

Inspection Report

Course provider: University of Gloucestershire

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

Inspection dates: 12th – 14th November 2024

Report date:	10 th January 2025
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	14 th March 2025
Date conditions met and approved:	TBC

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.....	9
Standard three: Course governance, management and quality	13
Standard four: Curriculum assessment	16
Standard five: Supporting students	21
Standard six: Level of qualification to apply for entry onto the register	24
Proposed outcome.....	25
Conditions	25
Annex 1: Education and training standards summary	28
Regulator decision.....	34

Introduction

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

What we do

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

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

9. During this time a draft plan for the inspection is developed and shared with the education provider, to make sure it is achievable at the point of inspection.

10. Once the inspectors and officer are satisfied that an inspection can take place, this is usually undertaken over a 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. The University of Gloucestershire'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	UGR2
Course provider	University of Gloucestershire
Validating body (if different)	N/A
Courses inspected	MA Social Work, PGDip Social Work (exit route)
Mode of study	Full time
Maximum student cohort	20
Date of inspection	12 th – 14 th November 2024
Inspection team	Joseph Hubbard (Education Quality Assurance Officer) Debbie Brown (Registrant Inspector) Jane Jones (Lay Inspector)
Inspector recommendation	Approved with conditions
Approval outcome	Approved with conditions

Language

16. In this document we describe the University of Gloucestershire 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 12th – 14th November 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 three MA students and one recent graduate of the MA programme. Discussions included admissions, placement provision, skills days, 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. Discussions included admissions, course development and delivery, training and support.

Meetings with external stakeholders

23. The inspection team met with representatives from employer partners including Gloucestershire County Council, Caring for Communities and People (CCP), and Gloucestershire Action for Refugees and Asylum Seekers (GARAS). 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 five minute presentation, interview, and case study task. Applicants are required to hold a minimum of a 2:1 honours degree in a relevant subject area, and at least three months' relevant work experience.

26. International students require an overall IELTS score of 7.0 to ensure they have a good command of English. All applicants' command of English is also assessed through a timed written exercise requiring them to read a set article and answer four questions relating to it. Applicants' information technology skills are assessed through participation in the online 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 applicant's personal statement, as well as the required professional reference. 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 evidence also states that the entry requirements for the programme can be flexible when taking into account relevant prior experience; mature applicants who don't meet all of the entry criteria but do have relevant experience can demonstrate their suitability for level 7 study through a 1500-word essay. 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 design and development of the admissions process. An annual Selection and Access Committee Meeting is held to evaluate and update the admissions process, and both employer partners and people with lived experience are represented in these meetings. Some interview panels include a person with lived experience of social work and/or an

employer partner, however it was confirmed at inspection that this is not the case for every interview. During the inspection, the inspection team met with people with lived experience, who confirmed they have meaningful involvement in the design and delivery of the admissions process. The inspection team agreed that the standard was met.

29. The inspection team determined that the university would benefit from a recommendation to grow their pool of people with lived experience of social work, in order to increase and broaden the opportunities for their involvement in the programme. Full details of recommendations can be found in the [proposed outcome](#) section of this report.

Standard 1.4

30. The university provided documentary evidence demonstrating their processes for assessing the suitability of applicants' conduct, character, and health. Applicants are required to complete a declaration of suitability form, occupational health check, and Disclosure and Barring Service (DBS) check. At inspection, the admissions team were able to explain the processes in place for addressing any concerns raised as a result of an applicant's suitability checks, with a risk assessment being carried out to determine the applicants' suitability. The inspection team were satisfied that this standard was met.

Standard 1.5

31. Documentary evidence was provided prior to the inspection indicating that there is a university-wide Equity, Diversity and Inclusion strategy in place, along with an Equality and Diversity policy which underpins and informs the university admissions processes. This is further supported by an Access and Participation Plan, and regular review of the MA admissions process at a Selection and Access Committee. An Outreach and Widening Participation team carries out events throughout the year to encourage and support applications from various underrepresented communities. Applicants who require reasonable adjustments are able to request these, and changes like extra time will be put in place accordingly. There is regular monitoring of diversity data at admissions stage for each programme, and actions are taken in response to this data where appropriate. At inspection, students reported that their individual needs had been considered and taken into account throughout the admissions process. The inspection team agreed that this standard was met.

Standard 1.6

32. 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, both in person and online, 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 the majority of the information they needed when

deciding whether to take up an offer of a place on the programme. Students reported it would have been beneficial to have clarity on when placements would take place, particularly for students with caring responsibilities. The inspection team were satisfied that this standard was met, but felt the university would benefit from a recommendation to provide clearer information to applicants around placement timings and arrangements. Full details of recommendations can be found in the [proposed outcome](#) section of this report.

Standard two: Learning environment

Standard 2.1

33. Documentary evidence provided prior to the inspection confirmed that students spend 170 days on placement in contrasting practice settings. Attendance at all placement days is recorded in the university's digital placement management system. The inspectors came to the inspection with some questions regarding skills days, as the documentary evidence had not clearly evidenced all 30 days required to make up the 200 total placement days. Further evidence was received, both in documentation and verbally at inspection, which provided assurance that 30 skills days are provided and students' attendance at these is now carefully monitored. Students cannot complete their programme without completing 30 skills days, which are recorded on a skills mapping document and checked as part of the Skills for Practice module. At inspection, students had a clear understanding of the mandatory requirement to attend 30 skills days and knew that any missed days had to be made up. The university confirmed that if students miss a skills day a bespoke activity is organised for them to make the day up.

34. Inspectors also had queries regarding how the university ensures that all students undertake at least one placement within a statutory setting. It was acknowledged by the university that some students undertake their statutory-designated placement outside of traditional statutory placement settings. The university provided examples of audit forms used to identify statutory tasks in non-statutory settings which are used for statutory placements. The inspectors recognised that there is a process in place to audit whether or not placements involve statutory tasks, but determined that this process did not robustly ensure that all placements being used as statutory placements meet the requirements of this standard. The audit forms provided asked whether statutory tasks were available (and in a more recent version of the document, which statutory tasks) but did not set out what could be defined as such. The inspectors determined that some of the examples provided of non-statutory settings which could be used as statutory placements did not appear to meet the definition set out for this standard. The inspectors agreed that for this reason the standard was not met.

35. A condition is therefore being recommended against this standard to ensure that the course provider develops a robust process of establishing which placements meet the definition of a statutory placement and clear grounds for each such placement meeting this requirement. 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 outcome](#) section of this report.

36. At inspection, students shared that they did not feel they had a clear understanding of the requirements applicable to them regarding placements. Students reported that they had initially thought they needed to complete a statutory placement, but then believed this may be incorrect as some of them had been given two non-statutory placements. In addition to the condition above, the inspectors felt the university would benefit from a recommendation to clarify communication to students in relation to requirements and arrangements for statutory placements and statutory tasks. Full details of recommendations can be found in the [proposed outcome](#) section of this report.

Standard 2.2

37. The documentary evidence provided by the university for this standard demonstrated that placements undergo an audit process prior to students being placed there, and a memorandum of understanding is also in place to establish expectations for each placement. The placement learning agreement document and meeting lay out the expected learning opportunities, and the student's progress against these is reviewed at the mid-point placement meeting. The Quality Assurance in Placement Learning (QAPL) process serves as a broader mechanism for assuring placements are meeting students' learning needs. Any areas of concern raised through the QAPL process are addressed, with the placement being withdrawn from active use in the meantime where appropriate. At inspection, students reported generally feeling that their work on placement met their learning needs, and provided examples of the university remedying situations where this was not the case. The inspection team determined that the standard was met.

Standard 2.3

38. 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. At inspection, students on the whole reported that their supervision and support on placement was good, and where they had raised any issues these had been addressed and resolved. 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.

39. While it was confirmed that there is a process in place for students needing reasonable adjustments on placement through the Health Abilities Passport, students reported finding that this support wasn't very well joined up. The inspectors agreed that the university would benefit from a recommendation, on this standard and standard 5.1, to improve communication with students before and during placement around maintaining access and connection to any university support services they may need. Full details of recommendations can be found in the [proposed outcome](#) section of this report.

Standard 2.4

40. 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. The placement audit form identifies learning opportunities available at each placement to inform decisions about which placements are appropriate for students to be placed in 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 reported generally feeling that their work on placement met their learning needs, and provided examples of the university remedying situations where this was not the case. The inspection team determined that the standard was met.

Standard 2.5

41. Prior to inspection, the university outlined the details of the Skills for Practice 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 readiness for practice confirmation form, which is signed by a module lead or tutor to confirm each student's readiness. As discussed within standard 1.4, all students must provide a DBS check and declaration of suitability, followed by an occupational health assessment. Details of the content of skills days were provided to evidence the preparation for practice which takes place within the Skills for Practice module, which students are required to pass before they are permitted to begin their first placement. The documentary evidence also referenced recent research the university has been involved in regarding the impact of simulation exercises on developing students' readiness for practice. During the inspection, employers and practice educators reported that students from the programme generally arrive on placement well-prepared. The inspection team agreed that the standard was met.

Standard 2.6

42. Prior to inspection, the university provided details of the process that is in place to ensure practice educators (PEs) are suitably skilled, experienced, and on the Social Work England register. For off-site PEs (those not employed by a placement provider), the university's placement lead maintains a database of all PEs that have been registered with the university, which involves submission of a CV, Social Work England registration number, and evidence of stage 2 PEPS qualification. These details are checked when the university is planning to use a practice educator to support a student, but there does not appear to be a designated interval at which PEs' Social Work England registration is re-checked to ensure the PE has maintained their registration. Review of a section of the database indicates that PEs' registration status appears to have been last checked more than 12 months ago, meaning their registration could have lapsed. Additionally, the university's mapping evidence states that for on-site PEs (those employed by the placement provider), their agency must confirm that they have completed or are completing PEPS 2 training; it is not clear whether the university has robust oversight of on-site PEs' qualifications and registration. While all PEs are required to enter their registration number on the Practice Learning Agreement form, there does not appear to be a process established to check that this registration is current.

43. As this standard requires the education provider themselves to ensure the registration and currency of all PEs 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 outcome](#) section of this report.

Standard 2.7

44. Documentary evidence provided prior to the inspection confirmed that the Student Charter and the Placement Handbooks include clear procedures and policies around raising concerns. The Practice Learning Agreement form also requires the placement provider to evidence that their own relevant policies have been provided and discussed with the student, PE, and on-site supervisor. The university's Placement in Difficulties Policy must also be discussed at the Placement Learning Agreement meeting to ensure all parties are aware of steps to take should concerns arise. The student's personal tutor and link tutor serve as a further supports and points of contact for raising any concerns or difficulties while on placement. At inspection, students and PEs confirmed that they are aware of where to find the relevant policies regarding difficulties, including whistleblowing concerns, that may arise during placement. The inspection team determined that this standard was met.

Standard three: Course governance, management and quality

Standard 3.1

45. 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 and Social Care. The Academic Course Leads are responsible for ensuring the standards and resourcing of social work programmes, and report to the Deputy Head of School and Head of School. The Academic Course Lead is appropriately qualified and registered with Social Work England. The management and quality assurance of the courses is overseen through the University Quality Enhancement Framework, which includes mechanisms such as the Academic Course Enhancement Monitoring (ACEM) and External Examiners. An Associate Head of School is in post who supports course teams in completion of the ACEM and monitors progress against any agreed actions throughout the year. A Student Voice Framework is in place to ensure student voice is integrated into course monitoring and quality assurance. The details of these structures and processes were discussed and confirmed with members of the course team and senior management at inspection. Senior management were also asked questions about some previous difficulties with workload allocation which were noted in the documentary evidence, and were able to confirm that these issues have now been addressed and resolved. The inspection team agreed that this standard was met.

Standard 3.2

46. Documentary evidence provided prior to the inspection indicated that formal agreements are in place with all placement providers through both Memoranda of Agreement (MOAs) and Practice Learning Agreements (PLAs). MOAs are in place for each placement setting, and PLAs are completed for all individual placements; these documents both set out the expectations the university has of placement providers. The Placement Handbook also serves to establish expectations of placement, and lays out the relevant processes for complaints, concerns, and whistleblowing. Further evidence was provided of fortnightly planning and review meetings held with employer partners by the Placement Allocation and Quality Manager. At inspection, stakeholders demonstrated a shared understanding of the expectations of placement, and of the processes to follow in response to any concerns. Several examples were provided of how past instances of placement breakdown have been handled. The inspection team agreed that this standard was met.

Standard 3.3

47. Prior to inspection, the university confirmed that placement audits are carried out for each placement setting prior to students being placed there. Every placement provider must also accept a Memorandum of Agreement which establishes the expectations and responsibilities for student placements. The Placement Learning Agreement form then requires all relevant policies and procedures regarding student health, wellbeing, and risk to be in place, and

students are required to confirm they have read and understood these policies prior to the meeting. The mid-point and final review meetings serve as formal opportunities to ensure students' needs are being met around health and wellbeing, but any concerns can also be raised outside of these meetings with the student's PE, link tutor, or practice supervisor. Any concerns raised about the health and wellbeing of students in particular placements through the QAPL process are addressed and resolved, either by working with the placement to improve, or ceasing use of the placement. At inspection, PEs and employer partners confirmed that the relevant policies are discussed within the PLA meeting, and support services staff demonstrated an awareness of the need for support services to be accessible for students while on placement. The inspection team determined that this standard was met.

Standard 3.4

48. Documentary evidence provided by the university confirmed that employers are directly involved in the programme through representation at the quarterly Programme Management Committee. They have further input through fortnightly meetings with the placements team, which involves collaboration with the university around monitoring of courses and allocation of placements. Employers are also involved in programme delivery as guest lecturers. As discussed within standard 1.3, employers are involved in the design of interview questions and invited to participate in some interview panels. At inspection, employer partners confirmed that they find the university to be responsive and supportive regarding employer partner involvement in the programme. The inspection team agreed that this standard was met.

Standard 3.5

49. 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. As discussed within standard 3.1, the management and quality assurance of the courses is overseen through the University Quality Enhancement Framework, which includes mechanisms such as the Academic Course Enhancement Monitoring (ACEM) and External Examiners. An Associate Head of School is in post who supports course teams in completion of the ACEM and monitors progress against any agreed actions throughout the year. The Programme Management Committee takes place quarterly and has representation from student representatives, employer partners, and people with lived experience of social work. A Student Voice Framework is in place to ensure student voice is integrated into course monitoring and quality assurance. The details of these structures and processes were discussed and confirmed with university staff and stakeholders at inspection, with stakeholders reporting that they feel meaningfully involved in improvement of the programme. The inspection team agreed the standard was met.

50. The inspection team determined that the university would benefit from a recommendation to grow their pool of people with lived experience of social work, in order to increase and broaden the opportunities for their involvement in the programme. Full details of recommendations can be found in the proposed outcomes section of this report.

Standard 3.6

51. The university's documentary evidence submitted for this standard states that the target recruitment number for the programme is 20 students. The Placement Lead has oversight of the organisation of all placements, for both the BSc and MA Social Work programmes, with the 100-day placements for both groups beginning in January each year. The university is involved in regional workforce development planning through membership of the Social Work Academy Board at Gloucestershire Children's Services. The university also offer PEPS and Practice Supervisor training to help support placement provision regionally, as well as providing preparation and training for current and prospective placement providers. At inspection, it was acknowledged by the university and reflected in conversation with stakeholders that there are some difficulties with placement capacity. These difficulties are particularly acute due to the high number of non-driving students and difficulty placing non-drivers at the main statutory providers due to the large geographic area those agencies serve.

52. As there is no formal strategy in place around recruitment and placement capacity, and there appear to be existing difficulties in this area, the inspectors agreed that this standard was not met. A condition is therefore being recommended against this standard to ensure that the course provider develops a strategy to address these concerns. 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 outcome](#) section of this report.

Standard 3.7

53. The lead social worker for the programme 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

54. 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. It was confirmed at inspection that in addition to the five 'core' teaching staff for the programme, members of the wider social work academic team

also contribute to teaching. A pool of guest lecturers is also available to provide further specialist expertise where needed, including practitioners and people with lived experience. As noted at standard 3.1, senior management confirmed at inspection previous difficulties with the workload allocation model have now been resolved. The inspection team agreed that the standard was met.

Standard 3.9

55. Documentary evidence provided for this standard confirmed that the university monitors student progression through regular monitoring of module analytics on the Moodle platform. Progression data for students on the programme is then presented to the Module Board of Examiners and the external examiner. Personal tutors review their tutees' performance and engagement data to ensure students are progressing as expected and address any concerns. A database is available through Power Bi which collates equality, diversity and inclusion data for students on the programme, from admissions through to graduation. This data is reviewed at Award Boards to ensure any patterns of concern are flagged up and addressed. At inspection, the university were able to show the inspection team how the Moodle and Power Bi platforms function to allow staff to evaluate progression data. The inspection team were satisfied that this standard was met.

Standard 3.10

56. The evidence submission for this standard outlined the university's commitment to staff members' ongoing development and professional practice currency. It was confirmed that there are allocated hours within the university's Workload Allocation Model (WAM) dedicated to continuing professional development and scholarly activity. It was acknowledged within the documentary evidence, as noted under previous standards, that following an organisational restructure there had been some issues with staff workloads. However, it was confirmed on inspection that these difficulties had been addressed and resolved. Examples were provided of activities staff have engaged in to maintain their knowledge of practice, such as attending and presenting at practice-related conferences, and undertaking voluntary and paid social work practice. Academics on the teaching team have also been involved in conducting practice-related research activity, including several who are currently undertaking practice-related PhD research. All members of the teaching team also have roles as link tutors for students on placement, which further maintains their understanding of and proximity to practice. The inspection team agreed that this standard had been met.

Standard four: Curriculum assessment

Standard 4.1

57. 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

58. 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 Management Committee takes place quarterly and has representation from employer partners and people with lived experience of social work. Employers have further input through fortnightly meetings with the placements team, which provide the opportunity to share their views on the curriculum. Employers and people with lived experience are also involved in programme delivery as guest lecturers. As discussed within standard 1.3, both groups are involved in the design and review of the admissions process. At inspection, stakeholders reported that they feel meaningfully involved in improvement of the programme. The inspection team agreed the standard was met.

59. The inspection team determined that the university would benefit from a recommendation to grow their pool of people with lived experience of social work, in order to increase and broaden the opportunities for their involvement in the programme. Full details of recommendations can be found in the [proposed outcome](#) section of this report.

Standard 4.3

60. As discussed within standard 1.5, documentary evidence was provided prior to the inspection indicating that there is a university-wide Equity, Diversity and Inclusion strategy in place, along with an Equality and Diversity policy which underpins and informs the university admissions processes. This is further supported by an Access and Participation Plan, and regular review of the MA admissions process at a Selection and Access Committee. An Outreach and Widening Participation team carries out events throughout the year to encourage and support applications from various underrepresented communities. Applicants who require reasonable adjustments are able to request these, and changes like extra time will be put in place accordingly. There is regular monitoring of diversity data for the programme from admissions through to graduation, and actions are taken in response to this data where appropriate. At inspection, staff demonstrated an awareness of the needs of international students on the programme, and practical ways to ensure equity of access.

61. As noted under standard 3.9, the university monitors student progression through regular monitoring of module analytics on the Moodle platform. Progression data for students on the programme is then presented to the Module Board of Examiners and the external examiner. Personal tutors review their tutees' performance and engagement data to ensure students are progressing as expected and address any concerns. A database is available through Power Bi

which collates equality, diversity and inclusion data for students on the programme, from admissions through to graduation. This data is reviewed at Award Boards to ensure any patterns of concern are flagged up and addressed. At inspection, the university were able to show the inspection team how the Moodle and Power Bi platforms function to allow staff to evaluate progression data. The inspection team were satisfied that this standard was met.

Standard 4.4

62. Review of the documentary evidence for this standard confirmed that the programme's currency is continually reviewed and updated as part of the ACEM process, which has recently replaced an annual Course Enhancement Review system. There has also been a recent curriculum refresh and internal revalidation to ensure the programme is up to date with current practice and requirements. Updates and changes to the programme are informed by the course team's scholarly activity, external examiner reports, student feedback, and any changes to relevant legislation, policy, or best practice. At inspection, employer partners and practice educators confirmed that they have no concerns around the currency or relevance of programme content. The inspection team agreed this standard was met.

Standard 4.5

63. Evidence provided prior to inspection included module descriptors which show teaching of relevant theories within several modules, as well as the requirement that students apply these theories to practice. The mapping form states that teaching staff on the programme make use of tools such as case studies and reflective opportunities to encourage students to develop their application of theory to practice. It is also a requirement of both placement modules that students demonstrate that they are applying theory to practice. A placement guidance document provides examples of how this can be achieved, such as supervision, reflective logs, and direct observations of practice. At inspection, students confirmed that theory is embedded well across the programme, and discussed ways in which their practice educators foster their application of theory to practice once on placement. Practice educators reported that students from the programme arrive on placement with a strong knowledge of theory, and are able to develop their abilities to apply this to practice during their placement learning. 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 are involved in delivery of social work programmes, such as legal professionals delivering law content. There are also a number of opportunities provided as part of the skills days on the programme some of which involve simulated interprofessional working scenarios, interprofessional days with students from other programmes, and shadowing of social workers in interprofessional environments. Students are required to reflect on the importance of interprofessional working as part of the assessment for the Skills for Social Work module.

Practice placements also provide substantial opportunity for working with other professions within professional practice environments. The inspection team agreed that the standard was met, but felt that the university would benefit from a recommendation to expand the opportunities available for students to learn alongside other professions. Full details of recommendations can be found in the [proposed outcome](#) section of this report.

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. As discussed within standard 2.1, the inspectors had some questions regarding skills days, as the documentary evidence had not clearly evidenced all 30 days required to make up the 200 total placement days. Further evidence was received, both in documentation and verbally at inspection, which provided assurance that 30 skills days are provided and students' attendance at these is carefully monitored. The inspection team agreed that the standard was met.

Standard 4.8

66. A review of the documentary evidence for this standard confirmed that there is a Course Assessment Strategy in place which is annually reviewed to maintain its appropriateness and effectiveness. All proposed summative assessments are reviewed at an Assessment Scrutiny Panel before being made available to students, to ensure they meet quality requirements. A varied range of assessment methods are used across the programme, including written assignments, presentations, portfolios, and critical reflections. Placement portfolios are moderated through the PAP and QAPL processes. An external examiner system provides external scrutiny of standards of assessments, and a recent external examiner report confirms that recent improvements to assessments have ensured that feedback is detailed and consistent across the programme. At inspection, it was noted that during the recent internal revalidation of the programme, changes were made to resolve a recognised issue with overassessment. 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. Documentary evidence provided prior to inspection confirmed that students on the programme receive formative and summative feedback to support their development over time. Documentation also confirmed that students have regular opportunities to discuss their progress and development with module leads and their personal tutor. One module involves the use of peer feedback from other students on the programme. While on placement, students are provided with regular feedback from their PE and practice supervisor. Students on placement also receive feedback on direct observations, and feedback on their practice from people they have worked with including service users and colleagues. At previously discussed, it was acknowledged during the inspection that at internal revalidation there had been some areas for improvement raised around assessments, including consistency of feedback. It was stated that these issues have been addressed, which the most recent external examiner report supports. The inspectors were also able to review the Moodle and Mahara platforms during the inspection, to see what assessments and feedback look like for students. 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, people with lived experience of social work who are involved in assessments stated that they are given clear guidance 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. For example, students cannot progress to placement unless they have passed the readiness for practice assessment, and cannot progress to the 100-day placement unless they have passed the 70-day placement. There are a range of people who contribute to decisions about student progression, including academics, people with lived experience of social work, placement service users, and practice educators. The mapping document also confirmed that students undergo direct observations by practice educators as part of placement assessments, twice during the 70-day placement and three times during the 100-day placement. At inspection, both students and people with lived experience reported that they believe the involvement of people with lived experience in assessments is particularly

valuable. The course team provided examples of steps taken when a student is not progressing as expected. 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, particularly in the Knowledge, Theory and Methods of Intervention module. The module descriptors and module assessment briefs for all other modules on the programme also demonstrate the requirement for students to demonstrate evidence-informed practice. 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, it was established that course staff are research active and bring this into their teaching on the programme. 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 can access support services through Helpzone points on every campus, through their personal tutor, or via phone or email. For students struggling with their studies due to difficulties around physical or mental health, there is a Supported Studies Procedure in place to provide additional support. At inspection, it was confirmed that the university's multi-faith and non-faith chaplaincy runs drop-ins for students to debrief when returning from placement. It was also confirmed that the careers service brings social work graduates in to share information and experiences with current students. Students are made aware of the support services that are available during induction as well as signposting in the programme handbook.

Due to the proportion of international students on the programme, inspectors enquired at inspection about support available specifically for international students. It was confirmed that there is a range of support available for international students, including comprehensive information regarding visa requirements, life in the UK, university support services and other relevant content. Support services staff acknowledged the difficulties in maintaining connection with students on placement, and stated that this is an area they are proactively working to improve. The inspection team agreed that the standard was met.

73. The inspectors agreed that the recommendation applied to standard 2.3, around improving student services contact with students before and during placement, also applies to this standard. Full details of recommendations can be found in the [proposed outcome](#) section of this report.

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 personal tutors, link tutors, a subject librarian, and library resources. There is also a Student Achievement Team which provide students with assistance in study skills development, such as assessment writing, time management, and critical thinking. At inspection, students confirmed that they have had good experiences with the personal tutor and link tutor systems. Support services staff outlined the resources and support they can provide to students, and noted how much of this is available outside of normal working hours and therefore accessible to students on placement. 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 declaration of suitability form, occupational health check, and Disclosure and Barring Service (DBS) check. Once enrolled, students must complete a further Declaration of Good Health and Good Character form, as well as a Conflict of Interest Declaration, prior to beginning a placement. At inspection, the university explained the processes in place for addressing any concerns raised as a result of an applicant's suitability checks whether at admissions or once enrolled, with a risk assessment being carried out to determine the applicants' suitability. There is a Professional Suitability and Fitness to Practise procedure in place which lays out the steps taken should concerns arise regarding a student's suitability for the programme or for social work. The inspection team were satisfied that this 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 Equity, Diversity and Inclusion strategy in place, along with an Equality and Diversity policy which underpins and informs the university admissions processes. This is further supported by an Access and Participation Plan, and regular review of the MA admissions process at a Selection and Access Committee. Students who require reasonable adjustments are able to request these either at admissions or through the Disability, Dyslexia and Learning Support service, and adjustments will be put in place accordingly. 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, students confirmed that the process for requesting and receiving reasonable adjustments worked well for university-based aspects of the programme, but reported finding that this support wasn't very well joined up while on placement resulting in some needs not being met. As this standard requires reasonable adjustments to be in place for students for all aspects of the programme, the inspectors agreed that this standard was not met. A condition is therefore being recommended against this standard. 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 outcome](#) section of this report.

Standard 5.5

78. Review of the documentary evidence confirmed that clear information is provided to students on the programme website regarding the course content, placements, assessments, and Social Work England registration requirements. This is complemented by information provided through open days, inductions, and materials such as the programme handbook. Employers attend induction week activities to provide information about what to expect from placement and from social work practice. An annual careers fair is held which provides further information regarding the transition to registered social worker, continuing professional development, and the Assessed and Supported Year in Employment (ASYE). Students in their final year also participate in a mock interview with a representative from an employer partner, and are provided with advice around interview preparation and technique. At inspection, it was confirmed that information regarding professional registration and continuing professional development is provided to students during a recall day towards the end of the programme. The inspection team determined that the standard was met.

Standard 5.6

79. Documentary evidence reviewed prior to the inspection confirmed that the mandatory attendance requirements for all elements of the courses are laid out in the programme handbook and placement handbook. Clear information is provided regarding specific thresholds for attendance, and the mandatory requirement to attend all placement days, including skills days. This information is also delivered to students verbally during induction. As discussed within standard 2.1, the inspectors initially had some queries regarding skills days, as the documentary evidence had not clearly evidenced all 30 days required to make up the 200 total placement days. At inspection, students had a clear understanding of the mandatory requirement to attend 30 skills days and knew that any missed days had to be made up. The university confirmed that if students miss a skills day a bespoke activity is organised for them to make the day up. The inspection team agreed that this standard was met.

Standard 5.7

80. As discussed within standards 4.8 and 4.10, documentary evidence provided prior to inspection confirmed that students on the programme receive formative and summative feedback to support their development over time. Documentation also confirmed that

students have regular opportunities to discuss their progress and development with module leads and their personal tutor. One module involves the use of peer feedback from other students on the programme. While on placement, students are provided with regular feedback from their PE and practice supervisor. Students on placement also receive feedback on direct observations, and feedback on their practice from people they have worked with including service users and colleagues. As previously discussed, it was acknowledged during the inspection that at internal revalidation there had been some areas for improvement raised around assessments, including consistency of feedback. It was stated that these issues have been addressed, which the most recent external examiner report supports. The inspectors were also able to review the Moodle and Mahara platforms during the inspection, to see what assessments and feedback look like for students. Students confirmed that while there had been some previous issues with consistency of feedback, these appeared to have been resolved by the recent improvements. 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 appeals procedure in place. The procedure is available on the university website and within their student records account. The inspection team agreed that the standard was met. The inspectors did however note that the appeals process is not signposted to in the programme handbook, and determined that the university would benefit from a recommendation to provide a link to the appeals procedure in the handbook. Full details of recommendations can be found in the [proposed outcome](#) section of this report.

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	2.1	The course provider will evidence that they have developed a robust process of ensuring all placements being used as statutory placements meet the definition required by this standard.	16 th June 2025	Paragraph 33
2	2.6	The course provider will evidence that they have developed a robust process for ensuring oversight of all practice educators' ongoing; i. Registration with Social Work England ii. Qualifications iii. Currency	16th June 2025	Paragraph 42
3	3.6	The course provider will evidence that they have developed a clear strategy around student recruitment numbers, to include consideration of identified issues with placement capacity and non-driver students.	16th June 2025	Paragraph 51
4	5.4	The course provider will evidence that they have formally evaluated the	16th June 2025	Paragraph 76

		process in place for provision of reasonable adjustments while on placement, in consultation with students and placement providers, to identify and address barriers to reasonable adjustments being arranged prior to placement.		
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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 1.3, 3.5, 4.2	The inspectors are recommending that the university to grow their pool of people with lived experience of social work, in order to increase and broaden the opportunities for their involvement in the programme.	Paragraph 28
2	Standard 1.6	The inspectors are recommending that the university provide clearer information to applicants around placement timings and arrangements.	Paragraph 32
3	Standard 2.1	The inspectors are recommending that the university clarify communication to students in relation to requirements and arrangements for statutory placements and statutory tasks.	Paragraph 33
4	Standard 2.3, 5.1	The inspectors are recommending that the university review communication with students before and during placement around maintaining access and connection to university support services.	Paragraph 38
5	Standard 4.6	The inspectors are recommending that the university expand the opportunities available for students to learn alongside other professions.	Paragraph 64
6	Standard 5.8	The inspectors are recommending that the university amend the programme handbook to include information about and signposting to the appeals procedure.	Paragraph 81

Annex 1: Education and training standards summary

Standard	Met	Not Met – condition applied	Recommendation given
Admissions			
1.1 Confirm on entry to the course, via a holistic/multi-dimensional assessment process, that applicants: i. have the potential to develop the knowledge and skills necessary to meet the professional standards ii. can demonstrate that they have a good command of English iii. have the capability to meet academic standards; and iv. have the capability to use information and communication technology (ICT) methods and techniques to achieve course outcomes.	☒	☐	☐
1.2 Ensure that applicants' prior relevant experience is considered as part of the admissions processes.	☒	☐	☐
1.3 Ensure that employers, placement providers and people with lived experience of social work are involved in admissions processes.	☒	☐	☒
1.4 Ensure that the admissions processes assess the suitability of applicants, including in relation to their conduct, health and character. This includes criminal conviction checks.	☒	☐	☐
1.5 Ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored.	☒	☐	☐
1.6 Ensure that the admissions process gives applicants the information they require to make an informed choice about whether to take up an offer of a place on a course. This will include	☒	☐	☒

Standard	Met	Not Met – condition applied	Recommendation given
information about the professional standards, research interests and placement opportunities.			
Learning environment			
2.1 Ensure that students spend at least 200 days (including up to 30 skills days) gaining different experiences and learning in practice settings. Each student will have: i) placements in at least two practice settings providing contrasting experiences; and ii) a minimum of one placement taking place within a statutory setting, providing experience of sufficient numbers of statutory social work tasks involving high risk decision making and legal interventions.	☐	☒	☒
2.2 Provide practice learning opportunities that enable students to gain the knowledge and skills necessary to develop and meet the professional standards.	☒	☐	☐
2.3 Ensure that while on placements, students have appropriate induction, supervision, support, access to resources and a realistic workload.	☒	☐	☒
2.4 Ensure that on placements, students' responsibilities are appropriate for their stage of education and training.	☒	☐	☐
2.5 Ensure that students undergo assessed preparation for direct practice to make sure they are safe to carry out practice learning in a service delivery setting.	☒	☐	☐
2.6 Ensure that practice educators are on the register and that they have the relevant and current knowledge, skills and experience to support safe and effective learning.	☐	☒	☐
2.7 Ensure that policies and processes, including for whistleblowing, are in place for students to	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
challenge unsafe behaviours and cultures and organisational wrongdoing, and report concerns openly and safely without fear of adverse consequences.			
Course governance, management and quality			
3.1 Ensure courses are supported by a management and governance plan that includes the roles, responsibilities and lines of accountability of individuals and governing groups in the delivery, resourcing and quality management of the course.	☒	☐	☐
3.2 Ensure that they have agreements with placement providers to provide education and training that meets the professional standards and the education and training qualifying standards. This should include necessary consents and ensure placement providers have contingencies in place to deal with practice placement breakdown.	☒	☐	☐
3.3 Ensure that placement providers have the necessary policies and procedures in relation to students' health, wellbeing and risk, and the support systems in place to underpin these.	☒	☐	☐
3.4 Ensure that employers are involved in elements of the course, including but not limited to the management and monitoring of courses and the allocation of practice education.	☒	☐	☐
3.5 Ensure that regular and effective monitoring, evaluation and improvement systems are in place, and that these involve employers, people with lived experience of social work, and students.	☒	☐	☒

Standard	Met	Not Met – condition applied	Recommendation given
3.6 Ensure that the number of students admitted is aligned to a clear strategy, which includes consideration of local/regional placement capacity.	☐	☒	☐
3.7 Ensure that a lead social worker is in place to hold overall professional responsibility for the course. This person must be appropriately qualified and experienced, and on the register.	☒	☐	☐
3.8 Ensure that there is an adequate number of appropriately qualified and experienced staff, with relevant specialist subject knowledge and expertise, to deliver an effective course.	☒	☐	☐
3.9 Evaluate information about students' performance, progression and outcomes, such as the results of exams and assessments, by collecting, analysing and using student data, including data on equality and diversity.	☒	☐	☐
3.10 Ensure that educators are supported to maintain their knowledge and understanding in relation to professional practice.	☒	☐	☐
Curriculum and assessment			
4.1 Ensure that the content, structure and delivery of the training is in accordance with relevant guidance and frameworks and is designed to enable students to demonstrate that they have the necessary knowledge and skills to meet the professional standards.	☒	☐	☐
4.2 Ensure that the views of employers, practitioners and people with lived experience of social work are incorporated into the design, ongoing development and review of the curriculum.	☒	☐	☒

Standard	Met	Not Met – condition applied	Recommendation given
4.3 Ensure that the course is designed in accordance with equality, diversity and inclusion principles, and human rights and legislative frameworks.	☒	☐	☐
4.4 Ensure that the course is continually updated as a result of developments in research, legislation, government policy and best practice.	☒	☐	☐
4.5 Ensure that the integration of theory and practice is central to the course.	☒	☐	☐
4.6 Ensure that students are given the opportunity to work with, and learn from, other professions in order to support multidisciplinary working, including in integrated settings.	☒	☐	☒
4.7 Ensure that the number of hours spent in structured academic learning under the direction of an educator is sufficient to ensure that students meet the required level of competence.	☒	☐	☐
4.8 Ensure that the assessment strategy and design demonstrate that the assessments are robust, fair, reliable and valid, and that those who successfully complete the course have developed the knowledge and skills necessary to meet the professional standards.	☒	☐	☐
4.9 Ensure that assessments are mapped to the curriculum and are appropriately sequenced to match students' progression through the course.	☒	☐	☐
4.10 Ensure students are provided with feedback throughout the course to support their ongoing development.	☒	☐	☐
4.11 Ensure assessments are carried out by people with appropriate expertise, and that	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
external examiner(s) for the course are appropriately qualified and experienced and on the register.			
4.12 Ensure that there are systems to manage students' progression, with input from a range of people, to inform decisions about their progression including via direct observation of practice.	☒	☐	☐
4.13 Ensure that the course is designed to enable students to develop an evidence-informed approach to practice, underpinned by skills, knowledge and understanding in relation to research and evaluation.	☒	☐	☐
Supporting students			
5.1 Ensure that students have access to resources to support their health and wellbeing including: I. confidential counselling services; II. careers advice and support; and III. occupational health services	☒	☐	☐
5.2 Ensure that students have access to resources to support their academic development including, for example, personal tutors.	☒	☐	☐
5.3 Ensure that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health.	☒	☐	☐
5.4 Make supportive and reasonable adjustments for students with health conditions or impairments to enable them to progress through their course and meet the professional	☐	☒	☐

Standard	Met	Not Met – condition applied	Recommendation given
standards, in accordance with relevant legislation.			
5.5 Provide information to students about their curriculum, practice placements, assessments and transition to registered social worker including information on requirements for continuing professional development.	☒	☐	☐
5.6 Provide information to students about parts of the course where attendance is mandatory.	☒	☐	☐
5.7 Provide timely and meaningful feedback to students on their progression and performance in assessments.	☒	☐	☐
5.8 Ensure there is an effective process in place for students to make academic appeals.	☒	☐	☒
Level of qualification to apply for entry onto the register			
6.1 The threshold entry route to the register will normally be a bachelor's degree with honours in social work.	☒	☐	☐

Regulator decision

Approved with conditions.