

## Inspection Report

**Course provider:** Manchester Metropolitan University

**Course approval:** Level 7 Post Graduate Diploma  
Social Work Degree Apprenticeship

**Inspection dates:** 16 – 18 April 2024

|                                   |                          |
|-----------------------------------|--------------------------|
| Report date:                      | 12 June 2024             |
| Inspector recommendation:         | Approved with conditions |
| Regulator decision:               | Approved with conditions |
| Date of Regulator decision:       | 30 September 2024        |
| Date conditions met and approved: | 24 March 2025            |

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## Introduction

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

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

9. During this time a draft plan for the inspection is developed and shared with the education provider, to make sure it is achievable at the point of inspection.
10. Once the inspectors and officer are satisfied that an inspection can take place, this is usually undertaken over a three- 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 wish to run an 18-month Level 7 Post Graduate Diploma Social Work Degree Apprenticeship.

|                                |                                                                                                                                 |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Inspection ID                  | MMU_CPP460                                                                                                                      |
| Course provider                | Manchester Metropolitan University                                                                                              |
| Validating body (if different) |                                                                                                                                 |
| Course inspected               | Level 7 Post Graduate Diploma Social Work Degree Apprenticeship                                                                 |
| Mode of Study                  | Full time                                                                                                                       |
| Maximum student cohort         | 30                                                                                                                              |
| Proposed first intake          | March 2025, then September 2025 annual thereafter                                                                               |
| Date of inspection             | 16 – 18 April 2024                                                                                                              |
| Inspection team                | Sam Jameson (Education Quality Assurance Officer)<br><br>Jo Benn (Lay Inspector)<br><br>Surj Sall-Dullat (Registrant Inspector) |

## Language

16. In this document we describe Manchester Metropolitan University as ‘the education provider’ or ‘the university’ and we describe the Level 7 Post Graduate Diploma Social Work Degree Apprenticeship as ‘the course’.

## Inspection

17. A remote inspection took place from 16 to 18 April 2024. As part of this process the inspection team planned to meet with key stakeholders including students, course staff, employers, and people with lived experience of social work.

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

### Conflict of interest

19. No parties disclosed a conflict of interest.

### Meetings with students

20. The inspection team met with a range of students from a mix of years/levels, including graduates, from the Level 6 Apprenticeship and Step Up courses at the university.

Discussions included their experiences of the teaching and learning within their courses, their access to support services at the university, admissions process, placements and how ready they felt for practice.

### Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from social work course teams, senior management team, admissions team, staff involved in practice and placement learning, library and academic support services, disability support services and student support.

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

22. The inspection team met with people with lived experience of social work who have been involved in social work courses at the university. Discussions included the areas of social work courses they were involved with, how much input and feedback they had from the university and the courses and what training they received in this role.

### Meetings with external stakeholders

23. The inspection team met with practice educators and representatives from placement providers and employer partners including Manchester, Lancashire, Stockport, and Bolton local authorities.

## Findings

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

### Standard one: Admissions

#### Standard 1.1

25. Prior to the inspection the university submitted documentary evidence in support of this standard that included anonymised examples of a job role analysis, interview questions and written exercise, which form part of an applicants' admissions process.

26. The inspectors were satisfied from their discussions with employer partners and staff involved in selection and admissions that the admissions process assesses applicants' potential to develop the knowledge and skills necessary to meet the professional standards, including the course academic requirements.

27. The inspectors were able to triangulate information contained in the education and training standards mapping form and documentary evidence within their discussions with the above key stakeholders. The inspectors were assured that an applicant's ability to demonstrate that they have a good command of English, including capability to use information and communication technology, is also assessed during the admissions process. The inspection team agreed that this standard was met.

#### Standard 1.2

28. The inspectors agreed that based on the documentary evidence provided and from discussions with employer partners, and the staff involved in selection and admissions, there was a holistic approach to ensure that an applicants' prior relevant experience is considered as part of the admissions process.

29. The inspection team heard from employer partners that they commit to verifying the applicant's suitability, then there is the formal selection process, including the written exercise, a presentation, and an interview to further explore an applicants' prior relevant experience. The inspection team were satisfied that this standard was met.

#### Standard 1.3

30. The nature of an apprenticeship course ensures that employer partners are embedded and key to this course, including its admissions process, as identified within standard 1.2,

and reinforced within the documentary evidence, social work degree apprenticeship level 7 admissions process.

31. The inspection team met with people with lived experience of social work who spoke of their involvement within selection and admissions, including the interview process. The representatives that the inspection team met with identified that they were a respected partner and felt they had equity throughout their involvement with the university and employer partners. The inspection team advised that this standard was met.

#### Standard 1.4

32. Prior to the inspection the university submitted documentary evidence in support of this standard, including examples of a declaration of suitability form, enhanced disclosure and barring service check and occupational health check. Information within the education and training mapping form confirmed that all applicants would be required to complete these checks and forms prior to entry on the course, including any offer to an applicant being conditional rather than unconditional until these have been completed.

33. The inspectors agreed that based on the documentary evidence provided, which included a sample letter relating to pre-admissions disclosure, and from discussions with the staff involved in selection and admissions there was a clear process in place in the event of a disclosure being made. Information within the education and training standards mapping form identified that any disclosure is discussed with the applicant, programme lead, and head of social work and a decision is made before an offer is confirmed. The inspection team were satisfied that this standard was met.

#### Standard 1.5

34. Following their review of documentary evidence provided and their discussions with student representatives and staff involved in selection and admissions, the inspection team were able to confirm that the course admissions processes are in line with equality, diversity, and inclusion principles.

35. Information submitted prior to the inspection identified that applicants who require any reasonable adjustments contact the programme lead, to ensure accessibility throughout their admissions process. The inspection team were provided with examples of reasonable adjustments put in place for applicants, these included but were not limited to, additional time for tasks, a reader for the written task and alternative assessment methods where required.

36. Employer partners spoke of the supportive and varied services that applicants can access in relation to a wide range of physical and mental health support needs. Documentary evidence included confirmation of all university staff, including those involved in selection

and admissions, having to complete equality and diversity training. The inspection team determined that this standard was met.

### Standard 1.6

37. The inspection team concluded that discussions with student representatives, and the documentary evidence provided in advance of the inspection, was able to demonstrate that the admissions process gives applicants the information they require to make an informed choice about whether to take up an offer of a place on the course. Therefore, this standard was met.

## Standard two: Learning environment

### Standard 2.1

38. The inspectors agreed that, based on the documentary evidence provided and from discussions with the course team and head of social work, that students on the course will spend at least 200 days gaining different experiences and learning in practice settings. The inspection team learnt that the skills days, including up to 30, are bespoke to each student based on their previous relevant experience and knowledge to individualise their training and development.

39. Documentary evidence included a job role analysis that enables the university to ensure that students undertake contrasting learning experiences, including within a statutory setting and appropriate decision-making and legal interventions. The inspection team agreed that this standard was met.

### Standard 2.2

40. Information within the education and training standards mapping form and an example of a job role analysis, identified that the employer signs a confirmation that the student will have appropriate learning opportunities within contrasting practice settings to meet the requirements of this standard. The inspectors noted the use of the skills scan to support areas of learning for students, providing a focus at their first review with their mentor and to support future development needs.

41. The inspection team were assured that students have access to suitable learning opportunities to gain the necessary knowledge and skills to develop and meet the professional standards, and this is monitored throughout the students' time on the course by the input and review from their skills coach. The inspectors learnt that evidence of student learning is captured by the electronic portfolio, including a requirement for sign off from the employer that they are satisfied the practice requirements have been met. The inspection team agreed that this standard was met.

### Standard 2.3

42. Documentary evidence submitted in support of this standard included the job role analysis, anonymised employer commitment statement and anonymised employer contract. The inspection team were informed that students learn in their place of employment and are subject to employer policies and processes, including induction, supervision, and access to resources. Further quality assurance processes are in place when a student moves for a contrasting learning experience, overseen by their mentor and monitored by the skills coach at the tripartite meetings, to ensure that the requirements of this standard are met.

43. The student representatives that the inspection team met with identified their experience of having all the requirements and support they needed in place during their learning in practice settings. Skills coaches spoke of the importance and use of supervision to identify students that require additional support, but also 'stretching' in relation to other students' learning and development needs. The inspection team were satisfied that this standard was met.

#### Standard 2.4

44. Information submitted within documentary evidence identified that students' responsibilities and practice learning opportunities will be appropriate to their stage of education and training. During their meeting with skills coaches and employer partners the inspection team were able to triangulate this information. The inspectors heard that there is an individualised approach to students' learning on placement, use of supervision and tripartite reviews which aid these discussions and support students' learning and development that is appropriate for them.

45. The inspection team were assured that any increase in a students' responsibility and practice is appropriately monitored by their mentor, skills coach, supervision, and tripartite reviews. The inspection team agreed that this standard was met.

#### Standard 2.5

46. As a result of the documentary and additional evidence submission from the university, the inspectors were satisfied that the course has a process in place for assessing students' preparation and readiness for direct practice learning in a service delivery setting.

47. Discussions with the course team, and an updated assessment and programme handbook identified that students would have to complete and pass the first assessment of the developing professional practice module, which sits at the beginning of the programme prior to being able to start their placement. Information contained in the mapping documents submitted by the university explained that preparing students for the assessment of practice is also part of the skills scans, job role analysis and ongoing review processes.

48. The inspection team heard from student representatives that they met with that they felt ready for direct practice learning following the teaching and assessment they received on their respective course. Placement providers and employer partners spoke of students' skills and knowledge being where they would expect them to be regarding being safely and appropriately prepared for practice learning in a service delivery setting.

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

50. Following a review of the evidence at the time of the inspection, the inspectors are making a [recommendation](#) in relation to 2.5. We recommend that the module descriptor, developing professional practice, is updated to reflect the assessment for readiness for direct practice that is now in place so that students are informed and aware of this. Information shared within factual corrections by the course provider highlighted that the module descriptors have been updated to reflect this change.

### Standard 2.6

51. Documentary evidence and information contained within the education and training standards mapping form identified that the skills coaches employed by the university are practice educators, a requirement in their job specification and have oversight of the student's progress and development.

52. The inspectors heard throughout the inspection week that the practice educator's role is undertaken and managed through the skills coaches' team at the university. The inspection team were informed that this was put in place to ensure that students received the appropriate level of support and assessment during their placement-based learning and to address the pressures of practice educator capacity in Greater Manchester.

53. Throughout the inspection week the inspectors discussed and considered the roles of practice educators, skills coaches, and workplace mentors. The inspection team were informed that workplace mentors support students with their day-to-day practice and development in the practice delivery setting, complete supervisions and attend any reviews.

54. Documentary and additional evidence submitted by the university identified that skills coaches receive regular continuous professional development in areas such as support of those with personal learning plans, assessment mitigation, safeguarding updates, and mental health issues. Information within the education and training standards mapping document highlighted that skills coaches are invited to university training and development events appropriate to their role.

55. Within their meetings with placement providers, practice educators, staff involved in placement-based learning and the course team, the inspectors received contrasting narrative evidence regarding practice educators from employer partners being in place to support students. The inspectors sought clarification regarding how these practice

educators were monitored and checked to ensure that they were on the Social Work England register, kept their practice up to date and met the standards for continuing professional development for their registration.

56. However, following their review of documentary information and narrative evidence provided during the inspection week, the inspectors were not assured of how the course provider ensures that practice educators from outside of the university are on the register and that they have the relevant and current knowledge, skills, and experience to support safe and effective learning. As part of the inspection and report process the course provider submitted observations to the regulatory decision maker for their consideration. This information included a range of information and guidance regarding how the university employs skills coaches who are qualified social workers and practice educators. The information included the internal processes and procedures for the skills coach and workplace mentor roles. The inspectors were assured of the internal processes and monitoring of skills coaches/practice educators who are employed by the university, but recommended a condition for further clarification regarding practice educators based outside of the university that the course provider works with. The condition remains in place following the submission of information and observations to the regulatory decision maker.

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

## Standard 2.7

58. The inspectors concluded that the documentary evidence provided in advance of the inspection was able to demonstrate 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. Therefore, this standard was met.

## Standard three: Course governance, management and quality

### Standard 3.1

59. Documentary evidence submitted in support of this standard included the university governance structure. Information within the education and training standards mapping form provided insight into the overarching quality management of the course and highlighted clear lines of accountability and roles within this.

60. The inspection team met with members of the senior management team and course team, which assured them that the course is led by people with direct experience of the social work profession, with appropriate additional educational qualifications and experience. The inspection team agreed that this standard was met.

### Standard 3.2

61. The university was able to demonstrate that employer partners and placement providers have contractual obligations in place to ensure that their placement settings provide education and training that meets the professional standards and the education and training qualifying standards.

62. The inspectors were able to review examples of an employer's skills audit, apprenticeship agreement, and anonymised examples of a student's job role analysis prior to the inspection. This enabled the inspection team to triangulate information within their meetings with employer partners and staff involved in placement-based learning, regarding the process that is done prior to a placement starting to ensure that the development opportunities are appropriate for a student and their level of learning.

63. Documentary and narrative information highlighted the robust mechanisms in place for students regarding contingency planning in the event of a practice placement being at risk of breakdown, including if a student required to take time away from the course and their studies. The inspection team were satisfied that this standard was met.

### Standard 3.3

64. The inspection team concluded that the information provided within the education and training standards mapping form and documentary evidence provided in advance of the inspection was able to meet the requirements of this standard.

65. Discussions with employer partners, student representatives and staff involved in placement-based learning demonstrated 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. Therefore, this standard was met.

### Standard 3.4

66. The inspection team heard from employer partners and placement providers of their involvement in the course and other social work programmes, including the course consultation event, the employer advisory board and annual reviews. This narrative information was triangulated within documentary evidence submitted in the lead up to the inspection, which included but was not limited to anonymised minutes from an employer advisory board meeting, triannual stakeholder meeting and the terms of reference for the stakeholder meetings.

67. The representatives from employer partners and placement providers that the inspection team met with spoke of the close and strong working relationship they have with the university and course team. They spoke in support of the formal mechanisms, as well as identifying their regular and informal discussions and communication with the course team that supports the collaborative approach between the university and employer partners. The inspection team determined that this standard was met.

### Standard 3.5

68. As identified in standard 3.4, the inspection team were assured that employer partners are involved in regular and effective monitoring, evaluation and improvement systems for the course and wider social work programmes.

69. Documentary evidence, educational annual reviews, and triannual stakeholder meetings identified the attendance and involvement of representatives from students and people with lived experience of social work in the monitoring, evaluation, and improvement of social work programmes at the university. The inspection team were informed that people with lived experience of social work will be included in the stakeholder meetings for the new course that will take place 3 times a year.

70. The inspection team learnt from their discussions with students and the course team that student representatives meet with programme leads no less than monthly and participate in bi-annual stakeholder meetings that covers areas of course design, governance, and quality assurance. Students spoke of feeling listened to and the responsiveness from the course team regarding areas for improvement, identifying extra drop-in sessions being put in place following their feedback. The inspection team agreed that this standard was met.

### Standard 3.6

71. Information provided prior to the inspection within both the initial, and additional documentary evidence submissions identified that the university is planning for an initial intake of 30 students. Within their meeting with members of the senior management team the inspectors considered how this number was determined and heard of the work and data gathered from discussions and planning with current students, employer partners, university services and the department of education.

72. The inspection team were assured that this number was identified from a clear strategy, including consideration of local and regional placement capacity, and ensuring that students can complete quality placements in appropriate settings. The inspectors were satisfied that students would have learning opportunities that will help them develop the knowledge, skills, and behaviours to meet the professional standards by the time they complete the course. The inspection team advised that this standard was met.

### Standard 3.7

73. Documentary evidence submitted prior to the inspection included information in the education and training standards mapping document of the lead social worker for the course. The evidence identified their role, responsibilities in their absence, confirming their registration with Social Work England, appropriate qualifications, and experience. The inspectors were able to check and verify this information. The inspection team concluded that the documentary evidence provided in advance of the inspection was able to demonstrate that this standard was met.

### Standard 3.8

74. Documentary evidence submitted in support of this standard included staff CVs and the post graduate diploma social work indicative programme delivery map and assessment calendar 2025. Narrative information and evidence provided within meetings with the senior management team, course team and employer partners enabled the inspectors to determine that there is an adequate number of appropriately qualified and experienced staff, with relevant specialist subject knowledge and expertise, to deliver an effective course. The inspection team agreed that this standard was met.

### Standard 3.9

75. Prior to the inspection the university submitted information and documentary evidence regarding the education and annual review process. The inspectors were able to review this in the lead up to the inspection and speak to the course team, members of the senior management team and university student support services during the inspection week.

76. The inspection team were satisfied that the information, both documentary and narrative, illustrated a robust approach to quality assurance, through annual review with action planning against trends including equality and diversity, progression, and completion. The inspection team were satisfied that this standard was met.

### Standard 3.10

77. The inspection team heard from members of the course team that they have a wide range of opportunities and support to maintain their currency, knowledge and understanding regarding professional practice. The members of the senior management team that the inspection team met with identified that staff have an allocated 90 hours for continuous professional development, managed through a workload allocation tool, and were required to undertake research and knowledge exchange activities as part of their academic role.

78. Members of the course team that the inspection team met with spoke of their roles of remaining in social work practice and services, in part time or voluntary arrangements.

Examples of these included an approved mental health professional and another as part of Multi Agency Public Protection Arrangements.

79. Documentary evidence outlined the role of two university part time teaching consultant posts from children's social work services. This role supports the social workers to work in frontline services part time and seconded to work part time in the social work teaching teams at the university.

80. The inspectors agreed that based on the documentary evidence provided, the university annual professional development process, information contained within the education and training standards mapping form and from discussions with the course team, that there is a robust approach taken to supporting educators to maintain their knowledge and understanding in relation to professional social work practice. The inspection team agreed that this standard was met.

## Standard four: Curriculum assessment

### Standard 4.1

81. The inspectors were satisfied that the documentary evidence provided in advance of the inspection was able to demonstrate that the content, structure, and delivery of the course is in accordance with relevant guidance and frameworks and is designed to enable students to demonstrate that they have the necessary knowledge and skills to meet the professional standards upon completion of the course.

82. This was triangulated within meetings with practice educators and employer partners, who identified that students were able to meet the expected level of knowledge and competency for their stage of learning and development. The inspection team concluded that this standard was met.

### Standard 4.2

83. As identified within standard 3.10, documentary evidence submitted by the university outlined the role of two university part time teaching consultant posts from children's social work services. The inspection team heard from their meetings with the course team of how these social workers work in frontline services part time and seconded to work part time in the social work teaching teams at the university, supporting the course to work collaboratively with social work practitioners in the design, development, and review of the curriculum.

84. The inspection team heard from employer partners and placement providers of their involvement in the course design and development through the course consultation, development events and the employer advisory board.

85. Documentary evidence, information about the graduate teaching assistant role, educational annual reviews and triannual stakeholder meetings identified the attendance and involvement from people with lived experience of social work in the design, development, and review of social work programmes at the university. The inspection team learnt that people with lived experience of social work will be included in the stakeholder meetings for the new course that will take place three times a year, as well as co-teaching the professional social work unit and that they will form part of the panel for student's final presentations.

86. The members of people with lived experience of social work group that the inspection team met with identified that they had participated in the curriculum development day, reviewing each unit, focusing on what would be involved and used within the programme, and their awareness of planning for more of these development days. The inspection team agreed that this standard was met.

87. Following a review of the evidence and their discussions with the people with lived experience of social work, the inspection team heard of their experiences and feedback regarding how they feel a main point of contact would be of benefit to their members and support the communication and coordination with the university. During the report writing process the course provider shared information and factual corrections that they have a single point of contact for the commissioning, purchasing, support and development of people with lived experience.

88. The inspection team is making a recommendation in relation to 4.2. We [recommend](#) that the university considers its promoting and communication of the single point of contact for the members of the people with lived experience group, to support their awareness and input from this role.

#### Standard 4.3

89. The inspection team concluded that the documentary evidence provided in advance of the inspection, and discussions within the meetings with student representatives, course team and university student support services, was able to demonstrate that the course is designed in accordance with equality, diversity and inclusion principles, and human rights and legislative frameworks. Therefore, this standard was met.

#### Standard 4.4

90. Documentary evidence reviewed prior to the inspection included examples of the course's curriculum and its structured approach to ensuring currency of content. The inspection team learnt that this is achieved through its teaching staff maintaining their social work registration, robust links to frontline social work practice and integration with employer partners, staff research topics and how these areas are thread throughout the teaching and learning on the new course.

91. The inspection team were able to triangulate this documentary evidence within their discussions with the course team, practice educators and employer partners, providing assurance that the course is reflective of contemporary social work practice and in line with research and developments or changes in legislation and government policy. The inspection team agreed that this standard was met.

#### Standard 4.5

92. Prior to the inspection the inspectors were able to review the unit specifications and the teaching and development methods that will support the integration and application of theory to practice within the new course. The inspectors were assured that this documentary evidence demonstrated that students would have the opportunity to learn social work theories and understand their importance, reflect on them, and learn how to apply theoretical frameworks in their practice learning.

93. The inspection team heard from practice educators and employer partners of how robustly the integration of social work theory and practice learning is embedded within the university and social work courses. Students spoke of the framework that they learnt, then how the placement learning opportunities supplied supportive and appropriate settings to develop and apply their knowledge and understanding. The inspection team concluded that this standard was met.

#### Standard 4.6

94. Following their review of the documentary evidence provided and their discussions with the course team and students throughout the inspection, the inspection team were able to determine that students are given the opportunity to work with, and learn from, other professions to support multidisciplinary working including in integrated settings.

95. In their meeting with student representatives the inspection team were provided with examples of how students were able to learn and work with colleagues from other professions, including working with students from other professional cohorts within the university teaching facilities. The inspection team agreed that this standard was met.

#### Standard 4.7

96. Documentary evidence submitted in support of this standard assured the inspectors that students on the course will spend enough time in structured academic learning for them to meet the required learning outcomes and meet the professional standards by the time they complete the course. The inspection team were able to triangulate this information within their discussions with the course team, students, and employer partners. Therefore, this standard was met.

#### Standard 4.8

97. The education and training standards mapping form contained evidence that demonstrated the processes in place to ensure assessments are robust, fair, and equitable. The university submitted documentary evidence, the assessment handbook, and the department assessment strategy, that satisfied the inspectors that this is achieved through the quality assurance processes of monitoring, reviewing and enhancement. The inspection team learnt that the education annual review, moderation processes and external examination all feed into this process.

98. As a result of their documentary evidence review and discussions with the course team the inspectors were assured that all assessments are mapped to the unit learning outcomes and the professional standards. The inspection team agreed that this standard was met.

#### Standard 4.9

99. Documentary evidence submitted in support of this standard included the unit specifications and the assessment handbook. As identified within standard 4.8, the inspectors were assured that assessments are mapped to the unit learning outcomes and the professional standards as students' progress through the course.

100. As a result of their discussions with the course team, student representatives and documentary evidence review, the inspectors were satisfied that assessments are, and will be, varied and matched to students' expected level of progression, including direct observations of practice that are sequenced to enable learning and development.

101. The inspection team heard from student representatives that they felt the assessments undertaken on their respective courses were carried out at appropriate stages during their course and matched their level of learning and development. The inspection team agreed that this standard was met.

#### Standard 4.10

102. Information submitted within the education and training standards mapping form, assessment handbook and assessment strategy identified that all students are provided with both constructive feedback and 'feed forward' comments for all submitted assessments.

103. During the inspection, the inspectors met with members of the skills coach team, hearing from this service and students that this role provides a space for students to discuss their assessment feedback with their skills coach. The inspection team heard of other mechanisms in place for ensuring that students are provided with feedback to support their ongoing development, which included support from the programme support tutor and the university study skills service.

104. The student representatives that the inspection team met with identified that they often receive feedback before the required 4-week deadline, expressing that it is useful to

their professional and academic learning and development, and they can always seek further clarification and support if they wish. The inspection team agreed that this standard was met.

#### Standard 4.11

105. Prior to the inspection, the inspection team were able to review documentary evidence, the course teams CVs, and the information within the education and training standard mapping form. Within their meetings with the course team, the inspectors were able to triangulate information from the above sources that confirmed all programme leads, and unit leads are registered social workers, and all unit leads are lecturers and senior lecturers.

106. The inspectors learnt that the course team are required to have or be working towards a qualification in higher education teaching, and advanced higher education fellowship. The inspection team were assured from their documentary evidence review and discussions with key stakeholders that all staff who carry out assessments go through an induction, and are mentored, and supported to develop skills in the university and course assessment, marking and feedback cycle.

107. The inspection team were assured by the university that they have appointed an external examiner, and the inspectors were able to confirm that they are on the Social Work England register. The inspection team agreed that this standard was met.

#### Standard 4.12

108. Evidence submitted in support of this standard included the university manager and mentor handbook. Information within the education and training standards mapping document highlighted that the university student tracking system is used by the programme team to track students' academic progression, with monitoring and support provided at skills review meetings, reflective supervisions, direct observations and captured within the electronic portfolio and skills scans.

109. The inspection team agreed that, following their review of documentary evidence and discussions with the course team and senior management team, the university has clear governance mechanisms to oversee the progression and make decisions about the assessment and graduation of individual students. The inspection team concluded that this standard was met.

#### Standard 4.13

110. The inspection team were provided with evidence, staff CVs and information within the education and training mapping form, that highlighted research active staff on the course team. Within their discussions with the course team the inspectors heard how this is drawn upon in their teaching and students' ability to gather, use, analyse and evaluate evidence to

inform decision making and enable effective practice is thread within the programme content.

111. Following their review of documentary evidence and discussions with the course team, student representatives and employer partners, the inspection team were satisfied 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. The inspection team agreed that this standard was met.

## Standard five: Supporting students

### Standard 5.1

112. The inspection team were able to meet with university student support services during the inspection week. This enabled them to triangulate the documentary evidence submitted prior to the inspection, that highlighted the comprehensive range of resources and services that students have access to, to support their health and wellbeing. This included, but was not limited to, occupational health services, careers advice and support and counselling services.

113. The inspection team heard from student representatives that the student support services they had accessed had been of a high standard and timely in its response to their individual needs. The inspectors noted the work of the skills coaches in ensuring students are aware of appropriate support services, how to refer to these and liaise with employer support services to ensure the students' needs and wishes were upheld, and they received the support from the most appropriate service. The inspection team agreed that this standard was met.

### Standard 5.2

114. The inspection team were satisfied with the evidence provided prior to the inspection that outlined the access to resources that students on the course have to support their academic development. Student representatives that the inspection team met with spoke positively about the support and engagement that they had with their skills coach, identifying the link between academic and pastoral support they provided.

115. The inspectors met with library, academic and study skills support services during the inspection week. Throughout these discussions the inspectors learnt of the robust and varied support services that students on the course can access to support their academic development.

116. The inspection team were assured from the discussions with key stakeholders and review of documentary evidence that the support services and processes included support for students who may require additional help or guidance. The inspection team agreed that this standard was met.

### Standard 5.3

117. The inspection team concluded that the documentary evidence provided in advance of the inspection was able to demonstrate that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character, and health. Therefore, this standard was met.

### Standard 5.4

118. Prior to the inspection the inspectors were able to review the university disability service webpage and information regarding the university personal learning plans. The inspection week meetings with student representatives and staff from the university student support services enabled the inspectors to triangulate information the university submitted in support of this standard.

119. Student representatives spoke of their own experiences of accessing support and reasonable adjustments during their time on their respective courses. The inspectors learnt of the proactive approach the university has in place through contacting applicants to offer support and establish any reasonable adjustments that they may require before they begin the course. Students expressed that they had support and services available to them regarding any needs that arose once they were on the course. The inspection team were satisfied that this standard was met.

### Standard 5.5

120. The programme handbook contains details and guidance for students regarding the course curriculum, practice placements and assessments, with further information within the assessment handbook for students to refer back to.

121. The inspectors heard from the course team and employer partners of the work done with students in preparing them for the transition to a registered social worker, including information on the requirements of continuous professional development. Student representatives that the inspection team met with were very clear in their understanding and awareness of these requirements, identifying the visit from a Social Work England representative and careers fair as part of the Greater Manchester Social Work Academy in support of this learning. The inspection team concluded that this standard was met.

### Standard 5.6

122. Documentary evidence submitted by the university in support for this standard included the programme handbook and the fitness to practice procedure. The programme handbook clearly sets out the attendance requirements for students on the course. Student representatives that the inspection team met with spoke of the supportive approach they had experienced regarding any non-attendance, and the support and contact they had received to ensure that they were safe and required any support or services.

123. The inspection team were assured that there is a multifaceted and supportive mechanism in place for monitoring student attendance, with clear guidance for where this is mandatory and the process for if any of this time and learning is missed. The inspection team agreed that this standard was met.

#### Standard 5.7

124. Please see standard 4.10 of this report regarding feedback to students. The documentary evidence submitted in support of this standard and discussions with student representatives and course team provided clarity regarding the course's approach to feedback. The documentary evidence highlighted the structure for feedback and that it is provided within a 4-week timeframe, including a standardised format that focuses upon strengths and areas for development.

125. The inspectors were assured that students receive feedback from several sources to provide a comprehensive approach to feedback that is timely and meaningful, and supports students' learning, practice, and academic development throughout the course. The inspection team agreed that this standard was met.

#### Standard 5.8

126. Prior to the inspection the inspectors were able to review the programme handbook and the university academic appeals webpage that provided confirmation that there is a system in place for students to make an academic appeal on the course. Therefore, this standard was met.

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

#### Standard 6.1

127. As the qualifying course is Level 7 Post Graduate Diploma Social Work Degree Apprenticeship, the inspection team agreed that this standard was met.

## Proposed outcome

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

### Conditions

Conditions for approval are set if there are areas of a course that do not currently meet our standards. Conditions are binding and must be met by the education provider within the agreed timescales.

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

|   | Standard not currently met | Condition                                                                                                                                                                                                                                                                                                          | Date for submission of evidence | Link                         |
|---|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|------------------------------|
| 1 | Standard 2.6               | The education provider will provide evidence of their process and measures in place to ensure that practice educators from outside of the university are on the Social Work England register and that they have the relevant and current knowledge, skills, and experience to support safe and effective learning. | 31 March 2025.                  | <a href="#">Paragraph 51</a> |

### Recommendations

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

|   | Standard     | Detail                                                                                                                                                                                                                                                           | Link                         |
|---|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 1 | Standard 2.5 | The inspectors are recommending that the university consider updating the module descriptor, developing professional practice, to reflect the assessment for readiness for direct practice that is now in place so that students are informed and aware of this. | <a href="#">Paragraph 46</a> |
| 2 | Standard 4.2 | The inspectors are recommending that the university considers its promoting and communication of the single point of contact for the members of the people with lived experience group, to support their awareness and input from this role.                     | <a href="#">Paragraph 83</a> |

It should be noted that all qualifying social work courses will be subject to re-approval under Social Work England's [2021 education and training standards](#).

## Annex 1: Education and training standards summary

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

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

| Standard                                                                                                                                                                                                                                                                                                                                | Met                                 | Not Met – condition applied | Recommendation given     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------|--------------------------|
| 2.7 Ensure that policies and processes, including for whistleblowing, are in place for students to challenge unsafe behaviours and cultures and organisational wrongdoing, and report concerns openly and safely without fear of adverse consequences.                                                                                  | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| <b>Course governance, management and quality</b>                                                                                                                                                                                                                                                                                        |                                     |                             |                          |
| 3.1 Ensure courses are supported by a management and governance plan that includes the roles, responsibilities and lines of accountability of individuals and governing groups in the delivery, resourcing and quality management of the course.                                                                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 3.2 Ensure that they have agreements with placement providers to provide education and training that meets the professional standards and the education and training qualifying standards. This should include necessary consents and ensure placement providers have contingencies in place to deal with practice placement breakdown. | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 3.3 Ensure that placement providers have the necessary policies and procedures in relation to students' health, wellbeing and risk, and the support systems in place to underpin these.                                                                                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 3.4 Ensure that employers are involved in elements of the course, including but not limited to the management and monitoring of courses and the allocation of practice education.                                                                                                                                                       | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 3.5 Ensure that regular and effective monitoring, evaluation and improvement systems are in place, and that these involve                                                                                                                                                                                                               | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |

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

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

| Standard                                                                                                                                                                                                                                                                           | Met                                 | Not Met – condition applied | Recommendation given     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------|--------------------------|
| 4.10 Ensure students are provided with feedback throughout the course to support their ongoing development.                                                                                                                                                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 4.11 Ensure assessments are carried out by people with appropriate expertise, and that external examiner(s) for the course are appropriately qualified and experienced and on the register.                                                                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 4.12 Ensure that there are systems to manage students' progression, with input from a range of people, to inform decisions about their progression including via direct observation of practice.                                                                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 4.13 Ensure that the course is designed to enable students to develop an evidence-informed approach to practice, underpinned by skills, knowledge and understanding in relation to research and evaluation.                                                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| <b>Supporting students</b>                                                                                                                                                                                                                                                         |                                     |                             |                          |
| 5.1 Ensure that students have access to resources to support their health and wellbeing including: <ul style="list-style-type: none"> <li>i. confidential counselling services;</li> <li>ii. careers advice and support; and</li> <li>iii. occupational health services</li> </ul> | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 5.2 Ensure that students have access to resources to support their academic development including, for example, personal tutors.                                                                                                                                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 5.3 Ensure that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health.                                                                                                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |

| Standard                                                                                                                                                                                                                        | Met                                 | Not Met – condition applied | Recommendation given     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------|--------------------------|
| 5.4 Make supportive and reasonable adjustments for students with health conditions or impairments to enable them to progress through their course and meet the professional standards, in accordance with relevant legislation. | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 5.5 Provide information to students about their curriculum, practice placements, assessments and transition to registered social worker including information on requirements for continuing professional development.          | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 5.6 Provide information to students about parts of the course where attendance is mandatory.                                                                                                                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 5.7 Provide timely and meaningful feedback to students on their progression and performance in assessments.                                                                                                                     | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 5.8 Ensure there is an effective process in place for students to make academic appeals.                                                                                                                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| <b>Level of qualification to apply for entry onto the register</b>                                                                                                                                                              |                                     |                             |                          |
| 6.1 The threshold entry route to the register will normally be a bachelor's degree with honours in social work.                                                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |

## Regulator decision

Approved with conditions.

### Annex 2: Meeting of conditions

If conditions are applied to a course approval, Social Work England completes a conditions review to make sure education providers have complied with the conditions and are meeting all of the [education and training standards](#).

Inspectors will undertake the conditions review and make recommendations to Social Work England's decision maker.

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

|   | Standard not met                                                                                                                                                                      | Condition                                                                                                                                                                                                                                                                                                          | Inspector recommendation |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 1 | Standard 2.6. Ensure that practice educators are on the register and that they have the relevant and current knowledge, skills and experience to support safe and effective learning. | The education provider will provide evidence of their process and measures in place to ensure that practice educators from outside of the university are on the Social Work England register and that they have the relevant and current knowledge, skills, and experience to support safe and effective learning. | Met.                     |

## Findings

128. The conditions review was undertaken as a result of the conditions set during the course approval as outlined in the original inspection report above. The course provider submitted the conditions monitoring mapping form within the timescale identified by the inspectors. The mapping form contained narrative evidence and supporting documentary evidence that was reviewed by the inspectors.

129. In relation to the condition set for standard 2.6, the course provider submitted information including but not limited to an example of New Mentor Email, Resources Page, Electronic Practice Reviews and the Mentor Guide.

130. The inspectors identified that the conditions evidence submission provides a clear breakdown and narrative explanation of the work done and implementations since the inspection. Review of the evidence provided demonstrates an effective approach to ensuring those who act as mentors outside of the university are appropriately qualified, experienced, current and registered with Social Work England. Mentor status is checked prior to supporting the apprentice and at several points during their journey, the inspectors noted that the supportive documentation and framework for mentors is comprehensive.

131. Following the review of the documentary evidence submitted, the inspection team are satisfied that the condition set against the approval of the Level 7 Post Graduate Diploma Social Work Degree Apprenticeship is met.

## Regulator decision

Condition met.