

Inspection Report

Course provider: University of Sunderland

Course approval: BA (Hons) Social Work Degree
Apprenticeship and PG Dip Social Work
Apprenticeship

Inspection dates: 12 to 15 December 2023

Report date:	13 February 2024
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	27 th March 2024
Date conditions met and approved:	15 th October 2024

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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 2018¹, and the Social Work England [\(Education and Training\) Rules 2019](#).
4. You can find further guidance on our course change, approval and annual monitoring processes on our website.

What we do

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

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

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

Summary of Inspection

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

Inspection ID	USUNR2
Course provider	University of Sunderland
Validating body (if different)	
Course inspected	BA (Hons) Social Work Apprenticeship and PG Dip Social Work Apprenticeship
Mode of study	Full time
Maximum student cohort	60 (BA Apprenticeship) 30 (PG Dip Apprenticeship)
Date of inspection	12 to 15 December 2023
Inspection team	Laura Gordon Education Quality Assurance Officer Sarah McNulty (Lay Inspector) Jane Reeves (Registrant Inspector)

Language

16. In this document we describe the University of Sunderland as ‘the education provider’ or ‘the university’ and we describe the BA apprenticeship and PG Dip apprenticeship as ‘the course(s)’.

Inspection

17. An onsite inspection took place from 12 to 15 December 2023 at the Tom Cowie campus where the university is based. As part of this process the inspection team planned to meet with key stakeholders including students, course staff, employers and people with lived experience of social work.

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

19. During the same week a separate inspection team also inspected the BA and MA social work courses. Some meetings across the week were held jointly. Details of this inspection are covered in a separate report.

Conflict of interest

20. No parties disclosed a conflict of interest.

Meetings with students

21. The inspection team met with 3 students, one from each year of the BA apprenticeship course (level 4, 5 and 6). Discussions included the admissions process, support for students, placement provision, teaching and assessment.

Meetings with course staff

22. Over the course of the inspection, the inspection team met with university staff including members from the course team, the senior leadership team, central support teams and the apprenticeship team.

Meeting with people with lived experience of social work

23. The inspection team met with people with lived experience of social work who have been involved in the admissions process, course design and module delivery on the courses. Discussions included their experiences of working with the course team and students, the specific activities they have been directly involved in on the current course and opportunities to provide feedback to the university.

Meetings with external stakeholders

24. The inspection team met with representatives from placement partners including those from within the teaching partnership, several local authorities and the third sector. This included practice educators and mentors.

Findings

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

26. The inspection team considered 2 courses as part of this inspection, the reapproval of the current BA degree apprenticeship and the approval of a new PG Dip apprenticeship.

27. Both courses will be considered together due to the overlap in the process, procedures and delivery of both courses. Where there is any difference between the courses this will be detailed under the appropriate standard.

Standard one: Admissions

Standard 1.1

28. The university provided documentary evidence prior to the inspection including the admissions process document and policy and procedure. There is documentary evidence of a multi-dimensional, value based and holistic approach involving a group and individual exercise, a literacy exercise, application form and interview.

29. During the inspection, the inspection team heard how the admissions process is carried out in practice through meetings with the course team, admissions team and people with lived experience (PWLE). The inspection team heard more about different aspects of the process and the 4 stages of the process with employer input, and how the university ensure oversight of this including where there is joint recruitment of apprentices and the employer will lead on the recruitment day.

30. The inspection team were satisfied that the new PG Dip apprenticeship will follow a similar approach.

31. The inspection team agreed that this standard was met for both courses.

Standard 1.2

32. Prior to the inspection, documentary evidence confirmed what experience applicants were required to have and consideration was given to applicants from non-traditional routes without the required qualifications to demonstrate in an essay their previous experience.

33. Prior experience is considered in a personal statement and through questioning at the interview stage of the admissions process. During the inspection, the inspection team spoke to members of the course team and admissions team who confirmed that the experience and suitability of applicants forms part of the conversations with employer partners. They

also heard that if an applicant was not suitable for the course at the time of application the course team would facilitate ongoing conversations with the applicant to support their development in order to be able to join the course in the future.

34. The inspection team were satisfied that this standard was met for both courses.

Standard 1.3

35. Prior to the inspection, the inspection team were provided with documentary evidence to support this standard including the admissions process document.

36. The inspection team spoke to PWLE, and they confirmed their involvement in the interviews and also the group observations of a task for both courses. They were clear about the parameters of their involvement and stated they felt equally involved in the discussions and decision making processes.

37. It was apparent that there was an over-reliance on a small group of 5-6 PWLE, who had been working with the University for several years, although the inspection team heard that 2 new people had been brought on board in preparation of the PG Dip course.

38. In terms of employers, they too confirmed their involvement in the admissions process. The inspection team heard that in some instances the employer led on the recruitment in close partnership with the university.

39. The inspection team were satisfied that this standard was met for both courses.

Standard 1.4

40. The documentary evidence confirmed that the Disclosure and Barring Service (DBS) is initially completed by the employer and then checked by the university apprenticeship team. If any issues are flagged there will be a discussion between three people, including the course lead and the employer.

41. There is also a self-declaration form that is completed and includes declarations in relation to health issues. There is also a medical questionnaire and if needed reasonable adjustments can be put in place.

42. The same process will be in place for the PG Dip course.

43. The inspection team therefore agreed that this standard was met for both courses.

Standard 1.5

44. Documentary evidence provided prior to the inspection included the equality statement provided in the admissions policy.

45. It was confirmed at inspection that members of staff on the staff team all have annual equality, diversity and inclusion (EDI) training, however when the inspection team questioned the PWLE they confirmed that they had not received any specific EDI training, including the 2 new members due to join the group.

46. The inspection team heard examples of good practice relating to EDI in terms of preparing potential applicants and supporting them over a few years to apply to the course. The inspection team also saw a presentation during the inspection on EDI data and how this data is reviewed and monitored and also how it feeds into the module evaluations, PEP reviews, and programme studies boards.

47. The inspection team agreed that this standard was met with a recommendation that the course team consider offering all co-educators involved in interviews, access to the same EDI training undertaken by staff. Full details of the recommendation can be found in the [proposed outcomes](#) section of this report.

Standard 1.6

48. The university provided a link to the university website for the BA apprenticeship course that provides information for applicants. A copy of the employer briefing was also provided, and it was confirmed that this briefing is attended by employers and their prospective applicants.

49. The university attend a showcase event to provide information to prospective applicants alongside their employers as well as open days.

50. The inspection team spoke with students who confirmed that they had the information they needed prior to starting the course and that they could contact the university if they had any questions. The students confirmed that information is disseminated to them throughout the course.

51. The inspection team was confident that the admissions process for the PG Dip course will also provide applicants with the relevant information required to make an informed choice about whether to take up an offer of a place on the course.

52. The inspection team agreed that this standard was met for both courses.

Standard two: Learning environment

Standard 2.1

53. The programme handbook provided prior to the inspection confirmed that students will undertake 170 days of placement which is split into a first placement of 70 days and a second 100 day placement.

54. During the inspection, the students and employer partners that met with the inspection team confirmed that students had contrasting experiences whilst on placement and gave

examples of this, including a consideration of the step up of tasks from one placement to another.

55. The documentary evidence confirmed that statutory tasks are considered during the first placement to ensure that students received the required learning in their second placement.

56. The practice educators that met with the inspection team also confirmed that attendance is monitored and signed off by them as part of the practice learning documentation.

57. Upon initial review of the evidence the inspectors noted that there had not been any evidence provided in relation to the 30 skills days, as such this was requested as additional evidence. The additional evidence advised that there were some skills days that are taught in university and that the remainder were planned and delivered by employers and recorded within the tripartite meetings.

58. During the inspection, further questions were asked of the course team around the skills days, and it was confirmed that 10 skills days are taught in university. Further evidence of these taught skills days was provided during the inspection. However, the course team were unable to provide evidence of where the other 20 skills days take place and indicated that this would vary depending upon the apprenticeship.

59. The course team were also unable to provide evidence of how they ensure that each student completes 30 skills days.

60. When the inspection team spoke with students, they confirmed that they were not aware of any skills days and advised that there was no indication in any of the handbooks or documents of where the skills days are in the course.

61. The course team were not able to provide evidence to indicate how they would ensure that all skills days had been completed by students and they did not have a robust contingency in place for students missing skills days to make these up.

62. The inspection team therefore had concerns about how the course team ensures that all students complete the 30 skills days to ensure that the mandatory 200 placement days are completed.

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

condition, its monitoring and approval can be found in the [proposed outcomes](#) section of this report.

64. Further conditions will also be considered under standards 5.5 and 5.6 linked to the inspector's concerns in relation to the skills days.

Standard 2.2

65. The university provided a copy of the practice learning handbook prior to the inspection which sets out the learning needs and opportunities within the practice learning agreement.

66. The additional evidence provided prior to the inspection also provided evidence of the quality assurance in practice learning (QAPL) form and feedback mechanisms to ensure the quality of the learning opportunities for students. The tripartite meetings are used to continually assess the learning opportunities and any gaps are addressed within these.

67. The inspection team met with employer partners who confirmed that they consider the individual students prior experiences when providing learning opportunities and that they will try to "pull and stretch" learning for students. They provided examples of how they consider different learning opportunities and the thought that goes into these, and how placements have increasing complexity in terms of learning opportunities as the course progresses.

68. The students that met with the inspection team also confirmed that they have appropriate learning opportunities which increase in complexity. The students advised that the briefings for employer partners were valuable for providing employers with clear guidance on what constitutes off job learning.

69. The inspection team also heard about the role of the mentor in advocating for students to ensure sufficient learning was taking place and an example was provided of steps taken to ensure this. This additional element of the mentor seems to be a key strength on this course, particularly as the university is committed to ensuring that, where feasible, students have one mentor for the duration of the course ensuring continuity of support.

70. The same information and processes will be in place for the PG Dip course. The inspection team therefore agreed that this standard was met for both courses.

Standard 2.3

71. The practice learning handbook details the practice learning agreement, supervision arrangements, tripartite meetings, review meetings and roles and responsibilities. There is an induction checklist and information provided in relation to placement difficulties and mentor support.

72. The inspection team heard from practice educators who confirmed how they ensure students have sufficient induction, supervision and support. This was also confirmed by the

students who advised of close relationships and support from mentors and personal academic tutors also. The students also have access to support services during placement.

73. The employer partners that met with the inspection team confirmed how they consider the workload of students and advised that there is a focus on treating the students as learners and ensuring that the workload became increasingly complex.

74. Additionally, an example was given whereby a student who had been with an employer for some time before coming onto the course felt that they should be ahead in terms of their responsibilities, rather than at the student stage. The course team explained how this situation was managed to ensure that the levels of responsibility were conducive to being a student.

75. The inspection team were satisfied that this standard was met for both courses.

Standard 2.4

76. The information received prior to the inspection advised that learning opportunities are discussed and agreed during the practice learning agreement meeting and linked to the Professional Capabilities Framework (PCF). The interim review meeting and regular tripartite meetings are used to review and monitor student progress and provide support with learning.

77. During the inspection, the employer partners provided an example of a termination of a placement that was not providing sufficient learning opportunities. They also confirmed that learning opportunities are tailored to the individual students to ensure they are appropriate and that there is an increase in the complexity of skills developed.

78. The inspection team agreed that this standard was met for both courses.

Standard 2.5

79. Prior to the inspection the university provided the module descriptor for the readiness for practice module.

80. During the inspection, the inspection team heard from the course team about the assessment elements of the readiness for practice module and about the readiness for practice portfolio that is completed prior to the placement and links to the PCF.

81. The students that met with the inspection team confirmed that the readiness for practice element of the course was informative and prepared them for their placement, particularly in terms of their community study and their interview with a service user.

82. The inspection team was satisfied that this standard was met for both courses.

Standard 2.6

83. The inspection team were advised prior to the inspection that all external practice educators complete a declaration to confirm that they are on the social work register. This is checked by the placement coordinator each year to ensure that renewal to the register has taken place.

84. During the inspection, the inspection team were shown a spreadsheet with details of all of the practice educators both offsite and onsite and their registration numbers. This spreadsheet is used to check and record practice educator currency and suitability.

85. The course team confirmed that all employer partners sign an agreement that they will ensure that all practice educators are suitably qualified and current as per the BASW guidance.

86. The employer partners that met with the inspection team also confirmed that they keep records of currency of their practice educators and have their own systems for doing this.

87. The inspection team agreed that this standard was met for both courses.

Standard 2.7

88. Prior to the inspection, the inspection team received documentary evidence of the policies and processes in place for reporting concerns, including the whistleblowing procedure.

89. During the inspection, the students confirmed that they were aware of the process and gave examples of difficulties whilst on placement and the support that they received in relation to addressing these.

90. The inspection team were satisfied that this standard was met for both courses.

Standard three: Course governance, management and quality

Standard 3.1

91. The university provided details of the stakeholder meetings and the annual programme review and development grid which had ongoing examples of issues and improvements to the course. This process will now become the programme enhancement plans going forward and will allow for a continuous review of the course throughout the year, rather than an endpoint review.

92. During the inspection, the inspection team met with members of the senior management team who provided further details of the roles, responsibilities and structure of the governance of the course. A copy of the structure chart was also provided which detailed the memberships of various groups involved in the course.

93. The inspection team heard more, from the current Head of School, about the clear lines of responsibility and of the relevant qualifications and experience of course leaders and staff.

94. Further details were provided of the considerations for the new PG Dip course by the programme management committee.

95. The inspection team agreed that this standard was met for both courses.

Standard 3.2

96. Prior to the inspection, the inspection team were provided with the template for the commitment statement that is signed and agreed with employer partners. There is also clear information on the roles and responsibilities within the placement handbook.

97. During the inspection, the inspection team heard more about the support available to mentors and how they work with the university tutors and practice educators in terms of monitoring students and being pro-active in managing potential problems before they escalate.

98. The inspection team spoke to employer partners who provided examples of placement breakdown and detailed the close working relationship with the university. This was also reiterated by the practice educators that met with the inspection team.

99. The employer partners confirmed their commitment to the new PG Dip course and confirmed that this was a welcome addition.

100. The inspection team were therefore satisfied that this standard was met for both courses.

Standard 3.3

101. Additional evidence was provided prior to the inspection detailing the quality assurance process for placements including the use of QAPL forms and review forms.

102. The inspection team met with members of the practice learning team who confirmed that a range of support services are available to students through the university if they do not want to access support via their employer. They also confirmed that the students' mentor and personal academic tutor are with them throughout the programme to ensure consistent support is provided.

103. The placement handbook sets out the requirements of placements, and these are also discussed at the practice learning agreement meetings and wellbeing is considered during the interim reviews and at tripartite meetings.

104. There is a check that the placement has the appropriate policies within the induction paperwork and the mentor, practice educator and personal academic tutor offer a triangle of support for students.

105. The employer partners that the inspection team met, confirmed that they consider students individual circumstances, experiences and background when considering support for students. They also confirmed that mentors are individually matched to the students and are an advocate for students, and that mentors are coming forward to provide support for the new PG Dip course.

106. The inspection team concluded that this standard was met for both courses.

Standard 3.4

107. Documentary evidence was provided prior to the inspection of the apprenticeship stakeholder meetings and the social work programme management committee, which have employer partner representation and involvement. There are a number of sub-groups to this, including curriculum and practice learning sub-groups where more detailed discussion regarding aspects of programme management take place. There was also reference to employer partners within the development grid where specific employer issues had been raised.

108. During the inspection, the employer partners confirmed their involvement with the allocation of practice educators and that they set out that they monitor currency and registration within the local authority. They stated that they felt assured that they have sufficient numbers of practice educators to meet the current and potentially expanding demand from the PG Dip.

109. The employer partners also confirmed that they are involved in stakeholder and the North East Social Work Alliance (NESWA) meetings and that feedback from apprentices is also put forward during meetings. They gave examples of more informal feedback being taken on board by the university and examples of changes that have been implemented by the university as a result of this.

110. The employer partners advised the inspection team that they felt confident that they will be involved in discussions relating to the PG Dip course.

111. The inspection team therefore agreed that this standard was met for both courses.

Standard 3.5

112. The university provided documentary evidence confirming that there are module and Programme Studies Boards (PSBs) which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole.

113. The programme review report is sent to the PSB, and the faculty in turn reports issues to the University's Academic Development and Quality Sub-Committee (ADQSC).

114. At the end of each academic year, the programme team meets with employers and PWLE to review the programme, consider any adjustments or developments and plan for the following year. External examiners are also invited to comment on proposed developments to the programme and documentary evidence was seen in relation to this.

115. The annual programme review process includes review of data dashboards, external examiner reports, and student feedback which feed into the annual report. The university provided a copy of their development grid which shows improvements from feedback from students and employers and the actions that have been taken.

116. The university confirmed that there is now a new review process in place as stated under Standard 3.1. The new programme enhancement plans will be in place going forward and will allow for a continuous review of the course throughout the year.

117. The evidence received prior to the inspection indicated that student feedback is sought through module questionnaires, focus groups and course representatives at the programme and module studies boards and faculty academic committee. The students that met with the inspection team confirmed that feedback sessions took place and that their views were acted upon by the university.

118. The placements are monitored and reviewed through use of a QAPL form, and students and practice educators provide evaluations of placements.

119. The university advised that they have a co-educator group made up of PWLE of social work. During the inspection, the inspection team met with members of this group who provided some examples of feedback that they had provided to improve the BA apprenticeship course and confirmed that this had been acted on by the university.

120. The PWLE confirmed that they have been invited to provide some feedback on the new PG Dip course also, but it was unclear to the inspection team what involvement they would have in the monitoring and evaluation of the course going forward.

121. The PWLE confirmed that they do not have any formal meetings and the inspection team agreed that the examples provided appeared to indicate that there was no robust process in place to ensure their continuing and regular involvement in the monitoring and evaluation of the courses.

122. Following a review of the evidence, the inspection team is recommending that a condition is set against standards 3.5 and 4.2 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full

details of the condition, its monitoring and approval can be found in the [proposed outcomes](#) section of this report.

Standard 3.6

123. The Practice Learning Group (PLG) meets quarterly to discuss placement capacity and any issues arising. Placements and practice educator availability are also discussed at the NESWA which involves employer partners and meets quarterly.

124. Both the employer partners and members of the placement team that met with the inspection team, confirmed that there are no placement capacity issues.

125. During the inspection the inspection team spoke to members of the senior management team who provided further information about how cohort numbers are considered and their commitment to resourcing for both the BA apprenticeship and prospective PG Dip course.

126. The course team confirmed that for the BA apprenticeship course the maximum cohort is 60 students and that they split teaching into 2 groups where this threshold is met to ensure that teaching numbers do not go above the university standard of 30 students in each session.

127. The course team also confirmed that they proposal for the new PG Dip course will be a maximum cohort of 30 students. They also confirmed that in terms of academic resourcing in addition to the existing team, they can draw on academic mentors and pool of practitioners to deliver sessions and that cross teaching allows experience to be drawn across courses.

128. The inspection team agreed that this standard was met for both courses.

Standard 3.7

129. Documentary evidence provided prior to the inspection confirmed the current social work lead who holds overall responsibility for the programme. The inspection team were satisfied that this individual is a registered social worker and appropriately qualified and experienced.

130. During the inspection, the inspection team were informed that the lead social worker will shortly change and the details of the new lead social worker was confirmed.

131. The inspection team were satisfied that the new social work lead for both courses is appropriately qualified and a registered social worker.

132. The inspection team were satisfied that this standard was met for both courses.

Standard 3.8

133. Prior to the inspection, the inspection team received CVs for the teaching staff which indicated their qualifications and registration as social workers, and that all staff either have a teaching qualification or are working towards a teaching qualification.

134. The course team have a range of backgrounds within social work settings, including mental health, social work with adults, children and families, and learning disabilities social work. The inspection team heard about the ongoing CPD of the staff and their research and practice interests.

135. When the inspection team met with members of the course team during the inspection, they provided more information about how they manage the expertise required across the course. They commented that they can bring in expertise where needed from a pool of academics and from practice and recruit staff with a particular area of expertise/knowledge if required.

136. The resourcing for the new PG Dip course was confirmed by speaking with members of the senior management and course team who confirmed that they will draw across skills and knowledge from the current courses.

137. The inspection team concluded that this standard was met for both courses.

Standard 3.9

138. The university confirmed prior to the inspection that courses are reviewed throughout the year by the programme team meetings and annual review process. There are reports completed at both module and programme level to consider performance, progression and outcomes, which are used to make recommendations to further develop the programme.

139. Apprentice data is collected through module evaluation feedback, which is then analysed, and the University's Student Data Dashboard and regularly updated Proxy Data Dashboard. Apprentice data is fed into Programme Team Meetings and is reviewed regularly across the academic year in between formal module and programme evaluation.

140. During the inspection, the inspection team were shown the dashboard and given an explanation of how the university analyse student data at module level in evaluations, and how this then feeds into the new programme enhancement plans and programme studies board. Data is shared across the courses in relation to assessment pass rates, attendance, and EDI demographic data.

141. The assessment policy also ensures that progression on the course is linked to passing assessments and data will be considered at the exam boards.

142. In relation to the new PG Dip course the inspection team were told that the same processes will be replicated.

143. The inspection team agreed that this standard was met for both courses.

Standard 3.10

144. The evidence received prior to the inspection confirmed that many of the staff involved in the courses are undertaking or have completed professional doctorates or PhDs.

145. The university has a Centre for Enhancement of Learning and Teaching (CELT) which runs sessions related to learning and academic development which staff can access. Staff continue to further their knowledge and understanding of professional practice and keep abreast of developments in professional practice through professional networks including the NESWA and Social Work Education North East (SWENE).

146. The research-informed social work group is a forum for the social work team to discuss the research-informed curriculum and to share and collaborate on their own research.

147. During the inspection, the inspection team met with members of senior management, and the Head of School confirmed the funding and opportunities for staff to attend conferences and research. They confirmed that there is a workload model that builds in time for such activities and that staff can apply for more time and funding if needed.

148. The inspection team also heard examples from the course team of various continuous professional development (CPD) opportunities such as interprofessional forum voluntary working back in practice, PhD opportunities and HE qualifications.

149. The inspection team agreed that this standard was met for both courses.

Standard four: Curriculum assessment

Standard 4.1

150. Documentary evidence indicated that both courses are mapped to the PCF, Knowledge Skills and Behaviours (KSB) and the Social Work England professional standards. The assessment of practice learning on placement is also aligned to the PCF.

151. The module content and learning outcomes refer to the relevant standards and frameworks and the tripartite meeting form covers the apprenticeship KSBs.

152. During the inspection, the students confirmed their knowledge of Social Work England and advised that there is reference to the Social Work England professional standards throughout the course.

153. The inspection team saw evidence that the PG Dip course has been reviewed by the university through their validation process and that any conditions as a result of this have been met.

154. The inspection team were therefore satisfied that this standard was met for both courses.

Standard 4.2

155. This standard is linked to the commentary for Standard 3.5.

156. Prior to the inspection visit, the inspectors reviewed documents regarding the involvement of employers, practitioners and PWLE in elements of the course. These included materials for the World Cafe event and module descriptors for two modules where PWLE were involved.

157. The employer partners confirmed their involvement in the design and ongoing development and review of the BA apprenticeship course through the stakeholder and NESWA meetings. Employer partners spoke about working collaboratively to shape both the BA apprenticeship and PG Dip courses. They will have involvement in the modules for this for example via employer and practice educator teaching.

158. The inspection team agreed that documents submitted and subsequent dialogue with employer partners illustrated employer involvement in recruitment and selection, teaching sessions curriculum development and student assessment.

159. Discussion with PWLE confirmed that they are involved in co-production, have been invited to meetings regarding the PG Dip course and were involved in podcast development as well as the teaching and assessment on the communications module. Whilst the inspection team heard there was only a small pool of PWLE it was assured that a minimum of 2 more were being recruited.

160. However whilst the inspection team heard examples of PWLE being involved in elements of co-production and assessment, the inspection team had concerns that there was no clear, robust process in place to ensure the regular involvement of PWLE in the monitoring, improvement and evaluation of the courses or the design, development and review of the curriculum.

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

Standard 4.3

162. Prior to the inspection, the university advised that modules, teaching and assessment have been designed taking into account universal design for learning principles in order to maximise learning for diverse groups of students. It was also clear from the documentary

evidence on the modules that Human Rights and Legislative frameworks were incorporated into the design of the course.

163. They also provided a copy of the extensions and extenuating circumstances policy and advised of the university inclusive programme design for disabled students.

164. During the inspection, the course team provided examples of reasonable adjustments that had been put in place for students and consideration of accessibility requirements.

165. The students that met with the inspection team confirmed that reasonable adjustments are put in place where needed and the employer partners confirmed that the university considers the diversity of its students.

166. The course team provided examples of ways in which they factor in different learning needs and different ways of learning, through group discussions, 1-2-1s, presentations, the use of different assessment methods, for example presentations, essays, case studies, a community study and service user interviews and provided module content in a variety of formats.

167. The inspection team agreed that this standard was met for both courses.

Standard 4.4

168. The university advised that they make use of the minor modification process to make changes to modules requiring quality board approval, such as changes to learning outcomes and assessment. The modules are reviewed through regular programme team meetings, and then through the PSBs and annual review processes.

169. During the inspection, the course team provided examples of how consideration of the new PG Dip course reviewed the updates needed. There was a recognition that students bring their own knowledge and currency into the course and examples provided of current issues being translated into the module content.

170. There is a robust review process of modules including evaluations and an acknowledgement that teaching and learning across the courses is shared.

171. The inspection team were satisfied that this standard was met for both courses.

Standard 4.5

172. The documentation received prior to the inspection indicated that case studies, practice scenarios, role play and current practice documentation are used to integrate theory, knowledge and practice into the course.

173. During the first placement, the integration of theory and practice learning is assessed through a professional discussion and during the final placement within the professional development presentation.

174. The practice educators that met with the inspection team confirmed how they incorporate theory into supervision during placement and gave examples of using a framework to encourage reflections from students on their use of theory.

175. The tripartite meetings are also used to consider student's theories and learning, and the module descriptors provided evidence of theory and practice being included in the taught element of the course.

176. Students that met with the inspection team confirmed their knowledge of and use of theory and were able to give clear examples of these and how they used them on their placement and how they integrate them into their academic work.

177. The inspection team agreed that this standard was met for both courses.

Standard 4.6

178. Documentary evidence provided by the university indicated that students are provided Interprofessional learning opportunities through group work with nursing and midwifery students and that inter-professional case studies are used to facilitate shared learning.

179. There is an interprofessional learning group within the university and there are close relationships and conversations with other departments within the university about shared practice.

180. External organisations are invited to deliver sessions on the course including from CAFCASS and a care leavers group.

181. During placement students are given the opportunity to undertake shadowing days in other areas of the placement provider, and employer partners confirmed that they will consider how they ensure a contrast between student placements but also exposure to other areas, for example of working with the employer's voluntary sector partners.

182. Interprofessional learning is also considered as part of the tripartite meetings. The inspection team were satisfied that a similar approach to interprofessional learning is planned for the PG Dip course.

183. The inspection team agreed that this standard was met for both courses.

Standard 4.7

184. Prior to inspection the inspection team reviewed documents to support this standard. These included the module descriptors for both the BA apprenticeship and PG Dip courses which detailed the required learning and contact hours for each module.

185. The inspection team were able to confirm that all teaching was face to face and that off the job hours are also considered at the tripartite meetings to ensure these are being met.

The inspection team agreed that the learning hours were appropriate and sufficient to cover the content outlined within the descriptor.

186. The inspection team agreed this standard was met.

Standard 4.8

187. Prior to the inspection the inspection team reviewed documentary evidence to support this standard, which included a professional standards mapping document which detailed the assessments mapped against the professional standards for the BA degree apprenticeship. This demonstrated a range of assessment methods and provided details of how moderation of assessments takes place for the course. External examiner comments provided gave positive feedback about assessment across the course.

188. Through review of the documentary evidence and during discussions on inspection, the inspection team were able to see that the assessment strategy reflected consideration of different learning styles. We learnt during the inspection that the assessments were regularly reviewed. Students and employers reported they had provided feedback on the spacing of assessments and that feedback had been acted on and changes made.

189. The course team confirmed that assessments for the planned postgraduate course would be similar to those for the BA apprenticeship but would be adapted for a higher level of learning. The inspection team were shown some examples of the poster presentation assessment used in the BA apprenticeship, the course team explained that this assessment would require more critical analysis and reflection at postgraduate level.

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

Standard 4.9

191. The teaching, learning and assessment matrix reviewed by the inspection team clearly showed module mapping to the overall programme outcomes, and it was evident that progress was logically planned. The inspection team learnt that module assessments for the postgraduate course will be the same but with consideration of a higher level of learning.

192. Meetings with students and practice educators confirmed that their feedback around the spacing of assessments had been taken on board.

193. The inspection team were assured that assessments can be modified through Programme Studies Boards and minor modifications and are reviewed through programme and module review. It was also noted that students were provided with clear information about their assessments throughout the course.

194. The inspection team agreed that this standard was met for both courses.

Standard 4.10

195. Documentary evidence reviewed by the inspection team prior to the inspection showed there is clear guidance for students in relation to the submission and return of assignments. In terms of placements, the process for practice educator feedback was also clear, with the requirements being set out in the practice learning handbook.

196. During meetings with students, employers and practice educators, the inspection team were able to triangulate this, and it was clear that feedback was available for students from multiple sources, including on occasion peer to peer, and was both formative and summative. Students confirmed that the support available was set out at the start of the term and that feedback they have received provided supportive development opportunities for them.

197. Practice educators explained that feedback was considered as part of supervision and as part of this they sought feedback from service users as well as other colleagues who had worked with or alongside students. The inspection team understood that these feedback mechanisms will be replicated for the postgraduate course.

198. The inspection team agreed that this standard was met for both courses.

Standard 4.11

199. Prior to the inspection the inspection team reviewed documentary evidence to support this standard. The inspection team reviewed the staff CVs, external examiner reports and the external examiner details. The inspection team noted that staff had appropriate expertise to undertake assessment for social work and that the external examiner for the BA apprenticeship was suitably qualified and on the register.

200. During the inspection, the course team confirmed that an external examiner is yet to be recruited for the PG Dip course, though their recruitment has been planned for later in 2024.

201. During inspection, the team heard from members of the course team how they are supported in marking assessments by grading criteria as well as by the process of moderation to carry out their role effectively. In contrast, the inspection team heard from PWLE that although they participate in the assessment of students they do not receive formal training.

202. Following a review of the evidence the inspection team is recommending that two conditions are set against Standard 4.11 in relation to both the BA Hons apprenticeship and the PG Dip. Consideration was given to whether the findings identified would mean that the course would not be suitable for approval. However, it is deemed that two conditions are appropriate to ensure that the courses would be able to meet the relevant standard and we are confident that once this standard is met a further inspection of the courses would not be required. Full details of the conditions, their monitoring and approval can be found in the [proposed outcomes](#) section of this report.

Standard 4.12

203. Documentary evidence reviewed by the inspection team prior to the inspection included the tripartite 10–12-week progress review and the practice learning handbook.

204. The inspection team were satisfied that results and progress through the programme are dealt with through the university's undergraduate regulations and the BA Hons Apprenticeship programme specific regulations.

205. During the inspection, the inspection team were shown a dashboard used to monitor and review progression data and were also told about how the tripartite review is used to monitor progression and about the role of the Practice Educators (PEs) in this.

206. The inspection team agreed that this standard was met for both courses.

Standard 4.13

207. Documentary evidence reviewed by the inspection team prior to the inspection outlined how evidence informed practice is embedded in modules throughout the course. This was reflected in the indicative reading across the modules. During discussions with PEs, they also describe how research is a continuous theme for them in their role and their work with students. They described how they use research during supervision to encourage students to use evidence informed practice.

208. There is a recognition that some apprentices have been out of education for a while and the university library services work very closely with module leaders, using various ways to address (that challenge) and to help support students with evidence and research. Support offered included tailored sessions and a 24/7 hours referencing support service.

209. The course team also talked about how they integrate their research as part of module teaching.

211. The documentary evidence reviewed for the Pg Dip course included evidence-based practice in the proposed modules.

212. The inspection team agreed this standard was met for both courses.

Standard five: Supporting students

Standard 5.1

213. Prior to the inspection, the inspection team reviewed documentary evidence to support this standard including the student support section of the student handbook, a link to the Sunderland futures webpage and a link to the disability support services webpage for students. These outlined a wide range of advice and support services designed to meet the health and wellbeing needs of students. Services outlined included confidential counselling

services and student wellbeing, occupational health, careers advice, disability support, and student finance services.

214. The inspection team heard about how the disability support services offers support to both students with a diagnosis and those without to get a diagnosis. Support is available to students whilst on placement and there are strong links between the disability support services and placement team.

215. Students informed the inspection team of the range of support available which included disability and wellbeing services, occupational health and support from library services. Both students and support staff provided the inspection team examples of interventions and support for students including reasonable adjustments, study breaks, loans for equipment needed and materials pro-actively being provided in a variety of formats to meet differing learning needs.

216. The inspection team heard that students on the PG Dip course will have access to the support outlined above.

217. The inspection team agreed this standard was met for both courses.

Standard 5.2

218. The inspection team reviewed documentation prior to inspection that included the quality handbook, personal academic tutoring policy, details about the role of the apprentice team and study skills information page on the website for students.

219. These documents informed the inspection team about the support from personal tutors, coordinators and mentors in place for apprentices. The guidance explains that where feasible both personal tutors and mentors remain with a student for the lifetime of the course.

220. During meetings with the course team, the role of the mentor was set out. The mentors emerged as a positive support for the apprentices and were talked about by the practice educators in a positive light as well as by the students.

221. The inspection team discussed with the library representative the range of resources and support considerations available to students, in particular those who have been out of education for some time, including 24/7 referencing support, course specific workshops and one to one support.

222. The inspection team agreed this standard was met for both courses.

Standard 5.3

223. The inspection team reviewed documentation prior to inspection that included the self-declaration form completed by students at the admissions stage.

224. This form sets out a requirement for students to confirm that they will inform the university of any change to their circumstances and the course. During the inspection, the course team were able to provide examples of students raising issues, often during tripartite meetings and how these were dealt with, however there did not appear to be a robust process for checking the ongoing suitability of students on either the BA apprenticeship course or the PG Dip course.

225. The inspection team was not assured that there was a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health as the onus is placed largely on students to declare issues as and when they arise.

226. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 5.3 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure 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 the standard is met, a further inspection of the course would not be required. Full details of the condition, and its monitoring and approval can be found in the [proposed outcomes](#) section of this report.

Standard 5.4

227. Prior to the inspection the inspection team reviewed documentary evidence including the student handbook, the disability support services website and the student wellbeing website which outlined the support and reasonable adjustments available to students.

228. During discussions, students were able to provide examples of support available to students and were able to outline the support offered by their personal tutors and mentors. Students were able to provide examples of reasonable adjustments that had been made for them in a variety of circumstances.

229. Meetings with practice educators, employers and support staff gave the inspection team an opportunity to hear about different examples of support and reasonable adjustments that had been made available to students.

230. The inspection team agreed this standard was met for both courses.

Standard 5.5

231. This standard is linked to the commentary for Standard 2.1.

232. Prior to the inspection the inspection team reviewed documentary evidence which included an introductory presentation, the placement handbook, the BA (Hons) Social Work (Integrated Degree Apprenticeship) Programme Specification and the module descriptors.

233. These documents outlined the information provided to students about their curriculum, practice placements, assessments and transition to registered social worker including information on requirements for continuing professional development.

234. During discussions, students expressed clear knowledge and understanding of this information which was clearly provided to them in a variety of formats. However, as previously referenced students were not aware of the 30 skills days which are a key and mandatory part of the 200 days mandatory placement days.

235. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 5.5 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcomes](#) section of this report.

Standard 5.6

236. Documentary evidence reviewed by the inspection team included the commitment statement, practice learning handbook and tripartite 10–12-week review.

237. The inspection team agreed that these documents did set out general attendance requirements including how absences are monitored and how days missed should be made up, but did not clearly set out the skills days being a mandatory element of the courses.

238. Discussions with the course team confirmed that attendance is robustly monitored via both an electronic system and manual register whilst PEs confirmed it is part of their role to sign off placement attendance. The course team and employer partners confirmed that attendance issues are well communicated between all those supporting the student. However, the inspection team noted that there is currently no robust process in place to ensure that attendance at skills days is monitored to ensure any student that misses skills days is able to make these up.

239. Discussions with students confirmed their awareness of the consequences of non-attendance, as well as how to access support available to students if they are concerned about personal issues that may have an impact on attendance. However, as referenced in previous standards (2.1 and 5.5), students were not aware of skills days which are a mandatory part of the course.

240. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 5.6 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 outcomes](#) section of this report.

Standard 5.7

241. The inspection team reviewed the documentary evidence provided including sections of the Quality Handbook on feedback to students on assessed work, the student guide to the regulations and the external examiners report.

242. During the inspection, the inspection team discussed the feedback mechanisms with students and the course team. Students confirmed that feedback was provided in a timely manner, came from a variety of sources including practice educators, mentors, peers and the course team.

243. The course team confirmed both summative and formative feedback is provided to students. Formative feedback is provided within 20 days and a feedforward approach is adopted. The inspection team heard that students were able to request a 1-2-1 session to discuss feedback if required.

244. The inspection team heard that the same approach to feedback will be adopted on the PG Dip course.

245. The inspection team agreed this standard was met for both courses.

Standard 5.8

246. The inspection team reviewed the link to the Quality Handbook: Academic Appeals Procedure which is available to students and staff. Students confirmed that they were aware of the academic appeals process and the course team confirmed that the PG Dip process for academic appeals will be the same.

247. The inspection team agreed this standard was met for both courses.

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

Standard 6.1

248. As the qualifying courses are a BA degree apprenticeship course and PG Dip apprenticeship course the inspection team agreed that this standard was met.

Proposed outcome

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

Conditions

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

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

	Standard not currently met	Condition	Date for submission of evidence	Link
1	Standard 2.1	The education provider will provide evidence that all students complete the required 200 placement days, which can include up to 30 clearly defined skills days that allow students to develop their skills for practice. The education provider will provide evidence to show where any skills days that constitute a placement day can be identified within the courses.	31 st May 2024	Paragraph 53
2	Standards 3.5 and 4.2	The education provider will provide evidence of a robust process in place to ensure the continuing involvement of people with lived experience in both of the following: - the monitoring, improvement and evaluation of the courses. - the design, development and review of the curriculum.	1 st July 2024	Paragraph 112 Paragraph 155
3	Standard 4.11	The education provider will provide details of the external examiner in place for the PG Dip apprenticeship to allow Social Work England to ensure that they are appropriately qualified, experienced and on the register.	1 st July 2024	Paragraph 199

4	Standard 4.11	The education provider will provide evidence of the support and training available to people with lived experience involved in assessments.	1 st July 2024	Paragraph 199
5	Standard 5.3	The education provider will provide evidence of the robust process that is in place for ensuring the ongoing suitability of students.	1 st July 2024	Paragraph 223
6	Standard 5.5	The education provider will provide evidence of the information that is provided to students to inform them of the details of any skills days that form part of the 200 days mandatory placement days.	31 st May 2024	Paragraph 231
7	Standard 5.6	The education provider will provide evidence of the information provided to students in relation to any mandatory skills days. The education provider will also provide evidence of the robust process in place to ensure that attendance of skills days is monitored and that there is a process in place for any student that misses skills days to be able make these up to ensure that each student has completed the mandatory 200 days practice learning.	31 st May 2024	Paragraph 236

Recommendations

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

	Standard	Detail	Link
1	Standard 1.5	The inspectors are recommending that the university consider giving all co-educators involved in the	Paragraph 44

		admissions process access to the university EDI training.	
2	Standard 4.2	The inspectors are recommending that the university consider formal support for people with lived experience involved in different elements of the course.	Paragraph 155

Annex 1: Education and training standards summary

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

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

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

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

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

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

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

Regulator decision

253. Approved with conditions.

Annex 2: Meeting of conditions

254. 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](#).

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

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

	Standard not met	Condition	Recommendation
1	Standard 2.1	The education provider will provide evidence that all students complete the required 200 placement days, which can include up to 30 clearly defined skills days that allow students to develop their skills for practice. The education provider will provide evidence to show where any skills days that constitute a placement day can be identified within the courses.	Met
2	Standards 3.5 and 4.2	The education provider will provide evidence of a robust process in place to ensure the continuing involvement of people with lived experience in both of the following: - the monitoring, improvement and evaluation of the courses. - the design, development and review of the curriculum.	Met
3	Standard 4.11	The education provider will provide details of the external examiner in place for the PG Dip apprenticeship to allow Social Work England to ensure that they are appropriately qualified, experienced and on the register.	Met
4	Standard 4.11	The education provider will provide evidence of the support and training available to people with lived experience involved in assessments.	Met

5	Standard 5.3	The education provider will provide evidence of the robust process that is in place for ensuring the ongoing suitability of students.	Met
6	Standard 5.5	The education provider will provide evidence of the information that is provided to students to inform them of the details of any skills days that form part of the 200 days mandatory placement days.	Met
7	Standard 5.6	The education provider will provide evidence of the information provided to students in relation to any mandatory skills days. The education provider will also provide evidence of the robust process in place to ensure that attendance of skills days is monitored and that there is a process in place for any student that misses skills days to be able make these up to ensure that each student has completed the mandatory 200 days practice learning.	Met

Findings

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

Standard 2.1

258. The university has supplied a list of the skills days for each course, copies of skills day attendance sheets which are clear with a badge and monitoring function, and a section is included on the tripartite meeting form to record discussions about attendance at skills days.

259. The inspectors agreed that the badge system used allows students to clearly identify skills days and that an information presentation has been given to current students as well as prospective students.

260. The inspectors agreed that this standard is met.

Standard 3.5 and 4.2

261. Evidence has been provided of a co-educator forum that will meet 3 times a year. The minutes of the meeting provided as evidence included discussions about proposed training on assessments and the professional development of co-educators via a bespoke day. There was also discussion about opportunities for people with lived experience to shadow colleagues and a structured yearly plan for input into the design and development of the curriculum.

262. The inspectors agreed that this standard is met.

Standard 4.11

263. The university has now provided details and the social work registration number of the external examiner for the PG Dip social work apprenticeship.

264. The co-educator forum minutes confirmed that initial training has been provided for co-educators on marking criteria for various assessments and further training is also planned.

265. The inspectors were therefore satisfied that this standard is met.

Standard 5.3

266. The university provided evidence of the annual process in place for checking suitability of students. This takes place via an annual attendance, punctuality and professional conduct form and there were clear details of how this is to be submitted set out.

267. The inspectors agreed that this standard is met.

Standard 5.5

268. Evidence was submitted of the skills days attendance sheets which clearly set out the skills days and explains the attendance requirements. There is a process outlining how skills days are tracked and signed off and the tripartite meeting form clearly includes space to audit the discussion about skills days.

269. The inspectors agreed that this standard is met.

Standard 5.6

270. As stated above, the university advised of the use of a badge system to clearly identify skills days and an information session provides details and sets out the skills days, titles of sessions and attendance requirements.

271. A tracking form is used for each stage of the courses as an additional layer of monitoring. Apprentices need to confirm if they attended the session in person, or whether they have caught up with the session through other means. If apprentices have caught up with the materials, they need to explain how they have done this clearly on the document.

272. These forms are signed off by the apprentices' personal academic tutor at the end of each academic year for both courses. The skills days will also be monitored by recording student progress on a spreadsheet which will be reviewed through team meetings.

273. The inspectors agreed that this standard is met.

274. Following the review of the documentary evidence submitted, the inspection team are satisfied that the conditions set against the approval of the BA (Hons) social work apprenticeship and the PG Dip social work apprenticeship are met.

Regulator decision

275. Conditions met.