsible for flagging up and addressing any concerns around student attendance. Attendance at skills days is monitored, and students are required to complete make-up activities for any skills days they miss. Placement attendance is recorded via a timesheet to ensure all students attend the required minimum number of placement days. At inspection, students were clear about the attendance requirements of their programme, and about the procedures they need to follow in case of unavoidable absence. The inspection team agreed that this standard was met.

#### Standard 5.7

80. As discussed within standards 4.8 and 4.10, module descriptors provided prior to inspection confirmed that students on the programme receive formative and summative feedback to support their development over time. Departmental assessment feedback guidance requires assessors to identify areas of development for students' future assessments. Documentation also confirmed that students have regular opportunities to discuss their progress and development with their academic mentors. Guidance is in place, informed by student feedback, to ensure all students receive constructive feedback to inform their ongoing development. As noted within standard 4.8, at inspection students confirmed that the expectations of assessments are communicated clearly to them, and reported receiving constructive and helpful feedback both formally and informally. Students

spoke positively of their experience with and access to their academic mentors, and discussed also being able to book tutorials with module leads where needed. The inspection team were satisfied that this standard was met.

#### Standard 5.8

81. Review of the evidence provided prior to inspection confirmed there is a university-wide complaints and appeals procedure in place. The procedure is available on the university website and signposted to through the VLE. At inspection, students confirmed they know where to find the complaints and appeals procedure on the VLE, and that this is signposted to during induction. The inspection team agreed that the standard was met.

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

##### Standard 6.1

82. As the qualifying courses are an MA and PGDip exit route the inspection team agreed that this standard was met for the programmes.

## Proposed outcome

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

### Conditions

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.

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

	Standard not currently met	Condition	Date for submission of evidence	Link
1	2.6	The course provider will evidence that they have developed a robust process of ensuring oversight of all practice educators':  <ol style="list-style-type: none"><li>1. Registration</li><li>2. Qualifications</li><li>3. Currency of knowledge and skills</li></ol>	12 <sup>th</sup> Sept 2024	<a href="#">Paragraph 39</a>

## Annex 1: Education and training standards summary

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

Standard	Met	Not Met – condition applied	Recommendation given
offer of a place on a course. This will include 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:  i) placements in at least two practice settings providing contrasting experiences; and ii) a minimum of one placement taking place within a statutory setting, providing experience of sufficient numbers of statutory social work tasks involving high risk decision making and legal interventions.	<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 type="checkbox"/>	<input checked="" 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 – condition applied	Recommendation given
employers, people with lived experience of social work, and students.			
3.6 Ensure that the number of students admitted is aligned to a clear strategy, which includes consideration of local/regional placement capacity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7 Ensure that a lead social worker is in place to hold overall professional responsibility for the course. This person must be appropriately qualified and experienced, and on the register.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8 Ensure that there is an adequate number of appropriately qualified and experienced staff, with relevant specialist subject knowledge and expertise, to deliver an effective course.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9 Evaluate information about students’ performance, progression and outcomes, such as the results of exams and assessments, by collecting, analysing and using student data, including data on equality and diversity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.10 Ensure that educators are supported to maintain their knowledge and understanding in relation to professional practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Curriculum and assessment</b>			
4.1 Ensure that the content, structure and delivery of the training is in accordance with relevant guidance and frameworks and is designed to enable students to demonstrate that they have the necessary knowledge and skills to meet the professional standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Ensure that the views of employers, practitioners and people with lived experience of social work are incorporated into the design,	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard	Met	Not Met – condition applied	Recommendation given
ongoing development and review of the curriculum.			
4.3 Ensure that the course is designed in accordance with equality, diversity and inclusion principles, and human rights and legislative frameworks.	<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:  I. confidential counselling services; II. careers advice and support; and III. occupational health services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Ensure that students have access to resources to support their academic development including, for example, personal tutors.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Ensure that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard	Met	Not Met – condition applied	Recommendation given
5.4 Make supportive and reasonable adjustments for students with health conditions or impairments to enable them to progress through their course and meet the professional standards, in accordance with relevant legislation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Provide information to students about their curriculum, practice placements, assessments and transition to registered social worker including information on requirements for continuing professional development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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	2.6	The course provider will evidence that they have developed a robust process of ensuring oversight of all practice educators’:  <ol style="list-style-type: none"><li>1. Registration</li><li>2. Qualifications</li><li>3. Currency of knowledge and skills</li></ol>	Met

## Findings

This conditions review was undertaken as a result of the condition set during the reapproval inspection as outlined in the report above. The condition against standard 2.6 required the course provider to evidence that they have oversight of all practice educators’ registration, qualifications, and currency of knowledge and skills. The documentary evidence provided by the university for this condition included a new version of the learning agreement meeting (LAM) form, and the narrative outlined how this document requires all practice educators to confirm their registration number and their currency. The learning agreement meeting is attended by a member of the academic team who has oversight of this information. To ensure PEs maintain their skills, the teaching partnership provides regular continuing professional development opportunities and the university has a standing item at their annual stakeholder event to identify and plan for PEs’ ongoing training needs. Should there be any concerns regarding a practice educators’ registration, currency or skills these would be raised with employer partners for placement-based PEs, or with the head of department for independent PEs. The inspectors’ recommendation is that this condition is now met.

## Regulator decision

Conditions met.