

Inspection Report

Course provider: Manchester Metropolitan University

Course approval: MA Social Work

Inspection dates: 18th to 20th March 2025

Report date:	24/04/2025
Inspector recommendation:	Approved
Regulator decision:	Approved
Date of Regulator decision:	27/05/2025

Contents

Introduction	3
What we do	3
Summary of Inspection.....	5
Language	5
Inspection	6
Meetings with students	6
Meetings with course staff.....	6
Meeting with people with lived experience of social work.....	6
Meetings with external stakeholders	6
Findings	7
Standard one: Admissions.....	7
Standard two: Learning environment	10
Standard three: Course governance, management and quality	15
Standard four: Curriculum assessment.....	20
Standard five: Supporting students	28
Standard six: Level of qualification to apply for entry onto the register	32
Proposed outcome.....	32
Annex 1: Education and training standards summary	33
Regulator decision	41

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, new course 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 appearance of bias in the approval process.
8. The inspectors complete an assessment of the evidence provided and advise the

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

officer if they have any queries that may be able to be addressed in advance of the inspection.

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- or 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, without conditions or that it does not meet the criteria for 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 decision about the approval of the course.

13. The 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. Manchester Metropolitan University's proposed changes to their MA Social Work was inspected for approval against Social Work England's Education and Training Standards 2021.

Inspection ID	MMUCPP487
Course provider	Manchester Metropolitan University
Validating body (if different)	
Course inspected	MA Social Work
Mode of Study	Full time
Maximum student cohort	50
Proposed first intake	2026
Date of inspection	18 to 20 March 2025
Inspection team	Laura Gordon, Senior Education Quality Assurance Officer Jo Benn, Lay Inspector Dr Stephen Stericker, Registrant Inspector Caroline Reynolds, Education Quality Assurance Officer (Observing)
Inspector recommendation	Approved
Approval outcome	Approved

Language

16. In this document we describe Manchester Metropolitan University as 'the course provider', 'the education provider' or 'the university' and we describe the MA Social Work as 'the course', or 'the programme'.

Inspection

17. A remote inspection took place from 18th to 20th March 2025. A joint inspection was carried out; the second inspection team focused on the Pg Dip Social Work Step Up course. The two inspection teams had joint meetings with the senior management team, people with lived experience of social work and student support services.

18. For the master's course, separate meetings were carried out with students and graduates on the existing course, course staff, and employer partners.

19. 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

20. No parties disclosed a conflict of interest.

Meetings with students

21. The inspection team met with students who were mainly in their final year, two of which were course reps, together with two newly qualified graduates. Discussions included their experiences of admissions and the information they received, learning experiences on their placements, the curriculum, feedback, and student support.

Meetings with course staff

22. Over the course of the inspection, the inspection team met with university staff comprising senior academics including the head of social work, and the programme lead, admissions staff including the head of admissions, senior leaders including the head of department of social care and social work, support services, and members of the practice learning team, including the director of placements and partnerships.

Meeting with people with lived experience of social work

23. The inspection team met with several people with lived experience of social work who have been involved in different aspects of the course, these included two people from the REIGN Collective together with members of the Focus on Involvement people with lived experience of social work group. Discussions included their involvement in the course including the design, ongoing development, monitoring and evaluation, admissions and attending open days.

Meetings with external stakeholders

24. The inspection team met with representatives from placement partners including Tameside Council, Manchester City Council, Bolton Council, Oldham Council, and

Gaddum, a charity for advocacy, carers and therapy based in Manchester. The inspection team also met with 4 practice educators.

Findings

25. 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

26. The university provided a range of documentary evidence relating to the course including the entry requirements, which demonstrated the multi-dimensional assessment admissions process. Applicants are required to submit a personal statement detailing their prior experience and qualifications, they undertake a written exercise and interview as part of the selection process. The written exercise draws out the applicant's competency, skills and knowledge of social work and their capability to meet the professional standards, and the academic standards. Assessment tasks are mapped to the Professional Capabilities Framework (PCF).

27. Applicants demonstrate their command of English both prior to and during the selection day. Applications are made online via UCAS, and interviews are held virtually, which together with the written exercise, tests the use of ICT. It was clear within the documentary evidence, and from the information provided from students that the university offer adjustments for applicants with additional needs such as additional time for the written task, and flexibility for overseas applicants in terms of interview times.

28. During the inspection, the inspection team explored the experiences of the selection process with students, and the different types of information and support they received. The inspection team concluded that this standard was met.

Standard 1.2

29. Documentary evidence provided prior to the inspection stated that the course admissions tutor, or a suitably qualified member of the team screen applications. The inspection team heard that applicants are only offered an interview if they can demonstrate relevant prior work experience within their UCAS application, and this is further explored during the written task and interview questions.

30. During the inspection, admissions staff explained how they ensure equitable decisions are made regarding the amount and the nature of past experiences. The inspection team heard how consideration is given to the broad range of prior experience, including how applicants apply their knowledge and skills learnt from their experiences, together with their potential to study. The inspection team agreed that this standard was met.

Standard 1.3

31. Prior to the inspection, the inspection team reviewed documentary evidence showing the involvement of placement providers, employer partners and people with lived experience of social work within the selection process. This demonstrated their involvement on interview panels with academic members of staff and in the scoring of candidates. It was further evidenced that training and support are provided to those involved.

32. During the inspection, people with lived experience of social work, employer partners and practice educators shared their experiences of the admissions process, including how they were involved. This included being part of interview panels and the review of questions. The inspection team concluded that there is a shared, collaborative and supportive process in place, and were satisfied that this standard was met.

Standard 1.4

33. The university provided documentary evidence including the pre-entry declaration of suitability and offer letter, showing that all candidates have a mandatory requirement to complete a declaration of suitability, enhanced Disclosure and Barring Service (DBS) check and occupational health check prior to entry on the course.

34. It was clear from the documentary evidence and from meeting with those involved in the process that reasonable adjustments are considered for applicants who self-declare during the admissions process.

35. Criminal convictions are discussed with senior members of the team to ensure it is appropriate and safe for students to enter the course. During the inspection the course team and admissions staff explained how they ensure equity regarding candidates who have criminal convictions. Factors including the nature of the criminal conviction, and how long ago it was committed are considered and placement providers are asked to provide feedback as part of the process.

36. The inspection team agreed there are robust and documented processes in place and determined that this standard was met.

Standard 1.5

37. The inspection team reviewed the university wide equality, diversity and inclusion (EDI) policy, which is clearly referenced within the programme handbook. The policy states that the Diversity and Equal Opportunities Committee (DEOC) has a responsibility for ensuring that the university's aims regarding equality and diversity are met.

38. As stated in standard 1.4 reasonable adjustments are available for students during the selection process; this was evidenced within the interview letter to applicants. The course team and admissions staff gave examples of reasonable adjustments that had been put in place, this included the arrangement of a face-to-face interview rather than an online interview (which is the usual process) for someone with a hearing impairment, including arranging an interpreter.

39. The inspection team heard that international students are given a delayed start to the programme to allow more time for them to travel, and the course team explained their RISE package which includes information on what social work is like in the UK. This information is provided to international students as part of their decision-making process.

40. All staff are required to undertake annual EDI training, and the university have a system in place for monitoring this. People with lived experience of social work who are involved in interviews are invited to online workshops, and after each interview they are invited to provide their feedback. The inspection team were assured that placement providers receive EDI training within their organisations.

41. During the inspection, the inspectors heard more about the process for monitoring EDI during the admissions process and how data informs future practice. The cycle of review is carried out through the Education Annual Reviews (EARs), and PowerBI reports consider intersectional data, and identifiable trends which look at the application through to conversion data.

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

Standard 1.6

43. The inspection team reviewed the university's website information which included information about the course, including Social Work England's professional standards, the core programme including an overview of the modules, placement options, entry requirements, fees, funding, accommodation options and career prospects.

44. The university run postgraduate open days and applicants are invited to attend these. The inspection team reviewed the open day presentation slides which clearly

outlined the placement requirements. Prior to interview and selection days, applicants are directed to relevant information via their interview letter.

45. The inspection team heard that the university run an application workshop for the course which is specifically aimed at candidates who do not come from further education and may therefore need further support with the application process. The aim of this is to promote equality of access by providing candidates with information on how to write a personal statement and prepare for interview.

46. During the inspection, the students and graduates confirmed that the information they received at the admissions stage was straightforward and informative, and it helped them make an informed choice about whether to take up an offer of a place on the course. They spoke positively about open days, and the ability to speak directly to the course team and people with lived experience of social work. They also gave their experiences of the admissions process which they found supportive, professional and overall, they felt the university were quick to respond to their queries and questions. The inspection team were satisfied that this standard was met.

Standard two: Learning environment

Standard 2.1

47. Within the admissions information, the programme handbook and the placement handbook, the requirement for placements is clearly evidenced. Students spend 200 days on placement: 70 days in their first placement, and 100 days in their second placement. All students complete a minimum of 30 skills days, and these are mapped to the professional standards. The course team stated that they offer 46 skills days to allow flexibility and to ensure students meet the minimum requirements. The inspection team heard that first placements are usually located in the private, voluntary and independent sectors (PVI), and the second placement is more likely to be in a statutory service and/or service with delegated functions.

48. The inspection team reviewed documentary evidence showing that the university works closely with other higher education institutions (HEIs) within the Greater Manchester area and share partnerships across the local authorities – this forms part of the Greater Manchester Social Work Academy (GMSWA) - as well as developing relationships with the PVI sector to ensure they can accommodate the number of placements required. The GMSWA includes all 10 Greater Manchester local authorities, and partner organisations.

49. The inspection team heard that social work tasks involving high risk decision making and legal interventions are determined when placements are audited and during the learning agreement meeting and mid-point review.

50. The Practice Learning Team (PLT) use a system called 'In Place' to match students to appropriate placements, to ensure they are allocated to placement providers that provide statutory experience and contrasting experiences to their previous placement.

51. The inspection team heard that each student has two contrasting experiences, and this is monitored by the practice learning lead who has oversight of allocation and matching. All students are provided with one statutory placement.

52. Placements are audited in relation to their ability to provide statutory functions. Placement attendance is recorded and monitored, and attendance and statutory learning opportunities are reviewed at the point of setting up the learning agreement and during the mid-point review. The inspection team determined that this standard was met.

Standard 2.2

53. A comprehensive range of evidence to demonstrate that practice learning opportunities to enable students to gain the knowledge and skills necessary to develop and meet the professional standards was reviewed by the inspection team. This included learning agreements, a sample e-portfolio, the placement handbook which outlined the responsibilities of all parties, and a list of PVI and statutory placement providers.

54. As outlined in standard 2.1, the university is part of the GMSWA. There is a dedicated Practice Learning Workstream who oversee all aspects of the practice learning provision with the GMSWA. The inspection team heard that the PLT include at least three social work staff and students are supported by a range of professionals before and throughout their placement including the placement module lead, professional supervisor, on-site supervisor (where applicable), and practice educators. All parties are responsible for reviewing and evaluating students' learning needs and the placement's ongoing suitability to provide learning opportunities.

55. The inspection team also heard that the PLT are responsible for auditing all new placements and a full re-assessment of all placements is undertaken every three years.

56. Placements are audited in accordance with the quality assurance in practice learning (QAPL) framework, which is used to ensure learning opportunities are suitable to meet the professional standards. Each student completes a QAPL following the completion of their placement. These QAPLs are reviewed, and any issues are addressed. During the inspection meeting with employer partners, they outlined the quality assurance process to ensure students are provided with good learning opportunities, and they highlighted the collaborative approach they have with the university to provide feedback, and support students whilst on placement.

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

Standard 2.3

58. Prior to the inspection, the inspection team heard that the ability for placements to provide appropriate induction, supervision, support, access to resources and a realistic workload are determined during the auditing of placements, and from student feedback following their pre-placement contact with the placement provider, during their learning agreement meeting, and mid-point review.

59. The inspectors heard that the practice educator training focuses on the development of an induction as part of the course, and liaison takes place within the Practice Learning Workstream arm of the GMSWA to ensure a common understanding.

60. The inspectors reviewed the learning agreement form, placement portfolio, and the placement handbook where induction, supervision guidance and support information are provided. Documentary information clearly evidenced that supervision with a Practice Educator should be equivalent to an hour every five working days but must take place at intervals of no longer than 10 working days and if there is a separate onsite supervisor, supervision should be a minimum of one hour every four weeks. Supervision arrangements are addressed within the learning agreement meeting, and the inspectors heard that workloads are reviewed regularly to enable students to meet the assessment requirements.

61. During the inspection meeting, students and graduates provided examples of how their workload was agreed and managed whilst on placement, and one student outlined that they had an extension to their placement to ensure they had sufficient evidence aligned to the PCF.

62. Practice educators provided examples of how they had supported students whilst on placement, including arranging reasonable adjustments. One spoke of undertaking a risk assessment to ensure that the office environment was suitable for a student who had epilepsy, and others spoke of supporting students with learning differences such as dyslexia.

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

Standard 2.4

64. The placement handbook reviewed by the inspectors identified how the PCF is utilised to determine the student's abilities to manage issues such as complexity, risk and responsibility in a range of professional settings.

65. Placement matching commences with the placement application form which students complete under the supervision and guidance of the PLT several months in

advance of placements commencing. This allows placements providers to allocate work and responsibilities according to the students' self-identified strengths and learning needs, and against the PCF.

66. The placement module specifications evidenced a spiral approach to the curriculum and students' progression. The inspection team heard that within the first placement, which is located within a PVI, students start the process of demonstrating integration and practical application of social work theories, and the second placement which is based in a statutory setting, requires more advanced practice. In the meeting with practice educators, they confirmed that on the second placement, students undertake more complex tasks.

67. Tasks and responsibilities are determined by practice educators in conjunction with the on-site supervisor where applicable, and the student and the student's professional supervisor (personal tutor). Student progress is reviewed during the learning agreement meeting and mid-point review, both of which consider previous experience. The inspectors heard that a student's responsibility is increased gradually, under supervision, as their knowledge and skills develop.

68. The inspection team determined that this standard was met.

Standard 2.5

69. Students are required to undertake an assessment of readiness for direct practice which is embedded within the Introduction to Professional Social Work (IPSW) module occurring in the first term prior to placement. The assessment consists of a reflection of their experience of activities in skills and simulation sessions working with people with lived experience of social work. The reflection also asks students to reflect on the PCF and professional standards. The inspectors heard that these sessions have been developed with people with lived experience of social work, and they are central to the delivery and assessment. This includes providing people with lived experience of social work the opportunity to feedback directly to students.

70. During the inspection, clarification was provided on the IPSW module including the methods of module assessment and the criteria for how they align to the module learning outcomes.

71. Within the inspection meetings, employer partners and practice educators stated that a student's readiness for practice can vary from student to student, for example some mature students can be more confident, and some students feel overwhelmed. However, they stated that all students were well prepared, and they receive support from the placement provider, their practice educator/on-site supervisor and the university.

72. Students and graduates confirmed that they felt well prepared, and they recalled examples of the simulation activities in the mock up flat which enabled them to participate in and reflect on immersive practice experiences. The inspectors therefore agreed that this standard was met.

Standard 2.6

73. Prior to the inspection, the inspection team heard that the university works with Practice Educator Professional Standards (PEPS) in the region to oversee the assessment of qualifying practice educators. This is carried out via provision of the practice educator courses each year and Greater Manchester PEPs panels approve portfolio submissions to stage 1 and stage 2 accreditations.

74. The inspection team heard that ongoing support and training are provided to practice educators by the PLT and from within the GMSWA, and a central list of stage 1 and stage 2 practice educators is held within the teaching partnership.

75. Practice educators are invited to annual practice educator conferences held in Greater Manchester, and support for practice educators is generally held online.

76. The inspectors heard that the university have started to use the Practice Assessment Record and Evaluation (PARE) portfolio, which asks for practice educators registration numbers, and when off-site practice educators are recruited, the team check the identification, qualifications and registration details. Practice educators were aware that their registration and currency is checked and monitored.

77. During the inspection, the mechanism for ensuring practice educator currency was further explored, including the opportunities for practice educators to access CPD. The inspection team concluded that this standard was met.

Standard 2.7

78. It was clear from documentary evidence which included the programme handbook and the placement handbook that policies and processes, including for whistleblowing, are in place for students to challenge unsafe behaviours and organisational wrongdoing, and report concerns without fear of adverse consequences. The inspection team also reviewed the whistleblowing policy which conveys clear information including the expectations and the direct support available to students.

79. During the inspection, students and graduates confirmed that they knew of the policy and the process. They stated that they felt able to raise concerns and they highlighted the multiple points of contact to raise concerns. The inspection team determined that this standard was met.

Standard three: Course governance, management and quality

Standard 3.1

80. The inspectors reviewed documentary evidence including details of the academic board, university executive group, the faculty executive group and the department's senior leadership group which showed the clear structure at strategic, operational and programme levels. The inspection team were informed that the overarching oversight is undertaken by the board of governors.

81. The inspectors heard that at programme level all areas are subject to data driven Education Annual Reviews (EARs), where ongoing issues for development are noted. Action plans arising from the EARs are reviewed every couple of months. The department strategy 2022-2026 provided evidence of the priorities and management of the oversight of progress, and the department strategy is aligned to the university's strategy.

82. During the inspection, the senior management team talked through the programme governance, including how the university's EDI strategy is actioned at departmental level. The inspection team were satisfied that this standard was met.

Standard 3.2

83. As highlighted in standards 2.1 and 2.2, the university has a close working relationship with other HEIs in Greater Manchester, and they work collaboratively with the GMSWA to ensure sufficient placements are identified, in addition to developing relationships with the PVI sector. The provision of practice learning and placements is overseen by the GMSWA Practice Learning Workstream.

84. Documentary evidence showed that the placement learning agreement is signed by the student, the placement provider and the professional supervisor. It addresses student placement support such as induction, lone working, whistleblowing, reporting concerns and access to IT. The professional standards are integrated into the learning agreement, and the cause for concern process is outlined within the placement handbook. The QAPL audits the provision of placement and the practice learning requirements.

85. During the inspection, placement staff provided details on how they work with the GMSWA to ensure a quality student placement. They talked through the process for cause for concern, and provided an example of a placement breakdown, including how this was managed. The inspection team determined that this standard was met.

Standard 3.3

86. Documentary evidence reviewed by the inspection team, which included the placement handbook and the placement learning agreement meeting form, all address assessing student wellbeing, support, needs and risk. The inspection team were assured that any issues are addressed within the learning agreement meetings and through the QAPL process.

87. Placements are audited to ensure policies and processes are in place, and these detail how placement providers consider reasonable adjustments for students on placement including their health and safety, safe lone working, and equality and diversity.

88. The inspectors heard that students are supervised by their practice educator or on-site supervisor whilst on placement and their wellbeing and support is considered. During the inspection, employer partners and practice educators outlined how they consider student wellbeing and support and confirmed that they have good communications in place with the university's professional supervisors. They provided an example of the reasonable adjustments and support that was put in place for a student with epilepsy.

89. The inspectors learnt that the university has introduced an absent student protocol whereby the university and placement/practice educators must be notified even if a student is absent for one day, to capture any issues pertaining to risk, support and wellbeing.

90. During the inspection, the inspection team heard about the broad range of support available to all students, and information is signposted via course materials, and the university's website.

91. The inspection team agreed that placement providers have the necessary policies and procedures in place in relation to students' health, wellbeing and risk, and support systems in place to underpin these, and therefore agreed that this standard was met.

Standard 3.4

92. Prior to the inspection, the inspection team heard that employers are involved in all aspects of the course from the initial course design and validation, through to admissions, teaching and the allocation of practice learning.

93. Aspects of the programme are discussed in the context of the GMSWA, and the inspectors reviewed the GMSWA's Memorandum of Agreement. As highlighted in standards 2.2, 2.3 and 3.2, there is a dedicated Practice Learning Workstream which oversees all aspects of the practice learning provision within the GMSWA, this includes

placement allocation, and the provision of practice educators as referenced in standard 2.6.

94. As highlighted in standards 2.1, 2.2, 2.4 and 3.2, the inspectors heard that the course team work with employers within the PVI sector. They contribute to the teaching on the programme and in doing so, offer expertise in their field. This includes the REIGN Collective, who the inspection team met during the inspection. Through the REIGN Collective students gain insight into child sexual abuse and exploitation from the perspective of survivors.

95. Employers also form part of the stakeholder group which was evidenced in the redacted minutes of stakeholder meetings viewed by the inspection team, and during the inspection employer partners corroborated that they attend stakeholder meetings. The inspectors also reviewed a panel schedule from the previous academic year which illustrated the involvement of employers, and people with lived experience of social work, together with the terms of reference for the stakeholder meeting. The terms of reference evidenced that the stakeholder meetings act as a key mechanism for employer consultation and participation in the management and oversight of the programme.

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

Standard 3.5

97. As outlined in standards 1.5 and 3.1, the university operates EARs, which provide a holistic review of educational performance and strategy at programme and departmental level. The inspectors reviewed documentary evidence which showed that EARs use a risk-based approach, using a range of quantitative and qualitative information, with key metrics benchmarked against the education strategy Key Performance Indicators (KPIs).

98. The inspectors heard that EARs inform the programme action plans, and these feed into monthly module lead and programme lead meetings, and biannual stakeholder meetings which includes attendance from employers, people with lived experience of social work, and students. The inspectors also heard that the department's education lead supports the programme planning and review in conjunction with the senior leadership team, and programme leads.

99. As highlighted in previous standards, QAPL and practice educator quality assurance oversight is led by the GMSWA. Placements are audited every three years, and new placements are assessed against the QAPL standards as referenced in standard 2.2.

100. The inspectors reviewed documentary evidence demonstrating the student representation system that is in place, and during the inspection students and

graduates highlighted that they are encouraged to feedback informally and formally through the student representation system, module evaluations and formal student surveys.

101. Within the inspection meeting with people with lived experience of social work they clearly communicated how they provide feedback, and they felt listened to and valued. The inspection team agreed that this standard was met.

Standard 3.6

102. As outlined in standard 3.4, placement capacity is covered as part of the Memorandum of Agreement of the GMSWA which was reviewed by the inspection team, and this is aligned to a clear strategy which considers the local and regional placement capacity. The memorandum includes the sufficient placement capacity for the maximum number of students on this new programme. The course team further confirmed that they have sufficient placement capacity to cover all social work students and placement capacity has never been an issue.

103. During the inspection, the course team outlined how they utilised workforce planning data to inform the strategy for placement capacity. As part of the central planning process, the university examines the projections and planning for each programme over a five-year period. The inspection team concluded that this standard was met.

Standard 3.7

104. Prior to the inspection, the inspection team reviewed the curriculum vitae (CVs) for the lead social worker for the qualifying programme, and the programme lead for this new course. The lead social worker has overall professional responsibility for this new course and is involved in the development and delivery of the curriculum.

105. The inspection team were satisfied that these individuals are registered social workers, who are appropriately qualified and experienced, and therefore agreed that this standard was met.

Standard 3.8

106. As outlined in standard 3.7, the inspection team reviewed the CVs of the lead social worker and the course programme leader. The university supplied CVs of their course team which showed their wide and varied experience, including their practice and research expertise. The inspection team heard that course delivery also includes contribution from a range of staff within the wider department, including researchers and professors.

107. During the inspection, the inspection team heard how the university supports social work staff to develop their knowledge and skills in social work education, which included their pathways for staff development which encompass practice opportunities and being supported by a mentor. The inspectors also heard that all lecturers, senior lecturers and principal lecturers have been awarded fellowship of the Higher Education Academy.

108. All modules are developed, designed and delivered by key stakeholders including practitioners and people with lived experience of social work. As referenced in standard 3.4, the inspection team met with two members from the REIGN Collective who spoke of their involvement in the Children and Families elective module.

109. Within the wider meetings with admissions, and student support staff, it was evident that there are appropriately qualified staff in these specialist areas.

110. The inspection team concluded that there is an adequate number of appropriately qualified and experienced staff, with relevant specialist subject knowledge and expertise to deliver an effective course and therefore agreed that this standard was met.

Standard 3.9

111. Within documentary evidence provided by the university, it was clear that robust quality assurance processes are in place and student data is measured against KPIs which address student progression, attainment, awards, analysis of student feedback, and student attendance. Student progression is further analysed according to protected characteristics and student demographics.

112. During the inspection, the course team gave an example of their learnings around Ramadan, and the adaptations they had made to the course as a result of these learnings.

113. Quality assurance feeds into the EARs, as outlined in standards 1.5, 3.1 and 3.5. These annual reviews provide a holistic view of educational performance, using a broad range of quantitative and qualitative information.

114. The inspection team were satisfied that the university evaluate information about students' performance, progression and outcomes, by collecting, analysing and using student data, and therefore agreed that this standard was met.

Standard 3.10

115. In advance of the inspection, the inspection team heard how continuing professional development (CPD) is included in the annual professional development review (PDR). The university supports staff with a workload allocation of a minimum of

90 hours per year specifically for developing knowledge and understanding in professional practice, and staff are also required to undertake research and knowledge exchange activities as part of their academic role.

116. Staff are given time in the preparation and planning of teaching that reflects contemporary practice which incorporates the latest legal and policy frameworks.

117. The inspectors heard that the course team are encouraged to maintain their links in practice. Some staff continue to practice on a part time or voluntary basis, examples provided included two members of the team who work as Approved Mental Health Professionals, and others who support local youth groups, and foodbanks.

118. As outlined in standard 3.8, the inspection team reviewed the social work staff CVs demonstrating their levels of expertise, and CPD. The inspection team were satisfied that educators are supported to maintain their knowledge and understanding in relation to professional practice, and therefore agreed this standard was met.

Standard four: Curriculum assessment

Standard 4.1

119. Documentary evidence reviewed by the inspection team demonstrated that the course content, structure and delivery is in accordance with the relevant guidance and frameworks to enable students to demonstrate that they have the necessary knowledge and skills to meet the professional standards.

120. Links to Moodle, the virtual learning environment provided within the evidence, showed the range of resources to support student learning and promote active engagement. The course team shared an example of a SWAY document, which showcased the use of this software to explore key concepts and learning.

121. The inspectors heard that the new programme would incorporate existing modules but condense them down to five to improve the structure, give greater recognition to integrating theory and practice, and allow greater flexibility in response to student and stakeholder feedback. The course will include Structured Online Learning Days (SOLD), which are currently being used successfully on the university's Step Up to Social Work programme.

122. The course team highlighted the significant factor of student poverty. SOLD supports structured, asynchronous learning, contributing to some flexibility for students to achieve a better balance between learning, working and their personal lives.

123. The inspectors also heard that the new programme would enable students to graduate the same year as they qualify instead of a year later, as is the case with the current programme.

124. Quality assurance processes are in place to ensure the course content and assessments are appropriate to meet the module and programme outcomes. Module mapping is quality assured by the programme lead, in conjunction with module leads, and the department education lead reviews the departmental assessment strategy for the module and the programme to ensure constructive alignment, and to align with the assessment handbook, the programme specification and module specifications, all of which were reviewed by the inspection team. During the inspection meeting, the course team outlined the process regarding how the external examiner is involved in the verification of assessments.

125. The inspection team concluded that this standard was met.

Standard 4.2

126. Prior to the inspection, the university conveyed that the review and design of the master's programme has involved a range of stakeholders. Evidence reviewed by the inspectors included redacted minutes of stakeholder meetings involving multiple stakeholders and partners including the GMSWA, showing their contributions to the programme development and monitoring. Further documentary evidence demonstrated that consultation events had taken place with people with lived experience of social work and students regarding the new programme. This was corroborated within the meetings with employers, people with lived experience of social work and students.

127. With the documentary evidence and from speaking to people with lived experience of social work during the inspection, it was clear that they are involved within the admissions processes, as referenced in standard 1.3, and within the teaching and assessment of the readiness for practice, as referenced in standard 2.5.

128. The course team provided details of the Graduate Teaching Assistant (GTA) who is also someone recruited with lived experience who supports the departmental review of curriculum and learning content. The GTA is involved in the planning and delivery of the modules. The teaching team also consists of teaching consultants who are social workers seconded part time from practice and who are involved in the delivery of direct practice. The inspectors heard that these consultants support with the design, and the review of the curriculum and delivery to ensure that it remains current and is reflective of contemporary social work practice.

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

Standard 4.3

130. The inspection team reviewed course materials demonstrating the inclusivity of the programme to support the learning and assessment of students, and the documentary evidence demonstrated that the principles of inclusion, human rights and legal frameworks are integral to the programme. The programme adheres to the university's inclusive and diverse strategy which was reviewed by the inspection team, and all university staff are required to complete EDI training as referenced in standards 1.5 and 4.11.

131. During the inspection, the inspection team heard examples of how adaptations had been made to the course, including reference to the SOLD online learning days which allow inclusivity, such as considering the needs of students with caring responsibilities.

132. Within the meeting with students and graduates, they conveyed that the programme timetable reflects the needs of students.

133. The inspection team heard that all students must adhere to the student code of conduct at the start of each academic year, and students are encouraged to self-disclose disabilities and learning differences.

134. The inspectors also heard that the department has an equality and diversity lead role. The role holder focuses on the learning, support and engagement needs of students from different ethnic minority backgrounds.

135. The department has equality networks to elevate the student voice, and student voice activities (such as student reps) support the promotion and engagement of students in participating in the programme development and review processes.

136. The course team highlighted the range of support groups in place, including support groups for students who are neurodiverse, a group for estranged and/or care experienced and students from different ethnic minority backgrounds. Student support services are promoted with the programme handbook, and within the placement handbook.

137. The inspection team heard that disabled students have Personal Learning Plans (PLPs) in place, and during the inspection, the student support team gave examples of the different types of reasonable adjustments that had been put in place. The inspection team concluded that this standard was met.

Standard 4.4

138. It was clear from documentary evidence that processes are in place to ensure currency of the programme in line with developments in research, legislation, government policy and best practice. Governance and cyclical quality assurance

involve programme leader meetings with module staff and professional supervisors, module level meetings, and stakeholder meetings.

139. Currency updates are built into the annual EARs as referenced in standards 1.5, 3.1, 3.5 and 3.9, and formal quality assurance processes are in place to monitor and review delivery of the programme. The inspection team heard that module leads work closely with their teaching teams to ensure the content is current and best practice is foregrounded within the content, this is further enhanced by the involvement of the GTA, as highlighted in standard 4.2.

140. Programme meetings are overseen by programme leads, both of whom are registered social workers, as outlined in standard 3.7, and staff are provided with planning time and CPD as referenced in standard 3.10. The inspection team determined that this standard was met.

Standard 4.5

141. Documentary information including the module specifications, programme specification and placement handbook evidenced that theory and practice are integrated within the curriculum.

142. The inspection team heard that the new programme would incorporate existing modules but improve the structure and give greater recognition to integrating theory and practice, as referenced in standard 4.1.

143. The skills days are integrated into taught modules and align with the theoretical perspectives of student learning. The inspection team heard that the application of theory to practice is demonstrated by a variety of teaching methods such as interactive case studies, examples from professional practice, use of practitioner perspectives, and simulation technology such as the flat where actors and people with lived experience role play.

144. The inspection team also heard that students are required to make explicit links between theory and practice within their placement portfolios and within their assessed academic work.

145. During the inspection, students, practice educators and the course team highlighted how theory and practice in social work is integrated into the programme, including whilst on placements. Practice educators spoke of having frequent conversations with students to go through integrating theory with real examples and case studies to increase their understanding and confidence. The inspection team agreed that this standard was met.

Standard 4.6

146. The inspection team heard that multidisciplinary learning and interprofessional working is a core theme within all modules and there is a strong focus on developing collaborative working as evidenced within the Critical and International Perspective in Social Work (CIPSW) module which the inspectors reviewed.

147. Within the skills days, the focus is on working in partnership within integrated multi-professional working environments, and as referenced in standard 2.1, students spend 170 days on placement working collaboratively to integrate practice. The programme lead stated that non-social work professionals are brought into sessions such as actors who role play in the mock flat, nurses, and speech and language specialists.

148. During the inspection, students spoke of working with law students in the moot court and on case studies and having experience of multi-agency working whilst on placement. Students did highlight that they would like more opportunities to work with a wide range of other professionals, including those within the health sector.

149. The inspection team concluded that students are given the opportunity to work with, and learn from, other professions to support multidisciplinary working, and therefore concluded that this standard was met.

Standard 4.7

150. Within the programme handbook the expectation on student attendance is clearly stated and monitoring systems are in place via PRESTO, an electronic registration system. The professional supervisors and module leads also monitor student attendance via Moodle, and the inspectors were shown visuals of Moodle.

151. Documentary evidence specified that corrective action is taken to support those students struggling with attendance, and if there are concerns about engagement and attendance, professional supervisors liaise with the programme lead.

152. As highlighted under standard 2.1, skills days are mandatory with the requirement for students to complete activities for any missed days. The placement handbook outlines the procedures for absence from placement, and suspension of studies, and clearly specifies the mandatory 170 days for placements one and two. Students are required to log attendance within their practice portfolios.

153. In the meeting with students and graduates, they knew what was expected of them regarding attendance, and they were aware that absences must be reported outlining the reasons for non-attendance.

154. The inspection team were satisfied that the number of hours spent in structured academic learning was evidenced and therefore agreed that this standard was met.

Standard 4.8

155. The assessment strategy reviewed by the inspection team outlined the process for the verification of assessments by a scrutiny panel, and the assessment handbook demonstrated the range of different assessment methods including formative and summative assessments, and the alignment to the module learning outcomes, which are mapped to the professional standards, the PCF and the Knowledge and Skills Statements (KSS).

156. Assessment methods included the testing of knowledge, assessment of writing skills, verbal presentation skills, digital capabilities, demonstration of practice, application of theory and research to practice, and the ability to critically reflect and learn from practice.

157. The inspectors heard that the assessment strategy is quality assured, and it is monitored annually. Assessment monitoring includes input from people with lived experience of social work, module leads, the programme lead, and the wider teaching team. The external examiner feedback feeds into the assessment strategy process.

158. Assessment information is produced annually, and this is effectively communicated to students via the assessment handbook which they receive in advance of teaching commencing.

159. The course team outlined the work they undertake around inclusive assessments to ensure students understand what the assessments entail, the integrated points for students to understand what is required from them, and how their assessments are marked. During the inspection, the course team outlined how they ensure the consistency of marking and the collaborative process that they have in place regarding this.

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

Standard 4.9

161. Documentary evidence demonstrated that modules are sequenced to build upon students' knowledge and progression through the programme.

162. The inspectors heard that the programme starts with an introduction to social work practice, followed by the law module and the readiness for practice before students proceed into their first placement. As outlined in standard 4.8, there are a variety of assessments which are aligned to module learning outcomes and these are in line with

level 7 study requirements. The programme aligns student progression to the relevant PCF level descriptors.

163. Assessments are subject to annual monitoring, and quality assurance processes. The programme handbook reviewed by the inspection team demonstrates that students are made aware that they must pass each stage of the programme to progress, and during the inspection, students and graduates confirmed that assessments are appropriately sequenced throughout the course.

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

Standard 4.10

165. Within the assessment strategy, feedback plans and guidance are included and the course team outlined that all professional supervisors are required to routinely provide constructive feedback on all submitted assessments to aid the student's ongoing academic and professional development. The inspection team heard that feedback takes place in group sessions and one-to-one meetings.

166. Within assessment feedback as well as highlighting strengths, three developmental points must be identified by markers. Personal action plans are developed to maximise a student's academic success, including access to academic study support and graduate skills support.

167. The inspection team were satisfied that students are provided with feedback throughout their course to support their ongoing development and concluded that this standard was met.

Standard 4.11

168. The inspection team reviewed copies of the course team's CVs and details of the external examiner for the programme. These provided assurance of the experience and qualifications of those involved in assessments.

169. New members of staff are required to work towards the qualification in higher education (HE) teaching, and Advanced HE fellowship, and the PG teaching certificate. The inspection team heard that all staff are inducted, mentored and supported to develop their assessment and marking skills, and they receive EDI training as highlighted in previous standards. The course team confirmed the process for ensuring marking is to the same standard.

170. The inspection team determined that this standard was met.

Standard 4.12

171. The inspection team reviewed the Assessed Preparedness for Direct Practice (APDP) portfolio assessment which includes input from people with lived experience of social work.

172. During the student's practice learning placements, students are required to seek feedback on their direct practice from service users, carers and practitioners, this is outlined with their practice learning portfolio including the placement handbook. Additional documentary evidence highlighted the role of systems such as exam boards in relation to student progression, and the quality assurance processes.

173. The course team conveyed that students are not permitted to pass and proceed until all assessments have been completed. During the inspection the course team outlined how the policy for assessment and mitigation of circumstances is applied, and the support that is available to students. The team also outlined the decision making and oversight systems and processes that are in place, such as the EARs as referenced in previous standards.

174. The inspection team concluded that this standard was met.

Standard 4.13

175. The programme specification, which was reviewed by the inspection team states that the programme outcome is to critically evaluate and apply research, evaluation and reflection that informs practice knowledge and evidence. The programme has a dedicated research module, the Research and Evidenced Information Practice module, and the inspection team heard that a research informed case study will form part of the new course.

176. The placement handbook states that the PCF is integrated into placement learning and requires students to provide evidence within their portfolio.

177. All modules have a reading list. This includes peer reviewed research, policy documents, legislation, books and related codes of practice and statutory guidance relevant to social work practice.

178. During the inspection the course team outlined how the linking of theory and practice brings in elements of research, and it was clear that staff maintain their currency with research and bring this back into their teaching to deliver evidence informed approaches as outlined in standard 3.10.

179. During the inspection, students and graduates conveyed how the programme had enabled them to become reflective and critical in their practice, and practice educators

outlined how they support students to develop their knowledge of evidence informed practice.

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

Standard five: Supporting students

Standard 5.1

181. Prior to and during the inspection, the inspection team heard about the comprehensive package of pastoral support, including occupational health, disability and wellbeing services, careers advice and support, financial advice and support, and confidential counselling services. The range of health and wellbeing services included workshops, one to one appointments, and 24/7 crisis intervention.

182. The inspection team met with a broad range of student support staff who outlined the details of these services, including how they worked collaboratively together as a team and with academic staff to ensure there is a proactive wraparound level of support for all students.

183. The inspection team explored the range of support trends and the actions the team had put in place for master's level social work students. Trends and actions included the increased needs of students around academic support, supporting students financially such as providing nominal awards, bringing in students for events and offering them food and drink, having full days for teaching on campus so thereby incurring less travel costs for students, and having a flexible timetable for students with childcare responsibilities.

184. Students are directed to support information within the programme handbook and via the university's website. Student support staff and the course team confirmed that students who study both on and off campus, including whilst on placement, have access to the broad range of support services.

185. During the inspection, students and graduates provided examples of the support they had received including reasonable adjustments to support personal family needs, disability and financial support and guidance. One international student conveyed how the programme lead and the finance student support team had helped her sort out an issue with the high currency exchange rate which had impacted on her course fees.

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

Standard 5.2

187. The inspection team reviewed documentary evidence and heard from support services staff about the range of support that is accessible to students to enhance their academic development, including access to a personal tutor.

188. The inspection team heard that the professional supervisor (personal tutor) is an enhanced role that includes professional supervision for university-based work. The course team confirmed that students have regular meetings with their professional supervisor to review their academic development, discuss assessment feedback and future development, and track their achievement progress.

189. Academic development is supported by a central services team which offer academic study, graduate skills support, and support for students whose second language is not English. Support sessions on a broad range of areas of academic development are offered, and student achievement is tracked with targeted supported.

190. There is a dedicated librarian, online study skills courses, workshops and one to one appointments. The library offers a range of facilities including access to e-literature for students to access off campus.

191. The inspection team reviewed the programme handbook, this included guidance on the range of study skills support available. As referenced in standard 2.4, whilst on placement, professional supervisors and practice educators met to review student progress.

192. During the inspection, students and graduates stated that their professional supervisors were very supportive, and easily accessible and international students highlighted the range of support they had been given including the comprehensive information they had received before they arrived at the university.

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

Standard 5.3

194. As outlined in standard 1.4, students are required to complete pre-entry checks including DBS, occupational health and a suitability form. Students are also required to complete an annual declaration at the start of each academic year.

195. The programme handbook provides information to students regarding their professional suitability, this includes links to fitness to study and fitness to practice policies.

196. The inspection team heard that where issues are raised, and where there are concerns about students conduct and/or health, and if the issue does not call into question professional suitability, there are informal processes in place. Where appropriate, referrals are made to occupational health and/or the disability support team. Where issues relate to conduct or professional suitability, the university have a student code of conduct and there are penalties for breaking this code. The university also have a professional suitability procedure in place.

197. The inspection team concluded that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health, and were satisfied that this standard was met.

Standard 5.4

198. Prior to the inspection, the course team provided links to online information via the university's website which showed the support services for students with health conditions or impairments to enable them to progress through the course.

199. As outlined in standards 1.4 and 5.3, students complete an annual suitability declaration. Within the placement portfolio and in the placement learning agreement, students are asked if reasonable adjustments are required for placement, and to support their learning.

200. The inspection team were informed of a dedicated disability and inclusion service at the university, and students have access to a named disability officer. Reasonable adjustments are made as appropriate and documented in personal learning plans (PLPs), as outlined in standard 4.3.

201. As referenced in standard 4.3, there is an EDI lead within the department whose role is to develop departmental plans to support students from different ethnic minority backgrounds, and academic staff are required to make learning materials accessible and inclusive.

202. Within the inspection meetings, it was clear that communications between the course team and student support services are effective.

203. During the inspection, support services staff shared examples of adjustments that had been put in place, this included a student with MS who was provided with microbreaks and noise cancelling headphones to support them whilst on placement.

204. Students and graduates shared their positive experiences of using the range of support services. The inspection team determined that this standard was met.

Standard 5.5

205. The programme handbook reviewed by the inspection team contains information about the curriculum, practice placements, and assessments, and information is also provided on Moodle.

206. During the final year of the course, employability events are held; the graduates whom the inspection team met during the inspection, recalled the events and stated how useful they had been. PowerPoint slides confirmed the content of the information provided to students, including information on the Assessed and Supported Year in Employment (ASYE), seeking employment, ongoing CPD and applying for professional

registration. The inspectors heard about the range of careers support provided to students, including support for writing job applications.

207. During the inspection, students and graduates stated the programme handbook contained all the information they needed, and they overall felt well prepared for their placements and the transition into their final year. The inspection team agreed that this standard was met.

Standard 5.6

208. Attendance requirements are clearly stated within the programme handbook and the placement handbook, both of which were reviewed by the inspection team.

209. The skills days are mandatory, and the number of days spent on practice placement are clearly stated. Monitoring processes are in place via an electronic swipe system, and practice educators/on-site supervisors monitor placement attendance. Students are also required to confirm their attendance using the online placement portfolio.

210. Where attendance drops by 10% students are contacted by their professional supervisor and plans are put in place to support and resolve attendance issues. The inspection team heard that where attendance is impacted by the lack of commitment or motivation, or where standards are not being met, the programme leader investigates through the professional suitability process.

211. Within the meeting with students and graduates, they were clear about the attendance requirements on the programme, and how attendance was monitored. The inspection team were satisfied that this standard was met.

Standard 5.7

212. Documentary evidence including the assessment strategy, the assessment handbook and the professional supervision workbook and guidance were reviewed by the inspection team, these documents provided information on student feedback.

213. The inspection team heard that all assessment feedback is turned around within four weeks, and this complies with the university's regulations which state that feedback should address areas of strength and areas for development, as referenced in standard 4.10. The use of rubrics ensure that students are aware of the specific areas or domains for improvement.

214. Students and graduates confirmed that they received meaningful constructive feedback. The inspection team determined that this standard was met.

Standard 5.8

215. The university has a process in place for student appeals which is managed centrally. The inspection team heard that, in line with the university's assessment regulations, all students have the right to submit an academic appeal.

216. Information is provided to students via the university's website, the university's taught postgraduate assessment regulations and information is contained within the programme handbook. The inspection team concluded that there is an effective process in place for students to make academic appeals and this is transparently communicated. They therefore agreed that this standard was met.

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

Standard 6.1

217. As the qualifying course is MA Social Work, the inspection team agreed that this standard was met.

Proposed outcome

218. The inspection team recommend that the course be approved.

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	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
take up an offer of a place on a course. This will include 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	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendati on given
current knowledge, skills and experience to support safe and effective learning.			
2.7 Ensure that policies and processes, including for whistleblowing, are in place for students to 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.	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendati on given
3.5 Ensure that regular and effective monitoring, evaluation and improvement systems are in place, and that these involve employers, people with lived experience of social work, and students.	☒	☐	☐
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	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendati on given
that they have the necessary knowledge and skills to meet the professional standards.			
4.2 Ensure that the views of employers, practitioners and people with lived experience of social work are incorporated into the design, ongoing development and review of the curriculum.	☒	☐	☐
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	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendati on given
necessary to meet the professional standards.			
4.9 Ensure that assessments are mapped to the curriculum and are appropriately sequenced to match students' progression through the course.	☒	☐	☐
4.10 Ensure students are provided with feedback throughout the course to support their ongoing development.	☒	☐	☐
4.11 Ensure assessments are carried out by people with appropriate expertise, and that 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	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendati on given
5.2 Ensure that students have access to resources to support their academic development including, for example, personal tutors.	☒	☐	☐
5.3 Ensure that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health.	☒	☐	☐
5.4 Make supportive and reasonable adjustments for students with health conditions or impairments to enable them to progress through their course and meet the professional 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			

Standard	Met	Not Met – condition applied	Recommendati on given
6.1 The threshold entry route to the register will normally be a bachelor’s degree with honours in social work.	☒	☐	☐

Regulator decision

Approved.