

Inspection Report

Course provider: University of Bath

Course approval: BSc (Hons) Social Work and Applied Social Studies

Inspection dates: 14th – 16th February 2023

Report date:	30.3.23
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved With conditions
Date of Regulator decision:	28.4.23
Date conditions met and approved:	18.9.23

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.....	12
Standard four: Curriculum assessment.....	17
Standard five: Supporting students	22
Standard six: Level of qualification to apply for entry onto the register	24
Proposed outcome.....	26
Conditions	26
Recommendations	27
Annex 1: Education and training standards summary.....	29
Regulator decision	36
Annex 2: Meeting of conditions.....	37
Findings	38
Regulator decision	40

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.
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 Bath's BSc (Hons) Social Work and Applied Social Studies course 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 also included the proposed changes to the course which resulted as part of a university wide curriculum transformation and are planned to come into effect in September 2023. The university plan to teach out the changes and so the current students on the course will not be impacted by the changes.

Inspection ID	UBAR1
Course provider	University of Bath
Validating body (if different)	N/A
Course inspected	BSc (Hons) Social Work and Applied Social Studies
Mode of study	Full time
Maximum student cohort	40
Date of inspection	14 th – 16 th February 2023
Inspection team	Daisy Bragadini Education Quality Assurance Officer Rebecca Regler (Lay Inspector) Anne Mackay (Registrant Inspector)
Inspector recommendation	Approved with conditions
Approval outcome	Approved with conditions

Language

16. In this document we describe the University of Bath as 'the education provider' or 'the university' and we describe the BSc (Hons) Social Work and Applied Social Studies as 'the course'.

Inspection

17. Originally the inspection had been planned to be held onsite at the University of Bath. Due to planned industrial action at the university, it was decided that the inspection would be held remotely. Subsequently, a remote inspection took place from 14th – 16th February 2023. As part of this process the inspection team planned to meet with key stakeholders including students, course staff, employers and people with lived experience of social work.

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

Conflict of interest

19. No parties disclosed a conflict of interest.

Meetings with students

20. The inspection team met with 6 students from all 3 years of study and 1 member of alumni who had completed their training recently. Discussions included their experience of applying to the course, curriculum content, placement learning, support on the course, personal tutors and feedback.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from the teaching team, senior management, support services, practice learning and staff involved in working with people with lived experience of social work.

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 admissions processes, preparation for direct practice, assessment and consultation on the proposed changes to the course. Discussions included their involvement in admissions and interviews, assessment of students, their involvement on the course, meetings and feedback.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including specialists in practice education, partners from the private and voluntary sector, business

partners and service managers practice learning coordinators and staff from Bath & North East Somerset Council, Swindon and Wiltshire.

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. Prior to the inspection, the inspection team reviewed evidence which illustrated that all candidates apply through UCAS and academic qualifications were checked at this stage. English language requirements were verified as part of the screening process. During the inspection the inspection team met with staff at the university involved in selection and admissions. The inspection team heard a comprehensive description of a holistic assessment process for applicants. This included how the university ensured they assessed that potential candidates could develop the knowledge and skills necessary to meet the professional standards. Through references, supported statements, interview questions and a written task, applicants were assessed. The inspection team explored the possibility of utilising an observed group discussion as part of the assessment process with admissions staff. The university staff explained that this was something they had considered implementing. ICT skills were assessed as part of the screening process for suitability and candidates were required to correspond through email with the university. The inspection team agreed that this standard was met.

Standard 1.2

26. Documentary evidence reviewed prior to the inspection included the interview questions and guidance notes for applicants. The guidance notes referred clearly to learning experience and how it would be considered at the application stage. Through discussions at the inspection the university was able to demonstrate that their consideration of prior relevant experience encompassed experience of social work, lived experience and work experience. The inspection team concluded that this standard was met.

Standard 1.3

27. Evidence submitted in support of this standard included guidance notes for candidates which referred to the range of people involved in the selection process, and an interview decisions form used by panel members. During discussion with admissions staff the inspection team understood that interview panels included a member of academic staff and either an employer partner or a person with lived experience of social work. The inspection team heard that external and internal members of the panel were regularly rotated, and discussions were held at interview to agree question allocation and outcomes. The inspection team advised that this standard was met.

Standard 1.4

28. Prior to the inspection the inspection team reviewed the Declaration of Suitability Form, the guidance notes for applicants and the procedure outlining how criminal conviction declarations were managed. The admissions tutor supported applicants who declared an issue relating to health or conduct and the local authority were consulted with in circumstances where this was deemed necessary and appropriate. Students were required to complete their enhanced DBS check during their induction on the course, which they were further notified about in their formal offer letter. The inspectors agreed that based on the documentary evidence provided and from discussions with the staff involved in admissions that this standard was met.

Standard 1.5

29. Evidence submitted in relation to this standard included the Quality Assurance Code of Practice, details of the Access and Participation Plan and the Admissions Progression Team Impact Report 2022. Candidates were provided with the opportunity to discuss and request reasonable adjustments within the Declaration of Suitability for Social Work document. The inspection team were told about the university's process for developing training materials for those involved in the application assessments which would be ready for the following round of applications. Further evidence illustrated how the policies were monitored, through the university's governing body and by departments to ensure applications were reviewed through the Admissions Progression Team. The inspection team agreed that this standard was met.

30. Following a review of the evidence, the inspection team is making a recommendation in relation to 1.5. The detail of the recommendation can be found in the [recommendations table](#).

Standard 1.6

31. Prior to the inspection the inspection team reviewed the information contained on the course website. This included information in relation to professional registration, course information, placements and associated costs, the requirement for an enhanced DBS check and information about the research interests of the course team. In addition, the admissions information slides also provided candidates with information in relation to the requirement to drive. The guidance notes for candidates included information about the role of the regulator and the professional standards. During the meeting with students the inspection team heard that, as applicants, they felt they had been in receipt of the relevant information to decide whether to take up their offer of a place on the course. The inspection team concluded that this standard was met.

Standard two: Learning environment

Standard 2.1

32. The inspection team reviewed evidence prior to the inspection in relation to this standard which included the Placement Handbook, the skills days mapping document, the Placement Application Form and the Placement Profile Form. Further detailed evidence was provided which illustrated the scope and range of teaching materials and topics delivered on the course and the skills days. The inspection team were also provided with data highlighting the range and number of placements provided to students on the course. During the meeting held with staff involved in practice learning the inspection team heard clear detail of the process which was followed to match students to placements. This process took into account previous personal and professional experience and how the university ensured students were offered contrasting placements. This process also included consideration of individual learning needs.

33. Discussions between staff and the inspection team involved exploration of various aspects of this standard. Discussions included details of the decision-making process the university followed in order to distinguish between a statutory and non-statutory placement. The inspection team reviewed the Placement Profile Form which is used to support this decision-making process. After consideration the inspection team felt that the evidence provided around the decision-making processes had not provided sufficient clarity. The inspection team concluded that there was a lack of detail contained within the Placement Profile Form outlining the expectations relating to the definition of a statutory placement and the associated requirements set out in this standard's guidance in relation to the expectations of the tasks and learning opportunities.

34. The inspection team also explored how the oversight of the recording of students' attendance on skills days in combination to placement days was managed. They heard that

registers were taken at each of the skills days and tutors were responsible for following up with students who were absent for a session. The overall responsibility for this laid with the unit convenors. The inspection team felt they were unable to establish how students' combined attendance on skills and placement days was counted and verified to ensure and record 200 days in total.

35. Following a review of the evidence, the inspection team is recommending that a condition is set against 2.1 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 2.2

36. In relation to this standard the inspection team reviewed the Placement Handbook, which included documents used to help structure and guide the interim meetings during students' placements and the summary of learning opportunities. The inspection team were also able to view the Practice Learning Agreement which contained the placement learning opportunities. In the meeting held with students the inspection team heard a range of reflections and experiences, and some students described the impact the pandemic had had on their placement experiences. During the meetings held with practice educators and employer partners, as well as staff involved in practice education, the inspection team were able to explore questions in relation to how students were supported in their learning whilst on placement. They felt able to gain reassurance about the processes in place which ensured students were provided with learning opportunities to gain the knowledge and skills necessary to meet the professional standards. The inspection team determined that this standard was met.

Standard 2.3

37. Prior to the inspection the inspection team reviewed evidence to show how the university ensured this standard was met. The evidence included the Managing Practice Learning Workshop content which practice supervisors and educators were expected to attend, and the briefing day slides. The Placement Handbook outlined the roles, responsibilities and expectations for ensuring the provision of induction, support and a realistic workload for students. The handbook also included a 2 week plan template which was required to be completed and signed, and the interim meeting further monitored and facilitated oversight of the support and workload allocated to students. Meetings held with

employer partners and practice educators provided further assurances that the processes in place were robust and efficient. Practice educators felt confident to advocate for students if their workload required amendments, both to offer further challenge and stretch or to help amend it if it was too challenging. The inspection team agreed that this standard was met.

Standard 2.4

38. Evidence submitted in relation to this standard included the Placement Handbook. This supported how learning opportunities and students' responsibilities were monitored, and indicated how the identification of an inappropriate workload was managed. Through documentary evidence and discussions during meetings the inspection team understood the role the interim review meeting played in assessing the suitability of students' responsibilities, which was underpinned by the guidance provided within the Professional Capabilities Framework. Employer partners, practice educators and university staff corroborated the processes followed to ensure placement workload was aligned to the relevant stage of training and the individual learning needs of the students. The inspection team concluded that this standard was met.

Standard 2.5

39. The documentary evidence submitted outlined how students were assessed for their preparation for direct practice. Students were required to complete and submit a portfolio including 4 tasks. These tasks included shadowing a social worker, facilitating a conversation with a service user and a carer and writing a reflective essay on their learning. During the meetings held with employer partners and practice educators, the inspection team heard how well prepared students from the university were for their placements. The inspection team advised that this standard was met.

Standard 2.6

40. Within the documentary evidence, the inspection team were provided with the audit form used for offsite practice educators. This form required practice educators to share relevant information including in relation to their registration, knowledge, skills and qualifications. The inspection team heard how practice educators employed by a local authority were monitored by the employer agency. Through the provision of the Managing Practice Learning workshops, practice educators were able to gain relevant information, be provided with training and were supported to develop their learning and teaching skills. During the meeting held with practice educators, the inspection team heard that they felt

well supported and informed by the university and that channels of communication were efficient and responsive to their needs.

41. The inspection team explored further how the university maintained oversight of onsite practice educators. This included the regularity with which practice educators were required to update information in relation to their registration, knowledge, skills and experience. Although the inspection team considered that the detail covered within the audit form was detailed and comprehensive, they were unable to be assured that the regularity of these checks was sufficiently frequent. The inspection team were also unable to identify the mechanism used by the university to maintain oversight of the onsite practice educators or monitor how the employer partners were managing this delegated task.

42. Following a review of the evidence, the inspection team is recommending that a condition is set against 2.6 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 2.7

43. Prior to the inspection the inspection team reviewed clear and comprehensive evidence in relation to this standard. The Placement Handbook contained a range of policies and information which made processes clear to students and those supporting them as to what the expectations were for challenging unsafe behaviours. Information was also provided about the university's whistleblowing policy which the inspection team could read on the university's website. The inspection team heard a relevant case study exemplifying how a student had been supported through the process during the inspection. The inspection team were also able to understand how the Practice Learning Agreement meeting was used as a thorough mechanism for ensuring the policies were understood by students. During the meeting held with the students the inspection team were assured that students were aware of the policies and how to request support, if required. The inspection team determined that this standard was met.

Standard three: Course governance, management and quality

Standard 3.1

44. In relation to this standard the inspection team reviewed the management structure, job descriptions, the Quality Assurance Code of Practice and the University of Bath Strategy

2021- 2026. The Curriculum Transformation Social Work document submitted to the inspection team highlighted the process of self assessment carried out by the course team and the developmental process of the changes made to the course. During the meeting held with senior managers the inspection team were assured that the governance and management structure showed clear oversight of the social work course. The inspection team were also able to gain thorough insight into how the course team had utilised the university wide curriculum transformation process to collate meaningful feedback from students and other stakeholders which they used to inform the course specific changes, in relation to assessment, for example. The inspection team were provided with a transparent and comprehensive overview of how the course team had used the university wide curriculum transformation process as an opportunity to integrate meaningful and specific changes to the social work course. This included clear and bespoke improvements to the course. The inspection team agreed that this standard was met.

Standard 3.2

45. During the inspection the inspection team were able to gain understanding into how a range of documented processes cohered to form the agreements they maintained with placement providers. This evidence included the Practice Learning Agreement, the University of Bath Placement Handbook and the Quality Assurance Code of Practice 6, Placement Learning. Further information was provided to the inspection team which illustrated the number and type of placements offered to students. Meetings held with the course team, employer partners and senior managers provided an opportunity for the inspection team to triangulate the evidence reviewed and understand how placement breakdowns were managed. The inspection team concluded that this standard was met.

Standard 3.3

46. Prior to the inspection the inspection team were guided to the policies and procedures outlined in the Placement Handbook. Policies contained in this covered the wellbeing and health of students. During the meetings held with practice educators, employer partners and staff involved in practice learning the inspection team were provided with assurances that these policies were implemented and clearly utilised. Examples were provided by employer partners which highlighted how the university was responsive and supportive when working with placement providers to support students' wellbeing whilst on placement. The inspection team advised that this standard was met.

Standard 3.4

47. The inspection team were able to review a range of different sources of evidence to understand how employer partners were involved in elements of the course. Prior to the inspection they were able to view minutes from the Partnership Board meeting and the Practice Assessment Panel meeting, the agenda and moderation forms. The inspection team explored how employer partners were involved in the course during the meeting held with them, which included their involvement in assessing readiness for practice and Practice Assessment Panels. The inspection team were able to triangulate the evidence and hear how employer partners had been consulted with and involved in the changes to the course through their participation at the Partnership Board meetings. The inspection team determined that this standard was met.

Standard 3.5

48. Prior to the inspection the inspection team were provided with evidence which illustrated the programme of consultation which had been undertaken during the curriculum transformation process. This included narrative in the evidence submission, further evidence provided prior to the inspection, meeting minutes and opportunities to triangulate within inspection meetings.

49. Meeting minutes from the Partnership Board illustrated involvement of employer partners on the curriculum transformation. Consultation was also carried out with people with lived experience of social work and practice educators and the inspection team were provided with a presentation which was used as part of the consultation activity. Further evidence was provided in the form of the Quality Assurance Code of Practice 51 and 13 and the Degree Scheme Review, which outlined the monitoring, evaluation and improvement systems followed by the course team.

50. Students were invited to provide feedback and engage in evaluation and monitoring processes through unit evaluations, regular staff and student liaison committee meetings held usually twice a semester, and a student representative system. The Quality Assurance Code of Practice 48 clarified the requirements which were followed in relation to consultation processes with students when changes were being made to a course. The Quality Assurance of Practice Learning system was used when placements had finished to gather feedback from students on their placements.

51. During meetings held as part of the inspection and as a result of the review of documentary evidence, the inspection team were able to identify numerous ways in which people with lived experience of social work were involved in various aspects of the course. However, they were not able to be assured that this same stakeholder group were provided with opportunities to be involved in regular and effective monitoring, evaluation and improvement systems in an ongoing capacity. The inspection team identified some barriers

to members of the group attending Partnership Board meetings for example, and concluded there was a lack of opportunity to provide feedback and be involved in evaluating the effectiveness of the course. Please also see comments under standard 4.2.

52. Following a review of the evidence, the inspection team is recommending that a condition is set against 3.5 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 3.6

53. The inspection team were able to review documentary evidence prior to the inspection which described the strategy followed to align student numbers with placement capacity. The central admissions team maintained oversight through an annual review to ensure facilities and resources were appropriate for the numbers of students recruited to the course. Both admissions and recruitment were topics which were regularly addressed at Partnership Board meetings and the inspection team were provided with minutes from these meetings. During the meetings held with the course team and senior managers, the inspection team heard assurances of how their strategy was implemented and aligned to local and regional placement capacity. The inspection team agreed that this standard was met.

Standard 3.7

54. The inspection team reviewed documentary evidence and explored the detail of this standard within the meeting held with the course team. The Director of Studies was fulfilling this role until June 2023 at which point the permanent director plans to resume the position. Although the interim director was not registered with Social Work England, the post holder possessed relevant expertise, qualifications and experience in social work, both as a practitioner and academic. The inspection team were assured that another senior member of staff, who had also previously held the Director of Studies position, and who was registered with Social Work England, worked in close and regular collaboration with the interim director. Therefore, the inspection team were assured that there were effective procedural mechanisms in place which enabled the interim director to consult on points of strategy and be provided with expert professional advice where and when required. The inspection team concluded that this standard was met.

Standard 3.8

55. Prior to the inspection the inspection team were provided with the CVs of staff involved in the design and delivery of the course. These illustrated the appropriate qualifications and experience held by staff and relevant specialist subject knowledge and expertise. Staff held expertise in areas of children and families, adults and mental health fields of social work, which also included extensive periods in practice. During the meetings held with both the course team and senior managers the inspection team were provided with further assurances that the planning procedures and staff resourcing ensured the effective delivery of the course. The inspection team determined that this standard was met.

Standard 3.9

56. The inspection team were provided with the assessment framework and regulations which were implemented by the course team, and included progress charts. The inspection team were also provided with the Access and Participation Plan 2020-2025, with methods to analyse progression of minority groups which informed plans to address anomalies. Further data was collected in relation to equality, diversity and inclusion, and attainment and continuation rates, which informed the Access and Participation Plan. The inspection team were also provided with Social Work Widening Participation data from December 2022, and degree outcomes and continuation figures, which included a breakdown and analysis of the data. During meetings the inspection team were able to explore some examples of how the team were working with the data, which included hearing about outreach work with local colleges and the community and a responsive tutoring system. The inspection team were assured that this standard was met.

Standard 3.10

57. Within the documentary evidence submission, the inspection team were provided with evidence relating to how practice educators were provided with training and support to maintain skills and knowledge to support students. Further evidence included information about peer support meetings held for practice educators and their involvement in the Practice Assessment Panels. During the meetings held with the course team and senior managers, the ways in which other educators within the team were supported was explored. The inspection team were provided with information about support available for new members of staff, additional time allocated for professional development and workshops on gaining feedback and skills development. The course team exemplified a range of ways in which staff were continuously integrated into professional practice and heard how these opportunities enabled the maintenance of knowledge and understanding. The inspection team determined that this standard was met.

Standard four: Curriculum assessment

Standard 4.1

58. The inspection team were provided with clear and detailed mapping of the content of the new and current versions of the course to the professional standards. This documentation also included how intended learning outcomes were in accordance with the Professional Capabilities Framework (PCF). Discussions held with the course team allowed the inspection team to understand how students were taught about the professional standards and how the PCF was used to guide learning opportunities and inform assessment. The inspection team reviewed the Placement Handbook which supported students, academic staff and practice educators to align their learning opportunities and assessments with the PCF and professional standards. This was further evidenced during the meeting held with students. During the meetings held with the course team the inspection team heard how the teaching of professional standards was embedded into the course from the start, including within recall days, and built on through each year of study, with an increased focus in year 3.

59. The inspection team were provided with Unit Descriptors for both the current and new versions of the courses. It was noted that within the descriptors for the current version of the course the current regulatory environment was not reflected, and links were not made between the learning outcomes and the professional standards. The inspection team concluded that the links between the intended learning outcomes and the professional standards required updating and strengthening within course documentation to reflect the current regulatory environment.

60. Following a review of the evidence, the inspection team is recommending that a condition is set against 4.1 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 4.2

61. Evidence provided prior to the inspection in relation to this standard included the stakeholder presentation used in consultation for the course changes and the Partnership Board meeting minutes. During meetings with employer partners and practice educators the inspection team heard how influence and input was communicated in Partnership Board meetings. The inspection team were satisfied with the evidence provided which showed

how the views of employers and practitioners were involved in the design, ongoing development and review of the curriculum.

62. The inspection team were able to review a range of evidence which showed how people with lived experience of social work were involved in the teaching and delivery of aspects of the course. The inspection team reviewed evidence and heard in meetings how people with lived experience of social work had been involved in the design of the unit for Readiness for Direct Practice. This included specific input into Young Carers Day, Adult Carers Day and Service User Conversations, which were reviewed each year. Mental Health Social Work 1 and Children and Families Social Work 2 involved people with lived experience of social work, including community views on prevention of child exploitation.

63. However, following a review of the written submissions from the course team and from the meeting with people with lived experience of social work, the inspection team felt unable to identify established processes in place through which this stakeholder group were enabled to provide their views in relation to the ongoing design and review of the curriculum. The inspection team also heard an interest from the group of people with lived experience of social work of being provided with the opportunity to convene as a group to carry out aspects of their work. The inspection team concluded that there was an absence of consistent and coordinated methods to receive feedback from this group and allow that to influence and inform the course in the future.

64. Following a review of the evidence, the inspection team is recommending that a condition is set against 4.2 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 4.3

65. Within the documentary evidence submitted the inspection team were able to review a range of equality policies and understood how the university maintained oversight of the equality objectives set. The inspection team were provided with information about how students requested and received reasonable adjustments and how disability action plans were utilised. During the meeting held with specialist support services and during the demonstration of the digital learning environment, the inspection team heard further examples of how students were supported with issues of online accessibility and learning support. Contained within the rationale for the changes to the course, the inspection team heard that reducing the workload burden and placing wellbeing at the centre of the

provision was a fundamental aim for the course team. The inspection team agreed that this standard was met.

Standard 4.4

66. Documentary evidence provided clarity for the inspection team in relation to how the subjects of law, policy and specialist practice were taught on the course. Within the narrative evidence it was confirmed that unit convenors were responsible for updating the units with changes in law and policy and also with current research and practice developments. This involved a process of reviewing the content of modules and ensuring amendments were made when external changes occurred. During meetings held with the course team the inspection team were able to hear of examples of teaching staff who had very recently left extensive periods in practice and were able to use their experience and expertise to inform the course content. Feedback from practitioners through practice placements was also utilised to ensure the curriculum reflected updates in best practice. In addition to this the inspection team were able to review the research profiles of the teaching staff, the majority of whom were active in a range of specialisms and research projects. The inspection team agreed that this standard was met.

Standard 4.5

67. The inspection team were able to review a range of documentary evidence in relation to this standard and triangulate experiences within meetings with practice educators and students. Within the modules Introduction to Social Work in year 1, Theories and Methods in year 2 and Theories and Methods 2 on the new version of the course, students were, and will be, taught a range of theories and methods. During students' practice placements, underpinned by the PCF, students were expected to apply their theoretical knowledge to their practice. This was assessed within their direct observation of practice and reflective analyses within their portfolios. During meetings held with practice educators the inspection team heard how students were supported to apply theories and methods to their learning experiences whilst on placement, and this was further confirmed by students. The inspection team were assured that this standard was met.

Standard 4.6

68. Prior to the inspection the inspection team was provided with documentary evidence in relation to this standard. Within this evidence the inspection team were able to review evidence of a range of different professionals who were involved in contributing to teaching within various modules. Different professionals included an outreach officer working with

the police, a children and families solicitor, a senior housing officer, experts in children and families court work, psychiatrists and occupational therapists. As part of students' placement learning, they were required to be assessed using the PCF linked to interprofessional learning experiences and encouraged to identify learning opportunities to work with and learn from other professionals whilst on placement. The inspection team agreed that this standard was met.

Standard 4.7

69. Evidence reviewed in relation to this standard included the mapping of teaching hours and timetables for the current version of the course. Evidence included detail about the adopted credit system used by the university, which explained that a full time year of academic study represented 60 credits with corresponding study hours. Unit descriptors highlighted the changes being implemented within the new version of the course, and where credit allocation would be different for different modules. The inspection team were able to meet with a wide range of teaching staff and were provided with detail on the content of the taught academic elements of the course. The inspection team determined that this standard was met.

Standard 4.8

70. During the inspection the inspection team were able to explore the rationale for the proposed changes to the course and heard detailed information about how quality assurance processes had guided the changes to assessment load for students. This change aspired to reduce the assessment burden for students whilst on placement and create more balance for their learning experience. The inspection team were provided with clear and comprehensive evidence, which outlined the quality assurance mechanisms which were utilised when changes were required to be made to assessments and included the assessment strategy. The inspection team were also able to review the mapping documents for the current and new course, which illustrated where and when students were and will be provided with opportunity to learn the knowledge and skills necessary to meet the professional standards. The inspection team were assured that this standard was met.

Standard 4.9

71. Prior to the inspection the inspection team were provided with the Quality Assurance Code of Practice 4 document implemented when course units are modified, which included the requirement to consider subject benchmarks. The inspection team were able to review the mapping of the unit learning outcomes with the programme level learning outcomes for

both the current and new versions of the course. The inspection team were satisfied that the assessments were appropriately sequenced to match students' progression. The inspection team agreed that this standard was met.

Standard 4.10

72. As part of the evidence submission the inspection team were able to review the Student Handbook. This included the feedback policy and marking criteria, which stipulated that students could expect to see strengths and areas for improvement reflected for them in the feedback they received. Feedback was provided to students whilst on placement from their practice educator on their portfolio work and at the interim and final assessment stages. The inspection team were also able to review the report from the external examiner and meet with students during the inspection, where they heard a range of views on feedback provided. Further narrative on this point can be found under standard 5.7. The inspection team concluded that this standard was met.

Standard 4.11

73. The inspection team reviewed the CVs for the academic staff team which reflected appropriate expertise and experience. The policy outlining the recruitment for external examiners was provided to the inspection team within the Quality Assurance Code of Practice 12, and the university had just recruited a second registered external examiner to the programme. The inspection team were satisfied with the evidence provided that assessors, including the external examiners had appropriate expertise, qualifications and experience. The inspection team determined that this standard was met.

Standard 4.12

74. Preceding the inspection, the inspection team were provided with the New Framework for Assessment and Assessment Regulations, which included progress charts. Summative assessments were required to be passed to enable students to progress and were marked by unit convenors. During the module Readiness for Direct Practice, students were assessed by social workers after their day of shadowing and by people with lived experience on their conversation exercise with a person with lived experience of social work and a carer. Students were expected to be assessed through direct observation 5 times during their 2 placements, in addition to collecting feedback from service users during their placements. The inspection team were assured that this standard was met.

Standard 4.13

75. Prior to and during the inspection, the inspection team were provided with evidence which illustrated how students were provided with opportunities to develop an evidence informed approach to practice. The inspection team reviewed modules in both the current and new versions of the course where students were taught explicitly about how to develop skills to use evidence in their practice. This was within the module Community Needs Assessment, Groups and Teamwork in Practice on the current course, and within Research for Social Work in the new version of the course. The inspection team were able to review various other points within the course where these skills were taught alongside others, and triangulate the evidence when they met with practice educators and employer partners. During the inspection the inspection team were able to benefit from a comprehensive oversight of the virtual learning platform where they were shown a broad range of learning resources, including current and relevant reading lists. The inspection team agreed that this standard was met.

Standard five: Supporting students

Standard 5.1

76. Documentary evidence received prior to the inspection demonstrated to the inspection team the wide range of resources available for students to support their health and wellbeing. Case studies and examples provided to the inspection team illustrated how resources were utilised by students, and during the meeting with specialist support staff the inspection team gained insight into how the services were delivered, were informed by feedback from users, and worked in synchrony with other services and departments. Additionally, the inspection team heard how course team staff were provided with training to offer advice and guidance to students. Students themselves offered insight into their experiences of being recipients of them, too. The inspection team determined that this standard was met.

Standard 5.2

77. Evidence provided to the inspection team included detail on how students were supported through academic skills support and access to the students' union, including through a personal tutor system. As part of students' preparation for placements they were offered peer mentors by students from year 3 of the course to guide and advise them on elements of their placements. Following on from points picked up from the meeting with students, the inspection team had the opportunity to explore with the course team the personal tutor system in more depth. This included how the course team conveyed

expectations about contact time with students. The inspection team were assured of a clear awareness amongst the staff group of issues relating to students' expectations and they had followed clear and responsive processes to address these. The inspection team concluded that this standard was met.

Standard 5.3

78. Evidence provided to the inspection team prior to the inspection included the Declaration of Suitability completed at admissions, the Fitness to Practise policy, the Fitness to Study policy and a Dignity and Respect policy. All students were required to complete a Placement Application Form as part of their preparation for each placement which asked them to understand and sign a suitability declaration and ensure they had informed the course team if their circumstances had changed. During meetings held, the inspection team were able to receive confirmation of the ways in which these processes were managed. The inspection team agreed that this standard was met.

Standard 5.4

79. Prior to the inspection the inspection team were able to review the Practice Learning Agreement which included details of any reasonable adjustments required and disability access plans. Included within the documentary evidence was a helpful case study. This exemplified how a student had been supported with an individualised and effective support plan which enabled continuation of studies and appropriate reasonable adjustments to be put in place. During the meeting with specialist support staff the inspection team were able to gain valuable insight into the services available to students and the clear processes the university followed to ensure students' individual needs were met. These processes included requesting support from occupational services and applying for mitigating circumstances, where required. The inspection team concluded that the standard was met.

Standard 5.5

80. The inspection team were able to review a number of sources of evidence in relation to this standard. Students had access to information about their course including details about placements, content and structure of their curriculum, assessments and becoming a registered professional social worker. Students were provided with comprehensive handbooks for their course and placements. Information was also made available on the course website and Moodle page and there were dedicated and specialised sessions on placement preparation and their first year as newly qualified social workers. The inspection team agreed that this standard was met.

Standard 5.6

81. The inspection team reviewed clear information provided to students about the parts of the course where attendance was mandatory. This was found within the Student Handbook and students' induction. Module convenors monitored attendance at lectures through registration and were responsible for managing absences and supporting students where necessary. The inspection team were provided with information about how reduced attendance was monitored and managed, which included that after 3 missed lectures students were required to meet with unit convenor, and after 5, the course director. The practice educator, alongside the student, were responsible for confirming attendance at placement days which was recorded within the Social Work Placement Attendance Sheet. The inspection team were assured that this standard was met.

Standard 5.7

82. Preceding the inspection, the inspection team were able to review the Feedback Policy which laid out the processes applicable to the marking and feedback processes followed. This stipulated that students could expect to receive feedback within 3 weeks of submission. Students were provided with this information within their Student Handbook, where the marking criteria was also available. During the meeting with students the inspection team heard some differing opinion of receiving feedback on their academic work. However, there were clear processes in place to enable them to raise questions or concerns about feedback they had received, to course staff. Whilst on placements, students received feedback from their practice educator at the interim and final review points. The inspection team advised that this standard was met.

Standard 5.8

83. In relation to this standard an effective process for students to make academic appeals was illustrated to the inspection team. They were provided with the Conduct of Student Academic Appeals and Reviews document which outlined the processes and procedures followed. Information for students to access, along with guidance about how to apply, was available to students on the university website. The inspection team concluded that this standard was met.

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

Standard 6.1

84. As the qualifying course is a BSc (Hons) Social Work and Applied Social Studies, the inspection team agreed that this standard was met.

Proposed outcome

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

Conditions

86. 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.

87. 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 2.1	The education provider will provide evidence that demonstrates a robust pre-placement audit process which outlines the learning opportunities for students in all placements to ensure that non-local authority placements in particular, can provide sufficient breadth of experience and also sufficient experience of 'statutory' tasks.	28.7.23	Paragraph 35
2	Standard 2.1	The education provider will provide evidence which demonstrates a robust system for recording and verifying the number of skills days students attend to contribute to the requirement of 200 days required in practice settings.	28.7.23	Paragraph 35
3	Standard 2.6	The education provider will provide evidence that demonstrates it has a clear and robust mechanism to maintain oversight of the registration, relevant and current knowledge, skills and experience of all the practice	28.7.23	Paragraph 42

		educators it works with, and this is checked at regular and set intervals.		
4	Standard 3.5 & 4.2	The education provider will provide evidence that people with lived experience are part of regular and effective monitoring and evaluations systems and that their views are incorporated into the design, ongoing development and review of the curriculum.	28.7.23	Paragraph 52 and Paragraph 64
5	Standard 4.1	The education provider will provide evidence that course documentation has been updated, including unit descriptors for the current and new versions of the course in order to appropriately reflect the current regulatory framework and professional standards.	28.7.23	Paragraph 60

Recommendations

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

	Standard	Detail	Link
1	1.5	The inspectors are recommending that the university implement their plans to extend their equality, diversity and inclusion training to all stakeholders involved in the admissions process.	Paragraph 29

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.	☐	☒	☐

Standard	Met	Not Met – condition applied	Recommendation given
2.7 Ensure that policies and processes, including for whistleblowing, are in place for students to challenge unsafe behaviours and cultures and organisational wrongdoing, and report concerns openly and safely without fear of adverse consequences.	☒	☐	☐
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	☐	☒	☐

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.	☒	☐	☐
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,	☐	☒	☐

Standard	Met	Not Met – condition applied	Recommendation given
ongoing development and review of the curriculum.			
4.3 Ensure that the course is designed in accordance with equality, diversity and inclusion principles, and human rights and legislative frameworks.	☒	☐	☐
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.	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
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 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.	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
5.4 Make supportive and reasonable adjustments for students with health conditions or impairments to enable them to progress through their course and meet the professional standards, in accordance with relevant legislation.	☒	☐	☐
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

Approval with conditions.

Annex 2: Meeting of conditions

89. 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](#).

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

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

	Standard not met	Condition	Recommendation
1	2.1	The education provider will provide evidence that demonstrates a robust pre-placement audit process which outlines the learning opportunities for students in all placements to ensure that non-local authority placements in particular, can provide sufficient breadth of experience and also sufficient experience of 'statutory' tasks.	Condition met.
2	2.1	The education provider will provide evidence which demonstrates a robust system for recording and verifying the number of skills days students attend to contribute to the requirement of 200 days required in practice settings.	Condition met.
3	2.6	The education provider will provide evidence that demonstrates it has a clear and robust mechanism to maintain oversight of the registration, relevant and current knowledge, skills and experience of all the practice educators it works with, and this is checked at regular and set intervals.	Condition met.
4	3.5 & 4.2	The education provider will provide evidence that people with lived experience are part of regular and effective monitoring and evaluations systems and that their views are incorporated into the design, ongoing	Condition met.

		development and review of the curriculum.	
5	4.1	The education provider will provide evidence that course documentation has been updated, including unit descriptors for the current and new versions of the course in order to appropriately reflect the current regulatory framework and professional standards.	Condition met.

Findings

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

93. After the review of documentary evidence, the inspection team are satisfied that the conditions set against the reapproval of the BSc (Hons) Social Work and Applied Social Studies course are met.

94. In relation to the first condition set for standard 2.1 the course provider submitted evidence which illustrates a robust pre placement audit process. The course team submitted their Placement Profile which now reflects the learning opportunities available at placements and the level of work students should undertake on different placements. The audit process also makes clear the requirements of the definition of a statutory placement stipulated by the regulator. The new audit process is now in place for all new placement allocations and is overseen by the Professional Practice Tutor. This standard is now met.

95. In relation to the second condition set for standard 2.1 the course provider submitted evidence of a new system for recording and verifying the number of skills days completed by students. This evidence included a Skills Log Procedure which had been discussed and agreed at the Partnership Board. This process included provision for absence and failure to submit the Skills Log and the formal points at which the log would be checked during the course. The Skills Log is now also required to be submitted as part of portfolios within particular units in the course. The inspection team noted the comprehensive and thorough nature of the procedure now in place and agreed that the standard is now met.

96. In relation to the condition set for standard 2.6 the course provider submitted evidence to show how the course team have strengthened their processes to ensure oversight of all the practice educators they work with. The evidence included an amended PEPS Practice Educator Audit form, which now incorporates an audit of both offsite and onsite practice

educators. This audit form will be used for all placement allocations and the information will be overseen by the Professional Practice Tutor. The course provider also provided evidence which highlighted that practice educators are now expected to attend a minimum number of CPD related events. These include one placement briefing day and 2 peer support meetings each academic year for which a register of attendance will be maintained and reviewed as part of the Quality Assurance in Practice Learning process at the end of the placement period for each cohort. This standard is now met.

97. In relation to the condition set for standard 3.5 & 4.2 the course provider submitted a range of evidence which illustrated how the condition has been responded to. This included meeting minutes from a newly established People's Forum, which will meet twice a year and is run using an agenda agreed by the members of the group. The meetings will evaluate the effectiveness of the course and offer guidance and feedback on the social work course. The forum is chaired by an expert by experience and extending the membership of the group has been discussed in the Partnership Board with employer partners. Minutes from these meetings were submitted as part of the evidence. The course provider has also established funding to support this work and described how members of the forum have expressed interest in developing module content and are starting to work with unit convenors to produce this. This standard is now met.

98. In relation to the condition set for standard 4.1 the course provider submitted a sample of course unit descriptors which had been updated to reflect the current regulatory framework and professional standards and mapping between learning outcomes and the professional standards. Evidence was also provided of the approval of these amendments by the Faculty Learning, Teaching and Quality Committee. This standard is now met.

Conclusion

99. The inspection team is recommending that as the conditions have been met, the course be approved.

100. It should be noted that all qualifying social work courses will be subject to reapproval under Social Work England's 2021 education and training standards.

Regulator decision

Approval.