

## Inspection Report

**Course provider:** University of Sheffield

**Course approval:** MA social work and PG Dip social work (exit route)

**Inspection dates:** Tuesday 16 May 2023 to Thursday 18 May 2023

|                                   |                                |
|-----------------------------------|--------------------------------|
| Report date:                      | 29 <sup>th</sup> June 2023     |
| Inspector recommendation:         | Approved with conditions       |
| Regulator decision:               | Approved with conditions       |
| Date of Regulator decision:       | 1 <sup>st</sup> September 2023 |
| Date conditions met and approved: | 5 <sup>th</sup> December 2023  |

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## Introduction

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

## What we do

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

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

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

## Summary of Inspection

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

|                                |                                                                                                                              |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Inspection ID                  | USHR1                                                                                                                        |
| Course provider                | University of Sheffield                                                                                                      |
| Validating body (if different) |                                                                                                                              |
| Course inspected               | MA social work and PG Dip social work (exit route)                                                                           |
| Mode of study                  | Full time                                                                                                                    |
| Maximum student cohort         | 50                                                                                                                           |
| Date of inspection             | 16 - 18 May 2023                                                                                                             |
| Inspection team                | Laura Gordon - Education Quality Assurance Officer<br>Monia Murphy - Lay Inspector<br>Beverley Blythe - Registrant Inspector |
| Inspector recommendation       | Approved with conditions                                                                                                     |
| Approval outcome               | TO BE ADDED                                                                                                                  |

## Language

16. In this document we describe the University of Sheffield as 'the education provider' or 'the university' and we describe the MA and PG Dip social work (exit route) as 'the course'.

## Inspection

17. An onsite inspection took place from Tuesday 16 May 2023 to Thursday 18 May 2023 at the campus where the University of Sheffield is based. As part of this process the inspection team planned to meet with key stakeholders including students, course staff, employers, and people with lived experience of social work.

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

### Conflict of interest

19. No parties disclosed a conflict of interest.

### Meetings with students

20. The inspection team met with three students across both years of the course and an alumnus. Discussions included admissions, feedback, information provided about the course, placements, support, multi-disciplinary working, and their involvement in the course.

### Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff including members from the course team, admissions, support services, senior management, placement provision, and information technology services.

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

22. The inspection team met with three people with lived experience of social work who have been involved in a core group of approximately fourteen members. Discussions included their involvement in admissions, design and development of the curriculum, monitoring and evaluation of the course, and any training and support available to assist them.

### Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including Sheffield City Council, Rotherham Metropolitan Borough Council, Barnsley Metropolitan Borough Council, Doncaster Metropolitan Borough Council, Lincolnshire County Council, and the chair of the South Yorkshire teaching partnership.

## Findings

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

### Standard one: Admissions

#### Standard 1.1

25. The university provided documentary evidence relating to their admissions process in their admissions handbook covering entry requirements, applications, the interview, and selection process. This also included appendices with the interview tasks, questions and scoring rubric.

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

#### Standard 1.2

27. The university assesses prior experience as part of the admissions application, interview questions and a written task. As part of this the university consider different types of health and social care experience including employed, voluntary and the personal experiences of applicants.

28. During the inspection, the admissions team confirmed the process for assuring that applicants have the required experience and students confirmed that this was part of their interview process. The inspection team were satisfied that this standard was met.

#### Standard 1.3

29. The documentary evidence received prior to the inspection indicated that people with lived experience have been involved in the development of the interview questions.

30. During the inspection, the inspection team spoke with the course team and a group of people with lived experience, both of whom confirmed that there is an ongoing consultation with people with lived experience. This work has been used to identify five areas of the admissions process that people with lived experience could contribute to and what that involvement might look like.

31. The people with lived experience that the inspection team met with during the inspection confirmed that they felt fully supported by the course team to develop their involvement in the course further.

32. The inspection team agreed that there is a current involvement of people with lived experience in the admissions process and that there are clear aspirations to develop and expand this involvement further.

33. The inspection team agreed that this standard is met. However, they also agreed that the ongoing development of the involvement and collaboration with people with lived experience in admissions is important to ensure that the admissions process continues to be shaped by their views, needs and insights.

34. Following a review of the evidence, the inspection team is making a recommendation in relation to standard 1.3 that the plans to increase and develop the involvement of people with lived experience in admissions is adequately progressed. [Full details of the recommendation can be found in the proposed outcomes section of the report.](#)

#### Standard 1.4

35. The university process used to assess the suitability of an applicant's character, conduct and health was confirmed through the documentary evidence provided and the information provided to students.

36. It was noted from the documentary evidence that applicants are not required to declare all health conditions only those that might impair their fitness to practise. During the inspection, the course team provided examples of a declaration made by an applicant, the process that was followed and the outcome of this.

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

#### Standard 1.5

38. Documentary evidence provided prior to the inspection provided evidence of the race equality strategy and action plan and of discussions in meetings relating to diversity and inclusion issues.

39. The course team confirmed that there is mandatory equality, diversity and inclusion training for academic staff and the South Yorkshire teaching partnership monitor any training of stakeholder practitioners. The senior management team provided evidence during the inspection of how data on equality, diversity and inclusion is analysed from the application stage throughout the course.

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

#### Standard 1.6

41. The university provided documentary evidence of the information provided to applicants through the online prospectus and through a range of recruitment events, including online open days.



42. The inspection team were unable to locate information on the university website about any additional associated fees, such as travel costs and business car insurance. It was noted that students are informed at the offer stage of the requirement to pay for the disclosure and barring service (DBS) check.

43. The course team disclosed during the inspection that they were aware of the impact of the current cost of living on students and had taken steps to support students by ensuring that whilst on placement students are paid mileage and receive additional funding to assist them.

44. The inspection team spoke with students who confirmed that there was a lack of clarity before taking up a place on the course about fees and associated costs. The students did not feel sufficiently informed about the realistic financial implications of the course. The students noted the support provided by the course team in relation to mileage but indicated that this was not always consistent across placement providers and that potential increases to annual course fees had not been clear before taking up the course.

45. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 1.6 related to the qualifying education and training standards guidance around standard 1.6. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. [Full details of the condition, its monitoring and approval can be found in the proposed outcomes section of this report.](#)

46. The inspection team is also making a recommendation in relation to 1.6. The inspection team heard from both the course team and students about the difficulties of the cost of living, childcare issues, and working whilst on the course. It is therefore recommended that the university consider providing further support and information to applicants that reflects the realistic implications of taking up the course in relation to financial support and funding options available for the course, and how the course might impact on areas such as childcare, living and the expectations of the course including whilst on placement. [Full details of the recommendation can be found in the proposed outcomes section of the report.](#)

## Standard two: Learning environment

### Standard 2.1

47. The course provides students with 200 days experience in practice settings divided into two placements consisting of 100-day blocks in each year of the course. During the inspection people involved in placements confirmed that the South Yorkshire teaching

partnership guarantee both placements are statutory in nature. There are no specific skills days as the development of skills is incorporated into the course as a whole.

48. The course team and employer partners informed the inspection team of the placement allocation process and monitoring in place to ensure that students receive different practice placement experiences sufficient to undertake statutory social work tasks, determine risk and make interventions.

49. The inspection team met with students who confirmed they undertake two contrasting practice setting experiences and with practice educators who confirmed a continuity of developing student skills across the different practice placement settings.

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

### Standard 2.2

51. The university provided documentary evidence prior to the inspection of the practice learning handbook for students and practice educators. This details the Social Work England professional standards, professional capabilities framework (PCF) and direct practice opportunities available on placement.

52. There was also documentary evidence provided of the quality assurance for practice learning (QAPL) documentation completed after placement which is then reviewed alongside the student evaluation following each placement period to ensure the quality of placements.

53. The students complete the practice learning agreement throughout the placement which is used to identify learning opportunities, and the portfolio documents direct observations and critical reflections of students whilst on placement.

54. The inspection team met with employer partners that provide placements. They assured the inspection team of the strong working relationship that they have with the university to ensure quality placements. The inspectors also felt assured that there are strategies in place to maintain and increase the availability of practice educators to support students.

55. The inspection team met with the students who echoed that their experiences of placements were positive. The inspection team therefore agreed that this standard was met.

### Standard 2.3

56. Prior to the inspection the university provided evidence of the guidance and information given to students and practice educators before placement, including information on support, expectations, supervision, and managing a variety of difficulties during placement.

57. The placement portfolio also details workload, induction, supervision, support, and access to resources whilst on placement.

58. There is monitoring through the South Yorkshire teaching partnership's practice placement development group (PPDG) and the practice educators provided an example during the inspection of professional guidance for a student around managing workload and adherence to lone working protocols.

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

#### Standard 2.4

60. The documentary evidence received prior to the inspection confirmed that the learning outcomes are mapped out for each placement and discussed at start of placement when the practice learning agreement is initially agreed, at the mid-way point and upon completion.

61. It was noted that the social work student core placement offers document details a grid of expectations of work for first and second placements for children's and adults' services. This includes beginning with an induction and shadowing, progression to understanding priorities, then progressing to compiling chronologies as students' progress through the placement.

62. The inspection team met with students who confirmed that placements are appropriate and that they can learn, practice, and develop. The inspection team agreed that this standard was met.

#### Standard 2.5

63. The university provided documentary evidence of the readiness for practice module that students undertake prior to placement and the portfolio of evidence including placement profile, reflection, DBS, and occupational health checks. This is signed off at the pre-placement social work exam board (SWEB) and only once this is complete can students commence their first placement.

64. The practice learning handbook also details student suitability and readiness for direct practice information.

65. During the inspection, the course team confirmed that students are made aware of the professional expectations of them on placement and that practice orientation is included within the teaching on modules. The context skills and values module also provides teaching around the core skills needed for practice.

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

#### Standard 2.6

67. Documentary evidence received prior to the inspection advised that a practice educator professional standards (PEPS) working group was formed as part of the PPDG to ensure that all practice educators are up to date, have completed training and have met the South Yorkshire teaching partnership standards of qualification as a practice educator.

68. It was noted that the university offer practice educator training in various continuing professional development modules available, PEPS 1 and 2 training, a postgraduate certificate in leadership and management, and a PEPS 3 educator development course.

69. The inspection team were also provided with an excel spreadsheet detailing current practice educators and their training. However, it was unclear prior to the inspection how this was monitored and checked.

70. During the inspection, the inspection team spoke with a representative from the South Yorkshire teaching partnership who confirmed that there is a systematic process for recording professional register checks, determining the currency of practice educators, and monitoring continued professional education.

71. The university in conjunction with the teaching partnership work together to identify gaps then offer a variety of educational activities. These include three masterclasses a year, workshops and an annual conference that informs practice educators about the course and updates them on current themes and research.

72. The inspection team were agreed that this standard was met. However, it was noted by the inspection team during the inspection that the practice educators and employer partners recognised a potential gap in equality, diversity, and inclusion training for experienced practice educators.

73. Following a review of the evidence, the inspection team is making a recommendation in relation to standard 2.6. The inspection team recommend that the university consider a thematic review and monitoring of training and support for existing experienced practice educators. [Full details of the recommendation can be found in the proposed outcomes section of the report.](#)

## Standard 2.7

74. The documentary evidence provided by the university detailed the whistleblowing procedure available in the placement handbook, and the expectation that any employer partners are required to have their own policy is confirmed in the placement agreement documentation.

75. Students can raise concerns to any member of staff, through the university complaints process or anonymously via the 'Report and Support' service. The support available for students raising concerns included academic and personal tutors, counselling and mental health support services, faculty wellbeing support, and the student union advice center.

76. The practice learning handbook also details procedures for managing difficult placements, concerns procedures, and practice panels.

77. During the inspection, the inspection team heard examples from the course team, employer partners and the students confirming that processes and policies are in place and that students feel confident raising concerns.

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

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

#### Standard 3.1

79. Prior to the inspection, the inspection team were provided with details of the relevant roles and responsibilities associated with the course. There was also evidence provided of the different operational groups such as the faculty and departmental student-staff committees which discuss issues affecting students.

80. The South Yorkshire teaching partnership has a steering group that considers curriculum and recruitment through its curriculum development group (CDG), the PPDG oversees placements, and the PEPS group oversees practice educators.

81. During the inspection, the inspection team heard from individuals in the course team about their responsibilities and how these were distributed across the team. They also confirmed how they worked closely with the teaching partnership and employer partners to ensure quality and experience across all elements of the course.

82. The inspection team heard about the commitment to developing the continuing professional development of social workers throughout the teaching partnership with the provision of practice educator training and responsive updates to practice.

83. The inspection team were satisfied that this standard is met.

#### Standard 3.2

84. As detailed previously in this report, the university works closely with employer partners through the South Yorkshire teaching partnership.

85. Documentary evidence was provided of processes and arrangements with placement providers in the South Yorkshire teaching partnership for meeting all professional standard requirements for social work education and training.

86. The inspection team met with the course team and practice educators who gave examples of working together to resolve concerns raised about students, implement structured support to remediate problems and provide alternatives where there is irretrievable breakdown in practice placements.

87. The inspection team were in agreement that this standard was met.

### Standard 3.3

88. As previously detailed under standard 2.7, the practice learning handbook provides details of policies and procedures in place and the quality assurance practice panel (QAPP) monitors placements.

89. The course team and practice educators gave examples of relevant and appropriate measures deployed to support students in placement areas. This included advice and support from practice tutors from the university and members of the South Yorkshire teaching partnership. It was confirmed during the inspection that where students disclose any disability, placement providers work in collaboration with the university to support those students to provide reasonable adjustments.

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

### Standard 3.4

91. The inspection team were provided with clear evidence both prior to and during the inspection of the close working relationship between the university and the South Yorkshire teaching partnership. The membership of the teaching partnership and its steering group ensures that there is employer involvement in all aspects of the course, including the ability to participate in fitness to practice panels and involvement in ongoing review of the course.

92. The CDG develops, monitors, and evaluates the curriculum, and provides a report annually to the steering board. The PPDG reviews all aspects of placement activities and practice educators.

93. The close working relationship was confirmed by the course team, employer partners and practice educators. The inspection team were satisfied that this standard was met.

### Standard 3.5

94. Documentary evidence provided by the university confirms processes are developed to monitor and evaluate all aspects of the course which include stakeholder involvement.

95. Students provide feedback about placement experiences through the QAPL process, which also involves practitioners. Student feedback is sought through module evaluations, the student-staff committee, head of department sessions, and annual department student voice events and surveys.

96. The students that the inspection team met with confirmed that they felt able to provide feedback and that they felt listened to. The documentary evidence showed that there are updates provided on meeting outcomes in the student handbook with 'You Said We Did', and details are given of improvements that have been made due to feedback.

97. The feedback is also fed into the teaching partnership steering group, CDG and PPDG to provide regular and effective monitoring, and reporting regarding placements at both strategic and operational levels.

98. Documentary evidence was also provided of the knowledge bank which is used to involve people with lived experience in various elements of the course. The documentary evidence provided indicated an intention that this will include involvement in areas such as assessments, identifying best practice, sitting on the moderation panel for readiness for practice portfolios, and considering alternative assessments for modules.

99. The inspection team met with a group of people with lived experience who confirmed their involvement in various projects and that they had sufficient training and support and felt that if further support were needed this would be made available to them.

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

### Standard 3.6

101. The university has confirmed that the target number of students admitted to the course is fifty in each year group, however actual recruitment ranges from fifteen to thirty each year. There are no plans for the target number to change. The South Yorkshire teaching partnership guarantees up to fifty statutory placements for each year group and confirmed to the inspection team during the inspection that they have robust processes for providing sufficiently contrasting experiences.

102. The inspection team agreed that there is workforce planning in place and consideration of all academic and placement resource capabilities for the course. The inspection team were agreed that this standard was met.

### Standard 3.7

103. Prior to the inspection the inspection team reviewed the curriculum vitae for the director of social work and programme leader who provided overall responsibility for the programme.

104. The inspection team were satisfied that both individuals are registered social workers and appropriately qualified and experienced and therefore agreed that this standard was met.

### Standard 3.8

105. The documentary evidence provided by the university indicated that the core academic staff have a range of professional social work interests.

106. A workload model is deployed by the university with an annual personal appraisal that helps identify and shape professional development. This informs work allocation in

conjunction with personal and professional development goals. The course team confirmed during the inspection that they are satisfied they have sufficient staff to resource the course.

107. During the inspection, the inspection team heard how the university and teaching partnership are actively engaged in developing a career pathway for those wishing to develop a university education or research career which includes secondments of practitioners to the university.

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

### Standard 3.9

109. The documentary evidence received prior to the inspection detailed the mechanisms to review and evaluate performance and progression through the social work exam boards, QAPP panel, and end of year exam boards and welfare board.

110. The performance and progression of students is also considered by the South Yorkshire teaching partnership steering group, the CDG and the PPDG. There are robust processes to monitor student performance and feedback from the external examiner reports which are considered at course review meetings.

111. The inspection team heard from the course team that the student numbers allow for an individual approach to monitoring engagement and support, and that personal tutors can see student performance and review this with students directly.

112. The senior management team advised of the metrics used to analyse performance including student demographics for equality, diversity, and inclusion.

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

### Standard 3.10

114. The inspection team were provided with documentary evidence and heard from members of the course team confirming that they receive support to maintain their professional practice knowledge and understanding.

115. The course team confirmed that they are provided five days for this, and it is built into their work load and must be accounted for. The team advised that they could attend conferences and undertake research and that staff are encouraged to obtain relevant teaching qualifications and participation in the higher education academy.

116. Examples were given during the inspection of members of the course team spending days back in practice to provide advice on research. This both assisted employer partners and improved the course team member's own individual knowledge of how partner teams work and their processes, which could then be fed back into their teaching on the course. As



a result, the course team also have an online resource where critical reflections can be provided.

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

## Standard four: Curriculum assessment

### Standard 4.1

118. The inspection team reviewed the programme document, practice learning handbook for students and practice educators and the individual module outlines prior to the inspection. The documentary evidence showed that the course learning outcomes cover Social Work England's professional standards, the PCF and Knowledge and Skills Statement (KSS).

119. During the inspection, the inspection team were given the opportunity to see the module content available to students via the university virtual learning environment system. The inspection team were therefore satisfied that this standard was met.

### Standard 4.2

120. The documentary evidence provided prior to the inspection of employer partner meeting minutes confirmed to the inspection team that practitioners and employers are consulted in the ongoing design and development of the course. There was also evidence of an ongoing commitment to stakeholder participation in aspects of course review and participation in practice assessment panels to review student portfolios.

121. During the inspection, the inspection team spoke to people with lived experience involved in the course. They confirmed that there is a dedicated member of academic staff with responsibility for coordinating their contributions and examples were given of the current projects that they are collectively working towards to improve elements of the course.

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

### Standard 4.3

123. Prior to the inspection the university provided copies of the equality, diversity and inclusion policy for students and the department inclusivity strategy.

124. Evidence was also provided of the dedicated process in place for discrimination and harassment, the disability and dyslexia support service, and that the department has a disability liaison officer to provide students with additional support needs.

125. During the inspection, the inspection team heard from the course team, support services, and students of examples of reasonable adjustments made for students. The

employer partners also confirmed that within the South Yorkshire teaching partnership they have workshops for practitioners on equality, diversity and inclusion and intersectionality.

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

#### Standard 4.4

127. The university confirmed that module convenors meet monthly with the programme lead and discuss module development. The documentary evidence indicated that the course specifications include content that is evidence based and informed by research. The subject specific librarian has increased online subscriptions to related professional and research journals, eBooks, and databases.

128. The course team emphasised the centrality of research evidence in modules and provided examples during the inspection of how the close working relationship with employer partners and practice is used to feed back current practices into the teaching.

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

#### Standard 4.5

130. The university handbook provided various examples of elements of the course where students will learn theory and then follow this with activities to consider how they can integrate their learning into practice.

131. Practice educators also provide teaching to students ensuring that there is a community of professional practitioners who regularly teach on the programme.

132. The inspection team met with students who confirmed that aspects of theory that they had learnt about during the course had informed what they did in placement. The practice educators whom the inspection team met with also confirmed this, with examples of individual supervisory activity with students.

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

#### Standard 4.6

134. It was noted by the inspection team that there are opportunities for students to work with and learn from other professions during placement, and that the university ensures this as each student undertakes two statutory placements that include integrated settings.

135. The documentary evidence and examples from the course team confirmed that the taught element of the course also includes opportunities for students to learn from other professionals. This includes adolescent mental health specialists, a primary school headteacher in relation to safeguarding and people with learning disabilities and a joint session with clinical psychologists.

136. The Living Library is another initiative consisting of experiences of people with lived experience and social work inputting to the course. There are also plans for further joint sessions with nurses and multi-agency team working.

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

#### Standard 4.7

138. The documentary evidence provided prior to the inspection confirmed that the hours of academic learning that students receive is correlated to the number of credits for each module. The university provided an example of a module development form which detailed a breakdown of the learning and teaching hours for the module.

139. The inspection team saw documentary evidence that there are scheduled meetings with academic tutors for students and there are mechanisms in place to record and monitor student attendance in both the academic and placement environments.

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

#### Standard 4.8

141. Prior to the inspection the university provided the assessment schedule, assessment moderation and marking policy, an internal moderation form, marking rubrics and the assessment review committee proformas for each module. These are used to review all modules to ensure the spread of assessments and reasonable hand in dates.

142. The inspection team met with students who confirmed that they are supervised in placement and that practice educators encourage student development and progression through the practice learning agreements in order that students become competent.

143. The inspection team were satisfied that formative and summative assessment takes place of both academic and practice elements of the course and is reflective of the learning outcomes, and as such that this standard was met.

#### Standard 4.9

144. The university provided a copy of the assessment strategy which indicates that assessments that are relevant and reflective of the learning outcomes.

145. There are a variety of assessments including essays, critical reflective narrative, a debate, presentation to a panel of social workers and a literature review. The placement is assessed through completion of the portfolio.

146. The course timetable shows the progression points and clear assessment information is available to students.

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

#### Standard 4.10

148. Documentary evidence was provided prior to the inspection of the assessment handbook which details the timeframe for feedback and confirms that students are provided with both summative and formative feedback.

149. The assessment moderation and marking policy also details the university principles for feedback which aim to increase student engagement with feedback. There is also a feedback portal available to support students' understanding and use of feedback.

150. The formal structural framework of supervision in placement contributes to timely and effective feedback by practice educators to students.

151. The inspection team met with students who confirmed that feedback is within the timeframe stated in the assessment handbook and that feedback is constructive and useful.

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

#### Standard 4.11

153. Through the documentary evidence provided the inspection team was satisfied that the external examiner is appropriately qualified, experienced and on the social worker register.

154. The programme leader arranged a marking consistency event and the course team confirmed that they have implemented parity marking as an exercise for all staff to improve consistency in the tone and scope of student feedback for student development, which has been particularly helpful for new members of staff.

155. As stated under standard 2.6, the practice educators involved in assessment of the practice element of the course are appropriately qualified and are offered various training opportunities.

156. The inspection team were agreed that this standard was met.

#### Standard 4.12

157. The assessment strategy is aligned with the university assessment boards and accommodates completion of resit opportunities within progression points. There are mechanisms to identify, monitor and initiate targeted support for students at risk of failure.

158. There are also similar mechanisms to identify and track struggling students in placement through the university placement coordinator in conjunction with placement tutors, practice educators and South Yorkshire teaching partnership representatives.

159. The placement handbook details the requirements for direct observations and feedback from people with lived experience is sought about students on placement.

160. The progression of students is monitored through the social work exam boards before placement, the QAPP panel, and then end of year exam boards.

161. Performance and progression are also considered by the teaching partnership steering group, CDG and PPDG. During the inspection an example was given of the economic crisis affecting students and additional funding being provided to students on placement.

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

#### Standard 4.13

163. Prior to the inspection, documentary evidence was provided of the practice learning modules referring specifically to evidence-informed practice and the requirement to apply skills and knowledge.

164. Documentary evidence and evidence provided during the inspection indicated a two-way process of research informing practice and practice enabled research directly inputting into student learning and experiences. This was confirmed by the course team, students, and employer partners.

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

#### Standard five: Supporting students

##### Standard 5.1

166. The student handbook provided prior to the inspection provides guidance to resources available to students in relation to mental health, counselling, and therapy services. There are also careers sessions embedded in modules, and a personal portfolio is available to students to undertake a self-skills assessment to record their skills and access further resources.

167. During the inspection, the inspection team met with representatives from student support services who explained their role and responsibilities. The support available to students can be accessed through self-referral or through other means such as tutor referral. A variety of workshops, online appointments and one-to-one assistance is available through dyslexia and disability services and there is a dedicated disability liaison officer within the department. The inspection team heard examples of support and reasonable adjustments provided to students and of learning support plans that can be put in place for students.

168. The students confirmed during the inspection their knowledge of these services and confirmed service responsiveness, flexibility, and accessibility whether at the university or whilst on placement. The course team confirmed that employability skills and careers advice

are also embedded within the course and there is an interview guarantee with members of the teaching partnership.

169. The inspection team were in agreement that this standard was met.

### Standard 5.2

170. The university provided documentation prior to the inspection which shows that an academic tutor is appointed for each student for the duration of the course who has oversight of academic and personal development. During the inspection, the course team confirmed that from the next academic year the academic tutor will also be the placement tutor for each individual student to ensure consistency throughout the course for students.

171. During the inspection, examples were provided of support for students taking leave from the course, support groups for students with caring responsibilities, consideration of support for student's financial difficulties and specialist support for international students.

172. The inspection team met with students who confirmed that they know who to go to both in the academic and placement environments for help and that they felt supported.

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

### Standard 5.3

174. The documentary evidence provided prior to the inspection indicated that students are made aware of their obligation to inform their academic tutor of any changes to their circumstances throughout the course.

175. The students are also required to sign an entry agreement confirming they understand the importance of compliance with social work professional standards throughout the course and prior to their second placement a criminal convictions declaration.

176. During the inspection, the course team confirmed that conduct, character, and health is checked via an annual declaration signed by students, and there are arrangements in place to check and monitor these declarations then triage for any further action if indicated.

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

### Standard 5.4

178. As stated previously under standards 4.3 and 5.1, the inspection team has seen documentary evidence and heard examples during the inspection of support and reasonable adjustments put in place for students.

179. The inspection team met with members of various support services available to students who confirmed that student needs are recorded in a learning support plan, which can be shared with academic and placement personnel. Examples of adjustments were

provided, including note takers, additional examination time and specialist software packages. There is also an independent process for requesting and reporting extenuating circumstances in respect of academic submissions.

180. The inspection team also met with practice educators who reported working with students with disabilities to meet their needs and support their learning.

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

### Standard 5.5

182. Documentary evidence was provided prior to the inspection of the student handbook which provides information and resources around the programme. This includes careers advice, support from tutors, attendance requirements and reference to the assessment handbook which provides details around submission, marking, feedback and progression on the course.

183. The programme regulations document also confirms the core modules and student ability to progress on the course, and other awards available to students in the event of failure to pass certain modules.

184. Throughout the course the students have scheduled meetings with employer partner workforce leads and social work consultants regarding employment and career opportunities.

185. During the inspection, the inspection team were able to view the curriculum information, module details, assessment information, and timetables available to students through the university's virtual learning environment.

186. The requirements for continuing professional development are clear and emphasised in the course and further facilitated through students being able to attend workshops whilst on placement. The inspection team were agreed that this standard was met.

### Standard 5.6

187. The programme handbook provided prior to the inspection makes clear the process for attendance requirements and that one hundred percent attendance is required of students.

188. The assessment handbook also includes a policy on student attendance including group work participation requirements, and there is also further attendance information detailed in the student handbook.

189. The attendance of students is monitored through electronic daily registers, provided to the programme team weekly. If absence continues, the programme lead and academic tutor address any issues with the individual student and if necessary, this may then be referred to the director of social work, and any formal action includes fitness to practise processes.

190. The inspection team met with employer partners who confirmed that placement attendance is recorded in a daily register in the portfolio by students and signed off by their practice educator.

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

#### Standard 5.7

192. As detailed under standard 4.10, students receive summative and formative feedback.

193. The documentary evidence received indicated that students engage in a range of formative activities which are uploaded onto their individual PebblePad site for feedback from their academic tutors. These are reflective in nature and allow students to receive feedback on their professional development.

194. The inspection team met with students who confirmed that feedback is constructive and allows them to see what is needed in order for them to progress. The course team also confirmed that they have been assisted to improve feedback to include feedforward.

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

#### Standard 5.8

196. The inspection team were provided with documentary evidence of the academic appeals process which provides direction for students to advice available from the Student Advice Centre and guidance on how to lodge an appeal. It also notes clear timeframes for lodging appeals and for conclusion of the process.

197. The inspection team met with students who confirmed their knowledge and understanding of academic appeals processes. The student support services also confirmed that they can provide independent advice and support for making any appeal.

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

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

#### Standard 6.1

199. As the qualifying course is an MA social work with a PG Dip social work (exit route), the inspection team agreed that this standard was met.



## Proposed outcome

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

### Conditions

201. 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.

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

|   | Standard not currently met | Condition                                                                                                                                                                                                                                                                                                                                                                                             | Date for submission of evidence | Link                         |
|---|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|------------------------------|
| 1 | Standard 1.6               | The education provider will provide evidence which demonstrates that applicants are provided with clear information relating to the costs associated with the course to enable applicants to make an informed choice about whether to take up an offer of a place on the course. This will include reference to accommodation and other associated costs where relevant, and any options for funding. | 4 <sup>th</sup> December 2023   | <a href="#">Paragraph 45</a> |

### Recommendations

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

|   | Standard     | Detail                                                                                                                                          | Link                         |
|---|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 1 | Standard 1.3 | The inspectors are recommending that the university commits to increasing and developing the involvement of people with lived experience in the | <a href="#">Paragraph 33</a> |

|    |              |                                                                                                                                                                                        |                              |
|----|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
|    |              | admissions processes ahead of any future recruitment cycles.                                                                                                                           |                              |
| 2  | Standard 1.6 | The inspectors are recommending that the university consider providing further support and information to applicants that reflects the realistic implications of taking up the course. | <a href="#">Paragraph 46</a> |
| 3. | Standard 2.6 | The inspectors are recommending that the university consider a thematic review and monitoring of training and support for experienced practice educators.                              | <a href="#">Paragraph 72</a> |

## Annex 1: Education and training standards summary

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

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

| Standard                                                                                                                                                                                                                                                                                                                                | Met                                 | Not Met –<br>condition<br>applied | Recommendation<br>given  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------------|--------------------------|
| 2.7 Ensure that policies and processes, including for whistleblowing, are in place for students to challenge unsafe behaviours and cultures and organisational wrongdoing, and report concerns openly and safely without fear of adverse consequences.                                                                                  | <input checked="" type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> |
| <b>Course governance, management, and quality</b>                                                                                                                                                                                                                                                                                       |                                     |                                   |                          |
| 3.1 Ensure courses are supported by a management and governance plan that includes the roles, responsibilities, and lines of accountability of individuals and governing groups in the delivery, resourcing, and quality management of the course.                                                                                      | <input checked="" type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> |
| 3.2 Ensure that they have agreements with placement providers to provide education and training that meets the professional standards and the education and training qualifying standards. This should include necessary consents and ensure placement providers have contingencies in place to deal with practice placement breakdown. | <input checked="" type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> |
| 3.3 Ensure that placement providers have the necessary policies and procedures in relation to students' health, wellbeing and risk, and the support systems in place to underpin these.                                                                                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>          | <input 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 –<br>condition<br>applied | Recommendation<br>given  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------------|--------------------------|
| ongoing development, and review of the curriculum.                                                                                                                                                                                                                   |                                     |                                   |                          |
| 4.3 Ensure that the course is designed in accordance with equality, diversity and inclusion principles, and human rights and legislative frameworks.                                                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> |
| 4.4 Ensure that the course is continually updated as a result of developments in research, legislation, government policy and best practice.                                                                                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> |
| 4.5 Ensure that the integration of theory and practice is central to the course.                                                                                                                                                                                     | <input checked="" type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> |
| 4.6 Ensure that students are given the opportunity to work with, and learn from, other professions in order to support multidisciplinary working, including in integrated settings.                                                                                  | <input checked="" type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> |
| 4.7 Ensure that the number of hours spent in structured academic learning under the direction of an educator is sufficient to ensure that students meet the required level of competence.                                                                            | <input checked="" type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> |
| 4.8 Ensure that the assessment strategy and design demonstrate that the assessments are robust, fair, reliable, and valid, and that those who successfully complete the course have developed the knowledge and skills necessary to meet the professional standards. | <input checked="" type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> |
| 4.9 Ensure that assessments are mapped to the curriculum and are appropriately sequenced to match students' progression through the course.                                                                                                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> |

| Standard                                                                                                                                                                                                                    | Met                                 | Not Met – condition applied | Recommendation given     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------|--------------------------|
| 4.10 Ensure students are provided with feedback throughout the course to support their ongoing development.                                                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 4.11 Ensure assessments are carried out by people with appropriate expertise, and that external examiner(s) for the course are appropriately qualified and experienced and on the register.                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 4.12 Ensure that there are systems to manage students' progression, with input from a range of people, to inform decisions about their progression including via direct observation of practice.                            | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 4.13 Ensure that the course is designed to enable students to develop an evidence-informed approach to practice, underpinned by skills, knowledge and understanding in relation to research and evaluation.                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| <b>Supporting students</b>                                                                                                                                                                                                  |                                     |                             |                          |
| 5.1 Ensure that students have access to resources to support their health and wellbeing including:<br><br>I. confidential counselling services;<br>II. careers advice and support; and<br>III. occupational health services | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 5.2 Ensure that students have access to resources to support their academic development including, for example, personal tutors.                                                                                            | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 5.3 Ensure that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character, and health.                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |



| Standard                                                                                                                                                                                                                        | Met                                 | Not Met –<br>condition<br>applied | Recommendation<br>given  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------------|--------------------------|
| 5.4 Make supportive and reasonable adjustments for students with health conditions or impairments to enable them to progress through their course and meet the professional standards, in accordance with relevant legislation. | <input checked="" type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> |
| 5.5 Provide information to students about their curriculum, practice placements, assessments, and transition to registered social worker including information on requirements for continuing professional development.         | <input checked="" type="checkbox"/> | <input type="checkbox"/>          | <input 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

203. Approved with conditions.

## Annex 2: Meeting of conditions

204. 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](#).

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

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

|   | Standard not met | Condition                                                                                                                                                                                                                                                                                                                                                                                             | Recommendation |
|---|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 1 | 1.6              | The education provider will provide evidence which demonstrates that applicants are provided with clear information relating to the costs associated with the course to enable applicants to make an informed choice about whether to take up an offer of a place on the course. This will include reference to accommodation and other associated costs where relevant, and any options for funding. | Met            |

## Findings

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

208. The inspectors have been provided with narrative relating to updated website information for applicants which has been cross referenced with access to links for an online review.

209. The inspectors agreed that there is clear and factual information concerning associated costs beyond immediate course fees.

210. Following the review of the documentary evidence submitted, the inspection team are satisfied that the conditions set against the approval of the MA social work and PG Dip social work (exit route) is met.

## Regulator decision

Conditions Met