

Inspection Report

Course provider: University of Hull

Course approval: Approval BA (Hons) Social Work & BA (Hons) Social Work Degree Apprenticeship

Inspection dates: 11th – 14th February 2025

Report date:	11 th April 2025
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	25 th June 2025
Date conditions met and approved:	14 th November 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 2018¹, and the Social Work England ([Education and Training](#)) Rules 2019.
4. You can find further guidance on our course change, new course approval and annual monitoring processes on our website.

What we do

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

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

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

9. During this time a draft plan for the inspection is developed and shared with the education provider, to make sure it is achievable at the point of inspection.

10. Once the inspectors and officer are satisfied that an inspection can take place, this is usually undertaken over a three- or four-day visit to the education provider. We then draft a report setting out what we found during the inspection and if and how our findings demonstrate that the course meets our standards.

11. The inspectors may recommend in this report that the course is approved with conditions, without conditions or that it does not meet the criteria for approval.

12. A draft of this report is shared with the education provider, and once we have considered any comments or observations they may wish to provide, we make a final decision about the approval of the course.

13. The decisions that we can make are as follows, that the course is approved without conditions, the course is approved with conditions or that the course does not meet the criteria for approval. The decision, and the report, are then published.

14. If the course is approved with conditions, we will write to the education provider setting out how they can demonstrate they have met the conditions, the action we will take once we decide that the conditions are met, and the action we will take if we decide the conditions are not met.

Summary of Inspection

15. Course details: University of Hull wish to run BA (Hons) Social Work & BA (Hons) Social Work Degree Apprenticeship (new versions of current courses they are teaching out).

Inspection ID	UHUL_CPP483_CPP484
Course provider	University of Hull
Validating body (if different)	
Course inspected	BA (Hons) Social Work & BA (Hons) Social Work Degree Apprenticeship
Mode of Study	Full time
Maximum student cohort	BA (Hons) Social Work 65 BA (Hons) Social Work Degree Apprenticeship 35
Proposed first intake	September 2025
Date of inspection	11 – 14 February 2025
Inspection team	Sam Jameson (Education Quality Assurance Officer) Monica Murphy (Lay Inspector) David Childs (Registrant Inspector)

Language

16. In this document we describe the University of Hull as ‘the education provider’ or ‘the university’ and we describe the BA (Hons) Social Work & BA (Hons) Social Work Degree Apprenticeship as ‘the courses’ or ‘the programmes’.

Inspection

17. An onsite inspection took place from 11 – 14 February 2025 at the University of Hull where the education provider 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.

Conflict of interest

19. No parties disclosed a conflict of interest.

Meetings with students

20. The inspection team met with students and apprentices from their respective course, at various levels of their study, including student representatives. Discussions included their experiences of the application and admissions process, placements, skills days, social work theory and practice, people with lived experience of social work, teaching and learning, equality, diversity and inclusion, feedback, attendance, student and academic support and the Social Work England Professional Standards.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from the course teams, senior management team, staff involved in placement-based learning, staff involved in selection and admissions, and student support services, library, careers and academic support services.

Meeting with people with lived experience of social work

22. The inspection team met with people with lived experience of social work who have been involved in the courses, known as the Lived Experience Group (LEG). Discussions included what areas of the courses they were involved with, how much input and feedback they had and were able to provide to the university, 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 partners including Hull County Council, Humber NHS Trust, North Lincolnshire County Council, East Riding of Yorkshire, including Principal Social Workers from Children and Adults from both Hull City Council and East Riding.

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. Information submitted by the course provider in support of this standard included both programmes' specifications, links to the university and course web pages and evidence regarding the admissions and selection process. During the inspection week, the inspectors were able to meet with staff involved in selection and admissions, enabling them to triangulate information from the documentary evidence.

26. The inspectors were satisfied that entry to both courses is assessed via a holistic and multi-dimensional assessment process. This is achieved via a written exercise and an interview panel. Within meetings with staff involved in selection and admissions, the inspectors were provided with the insight and rationale of why the group exercise is being removed from this process. The inspection team agreed that this standard was met.

Standard 1.2

27. Documentary and narrative evidence within the education and training standards mapping form outlined how applicants' prior relevant experience is considered as part of the admissions processes. Staff involved in selection and admissions provided insight into how an applicant's prior relevant experience is evaluated for both programmes, including those for the apprenticeship within discussions with employer partners.

28. The inspectors heard examples of how the interview panel and questions provide an opportunity to explore an applicant's prior experience. The interviewers seek to

understand how it has helped applicants to develop relevant knowledge and skills, which will support them to work towards meeting the professional standards by completion of their respective course. The inspection team agreed that this standard was met.

Standard 1.3

29. In the lead up to the inspection, the inspectors were able to review the Lived Experience Annual Report 2023-24, and the Admissions Review 2023-24.

30. As a result of this documentary evidence review and discussions with members of the LEG, employer partners and university staff involved in selection and admissions, the inspectors were provided with a range of examples and assurance that these key stakeholders are involved in admissions processes.

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

Standard 1.4

32. Documentary evidence submitted in support of this standard included an anonymised Suitability for Social Worker Self-Declaration Form, Occupational Health Screening Questionnaire, General Policy for Student Admissions and the DBS and Suitability Panel 2023 Terms of Reference.

33. The information detailed the course's processes for assessing applicants' conduct, character and health. The inspection team heard from students/apprentices from both courses that this information is clearly signposted at open days, provided within outreach meetings for candidates and is available on the university website.

34. During the inspection week, the inspectors heard from staff involved in selection and admissions that if there are any declarations or flags, the university has a clear process to review suitability on an individual basis.

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

Standard 1.5

36. Documentary evidence submitted in support of this standard included the university Equality, Diversity and Inclusion Policy, Mandatory Training E-learning and Designing for Diverse Learners and the University of Hull Inclusive Education Framework.

37. The inspection team heard from students/apprentices of how supportive their selection and admissions processes were, providing examples of reasonable adjustments that were put in place for them through the work of the university services.

38. The inspection team was assured from their discussions with the course team, staff involved in selection and admissions and employer partners that all staff involved in admissions processes have appropriate training. The University of Hull Occupational Health Guide for Students helps to identify individual requirements and starts this process from an early stage.

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

Standard 1.6

40. Documentary evidence highlighted that the university offers a variety of information in differing formats to ensure candidates have sufficient information to make an informed choice. This includes, but is not limited to, signposting and guidance from the university open days and website, with links to each specific course, communications with the university central admissions and outreach activities in local schools and colleges.

41. As a result of their meetings with student/apprentice representatives, the inspectors were provided with verbal evidence that they felt they had all the information they required to make an informed choice about whether to take up an offer of a place on their course.

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

Standard two: Learning environment

Standard 2.1

43. The BA course has 200 days experience in practice settings divided into one 70-day block and one 100-day block, plus 30 skills days. The Apprenticeship has 200 days experience in practice divided into one 80-day block and one 100-day block plus 20 skills days.

44. As a result of inconsistencies in submitted documentary evidence, the inspectors identified that it was unclear where all skills days were situated across both courses. The terminology for these varied between skills sessions and skills days and the inspection team were unable to determine the content of skills days across both courses.

45. In discussion with the course teams and apprentices, remediation of learning for any missed skills was undertaken but it was unclear whether any days could only be remediated through attendance at another scheduled day.

46. The course team and employer representatives told the inspection team about process and monitoring to ensure learners will receive different practice placement allocations. Employers commit to placement provision within their organisation for

apprentices. Placement allocation is also informed by students/apprentices completing information related to experience, needs and interests. Placements provide learning opportunities for students/apprentices that provide sufficient opportunity to undertake statutory social work tasks involving high risk decision making and legal interventions.

47. Documentary evidence submitted by the course provider indicates that consent from service users must be obtained for students/apprentices to work with them, and in relation to the direct observation of practice assessment.

48. 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 both courses. 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.

49. Following a review of the evidence, the inspection team is making a [recommendation](#) in relation to standard 2.1 for the Apprenticeship course only. We recommend that the university considers reinforcing information to apprentices on their obligations regarding attendance and the requirement to remediate for any missed skills days.

Standard 2.2

50. Documentary evidence and discussion with the course teams, placement providers and employer partners confirmed that there are sufficient learning opportunities in practice to enable students/apprentices to gain a variety of knowledge and practice skills necessary to develop and meet professional standards.

51. Apprentices can also complete a skills inventory indicating current skills, interests and experiences and this is used in conjunction with a profile to inform appropriate placement settings where they can learn. The placement learning agreement completed by all students/apprentices provides more detail to shape learning opportunities.

52. Following submission, practice placement portfolios will be reviewed and moderated through the Practice Assessment Panel (PAP) with practice educators and academic staff representation. An employer representative told the inspection team that feedback to practice educators from these panels can be given.

53. Apprentices will have a Work Based Mentor (WBM) appointed who is key to the required tripartite meetings for Institute for Apprenticeships (IfA) courses. The WBM will meet regularly with the apprentice in practice along with the academic representation from the course provider. Consideration of all placement-related activities such as workload, suitable experiences, completion of required skills and monitoring of learner development will occur in these meetings for apprentices.

54. Some employers allocate their apprentices to the placement area where the apprentice works in their substantive employment role. In such instances, both the course team and employer partner representatives reported steering apprentices towards enriching their placement experience when they remain as a learner in the team they usually work in. However, the course team does not appear to monitor or manage this model of practice allocation.

55. There is a formal mid-point review for each placement that includes the practice educator and the student, an On Site Supervisor attends where appropriate. An academic does not attend, unless there are issues to review or there is a request to attend. This also occurs for BA students. Through appropriate memoranda of understanding, employers plan to facilitate apprentice learning for contrasting placement experiences where an employer is unable to provide a variety of experience.

56. The inspection team agreed that this standard was met for the BA.

57. Following a review of the evidence, the inspection team is recommending that a condition is set against 2.2 in relation to the approval of the Apprenticeship course only. 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 2.3

58. Documentary evidence submitted by the course provider indicates appropriate and sufficient induction, supervision, support and access to resources during placement for students/apprentices on both courses. Where appropriate students/apprentices will be able to access placement-based resources and attend in-house training events. Supervision each week is factored into students'/apprentices' practice and there is opportunity for group supervision with other peers. The inspection team identified inconsistencies in mechanisms for managing learner workload with apprentices, and boundary encroachment where apprentices are placed in teams where they are also employed in their substantive role.

59. The inspection team agreed that this standard was met for the BA.

60. Following a review of the evidence, the inspection team is recommending that a condition is set against 2.3 in relation to the approval of the Apprenticeship course only. 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 2.4

61. Following review of the documentary evidence, the inspectors were reassured that there are systems in place to ensure that apprentices' and students' responsibilities are matched to their stage of their respective course. The documentary evidence outlined the university process for placement audit that upholds the learning opportunities, legal framework, and level of complexity in the placement for the student/apprentice, considering their place within their course.

62. This was reinforced when meeting with placement providers and employer partners, where they spoke of the detailed information they receive regarding the student/apprentice, and how this supports their responsibility gradually increasing, under appropriate supervision, as their knowledge and skills develop.

63. The inspection team agreed this standard was met.

Standard 2.5

64. The inspection team were satisfied with the evidence provided in relation to students'/apprentices' assessed preparation for practice, which included the teaching materials for readiness for practice and assessment interview. The inspection team heard from members of the LEG, social work practitioners and employer partners who are involved in the assessment process and interviews.

65. The inspection team were provided with narrative evidence during the inspection that was triangulated with documentary evidence, confirming that students/apprentices must pass all components of year one before being able to progress through their course. They cannot progress to direct practice until they have passed all academic requirements of their first year.

66. When meeting with employer partners, practice educators and placement providers, there were no concerns raised regarding students'/apprentices' readiness for practice.

67. Following a review of the evidence and discussions during the inspection week, the inspectors considered a recommendation in relation to 2.5 for both courses. The recommendation was that the university considers documenting the criteria for the Placement Learning Red, Amber, Green (RAG) rating that was mentioned during the inspection process. As a result of factual corrections, provided from the course team during the draft report process, it was identified that the RAG rating mechanism had only been in place for apprentices, was no longer in use and therefore no longer applicable as a recommendation. The inspection team concluded that this standard was met.

Standard 2.6

68. As a result of documentary evidence review and discussions with staff involved in practice-based learning and practice educators, the inspection team were made aware that responsibility for maintaining a practice educator register lies with each local authority agency where a practice educator is an employee. Employers and practice educators reported in-house checks for registration, continuing practice development and currency.

69. The course provider does not manage or maintain a register for independent practice educators, or those practice educators employed within private and voluntary sector organisations. For the latter, the course provider checks with the individual practice educator before allocating a student/apprentice and/or immediately prior to placement. Whilst the course provider is assured of processes for local authority practice educators' registration, communication and oversight of active registers is absent.

70. Practice educators that the inspection team met with confirmed that they understand the requirement to record their practitioner registration, continuing practice development and training and confirmed they receive reminders to update their status for the purposes of currency. Practice educators can receive feedback following their supervised student's practice portfolio submission and marking process and through the Quality Assurance of Practice Learning (QAPL) process.

71. The course provider and the Humber Social Work Teaching Partnership work together to provide multiple and varied updates for practice educators. These include workshops, webinars and briefings that inform practice educators about the course provider's social work courses and update on current themes in social work education. Practice educators confirmed they have opportunity to access professional development and maintain currency to support safe and effective learning.

72. Following a review of the evidence, the inspection team is recommending that a condition is set against 2.6 in relation to the approval of both courses. 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

73. Information submitted in support of this standard by the course provider prior to the inspection included the university Whistleblowing Policy and information within the BA-MA-PGDip and Apprenticeship Placement Handbooks, section ‘Concerns Resolution for Difficulties on Placement’.

74. The inspection team concluded that the discussions with employer partners, student representatives and staff involved in placement-based learning, alongside documentary evidence provided in advance of the inspection, was able to demonstrate that this standard was met.

Standard three: Course governance, management, and quality

Standard 3.1

75. Prior to the inspection, the inspectors reviewed documentary evidence submitted by the course provider, including the University Governance Structure and the Faculty and School Governance Structure.

76. During the inspection week, the inspectors met with members of the senior management team. This enabled the inspection team to triangulate documentary evidence and gain a greater understanding of both courses’ governance and management structure, including roles and responsibilities for the two programmes.

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

Standard 3.2

78. Documentary evidence submitted in support of this standard included, but was not limited to, Partnership Agreement with Hull City Council Academy and University of Hull, University Regulations – Fitness to Practise and Academic Appeals. The inspection team met with members from placement providers and employer partners, who spoke about the agreements in place with the university, including contingences to manage a placement at risk of breakdown through a four-stage approach, as identified within the Placement Handbook for students/apprentices.

79. These key stakeholders detailed the shared understanding and processes for ensuring that placements provide education and training opportunities that meet the professional standards and the education and training qualifying standards.

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

Standard 3.3

81. Prior to the inspection, the inspectors were able to review documentary evidence submitted by the course provider in support of this standard. This information included, but was not limited to the Placement Audit Template, Placement Tracker, Placement Handbook, Practice Learning Agreement and Health and Safety Agency Checklist.

82. Discussions with staff involved in practice-based learning, and information within the education and training standards mapping form, outlined the work done by the university, employer partners and placement providers to ensure that all placements have appropriate policies and procedures to support students/apprentices.

83. As a result of discussions during the inspection week, the inspection team were assured that the audit process of placements, the pre-placement and practice learning agreement meetings are in place to ensure that employer partners and placement providers have the necessary policies and procedures in relation to apprentice/students' health, wellbeing and risk.

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

Standard 3.4

85. Information contained within the education and training standards mapping form identified that placement providers and employer partners are directly involved in the allocation, organisation and management of practice learning opportunities, including through the Humber Social Work Teaching Partnership. This was triangulated within the inspection team's discussion with staff involved in practice-based learning, and examples provided of the work carried out between the practice learning leads and workforce development managers/leads from key stakeholders.

86. Representatives from placement providers and employer partners, including from the private, voluntary, and independent sector, that the inspection team met with spoke of the positive working relationship they have with the university and course teams. They spoke in support of the formal mechanisms, as well as identifying their regular and informal discussions and open communication with the course teams that support the collaborative approach between the course, employer partners and placement providers. Employer partners and placement providers spoke of their involvement and active roles in both courses. Admissions process, delivery of teaching,

readiness for direct practice, and practice panels, were some of the examples provided.

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

Standard 3.5

88. As identified within standard 3.4, the inspectors were assured that employer partners and placement providers are involved in the monitoring, evaluation, and improvement of the course.

89. Information contained within the education and training standards mapping form outlined that there are regular and effective monitoring, evaluation, and improvement systems in place, and that these involve people with lived experience of social work and students/apprentices. Within their meetings with students and apprentices, the inspection team heard of the mechanisms through which this is achieved. Examples included student representatives, the staff student forum, student experience committee and the Continual Monitoring, Evaluation and Enhancement (CMEE) programme review process.

90. Members of the LEG that the inspection team met with spoke of the support and equity that they felt from their involvement in both programmes and working with the course teams. Members spoke of the length of time that they have been involved with the university, identifying that they have active roles in the design and review of the admissions process through the annual admissions review, teaching materials and sessions, as well as attending annual programme evaluations and quarterly LEG meetings.

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

Standard 3.6

92. Documentary evidence submitted in support of this standard included the Social Work Workforce & Development Strategy March 2024 and Social Work Education in England 2023. The inspectors were able to triangulate within their discussions with representatives from the senior management team and the course teams that numbers of students/apprentices align to their Workforce & Development Strategy. Vacancy rates are set out within the document, and course numbers are clearly aligned from discussions within the Humber Social Work Teaching Partnership.

93. Employer partners and placement providers identified that their involvement in discussions and planning is achieved through both formal and informal mechanisms with the course teams. The inspectors were satisfied that apprentices/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 their respective course.

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

Standard 3.7

95. Documentary evidence submitted prior to the inspection included information about the lead social worker for both courses. The evidence identified their role, 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

96. Documentary evidence submitted in support of this standard identified how members of the social work academic staff have a range of professional interests and areas of expertise. There are opportunities to develop both personally and professionally within their roles at the university, and course materials reflect areas of expertise and research from the social work academic team.

97. The course team and senior management team are currently satisfied they have sufficient staff to resource all courses. The inspection team learnt that since the submission of documentary evidence for both courses, the academic staff complement has dropped from 13.1 to 11.6. The course team utilise guest social work practitioners for some course delivery. The course provider has rationalised academic resources for course delivery through the intention to co-teach BA and BA apprentices across same-themed modules, plus having relinquished providing practice educator initial education in order to resource pre-qualifying social work education. Within their discussions with the senior management team and course teams, the inspectors explored the ability to accommodate potential temporary changes within the academic team and potential risks to service delivery.

98. As result of these discussions and following a review of the evidence, the inspection team is recommending that a condition is set against 3.8 in relation to the approval of both courses. 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 3.9

99. Documentary evidence submitted in support of this standard included the documents CMEE Module Guidance and HUMID and Data Access from the university. During the inspection week, the inspectors were able to triangulate information from documentary evidence and the education and training mapping form within their meetings with members of the senior management team and course teams.

100. The inspectors were assured that the university has mechanisms in place for evaluating 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. The inspection team agreed that this standard was met.

Standard 3.10

101. The inspection team were assured that research activity is evident in the information contained within the staff CVs, with information available on the university website and course page, and the inspection team heard examples of this being brought into both courses' delivery. Throughout the inspection week, the inspectors learnt about specialism areas within the teaching team, including bereavement and loss, domestic violence and coercive control, which are brought into the teaching materials of both courses.

102. Documentary evidence and discussions with the senior management team and course team identified that staff are supported in a range of activities to enhance their learning, development, and teaching. Staff are supported through an appraisal system, including time allocated to attend training courses and participate in professional development activities. There is an arrangement for a mentoring scheme for new members of staff.

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

Standard four: Curriculum assessment

Standard 4.1

104. The inspection team were assured that there are processes to review and update content in line with legislative changes, anti-racist and anti-oppressive practice. With links and mapping provided from the assessment structure, course materials and documentation to appropriate standards and frameworks.

105. However, because of inconsistencies across documents submitted by the course provider, the inspectors identified that documentary evidence does not provide assurance that the content, structure and delivery of both courses is sufficient to enable students to demonstrate the knowledge and skills necessary to meet social work professional standards. For example, the inspectors identified that there are

inconsistencies across module specifications regarding the sequencing of modules, levels of delivery and information in the course and placement handbooks regarding modules. This also includes module titles, the positioning and number of placement days and skills days.

106. Following a review of the evidence, the inspection team is recommending that a condition is set against 4.1 in relation to the approval of both courses. 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 4.2

107. Documentary evidence submitted prior to the inspection outlined how members of the LEG, employer partners, placement providers and social work practitioners were involved in the design of the new versions of the courses. The inspection team were able to triangulate this information within meetings with these key stakeholders regarding their involvement in the programme reviews and consultation event.

108. Members of the LEG that the inspection team met with spoke of the support and equity that they felt from their involvement in both programmes and working with the course teams. Members spoke of the length of time that they have been involved with the university, identifying that they have active roles in the design and review of the courses through attending annual programme evaluations and quarterly LEG meetings. The inspection team were informed of the teaching materials and sessions that the LEG develops and presents to the students and apprentices, identifying how supportive and respectful the course teams are in these areas.

109. Representatives from employer partners and placement providers spoke of their involvement and active roles in both courses' delivery of teaching, readiness for direct practice, and practice panels. The inspection team agreed that this standard was met.

Standard 4.3

110. Information submitted in support of this standard by the course provider included, but was not limited to, the University Equality, Diversity and Inclusion Policy, University of Hull Inclusive Education Framework and Specific Learning Differences Support for students.

111. The inspection heard from members of the course teams that the programmes redesign has included a renewed focus on inclusion, diversity and equality at

programme and module level, shaped by the University of Hull Inclusive Education Framework. Narrative information received by the inspection team identified that a range of teaching and learning methods are adopted for supporting diverse learning needs including microphones, audio recording and specific slide designs.

112. The inspectors were provided with examples of the support and reasonable adjustments that students from both courses have received as a result of the support and guidance from the course teams and student support services. The inspection team were satisfied that this standard was met.

Standard 4.4

113. As identified within standard 3.10, the inspection team were assured that contemporary social work research activity is evident in the information contained within the staff CVs. Information is available on the university website and course page, and the inspection team heard examples of how current research activity, developments in legislation, government policy and best practice is brought into course delivery.

114. Throughout the inspection week, the inspectors learnt about specialism areas, including bereavement and loss, domestic violence and coercive control within the teaching team that are brought into teaching materials of both courses.

115. Documentary evidence and discussions with the senior management team and course team identified that staff are supported in a range of activities to enhance their learning, development, and teaching, which ensures that both courses' curriculums stay relevant and are updated regularly. The inspection team agreed that this standard was met.

Standard 4.5

116. The inspection team was satisfied that the documentary evidence provided, and information contained within the education and training standards mapping form, demonstrated that the integration of theory and practice is central to both courses, and threads throughout the modules and teaching. The inspection team was provided with examples of how students' and apprentices' practice in placement is supported to demonstrate their ability to draw links between theory and practice as a result of the teaching they have undertaken within their course.

117. The inspectors heard from practice educators during the inspection week of examples of how supervisions are a tool for reinforcing links and understanding between relevant social work theoretical frameworks and practice undertaken during placements. The inspection team concluded that this standard was met.

Standard 4.6

118. Documentary evidence confirmed that both courses have embedded inter-disciplinary working within their teaching materials; Becoming a Professional: Readiness for Practice module in the BA, and the Interagency Working Module in the Apprenticeship. The inspectors were able to learn how the teaching from these year one modules scaffolds as the courses progress, including learning and development with other disciplines within mock court, clinical skills and practice simulation rooms.

119. Representatives from both students and apprentices that the inspection team met with identified that on placements they were actively encouraged to work in other multidisciplinary settings and professional areas they were not familiar with, including shadowing opportunities to develop their learning and development.

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

Standard 4.7

121. Information submitted by the course provider in the lead up to the inspection assured the inspectors that students and apprentices spend enough time in structured academic learning for them to meet the required learning outcomes and the professional standards by the time they complete their respective course. The inspection team were able to triangulate this information within their discussions with student and apprentice representatives, course teams, employer partners and placement providers. The inspection team agreed that this standard was met.

Standard 4.8

122. Documentary evidence submitted in support of this standard included the BA Social Work and BA Social Work Apprenticeship Assessment Strategy, Regulations on Taught Undergraduate Degree, Modifications to Programmes of Study and Assessment Scrutiny Forum.

123. From their review of documentary evidence, including the external examiner reports, and discussions with key stakeholders, the inspectors were satisfied that both course assessment strategies and designs are robust, fair, reliable, and valid, with clarity regarding links to appropriate standards and frameworks.

124. The inspectors were able to triangulate documentary evidence within their meetings with the course teams, practice educators, employer partners and placement providers. This provided further insight into students' and apprentices' readiness for practice resulting from their learning and progression in their respective course, its assessments and developing their ability to meet the professional standards.

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

Standard 4.9

126. Information contained within the education and training standards mapping form identified that the course teams have developed an Assessment Map, BA Assessment Strategy and Apprenticeship Social Work Assessment Strategy 2025, for both programmes outlining the sequencing and ordering of assessments across the courses.

127. Documentary evidence submitted by the course provider prior to the inspection highlighted that assessments are appropriately mapped to the learning outcomes and scaffolded to increase incrementally throughout both programmes. The inspectors were able to triangulate this information within their meetings with student and apprentice representatives and the course teams.

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

Standard 4.10

129. Documentary evidence submitted in support of this standard included the Inclusive Assessment, Marking and Feedback Policy and the Personal Supervision Policy. Information contained within the education and training standards mapping form outlined the 20-day timeframe for feedback to students and apprentices from the teaching teams. Students and apprentices that the inspection team met with spoke of receiving feedback within this timeframe, opportunities to meet with the marker and module lead to discuss the feedback, and areas for taking forwards into future assessments. Where students spoke of times the feedback had been outside of this timeframe, they were clear of the reasons why this had occurred and given a timeframe for when they would receive their feedback, which they confirmed was met in this instance.

130. The inspection team were satisfied that both students and apprentices received feedback from a variety of sources, including people with lived experience of social work, who confirmed this was achieved in their meeting with members of the LEG. The inspectors noted the external examiners' positive comments regarding the standard of feedback for students and apprentices on their respective courses to support their ongoing learning and development.

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

Standard 4.11

132. Information contained within the education and training standards mapping form, discussions with the course teams and review of staff CVs assured the inspectors that all programme staff involved in the assessment of students across the programmes are appropriately qualified. Information received prior to the inspection confirmed the external examiners' registration with Social Work England, experience, and qualifications.

133. The inspection team met with members of the course teams, including registered social workers and experienced academics with appropriate expertise in relation to the courses' assessment methods and marking schemes to support fairness and consistency. There is clear support and guidance for new members of the team to support them to learn and develop their skills and knowledge regarding the teams' processes and procedures for marking, moderation, and assessment.

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

Standard 4.12

135. The education and training standards mapping document provided the inspectors with an overview of the processes in place to manage apprentices' and students' progression, both in academic development and practice learning. The inspection team concluded that the documentary evidence provided in advance of the inspection, and discussions with the course teams, practice educators and employer partners and placement providers, was able to demonstrate that this standard was met.

Standard 4.13

136. The inspectors agreed that based on the documentary evidence provided and from discussions with the course teams, students/apprentices and practice educators, the new courses' design facilitates an evidence-informed approach to practice. Both courses have research modules, with an emphasis on developing analytic skills, use and interpretation of appropriate research and applying research to social work practice.

137. The inspection team were informed of students/apprentices being able to access the range of library support and study skills, which feeds into and develops the students'/apprentices' ability and awareness in relation to research and evaluation. Narrative evidence gained during the inspection reinforced how students'/apprentices' understanding of the complex nature of evidence-informed practice is demonstrated in the academic assignments and assessments of both courses.

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

Standard five: Supporting students

Standard 5.1

139. The inspectors were able to meet with university student support services during the inspection week. This enabled them to triangulate the documentary evidence submitted by the course provider, which highlighted the comprehensive range of resources and services that students and apprentices can access to support their

health and wellbeing. This included, but was not limited to, occupational health services, careers advice and support and counselling services.

140. Student representatives that the inspection team met with provided examples of student support services they had accessed, with members of the support services providing greater insight into the university Hubble system, including its collaborative work with Clear Links to provide support to students and apprentices. The inspection team agreed that this standard was met.

Standard 5.2

141. Documentary evidence confirmed that all students/apprentices are allocated a Personal Supervisor at the start of their programme to support their academic development and provide pastoral support throughout both courses. As a result of their meeting with university student support services, the inspectors were assured that students/apprentices had a range of resources and services to support their academic learning and development, including workshops, study skills, online, one to one and face to face sessions and individualised support.

142. Documentary evidence submitted in support of this standard included information about the Professional Learning Teams, which consist of the student, an academic and a practising social worker. One purpose of the team, alongside the Personal Supervisor, is that of providing an early intervention with students/apprentices who may be struggling academically or personally, enabling staff to respond swiftly to provide support or link them into the relevant university support services.

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

Standard 5.3

144. 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, which is carried out on an annual basis for both courses.

145. During the inspection week, the inspectors were able to triangulate this information within their meetings with the course teams and student/apprentice representatives. Employer partners spoke of their clear lines of communication with the course teams if there is anything flagged, and these partner representatives sit on practice panels to review any issues.

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

Standard 5.4

147. Documentary evidence submitted in support of this standard included an anonymised Student Action Plan, the University Education Strategy, Inclusive Education Framework, Occupational Health Screening Questionnaire and Assessment Procedures. During their meetings with student and apprentice representatives, the inspection team heard examples of different types of assessments, support available during the taught parts of the programmes, placements, and guidance for students/apprentices to make requests due to exceptional circumstances and for reasonable adjustments.

148. The inspection team were able to triangulate documentary evidence within their discussions with placement providers, employer partners and staff involved in placement-based learning. They heard of the supportive work that is done both within the university and placement settings to support students/apprentices who required reasonable adjustments, and how these enabled them to progress through both courses.

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

Standard 5.5

150. Documentary evidence reviewed prior to the inspection identified that information and guidance for students and apprentices regarding Social Work England registration and continuous professional development requirements are addressed within course materials. As a result of their discussions with the course teams and student/apprentice representatives, the inspection team were able to triangulate that students/apprentices receive access to programme-level material, including information on the curriculum, practice placements, and assessments via their e-learning portal Canvas.

151. Apprentices that the inspection team met with spoke of their uncertainty about some aspects of the process to apply to register with Social Work England once they qualify. However, they were able to confirm (from checking their course calendar) that they have sessions planned for this and regarding continuous professional development later in their course.

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

Standard 5.6

153. The inspection team were assured that both programmes' Handbooks and Placement Handbooks clearly outlined to students and apprentices the attendance requirements of their course within university and placement learning settings, including monitoring processes around this, escalation, and implications for absence. The inspection team were able to review course materials that support these

requirements within induction, Professional Requirements Talk from 2024 and an anonymised Practice Learning Agreement.

154. The inspection team were able to triangulate this documentary evidence within their meeting with student and apprentice representatives, who confirmed their awareness of the mandatory attendance requirements of their respective course, how to record any absences and the requirements of any time missed.

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

Standard 5.7

156. The inspectors agreed that the documentary evidence, Inclusive Assessment, Marking and Feedback Policy, BA and Apprenticeship Assessment Strategy, and Personal Supervision document provided clarity regarding both courses' approach to feedback. The documentary evidence highlighted the structure for feedback and that it is provided within a set timeframe, including a sequenced approach for both formative and summative assessments. The inspectors were assured that students and apprentices receive feedback from several sources to provide a comprehensive approach to feedback that is timely and meaningful, and supports students'/apprentices' learning, practice, and academic development throughout the course.

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

Standard 5.8

158. Documentary evidence submitted in support of this standard by the course provider included the university academic appeals procedure, confirming that there is a formal appeals procedure for students and apprentices. This information was triangulated within meetings with the course teams and student/apprentice representatives from both courses.

159. The inspection team agreed that standard was met.

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

Standard 6.1

160. As the qualifying courses are BA (Hons) Social Work and BA (Hons) Social Work Degree Apprenticeship Social Work, 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 2.1 For both the BA and Apprenticeship	The education provider will provide evidence to confirm the position and duration of all skills days for both courses, including the intended content of the skills days.	20 th August 2025	Paragraph 43
2	Standard 2.2 For the Apprenticeship only	The education provider will provide a plan for monitoring and managing oversight of the model of placement allocation for apprentices when learners remain within the team where their substantive employment role is.	20 th August 2025	Paragraph 50
3	Standard 2.3 For the Apprenticeship only	The education provider will provide a plan for monitoring and managing oversight of apprentice workload and maintaining professional boundaries when learners remain within the team where their substantive employment is located.	20 th August 2025	Paragraph 58
4	Standard 2.6 For both the BA and Apprenticeship	The education provider will provide a plan for the creation of a practice educator register for independent practice educators and those employed in the PVI sector and	20 th August 2025	Paragraph 68

		<p>provide an outline of the management and reporting process for this register.</p> <p>The education provider will also provide a plan for their oversight of practice educators registers managed and maintained by a local authority.</p>		
5	<p>Standard 3.8</p> <p>For both the BA and Apprenticeship</p>	<p>The education provider will provide documentation that reflects a model (or process) for academic resourcing (since the submission of course documents for the BA and BA Apprenticeship) and for all revised social work education pre-qualifying courses; and which takes into account student numbers.</p>	20 th August 2025	Paragraph 96
6	<p>Standard 4.1</p> <p>For both the BA and Apprenticeship</p>	<p>The education provider will provide updated course and placement handbooks for both programmes, to address inconsistent information identified during the inspectors' review of documentary evidence.</p> <p>For example, the inspectors identified that there are inconsistencies across module specifications regarding the sequencing of modules, levels of delivery and information in handbooks regarding modules. This also includes module titles, the positioning and number of placement days and skills days.</p>	20 th August 2025	Paragraph 104

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 2.1 For the Apprenticeship only	The inspectors are recommending that the university consider reinforcing information to apprentices on their obligations regarding attendance and the requirement to remediate for any missed skills days.	Paragraph 43

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
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.	<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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard	Met	Not Met – condition applied	Recommendation given
take up an offer of a place on a course. This will include information about the professional standards, research interests and placement opportunities.			
Learning environment			
2.1 Ensure that students spend at least 200 days (including up to 30 skills days) gaining different experiences and learning in practice settings. Each student will have: i) placements in at least two practice settings providing contrasting experiences; and ii) a minimum of one placement taking place within a statutory setting, providing experience of sufficient numbers of statutory social work tasks involving high risk decision making and legal interventions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 type="checkbox"/>
2.6 Ensure that practice educators are on the register and that they have the relevant and	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Standard	Met	Not Met – condition applied	Recommendation given
current knowledge, skills and experience to support safe and effective learning.			
2.7 Ensure that policies and processes, including for whistleblowing, are in place for students to challenge unsafe behaviours and cultures and organisational wrongdoing, and report concerns openly and safely without fear of adverse consequences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<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"/>

Standard	Met	Not Met – condition applied	Recommendation given
3.5 Ensure that regular and effective monitoring, evaluation and improvement systems are in place, and that these involve employers, people with lived experience of social work, and students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 type="checkbox"/>	<input checked="" 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"/>
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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Standard	Met	Not Met – condition applied	Recommendati on given
that they have the necessary knowledge and skills to meet the professional standards.			
4.2 Ensure that the views of employers, practitioners and people with lived experience of social work are incorporated into the design, ongoing development and review of the curriculum.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard	Met	Not Met – condition applied	Recommendati on given
necessary to meet the professional standards.			
4.9 Ensure that assessments are mapped to the curriculum and are appropriately sequenced to match students' progression through the course.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>
Supporting students			
5.1 Ensure that students have access to resources to support their health and wellbeing including: <ul style="list-style-type: none"> i. confidential counselling services; ii. careers advice and support; and iii. occupational health services 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard	Met	Not Met – condition applied	Recommendati on given
5.2 Ensure that students have access to resources to support their academic development including, for example, personal tutors.	<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"/>
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"/>
Level of qualification to apply for entry onto the register			

Standard	Met	Not Met – condition applied	Recommendation given
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 2.1 For both the BA and Apprenticeship	The education provider will provide evidence to confirm the position and duration of all skills days for both courses, including the intended content of the skills days.	Met

2	Standard 2.2 For the Apprenticeship only	The education provider will provide a plan for monitoring and managing oversight of the model of placement allocation for apprentices when learners remain within the team where their substantive employment role is.	Met
3	Standard 2.3 For the Apprenticeship only	The education provider will provide a plan for monitoring and managing oversight of apprentice workload and maintaining professional boundaries when learners remain within the team where their substantive employment is located.	Met
4	Standard 2.6 For both the BA and Apprenticeship	<p>The education provider will provide a plan for the creation of a practice educator register for independent practice educators and those employed in the PVI sector and provide an outline of the management and reporting process for this register.</p> <p>The education provider will also provide a plan for their oversight of practice educators registers managed and maintained by a local authority.</p>	Met
5	Standard 3.8 For both the BA and Apprenticeship	The education provider will provide documentation that reflects a model (or process) for academic resourcing (since the submission of course documents for the BA and BA Apprenticeship) and for all revised social work education pre-qualifying courses; and which takes into account student numbers.	Met
6	Standard 4.1	The education provider will provide updated course and placement handbooks for both programmes, to address inconsistent	Met

	For both the BA and Apprenticeship	<p>information identified during the inspectors' review of documentary evidence.</p> <p>For example, the inspectors identified that there are inconsistencies across module specifications regarding the sequencing of modules, levels of delivery and information in handbooks regarding modules. This also includes module titles, the positioning and number of placement days and skills days.</p>	
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Findings

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

162. The course provider submitted the conditions monitoring mapping form, and additional requests for further evidence, within the timescales identified by the inspectors. The mapping form contained narrative evidence and supporting documentary evidence that was reviewed by the inspectors.

163. In relation to the condition set for standard 2.1, the course provider submitted documentary evidence and further information regarding the position and duration of all skills days for both courses, including the intended content of the skills days. The updated module specifications provided clarity of the language used within course materials regarding the naming of skills days, including how and where they will be recorded. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

164. Documentary evidence submitted in support of the condition set for standard 2.2 included the documents Application for Assessed Practice 1 and 2. The inspectors were satisfied that the course provider has a framework in place for the monitoring and management of placement allocation for apprentices, including when learners remain within the team where their substantive employment role is. The inspection team were assured that the evidence met the condition, and the standard is now met.

165. The course provider submitted documentary evidence and information contained within the conditions mapping form in relation to the condition set for standard 2.3. Additional information submitted by the course provider included the Placement Learning Agreement and Interim Review documentation. Information contained within these documents outlined how the course provider will monitor and manage an

apprentice's workload and maintain professional boundaries when learners remain within the team where their substantive employment is located. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

166. Documentary evidence submitted in support of the condition set for standard 2.6 included the Social Work Placements Service Catalogue 2025, Practice Educator Register Template, Placement Confirmation Form and Placement Confirmation Tracker. The evidence provided clarity and confirmed that the Practice Educator Register will cover all appropriately qualified personnel irrespective of employment status and that the education provider will have oversight and management responsibility for all active practice educators. This will include confirmation of updates, currency and experience, this is identified on the Placement Confirmation Form. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

167. The course provider submitted documentary evidence and information contained within the conditions mapping form in relation to the condition set for standard 3.8. The FHS Allowances, Workload Planning Guidance and Academic Workload Planning documents outlined the course providers process for the for academic resourcing, considering student numbers, for both courses. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

168. Documentary evidence submitted in support of the condition set for standard 4.1 included the, updated, BA Programme Handbook, Apprenticeship Programme Handbook, Placement Handbook BA and Placement Handbook Apprenticeship. The inspectors were satisfied that these course materials had been updated to ensure consistent information regarding module titles, levels of delivery and sequencing of modules. The inspection team were assured that the evidence met the condition, and the standard is now met.

169. 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 and BA (Hons) Social Work Degree Apprenticeship is met.

Regulator decision

Conditions met.