

The University of Edinburgh

Internal Review 2016/17

Teaching Programme Review (TPR) of Social Work
20 & 21 February 2017

Final report

Section A- Introduction

Scope of the review

Range of provision considered by the review: **BSc Social Work, Master of Social Work**

The TPR of Social Work consisted of:

The University standard remit for internal review (listed in Appendix 1)

The subject specific remit for the review, consisting of the following items:

1. Enhancing attention to diversity and internationalization in our curriculum, student experience and recruitment.

How can the subject area develop cross-cultural and international perspectives in an integrated way in the curriculum, including international placements?

2. Drawing a closer interface between practice learning, teaching and research and knowledge exchange work.

How can the subject area offer alternative models of practice learning, including student groups and closer academic/practice links as well as ways to engage students in research and knowledge exchange activities?

How can the subject area approach the challenges of managing placements, including providing time for students to process learning from placements and balance of statutory and voluntary placements?

3. Enquiry and Action Learning (EAL)

Is the assessment weightage and process for EAL activities disproportionate in relation to the amount of work for students?

The analytical report and additional material provided in advance of the review (*listed in Appendix 2*).

The visit by the review team including consideration of further material (*listed in Appendix 2*).

The final report produced by the review team.

Action by the subject area/school and others to whom recommendations were remitted following the review.

Membership of review team:

Dr Shereen Benjamin, Convener
Dr Peter Flatman, Internal member
Susan Hunter, Administrator
Ms Claudia Libbi, Student member
Dr Trish McCulloch, External member (University of Dundee)
Ms Anne Tavendale, External member (Scottish Social Services Council)
With Ms Linda Clark (Scottish Social Services Council) observing

Situate subject area/School within its College

Social Work is part of the School of Social and Political Science within the College of Arts, Humanities and Social Sciences.

Physical location and summary of facilities

The subject area is located in the Chrystal Macmillan Building, George Square.

Date of previous review

24 & 25 February 2011

Analytical report

The report was prepared by the outgoing Head of Social Work and the TPR Liaison during Semester 1 of 2016/17. A consultation meeting with students was held early in the cycle and comments were provided by members of the teaching staff.

Section B - main report

1 Strategic approach to enhancing learning and teaching

Social Work is distinctive within the School of Social and Political Sciences as the sole provider of professionally-oriented degrees within the School. Professional preparation for social workers is provided through both undergraduate (BSc) and postgraduate (MSW) programmes. A distinctive feature of the programmes is that the undergraduate honours years (3 and 4) and both postgraduate years (1 and 2) work together on group activities and are taught jointly for much of the teaching. Both programmes were reviewed.

The subject area engages with School initiatives and is represented on School level committees, such as the People+ committee. There are clear links between the disciplines of social work, sociology and social policy, and students value and appreciate the opportunities available for discussion across these disciplines. The review team **commends** subject area staff and student engagement with the School and the proactive approach that staff take in relation to School-wide identity, opportunities and responsibilities. The review team **recommends** that the School consider how the subject area can be further supported and integrated; for example the School undergraduate and postgraduate offices should continue to consider ways to harmonise operations where possible and the School could support the subject area in its development of internationalisation in the curriculum.

The review team noted the steps already being taken by administrative staff to work towards integration of the subject area with the School. Administrative support for the Social Work degrees is provided at School level, through the School's separate undergraduate and postgraduate offices. At times, the differing expectations and procedures between these two offices can cause ambiguities and confusion where Honours and postgraduate courses are being co-taught.

The review team heard about external factors affecting social work, including the changing government policy environment, the shrinkage of local authorities and the challenging funding climate affecting the voluntary sector. The review team **commends** the programme team for their positive response to a very challenging socio-political and economic context and for their proactive approach in seeking opportunities and overcoming barriers to progress.

The majority of students are Scottish, with a small number of EU and international (non-EU) students. There is a marked gender imbalance which is consistent with social work programmes nationally, with approximately 85% women to 15% men. The subject area is involved in promotional activity in secondary and further education and summer schools, and has developed links with community groups through practice partnerships, all of which support widening participation in social work programmes. The review team **commends** the programme team's commitment to widening participation and the introduction of a range of activities to widen access.

2 Enhancing learning and teaching and the student experience

2.1 Supporting students in their learning

The programme team show enthusiasm and passion for their teaching, and demonstrate an exceptionally collegiate approach; staff are adept at supporting students and each other. The review team **commends** the strength of the subject area team, and notes in particular its student-centred approach, and the respect that staff command both as academics and social work professionals.

The programmes are characterised by a focus on engendering a professionally, academically and personally supportive environment for students. The programme team prioritise education in a range of 'soft' skills, including working collectively, and developing reflexivity and communication skills. The review team **suggests** that the programme team continue discussion and development of student capacity for reflection on difference as they develop their professional identities.

It was evident to the review team from discussion with students that they experience an 'open-door policy' and find that staff are exceptionally approachable and responsive to their needs. The review team noted that levels of personal tutor support available to students are outstanding in almost all cases. The review team **suggests** that the subject area considers reviewing mechanisms to address the rare occurrences when personal tutor support is not at this high standard. The review team also **suggests** that the subject area considers whether there are opportunities to enhance awareness of other support (beyond the subject area) that is available to students.

The subject area has worked on the current Enhancement Theme of Transitions and welcome meetings are held at the start of each year for all students. In addition, the subject area provides specific support to undergraduate students in the transition from pre-Honours to Honours years. Students describe the transition from 2nd to 3rd year as a 'big jump' and the programme team take a proactive approach towards helping them negotiate this perceived hurdle successfully. Given the clear appetite for collaborative working expressed by practice learning partners, the review team **suggests** that the subject area might consider whether there is scope for involving practice partners in undergraduate 2nd year to enhance social work specific content and to soften the perceived jump from pre-Honours to Honours years.

2.2 Student engagement

The collegiate and supportive environment in social work between and across staff teams and the student cohort was evident to the review team during the visit. The review team noted that students are proactive in creating communities of practice for themselves. The review team **suggests** that, drawing on students' views, the subject area considers the possible benefits of introducing a Peer Assisted Learning (PALS)-type scheme.

The development of graduate attributes is central to the discipline and both undergraduate and postgraduate programmes focus on the development of students' identities as social workers, and their capacities to enter the field of practice as informed and competent social workers. Elements that develop graduate attributes include values, reflexivity and critical/analytical thinking.

The review team heard how the subject area has reviewed Enquiry Action Learning (EAL) in response to student feedback by including group work facilitation and a peer feedback checklist. Further investigation of this topic forms part of this review process. The review team heard from students how they valued learning from EAL and considered it highly relevant to both their professional and academic development. The review team **suggests** the programme team considers reducing the size of EAL groups as the relatively large group size was experienced by some students as a source of difficulty, and as counter-productive to learning.

The subject area adopted mid-course evaluation ahead of the general roll out across the University. In common with the rest of the School, the programme team uses a postcard system to collect mid-course student feedback, and comments provided are discussed at the end of year course review meetings and used to enhance courses. The review team also heard evidence from students that they consider their feedback is listened to and

acted upon: they are clear about formal and informal channels of communication and are confident in using them.

Both students and practice learning partners discussed whether there were opportunities for student feedback on placements and whether this could be transmitted to practice partners. The review team **suggests** that the subject area considers reviewing communication mechanisms and accessibility of information that is available to practice learning partners.

2.3 Approach to promoting an accessible and inclusive learning environment for all students

Subject area practices align with the Accessible and Inclusive Learning Policy and a clear process has been introduced by the subject area to ensure that students' adjustment needs are taken into account when allocating suitable placements. The review team **commends** the programme team's work with the Student Disability Service to produce comprehensive placement guidance on accessibility and adjustments for students with learning profiles.

The subject area's planned developments to embed diversity and internationalisation in the curriculum should support provision of an accessible curriculum. The review team **suggests** that the subject area continues to develop these ideas and review mechanisms to ensure international students have easy access to support and advice.

2.4 Learning and Teaching

Practice learning is a key feature of the social work programmes. The subject area's development of a Practice Learning Fellow role has been a significant enhancement in responding to student feedback on placement availability and in strengthening relationships with practice learning partnerships. Students spoke highly of the work done by the Practice Learning Fellow in matching their skills and aspirations to appropriate placement settings, and felt that their experience of placement had been significantly enhanced by the inception of this new role. Practice learning partners were also aware of this new role: however, they appeared to be less clear on communication routes with the subject area than in the past, although they recognised that this was partially due to staff changes over time.

The review team noted the progress achieved in recent practice learning work. Practice partners valued the knowledge exchange opportunities which their relationships with the subject area afforded. They also expressed an appetite to increase these opportunities. The review team **commends** the programme team's commitment to engaging with practice partners through knowledge exchange. The review team **recommends** that the School and subject area work together to ensure the progress achieved in practice learning work is sustained, in particular by maintaining and developing the Practice Learning Fellow role. The review team **suggests** that the programme team review communication and engagement mechanisms with practice learning partners, for example by specifically promoting existing practice learning events to practice partners.

In developing the curriculum and designing programmes and courses, the subject area gives consideration to both practice learning partnerships and service user and carer input. There is also a clear exit strategy and exit routes for students who are not considered to be suited to social work and/or who change their mind about their professional futures. The review team **commends** the programme team's innovative and responsive approaches to service user and carer involvement within courses. The review team **suggests** the programme team further considers how service users and carers may be meaningfully involved in programme development.

The curriculum is responsive to current global changes and challenges. The review team **commends** the programme team's internationalisation developments which reflect a considered approach to embedding the relevance of the international agenda within social work in Scotland. The review team **suggests** that the programme team continues to review mechanisms to ensure international students have easy access to relevant guidance and support at an early stage of their studies.

The programme team have strong and varied research expertise which is reflected in the Research Excellence Framework results and success in attracting research grants. The review team **commends** the way in which the programme team integrates research, knowledge exchange and teaching, and shows clear commitment to all strands informing each other.

Social work graduates are often employed by practice learning partners and the subject area provides final year students an opportunity to meet with qualified social workers as part of an employers' event. Staff maintain positive and professional relationships with graduates, and continue to draw on their growing expertise as an asset to the University. It is clear that students and graduates are highly regarded by practice partners.

Enquiry Action Learning (EAL) was a subject specific remit item and the review team found that students valued the learning they derived from it. Students commented particularly on the group work as a valuable learning experience but suggested greater assessment weighting could help promote equality of effort. The review team **commends** the programme team's sustained commitment to Enquiry Action Learning (EAL) as a valuable approach to learning. The review team **suggests** that the programme team considers increasing the weighting of the EAL assessed component to reflect the effort made by students and the value of the learning.

Practice learning partners discussed the value of analytical skills and how these were evidenced during student placements. The programme team nurture analytical skills throughout the programme, including through pre-Honours courses, EAL activities and practice-based enquiries. The review team **suggests** the programme team considers further how these skills might become habitual for students, and how students' progress in developing as analytical thinkers is supported in practice settings.

A feature of practice learning is the 10-day observational placement which is valued by both students and practice partners. However, some students experienced a perceived lack of consistency of access to practitioners during the observational placement. The review team **suggests** the subject area review mechanisms for ensuring consistency of student experience.

The subject area has made some progress on the use of digital learning, and the review team encourage continued progress in this area. The review team **suggests** that the subject area consider strategically how current online resources might facilitate quick wins in progressing digital learning.

2.5 Assessment and Feedback

The review documentation and discussions showed the subject area's careful consideration of appropriate assessment methods and effectiveness of feedback to students.

The review team **commends** the programme team's analytical and research-informed thinking behind the recent Assessment and Feedback and Learning Philosophy papers. The review team **recommends** that the subject area and School consider how the work

on assessment and feedback and learning can be enacted, and integrated into School-level strategic planning.

The subject area experienced a drop in satisfaction ratings in relation to students' experience of Personal Tutoring in the National Student Survey (NSS) results. However, this was not consistent with results from the Edinburgh Student Experience Survey (ESES) or the Postgraduate Taught Experience Survey (PTES), and the NSS results have not shown any consistent year-on-year trends. The subject area believes that specific outgoing cohort issues in 2016 may have impacted on NSS results.

The subject area is developing a dialogic approach to feedback, including through the Personal Tutor system. The subject area's paper on making assessment and feedback dialogic and constructive provides a sound basis for developments, many of which are in progress. The review team **suggests** that the programme team considers how to embed and share good practice, including at strategic level.

2.6 Supporting and developing staff

The review team heard that early career members of the programme team had successfully completed the Edinburgh Teaching Award and the Postgraduate Certificate of Academic Practice. Ongoing development was evidenced by colleagues obtaining Higher Education Academy Fellowships. The subject area intends that its Learning and Teaching Committee will provide an opportunity for sharing teaching methods and good practice.

The review team heard from postgraduate tutors who had successfully completed the Edinburgh Teaching Award and additional training opportunities provided by the Institution of Academic Development. The review team **commends** the commitment of postgraduate tutors to supporting students and their resourcefulness in furthering their own learning and development.

The review team heard from the subject area on existing School level provision of training for postgraduate tutors and support through course organisers at subject level. It was notable that this did not appear to be perceived as training by postgraduate tutors, who experienced training and induction to be patchy and in many instances less than adequate. The review team **recommends** that the School and subject area review and extend existing mechanisms of support for postgraduate tutors to achieve a more consistent experience for both postgraduate tutors and students, and to ensure that all postgraduate students have undertaken sufficient training before taking up tutoring roles.

The subject area is working on development of a Postgraduate Certificate in Practice Learning which will both support development of external partners and quality assurance of practice learning provision. There was evidence of support for this development from practice partners but recognition that employer support would need to be in place. The review team **suggests** that the subject area consults with the Scottish Social Services Council and practice partners at an early stage in the development of this Postgraduate Certificate.

3 Academic Standards

The social work programmes need to demonstrate that they enable students to meet social work standards which are set by the Scottish Social Services Council (SSSC). SSSC reports are an integral part of reviewing programme design, and SSSC also requires an annual monitoring report from the subject area.

The joint teaching of undergraduate Honours and postgraduate students means differentiated learning outcomes and requirements for assessment at SCQF levels 10 and 11 are incorporated in course design.

Programme design and review is also informed by comments from External Examiner reports. Some of the most significant resulting enhancements include revisions to the Practice Learning Panel and work on course assignments for research methods and postgraduate dissertation. The development work on dialogic feedback to students also draws on comments from External Examiner reports.

4 Collaborative activity

The subject area's primary collaborations are with practice learning partners. All social work students have placements with practice partners during the undergraduate Honours years and in both postgraduate years. The subject area has plans to enhance partnerships and knowledge exchange activity with practice learning partners. The review team **commends** the subject area's planned development of the Academic in Residence initiative and looks forward to seeing how this initiative works in practice. The review team **suggests** the subject area consider creatively how to share findings from student dissertations with practice partners in support of the knowledge exchange agenda.

The Practice Learning Fellow role is a key element in the strategy for development and management of collaboration with practice partners. Staff within the programme team also have strong links with practice learning partners as well as membership of the local authority professional panel.

The subject area anticipates that the development of the Postgraduate Certificate in Practice Learning will be a key quality assurance measure for the delivery of practice learning to students, as it will provide an ongoing facility for involving practice teachers in the work of the subject area.

Practice learning partners appreciated the practice profiles developed by the subject area. The review team **suggests** the subject area continue to develop practice profiles for sharing with practice learning partners.

Section C – Review conclusions

Confidence statement

The review team found that Social Work has effective management of the quality of the student learning experience, academic standards, and enhancement and good practice.

Key Strengths and Areas of Positive Practice for sharing more widely across the institution

No	Commendation	Section in report
1	The review team commends subject area staff and student engagement with the School and the proactive approach that staff take in relation to School-wide identity, opportunities and responsibilities.	1
2	The review team commends the programme team for their positive response to a very challenging socio-political and economic context and for their proactive approach in seeking opportunities and overcoming barriers to progress.	1
3	The review team commends the programme team's commitment to widening participation and the introduction of a range of activities to widen access.	1
4	The review team commends the strength of the subject area team, and notes in particular its student-centred approach, and the respect that staff command both as academics and social work professionals.	2.1
5	The review team commends the programme team's work with the Student Disability Service to produce comprehensive placement guidance on accessibility and adjustments for students with learning profiles.	2.3
6	The review team commends the programme team's commitment to engaging with practice partners through knowledge exchange.	2.4
7	The review team commends the programme team's innovative and responsive approaches to service user and carer involvement within courses.	2.4
8	The review team commends the programme team's internationalisation developments which reflect a considered approach to embedding the relevance of the international agenda within social work in Scotland.	2.4
9	The review team commends the way in which the programme team integrates research, knowledge exchange and teaching, and shows clear commitment to all strands informing each other.	2.4
10	The review team commends the programme team's sustained commitment to Enquiry Action Learning (EAL) as a valuable approach to learning.	2.4
11	The review team commends the subject area's analytical and research-informed thinking behind the recent Assessment and Feedback and Learning Philosophy papers.	2.5

12	The review team commends the commitment of postgraduate tutors to supporting students and their resourcefulness in furthering their own learning and development.	2.6
13	The review team commends the subject area's planned development of the Academic in Residence initiative and looks forward to seeing how this initiative works in practice.	4

Recommendations for enhancement/Areas for further development

Priority	Recommendation	Section in report	Responsibility of
1	The review team recommends that the School and subject area work together to ensure progress achieved in practice learning work is sustained, in particular by maintaining and developing the Practice Learning Fellow role.	2.4	School and Subject Area
2	The review team recommends that the School and subject area review and extend existing mechanisms of support for postgraduate tutors to achieve a more consistent experience for both postgraduate tutors and students, and to ensure that all postgraduate students have undertaken sufficient training before taking up tutoring roles.	2.6	School and Subject Area
3	The review team recommends that the subject area and School consider how the work on assessment and feedback and learning can be enacted, and integrated into School-level strategic planning.	2.5	School and Subject Area Learning and Teaching Committee
4	The review team recommends that the School consider how the subject area can be further supported and integrated; for example the School undergraduate and postgraduate offices should continue to consider ways to harmonise operations where possible, and the School could support the subject area in its development of internationalisation in the curriculum.	1	School Management Team

Appendices

Appendix 1: University Standard Remit 2016/17

The standard remit provides consistent coverage of key elements across all of the University's internal reviews (undergraduate and postgraduate) while allowing for flexibility in the specific focus within each of the overarching themes. The University's internal review remit covers all credit bearing provision within the scope of the review.

1. Strategic approach to enhancing learning and teaching

The strategic approach to the management and resourcing of learning and teaching experience, the forward direction and the structures in place to support this.

2. Enhancing learning and teaching and the student experience

- Supporting students in their learning – e.g. key stages and transitions in the student journey, personal tutor system
- Student engagement e.g. how schools engage students in their learning, building and supporting academic communities
- Approach to development of graduate attributes
- Mechanisms for listening to and responding to student feedback
- Actions taken in response to student feedback
- Accessible and inclusive learning environment
- Assessment and feedback
- Supporting and developing staff

3. Academic Standards

The setting, maintaining and reviewing of academic standards to include for example, curriculum design and development, course and programme approval, External Examiner reports.

Key themes and actions taken in response to External Examiner reports, annual monitoring, course and programme approval, student feedback, PSRB reports.

4. Collaborative activity (where relevant)

The Strategy for the development and management of Collaborations.

Key features – overview of provision, student numbers, oversight of Quality Assurance, annual monitoring of collaborations.

5. Self-evaluation overview

A reflective overview focussing on the areas that are deemed to be particularly effective / successful or for promotion more widely (along with evidence of effectiveness/ success) and areas prioritised for improvement along with the actions planned.

Appendix 2 Additional information considered by review team

Prior to the review visit

Annex 1: Summary report on completion of previous TPR recommendations

Annex 2: 2014 School Led Review Documents

Annex 2: SSSC Review_ Self Evaluation Report_ BSc_2014 Final Version

Annex 2: BSc Social Work Review- Recommendations Mar14

Annex 2: MSW Self Evaluation

Annex 2: SSSC Review MSW Recommendations Mar14

Annex 3: Structure of the BSc Social Work Degree

Annex 4: Structure of the MSW Degree

Annex 5: Learning and Teaching Philosophy Paper

Annex 6: MSW Tutor Roles

Annex 7: Details of changes to Professional Practice in Social Work 1 and Professional Practice in Social Work 2 (BSc)

Annex 8: Details of changes to Professional Social Work Practice 1 and Professional Social Work Practice 2 (MSW)

Annex 9: Staff Procedure for managing students' disability placement support

Annex 10: Discussion paper on feedback

School Quality Assurance Reports:

2014-2015
2013-2014
2012-2013

External Examiners reports and responses:

Undergraduate

2015-2016

BSc Social Work_ExternalExaminerReport_ N Gibson 2015_2016.pdf

BSc Social Work_External Examiner Response Gibson 201516

BSc_Social Work_ExternalExaminerReport_ M Brandon_2015_2016.pdf

BSc Social Work_ External Examiners _Response_ M Brandon_2015_2016.pdf

2014-2015

BSc Social Work_ External Examiners Report_Response_ M Brandon_2014_2015.pdf

2013-2014

BSc_Social Work_ExternalExaminerRepor_ M Brandon_2013_2014.pdf

BSc_Social Work_ResponseExternal ExaminersReport_ M Brandon
Report_2013_2014.pdf

BSc Social Work_ExternalExaminerReport_B Levine 2013_2014_.pdf

BSc_Social Work_ResponseExternalExaminerReport_ B Levine 2013_2014.pdf

MSW Programme

<p>2015-2016</p> <p>MSW_ExternalExaminer Report_E Weaver_2015_2016.pdf MSW_ResponseExternalExaminer Report_E Weaver_2015_16.pdf MSW_External Examiners Report_G Ruch_2015_16.pdf MSW_Response to External Examiner Report_G Ruch_2015_16.pdf</p> <p>2014-2015</p> <p>MSW_External Examiner Report_G Ruch_2014_2015.pdf MSW_Response External Examiner Report_G Ruch 2014_2015.pdf</p> <p>2013-2014</p> <p>MSW_ExternalExaminer Report_G Ruch_2013_2014.pdf MSW_Response ExternalExaminer Report_G Ruch_2013_2014.pdf MSW_ExternalExaminer Report_DForrester 2013 2014.pdf MSW_ResponseExternal Examiner Report_D Forrester_2013_2014.pdf</p>	
<p>School/Subject area organisation chart</p> <p>Social Work Organisational Chart.pdf</p>	
<p>Social Work Staff Information_2016.pdf</p>	
<p>Programme Handbooks and programme specification information (to include the MSW programme)</p> <p>Undergraduate</p> <p>BSc 3 Programme Handbook 2015-2016.pdf (BSc Junior Honours) BSc 4 Programme Handbook 2015-2016.pdf (BSc Senior Honours) BSc Social Work_Non Honours_2015_16 Programme Handbook Year 1.pdf BSc Social Work_Non Honours_2015_16 Programme Handbook Year 2.pdf BSc Social Work _Degree Regulations and Programme of Study Specification_2015_16.pdf</p> <p>MSW Programme</p> <p>MSW 1 Programme Handbook 2015-2016.pdf MSW 2 Programme Handbook 2015-2016.pdf MSW_Degree Regulations and Programme of Study Specification_2015_16.pdf</p>	
<p>Any relevant reports from Professional Statutory and Regulatory Bodies (PSRBs)</p> <p>SSSC report : see Annex 2 of the Analytical Report. Annual monitor reports from Scottish Social Services Council (SSSC) which detail student numbers and progression can be made available.</p>	
<p>Statistical information (to include MSW programme):</p> <p>BSc Course results</p> <p>MSW Course results</p>	

<p>Entrants Report MSW</p> <p>Entrants Report BSc</p> <p>Progression Report MSW</p> <p>Progression Report BSc</p> <p>Student Applications BSc and MSW</p> <p>BSc Year 2 Progression_ 2013_2016.pdf</p> <p>Completion Reports</p> <p>Completion_Rate_of_Entrants_MS_W_PGT</p> <p>Completion_Rate_of_Entrants_BSc 4-year_UGs (1)</p> <p>International Experience</p> <p>Widening Participation</p>	
<p>National Student Survey (NSS) results and reflection 2015-2016</p> <p>Comparison by Subject Report</p> <p>Subject Report</p> <p>Subject Area Response</p> <p>BSc Honours Subject Report</p> <p>School Report</p>	
<p>Edinburgh Student Experience Survey(ESES) results and reflection 2015-2016</p> <p>School</p> <p>Response</p>	
<p>Postgraduate Taught Experience Survey (PTES) results and reflection 2015-2016</p> <p>School</p>	
<p>Response</p>	
<p>Progression to Honours Guidance</p>	
<p>Staff Liaison Committee</p> <p>2015</p> <p>BSc3 MSW1 161215</p> <p>BSc3 MSW1 131015</p> <p>BSc4 MSW2 131015</p> <p>2014</p> <p>BSc3 MSW1 101214</p> <p>BSc3 MSW1 071014</p> <p>BSc4 MSW2 061014</p> <p>2013</p> <p>BSc3 MSW1 111213</p>	

BSc4 MSW2 101013	
BSc3 MSW1 081013	
Academic Standards comments	

The following documentation was provided for reference:

List of programmes and courses covered in the review
Previous TPR report
Previous TPR response to recommendations
Quality Assurance Agency (QAA) Subject Benchmark Statement
Background Data for first Destination Information
Undergraduate Degree Classification Report
School Personal Tutor statement
Course Review
MSW Programme Review
User Carer Involvement

During the review visit

- Notes on Support and Training for tutors in the School of Social and Political Science

Appendix 3 Number of students

BSc Social Work: Undergraduate Entrants by Programme

2011/2	2012/3	2013/4	2014/5	2015/6	2016/7
26	23	21	17	24	23

MSW Entrants by Programme

2011/2	2012/3	2013/4	2014/5	2015/6	2016/7
69	40	28	34	39	27