

Inspection Report

Course provider: Northumbria University
Newcastle

Course approval: BSc (Hons) Social Work
Integrated Degree Apprenticeship

Inspection dates: 4 – 6 February 2025

Report date:	03 April 2025
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	05 June 2025
Date conditions met and approved:	20 August 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: Northumbria University wish to run a three year Bachelors of Science Degree Apprenticeship in Social Work.

Inspection ID	NUN478
Course provider	Northumbria University Newcastle
Validating body (if different)	N/A
Course inspected	BSc (Hons) Social Work Integrated Degree Apprenticeship
Mode of Study	Full time work-based learning
Maximum student cohort	20
Proposed first intake	January 2026
Date of inspection	4 February – 6 February 2025
Inspection team	Daisy Bragadini, Education Quality Assurance Officer Brad Allan, Lay Inspector Kev Stone, Registrant Inspector

Language

16. In this document we describe Northumbria University Newcastle as ‘the education provider’ or ‘the university’ and we describe the BSc (Hons) Social Work Integrated Degree Apprenticeship as ‘the course’.

Inspection

17. An onsite inspection took place from 4 February 2025 to 6 February 2025 across sites in Newcastle 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 a group of 10 students which included student representatives, recent graduates from the BSc and MA Social Work courses and current students from the BSc Occupational Therapy Degree Apprenticeship. Discussions included placements, supervision, support and feedback.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from the senior leadership team, the course team, staff involved in placements, staff involved in admissions and welfare and academic support staff.

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 admissions, assessment and curriculum delivery of the BSc and MA Social Work course. Discussions included their role in the admissions process, their contributions to curriculum development, involvement in teaching and opportunities to feedback to the university. The people with lived experience of social work members were known as educators by experience.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including South Tyneside Council, Gateshead Council, North Tyneside Council, Newcastle City Council and Northumberland County Council. The inspection team also met with practice educators involved in supporting students on the programme.

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. The course provider submitted documentary evidence that included the university's Apprenticeship Framework and the Degree Apprenticeship Programme Specification.

26. Referencing the university's Apprenticeship Framework, the inspection team understood that an Initial Skills Assessment was carried out to confirm that applicants had the potential to develop the knowledge and skills necessary to meet the professional standards. Additionally, a recognition of prior learning assessment was carried out to provide an individualised learning pathway in line with apprenticeship guidance.

27. Additionally, from the Degree Apprenticeship Programme Specification, the inspection team recognised there was "an Education and Skills Funding Agency (ESFA) requirement that all apprentices to have acquired and can evidence level 2 Maths and English qualifications at GCSE grade C/4 or above".

28. Secondary evidence provided by the course team prior to inspection included narrative that explained that elements of the interview process would normally be included when carried out by the employer partner. The narrative reported that candidates were selected by employers and the university confirmed academic eligibility.

29. Evidence was also provided at inspection. The course team provided a document titled Involvement of experts by experience in the New Selection and Recruitment

Process and EDI scrutiny. The inspection team recognised this as a proposal that would be considered at an upcoming Programme Management Committee meeting.

30. However, the inspectors were unclear about how the university had oversight of stage 1 of the admissions process, including the Equality, Diversity and Inclusion (EDI) aspects.

31. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 1.1 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 outcome section of this report](#).

Standard 1.2

32. The inspection team reported that the documentary evidence submitted in support of this standard was sufficient to demonstrate that the standard was met. Inspectors recognised that apprenticeship applicants underwent a Recognition of Prior Learning (RPL) assessment as this was mandatory for all apprenticeships. This was referenced in the Programme Specification and the Recognition of Prior Learning and HE Credit Framework.

33. The inspection team considered the evidence and agreed that this standard was met.

Standard 1.3

34. The inspection team reported that the documentary evidence submitted in support of this standard provided an explanation of the intent to include employers, placement providers and people with lived experience of social work in the admissions process. The inspection team acknowledged that the Programme Committee Handbook terms of reference included the intention to include all stakeholders in all aspects of the course, including the recruitment process, and adhering to professional body requirements.

35. At inspection, the inspection team heard that the involvement of educators by experience was to be defined at a future programme committee meeting. Through discussion with the educators by experience the inspection team heard that the group understood they were intended to be involved in the admissions process.

36. It was recognised by the inspection team that all nominated apprentices must be paid employees of an employer partner, and that these agencies would also provide the placements for apprentices.

37. The inspection team considered the evidence and agreed that this standard was met.

Standard 1.4

38. Prior to the inspection, the inspection team were able to see that applicants were required to submit a Professional Suitability Form (PSF) before enrolling, alongside a disclosure and barring service (DBS) application request form. They were also required to make an Occupational Health self-declaration. At inspection, it was established that enhanced DBS checks were utilised and that there was a requirement to submit a PSF each academic year.

39. Where applicants made a disclosure of lived experience of social work, there was a process in place to check the suitability of placement agencies, utilising the PSF and a verification of agency involvement form.

40. The inspection team considered the evidence and agreed that this standard was met.

Standard 1.5

41. Documentary evidence reviewed prior to inspection included a university-wide EDI policy, a slideshow detailing university undergraduate enrolments by EDI characteristic, links to EDI related university web pages and a link to details on the decolonisation of the curriculum.

42. However, the inspection team were unclear about how the university had oversight of stage 1 of the admissions process in relation to EDI and how the EDI policies were implemented and monitored.

43. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 1.5 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 outcome section of this report](#).

Standard 1.6

44. Evidence submitted in support of this standard included the Degree Apprenticeship Programme Handbook that outlined details of modules, assessment methods and learning outcomes. It also referenced the professional standards and how placement opportunities are managed.

45. Additionally, the university provided a link to the Higher and Degree Apprenticeship website course listing that gives examples of information provided for similar courses such as the Occupational Therapist Degree Apprenticeship. The information for the Occupational Therapist Degree Apprenticeship course included a course overview, details of modules, university-led learning and employer-led learning. It also provided application and recruitment advice for both employers and prospective apprentices through the application and funding process, and details of fees and funding.

46. The inspection team agreed that this standard was met with the recommendation that the university completed the dedicated degree apprenticeship website, including the relevant information required by the standard and that it is ready for prospective apprentices to make an informed decision. Full details of the recommendation can be found in the [proposed outcome section of this report](#).

Standard two: Learning environment

Standard 2.1

47. Documentary evidence reviewed prior to inspection included the current BSc Programme Practice Learning Document, and Practice Handbook included as examples of the format and content. At the time of inspection, the Practice Learning Documentation (PLD) and Practice Handbook for the course were being developed.

48. Secondary evidence was provided to the inspection team which explained that the content of the placement days would vary according to individual apprentice learning needs.

49. During the inspection, and through discussion with stakeholders, the inspection team heard that 30 skills days were provided in the first year of the course, and that 20 of these were provided in the Experiential Social Work module. The inspection team were content that 170 placement days were included within the course, across two discrete placements of 70 days and 100 days. However, the inspectors were unclear about the plan for skills days including when and how skills days would be delivered, and any related processes for example the missed skills days processes and attendance monitoring.

50. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 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 outcome section of this report](#)..

Standard 2.2

51. Documentary evidence reviewed prior to inspection included a draft version of the Social Work Degree Apprenticeship Placement Handbook, the Placement Handbooks for students of BSc and MA Social Work Programmes, a Practice Learning Agreement (PLA) for the BSc Social Work Programme, a Student Profile Report (QAPL) and a list of existing placement providers.

52. Apprentices were supported on placement by a dedicated Practice Learning Lead and a Practice Education Facilitator. The university utilised the Apprenticeship Management System and ARC system platform to manage practice-based learning across the faculty.

53. At inspection, it was established that all placements were audited by the Practice Education Facilitator and undertaken in partnership with provider agencies. The inspection team considered the evidence and agreed that this standard was met.

Standard 2.3

54. Evidence submitted in support of this standard included:

- the Practice Learning Document (PLD)
- the Service Level Agreement Social Work Placement Agreement
- the QAPL Online Audit template
- the Student Profile Report
- the Introduction to Practice Education for Social Workers Module Handbook.

55. The inspection team understood that placement induction arrangements were audited as part of the QAPL and that placement arrangements were agreed and detailed in the PLA section of the PLD and reviewed at the formal interim review meeting. Additionally, the Service Level Agreement Social Work Placement Agreement 2023 template was used to ensure all parties are aware of their role and responsibilities.

56. The inspection team understood that the QAPL Online Audit form audited the statutory or non-statutory status of placements, referenced the professional standards and checked opportunities for interprofessional learning.

57. Through discussion with stakeholders, the inspection team heard that apprentices had access to Personal Tutors whilst on placement and that checks were made to ensure Practice Educators had the correct professional qualifications to support

apprentices on placement. The inspection team considered the evidence and agreed that this standard was met.

Standard 2.4

58. Evidence submitted in support of this standard included:

- the PLD
- the QAPL Online Audit template
- the Student Profile Report
- the Introduction to Practice Education for Social Workers Module Handbook
- a draft version of the Social Work Degree Apprenticeship Placement Handbook
- the Level 5 and Level 6 Degree Apprenticeship Placement Module Specifications.

59. The inspection team acknowledged that the initial skills analysis, and the recognition of prior learning, provided individualised learning pathways for apprentices. Additionally, the PLA outlined the learning opportunities available from the placement provider. The QAPL Online Audit template and Student Profile Report were then used to match the apprentice's learning needs to opportunities and revisited them at the interim review stage.

60. The inspection team also acknowledged that the content of the two placement modules supported apprentices to be prepared for placement learning, and to benefit from the learning opportunities provided.

61. Through discussion with employer partners, the inspection team heard that they had recent experience of facilitating degree apprentices on placement. Additionally, both onsite and offsite Practice Educators had recent experience of supporting apprentices. The inspection team considered the evidence and agreed that the standard was met.

Standard 2.5

62. Documentary evidence reviewed prior to inspection included the Experiential Social Work Module.

63. The inspection team heard that apprentices underwent assessed preparation for direct practice through formative and summative assessments within the module. The summative assessment consisted of two components, both of which were required to have been passed for a student to complete the module successfully and progress to

placement. The inspection team considered the evidence and agreed that this standard was met.

Standard 2.6

64. Following a review of the documentary evidence provided, and through discussions with the Degree Apprentice Practice Education Lead and Facilitator throughout the inspection, the inspection team were able to confirm that the university maintained a record of practice educator registration, currency and qualifications.

65. Additionally, a CPD programme of online drop-in sessions were provided for Practice Educators supporting placement students on the BSc and MA Social Work programmes. The inspection team understood that this would be extended to include Degree Apprenticeship practice educators.

66. The inspectors recognised that the onsite and offsite practice educators they met with during the inspection spoke confidently and professionally about their practice, and the support that they received. The inspectors considered that this further demonstrated the level of relevant knowledge, skills and experience practice educators brought to the course to support safe and effective learning. The inspection team agreed that this standard was met.

Standard 2.7

67. Documentary evidence submitted in support of this standard included:

- the Level 5 Practice Learning Document for the BSc
- a Recall Day PowerPoint, the Placement Whistleblowing Form Social Work
- a Public Interest Disclosure document
- the Social Work Degree Apprenticeship Experiential Social Work module document
- the level 5 and level 6 placement Social Work Degree Apprenticeship specifications.

68. Through discussion with relevant stakeholders during the inspection, the inspection team heard that opportunities for classroom-based discussion regarding raising concerns in practice were scheduled to be included as part of the Experiential Social Work module. The students met by the inspection team were aware of relevant whistleblowing policies and reported that it was included within their induction and covered in university teaching.

69. During inspection, the university provided an updated Raising Concerns Policy dated 2025. Inspectors noted that this policy was subject to updates and amendments and had not been ratified and approved by the relevant quality committee.

70. The inspection team agreed that this standard was met with the recommendation that the Raising Concerns Policy is finalised and approved for use by students and academic staff. Full details of the recommendation can be found [in the recommendations section of this report](#).

Standard three: Course governance, management and quality

Standard 3.1

71. Evidence submitted in support of this standard included:

- the Programme Committee Handbook
- the Organisational Structure of the Faculty of Health and Life Sciences
- Practice Learning Sub Committee minutes
- a Student Staff Programme Committee Agenda and Terms of Reference
- a Student Staff Programme Committee Programme Lead Report template
- Student Staff Programme Committee minutes
- Programme Management Committee minutes
- the Degree Apprenticeship Programme Handbook.

72. The inspection team heard that the Programme Management Committee included University Programme and Subject Leads, the Practice Placement Lead, employer partners, Workforce Development Leads, student representatives and educators by experience.

73. It was recognised by the inspection team that the demand for the degree apprenticeship course had been driven by employer partners, many of which were represented on the Programme Management Committee and currently contributing to the governance of the BSc and MA Social Work courses. The inspection team agreed that this standard was met.

Standard 3.2

74. Documentary evidence reviewed prior to inspection included the Level 5 Practice Learning Document and the Service Level Agreement Social Work Placement Agreement.

75. Through discussion with the course team, staff involved in practice-based learning, employer partners and Practice Educators, the inspection team heard about contingency planning for placement breakdown and necessary consents. The inspection team acknowledged the purpose of the Practice Learning Document (which included the PLA) in setting out the responsibilities and expectations of placement provision. The inspection team agreed that this standard was met.

Standard 3.3

76. Documentary evidence reviewed prior to inspection included the Level 5 Practice Learning Document, the Service Level Agreement Social Work Placement Agreement and the Faculty of HLS Suicide Safer Placements Task and Finish Group Recommendations.

77. Inspectors noted that the Service Level Agreement Social Work Placement Agreement required providers to have the necessary policies and procedures in relation to students' health, wellbeing and risk. Arrangements were confirmed in the PLA.

78. The mapping document provided narrative explaining that the Practice Learning Lead and Practice Education Facilitator were members of the Safe Placements group which was aimed at identifying and exploring good practice in relation to student mental health and well-being. The inspection team agreed that this standard was met.

Standard 3.4

79. Evidence submitted in support of this standard included minutes of a Programme Management Committee meeting, Staff Curriculum Vitae, and a Stakeholder Consultation Summary.

80. Through discussion with employer partners, the inspection team heard that, as members of the Programme Management Committee, they were involved in managing and monitoring the existing BSc and MA courses and developing the apprenticeship. Employers were also involved in the allocation of placements and Practice Educators to students.

81. The inspection team noted that the Stakeholder Consultation Summary included input from representatives of several County Council Children and Adult services and discussed the design of the apprenticeship course, start dates, placement provision and the involvement of practitioners in teaching. The inspection team agreed that this standard was met.

Standard 3.5

82. Evidence submitted in support of this standard included:

- minutes of a Programme Management Committee meeting
- a Stakeholder Consultation Summary
- the Level 5 Practice Learning Document, a screenshot of the university feedback monitoring system (e-vision)
- a screenshot of the Public Involvement and Co-production in Research module outline
- the Degree Apprenticeship Programme Handbook (Draft).

83. The inspection team noted that the Public Involvement and Co-production in Research module was run by the academic lead on the educators by experience group.

84. The inspection team acknowledged that the Social Work Degree Apprenticeship Stakeholder Consultation Summary outlined the involvement of employer partners. It explained the involvement of educators by experience in prioritising values, multiprofessional learning and awareness of current issues. It detailed consultation with students on methods of teaching, assessment, practice placements and linking work-based learning to academic work.

85. The inspection team heard, through discussion with educators by experience and students that they were involved in the monitoring, evaluation and improvement of the BSc and MA programmes through their representation on the Programme Management Committee and Practice Learning Sub-Committee. The inspection team agreed that this standard was met.

Standard 3.6

86. Evidence submitted in support of this standard included minutes of a Programme Management Committee meeting, a Stakeholder Consultation Summary and a contextual statement providing an outline of the proposed programme.

87. In meetings with employer partners, the inspection team heard that there were strong existing relationships between employer partners and the course team. Due to the nature of the apprenticeship being a work-based programme, the focus has been on the academic provision rather than placement capacity. Employer partners described regular and ongoing consultations to discuss workforce needs within Programme Management Committee meetings and other forums.

88. At inspection, the inspection team heard from the senior leadership team who provided a clear picture and strategy for the number of students admitted to the course, that was informed by workforce planning information from consultations with employer partners. Additionally, the course start date had been altered in consultation

with placement partners to reflect the capacity for placement provision. The inspection team agreed that this standard was met.

Standard 3.7

89. The documentary evidence provided to support this standard included the staff CVs, and the Social Work England registration numbers, of two lead social workers, which detailed relevant experience and esteem indicators. The inspection team reviewed the Social Work England professional register to confirm entry and agreed that this standard was met.

Standard 3.8

90. Documentary evidence reviewed prior to inspection included staff CVs and a selection of staff publications demonstrating the range of staff experience, qualification and subject knowledge.

91. The inspection team heard in meetings with the course team and senior leadership team that they had sufficient, appropriately qualified and experienced staff and resources to facilitate the course. The details of the Sabbatical Programme to support research along with several anecdotal examples of staff involvement in research, collaboration activities, student involvement and publications were also shared with the inspection team. The inspection team agreed that this standard was met.

Standard 3.9

92. Evidence submitted in support of this standard included:

- a screenshot referencing a Skills Day Conference
- an example of student employability support labelled Social Work Employability Slides
- the university Personal Tutoring Policy
- slides detailing Northumbria University undergraduate enrolments by EDI characteristic
- a screenshot of the university Diversity Monitoring statement.

93. Secondary evidence submitted included the Academic Regulations for Taught Awards 2024/25 and an assignment feedback action plan template.

94. The inspection team heard from the senior leadership team that student success was analysed at faculty, department and programme level and that details are made available to the course team for Continuous Programme Performance Reviews.

Continuous Programme Performance Reviews were understood to happen regularly throughout the academic year, when action plans were put together.

95. The inspection team concluded that they had not seen or heard evidence of analysis and evaluation of student progression, performance and outcomes, and subsequent action plans at module or course level.

96. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 3.9 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 [proposed outcome section of this report](#).

Standard 3.10

97. Documentary evidence reviewed prior to inspection included a list of Practice Educator drop-in session dates, the Sabbaticals Policy, a screenshot of the staff training portal and a screenshot referencing a Skills Day Conference.

98. The inspection team noted that all Northumbria University staff underwent career staff development training and annual appraisal of performance goals. Social work education faculty members were engaged in consultancy and training for Local Authorities and voluntary organisations. Additionally, staff member professional outputs included two BASW practice guides.

99. The inspection team reported that the standard was met by the documentary submission, and this was confirmed at inspection through triangulation discussions with the senior leadership and course teams.

Standard four: Curriculum assessment

Standard 4.1

100. Documentary evidence submitted to support this standard included:

- the Degree Apprenticeship Programme Handbook
- the Social Work Degree Apprenticeship Employer Handbook
- the Degree Apprenticeship Programme Specification
- the Academic Skills and Research module outline
- the Complex Social Work Practice and Safeguarding outline.

101. The course provider also provided a mapping document that demonstrated where in the course the Social Work England professional standards and the IfATE social worker (integrated degree) apprenticeship standards were either taught or assessed.

102. In addition, the inspectors acknowledged the Degree Apprenticeship Programme has incorporated some of the themes from the Global Agenda for Social Work and Social Development Framework 2020-2030 which was completed in consultation with Local Authority partners and people with lived experience of social work services. The inspection team concluded that the documentary evidence provided in advance of the inspection was able to demonstrate that this standard was met.

Standard 4.2

103. Evidence submitted in support of this standard included,

- minutes of a Programme Management Committee meeting
- a detailed list of consultation events
- a Stakeholder Consultation summary showing stakeholder influence on programme design
- the Degree Apprenticeship Programme Handbook
- notes from a meeting with Local Authority partners
- flipchart notes from a consultation session with experts by experience.

104. The inspection team acknowledged that the Social Work Degree Apprenticeship Stakeholder Consultation Summary outlined the involvement of employer partners. It also explained the involvement of educators by experience in prioritising values, multiprofessional learning and awareness of current issues.

105. The inspection team heard in meetings with employer partners, practitioners and the educators by experience group of their involvement in monitoring, evaluation and improvement of the current BSc and MA programmes, and the design and ongoing development of the Degree Apprenticeship programme through their representation on the Programme Management Committee. The inspection team agreed that this standard was met.

Standard 4.3

106. Evidence submitted in support of this standard included the Degree Apprenticeship Programme Handbook, the Social Work Degree Apprenticeship Employer Handbook, module documents and the Apprenticeship Programme Mapping Document.

107. Secondary evidence provided by the university in support of this standard included a detailed narrative referencing the services of the Student Accessibility Team, the Access to Learning Funds Team and the Student Inclusion Team. The narrative also referenced the university's Access to Participation Plan and the work of the Student EDI Operational Group and EDI and Educational Committee. Several university-wide EDI initiatives were cited including the Vice Chancellor's Diversity and Inclusion Fund, Reverse Mentoring (Racial Equalities), Advancing LGBTQ+ Equality and Student Inclusion Consultants.

108. Further detail was heard in meetings with the course team, students and support services. Inspectors highlighted the adoption of the universal design for learning approach and the incorporation of a variety of assessment methods into modules. The inspection team concluded that the documentary evidence provided in advance of the inspection at the secondary stage was able to demonstrate that this standard was met.

Standard 4.4

109. Evidence submitted in support of this standard included the Degree Apprenticeship Programme Handbook, the Social Work Degree Apprenticeship Employer Handbook, the Degree Apprenticeship Programme Specification and module documentation.

110. The inspection team were provided with an introductory presentation that explained the programme had been developed with service providers and those with lived experience of social work care and support services. The presentation also detailed the inclusion of contemporary topics and issues within the curriculum design including international perspectives and diversity, climate change and social work, consideration of community, civil society and third sector work and online technologies and artificial intelligence (AI) in practice.

111. Additionally, the narrative referenced the inclusion of specific research modules for Academic Skills, Research and Critical Reflection and Research in Practice into the Degree Apprenticeship Programme. A publication list was provided that evidenced the involvement of many faculty members in the research of contemporary themes and issues. The inspection team agreed that this standard was met.

Standard 4.5

112. Documentary evidence submitted to support this standard included the details of modules that promoted the integration of theory and practice such as Social Context and Theory, Intervening in People's Lives, Complex Social Work Practice and the two placement modules. The design and delivery of the modules also modelled the practice of integrating theory into practice. The inspection team acknowledged that the notes on

course design meetings with Local Authority partners showed that partners had requested that the course be theory rich.

113. The inspection team heard from practice educators that it was a constant aspect of supervision to integrate theory and practice, and that they were guided by the university's CPD Programme for Practitioners. The inspection team agreed that this standard was met.

Standard 4.6

114. Documentary evidence submitted to support this standard included the Degree Apprenticeship Programme Specification, the module specifications for *Complex* Social Work Practice and Safeguarding and Introduction to Social Work Law and Policy, an Inter-Professional Education Facilitators Guide, an Inter-Professional Education presentation, the Inter-Professional Education Strategy and a journal named Simulation Social Work Education in a Third Place.

115. The inspection team noted the Education and Training mapping document narrative stated that as part of the on-the-job training and placements, apprentices would have the opportunity to work with, and learn from, other professions.

116. The inspection team heard from the course team that Interprofessional Education sessions would be provided for apprentices. The programme team planned to follow the model being used by the current BSc and MA programme where the BSc and MA students are included in Interprofessional Education (IPE) sessions for one week per year, per cohort. IPE includes students from nine professional humanitarian disciplines, including social work, working together through a series of tasks. The inspection team agreed that this standard was met.

Standard 4.7

117. Evidence submitted in support of this standard included the Degree Apprenticeship Programme Handbook, module specifications, the Personal Tutor Guide and the Social Work Degree Apprenticeship Employer Handbook.

118. The inspection team noted that each module specification indicated the direct contact hours. Additionally, practice educators were planned to meet weekly with Apprentices for a minimum of one hour and Personal Tutors were to provide 6 individual tutorials per academic year to apprentices.

119. The inspection team acknowledged that the on-the-job and off-the-job contact hours, involving qualified members of staff at the university, practice educators, supervisors and mentors at work, are set out in the Social Work Degree Apprenticeship Employer Handbook. The inspection team concluded that the documentary evidence

provided in advance of the inspection was able to demonstrate that this standard was met.

Standard 4.8

120. Evidence submitted in support of this standard included the Degree Apprenticeship Programme Handbook, module specifications, the Degree Apprenticeship Programme Specification, a screenshot of Assessment Criteria Guidelines and a screenshot of Assignment Moderation on e-vision.

121. The inspection team recognised from the evidence submission mapping narrative that a variety of learning styles were to be used for summative assessment of apprentices including written assignments, a practice portfolio, oral exams, workbooks, written exams, direct observations of practice and video work.

122. The inspection team heard from students of the BSc and MA courses that the variety of assessment methods provided them with differing and interesting opportunities to demonstrate their understanding. The inspection team also heard in meetings with the course team that the assessment strategy aimed to promote inclusivity, engagement and skills development. The inspection team concluded that the documentary evidence provided in advance of the inspection was able to demonstrate that this standard was met.

Standard 4.9

123. Documentary evidence submitted to support this standard included the Degree Apprentice Programme Specification, module specifications, and the Apprenticeship Programme Mapping Document.

124. The inspection team acknowledged that the Education and Training mapping document narrative explained that to ensure that each apprentice had a learning programme specifically geared to their learning needs, a 'Recognition of Prior Learning' process would be carried out for each apprentice. The Recognition of Prior Learning process was understood by the inspection team to be mapped to programme learning outcomes. In addition, each apprentice would have an individualised training plan on APTM, the platform for the management and delivery of apprenticeships.

125. The inspection team also recognised that this process was detailed in the Degree Apprentice Programme Specification. The inspection team concluded that the documentary evidence provided in advance of the inspection was able to demonstrate that this standard was met.

Standard 4.10

126. Documentary evidence submitted to support this standard included the Degree Apprenticeship Programme Handbook and the Assessment Feedback Action Plan.

127. The inspection team acknowledged that the Education and Training mapping document narrative explained that feedback opportunities are to be provided through 6 personal tutorials per academic year utilising the Assessment Feedback Action Plan and regular on-the-job progress feedback from managers, supervisors, practice educators and mentors. Furthermore, Apprentices on placement are to receive feedback at the Practice Learning agreement stage, the interim stage and final stage. Additionally, Apprentices are to receive formative feedback in seminars, and structured summative feedback is to be given to all assessments in line with the University Moderation Policy.

128. The inspection team heard from students of the BSc and MA courses that they received useful feedback on assignment structure, annotated feedback and summary feedback comments. They were also complimentary of the ongoing feedback and guidance received from practice educators. The inspection team agreed that this standard was met.

Standard 4.11

129. Documentary evidence submitted to support this standard included the Social Work Degree Apprenticeship Employer Handbook and Staff CVs. Additional evidence received during inspection included an External Examiner Assessor Policy.

130. The inspection team reviewed the Staff CVs and noted that staff had appropriate expertise to undertake assessment for social work. Additionally, the inspection team acknowledged that the External Examiner Assessor Policy identified the quality assurance processes applied in engaging an External Examiner. The inspection team were assured that the university had a robust process in place to recruit an External Examiner. The inspection team agreed that this standard was met.

Standard 4.12

131. Prior to inspection, the inspection team reviewed the Education and Training mapping document narrative which outlined the systems used to manage the progress of Apprentices. It explained that the university utilised the APTM system for the management and delivery of apprenticeships, to track the Knowledge, Skills, and Behaviours requirements of the apprenticeship programme and to capture individualised training plans. The university utilised the ARC system for matching placements to student needs and are introducing the TMS system to record student profiles and monitor attendance.

132. The inspection team heard from the course team, and practice learning team, that practice educators, skills coaches, personal tutors, mentors, people with lived experience, module leads, line managers, onsite supervisors and student support services were to have an input into managing student progression and informing decisions about their progression. Additionally, practice educators were to be involved in at least 3 structured direct observations of practice and the interim review whilst on placement. The inspection team agreed that this standard was met.

Standard 4.13

133. Documentary evidence submitted to support this standard included the Degree Apprenticeship Programme Handbook, the Degree Apprenticeship Programme Specification and Staff CVs.

134. Through discussion with the course team, the inspection team heard that all modules draw on research and evaluation during teaching. Additionally, the Research in Practice, Risk and Resilience, Skills for Social Work Practice and Social Context and Theory modules especially focus on research and evidence informed practice.

135. The inspection team noted that the Degree Apprenticeship Programme Handbook set out the learning outcomes which included the use of evidence informed practice and the development of research skills and evidence-based practice.

136. The inspection team acknowledged the extent to which course lecturers were research active across a range of research areas, as evidenced in the Publication List. The inspection team agreed that this standard was met.

Standard five: Supporting students

Standard 5.1

137. The inspection team found that, throughout the inspection, student support was clearly articulated within the documentary evidence submitted prior to inspection and through discussions with stakeholders. The documentary evidence included web links to the student life services, wellbeing and support services, and the careers service.

138. Through discussion with a range of support services representatives the inspection team heard that their offer had been tailored to meet the specific needs of apprentices on other courses, an example being the flexibility of appointments to accommodate work commitments. The inspection team agreed that this standard was met.

Standard 5.2

139. Documentary evidence submitted to support this standard included the Degree Apprenticeship Programme Handbook and the Personal Tutoring Guide.

140. Through discussion with the course team and support services, the inspection team heard that all apprentices were to be appointed a personal tutor, and they would meet face-to-face a minimum of 3 times per semester. Skills coaches are also made available. The inspection team were informed by the course team that the initial skills analysis, and any recognition of prior learning, determined the content of an apprentice's individualised training plan and prompted specific academic support requirements. The inspection team agreed that this standard was met.

Standard 5.3

141. Prior to inspection, the inspection team reviewed the Degree Apprenticeship Programme Handbook, the Social Work Professional Suitability Form 2023, the DBS Application Request Form, the DBS Document Information document that outlined requirements, the Verification of Information from Social Work Agency form that corroborated declarations on the Social Work Professional Suitability Form and the Handbook of Student Regulations 2024-25.

142. The inspection team noted that any disclosure of prior or current lived experience of social work was captured on the Verification Form.

143. In discussion with the course team, the inspection team established that there was a requirement for the Social Work Professional Suitability Form to be completed annually. The inspection team agreed that this standard was met.

Standard 5.4

144. Through discussions with the student support and the course team, the inspection team heard that the Universal Design for Learning approach was integrated into all courses. Additionally, Student Accessibility Plans were used to support students with a long-term disability or Specific Learning Difference. The inspection team heard that the Student Accessibility Team took referrals and supported degree apprentices. Additionally, guidance was provided to personal tutors and lecturers about the referral process.

145. Through discussion with student services staff, the inspection team heard that following a referral, often the formal diagnostic stage was disregarded and that their focus was in meeting the need of the student and expediting a reasonable adjustment to provide a timely solution. The inspection team agreed that this standard was met.

Standard 5.5

146. Evidence submitted in support of this standard included the Degree Apprenticeship Programme Handbook, module specifications, Student Staff Programme Committee meetings for the BSc course, the Degree Apprenticeship Programme Handbook, screenshots referencing announcements on Graduate Support

and Social Work England registration, a presentation on Social Work Employability and web links to the university Assessment and Achievement Policy including guidance for prospective and current students.

147. Through discussions with students from the BSc and MA courses, the inspection team heard that they had good information about the course, their assignments and their placements. They were well-informed about the professional standards and mentioned they were built into assessments. They were also clear about the requirements for registration with Social Work England and ongoing CPD. They had also been provided with information on the transition to registered social worker and informed about the purpose and structure of the ASYE. The inspection team agreed that this standard was met.

Standard 5.6

148. Documentary evidence submitted to support this standard included:

- the Degree Apprenticeship Programme Handbook
- the University Student Attendance and Engagement Monitoring Policy
- a screenshot of a Teaching Attendance Announcement
- an Induction presentation
- the Handbook of Student Regulations.

149. Secondary evidence was requested from the university for this standard. The narrative provided established that a minimum of 80% student attendance was mandatory.

150. Through discussions with students from the BSc and MA courses, the inspection team heard that students were informed about attendance requirements within introductions to modules, placements and skills days. They also understood the requirement to catch up in the event that they missed a skills day. The inspection team agreed that this standard was met.

Standard 5.7

151. Documentary evidence submitted to support this standard included the Degree Apprenticeship Programme Specification, External Examiner Reports, a link to assessment details on the university website, the university Assessment for Learning and Achievement Policy.

152. Through discussions with students from the BSc and MA courses, the inspection team heard that students were provided with timely and meaningful feedback. Students

commented that assessment feedback was informative, detailed and always within twenty working days. The students emphasised that the guidance and advice from practice educators had been a particularly strong feature of their placement experience. Additionally, students stated they felt connected and supported by the university whilst on placement. The inspection team agreed that this standard was met.

Standard 5.8

153. Prior to inspection, the inspection team reviewed the university Handbook of Student Regulations, a link to the university website pages on Student Appeals and Complaints, specifically appealing assessment related decisions. The inspection team concluded that the documentary evidence provided in advance of the inspection was able to demonstrate that this standard was met.

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

Standard 6.1

154. The inspection team reviewed the Degree Apprenticeship Programme Handbook, which included an outline of the course and agreed that the award for the BSc (Hons) Social Work Degree Apprenticeship met the standard.

Proposed outcome

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

Conditions

156. 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.

157. 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	1.1 1.5	The education provider will provide documentary evidence that	05.09.25	Paragraph 25

		demonstrates that a robust selection model had been agreed with the following components: • How the university has oversight of stage 1 of the admissions process, including EDI • The steps included in the admissions and selection process • The assessments included in the selection day. The education provider will provide documentary evidence that demonstrates that they have oversight of employer partner processes in relation to EDI and detailed within the guidance for this standard.		Paragraph 41
2	2.1	The education provider will supply: • A skills day schedule which makes it clear where the skills days occur within the programme and the planned topics, or learning aims, for each session • Documentation that demonstrates how students understand which days are skills days and how skills days are made up when missed • Documentation that demonstrates how	05.09.25	Paragraph 47

		attendance at skills days is monitored and recorded.		
3	3.9	The education provider will provide documentary evidence that demonstrates that the course provider evaluates 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.	05.09.25	Paragraph 92

Recommendations

158. 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	1.6	The inspectors are recommending that the university completes the dedicated Degree Apprenticeship website, includes the relevant information and is ready for prospective apprentices to make an informed decision.	Paragraph 44
2	2.7	The inspectors are recommending that the Raising Concerns Policy is finalised and approved for use by students and academic staff.	Paragraph 67

159. 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.	☐	☒	☐
1.2 Ensure that applicants' prior relevant experience is considered as part of the admissions processes.	☒	☐	☐
1.3 Ensure that employers, placement providers and people with lived experience of social work are involved in admissions processes.	☒	☐	☐
1.4 Ensure that the admissions processes assess the suitability of applicants, including in relation to their conduct, health and character. This includes criminal conviction checks.	☒	☐	☐
1.5 Ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored.	☐	☒	☐
1.6 Ensure that the admissions process gives applicants the information they require to make an informed choice about whether to	☐	☐	☒

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

Standard	Met	Not Met – condition applied	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.	☒	☐	☒
Course governance, management and quality			
3.1 Ensure courses are supported by a management and governance plan that includes the roles, responsibilities and lines of accountability of individuals and governing groups in the delivery, resourcing and quality management of the course.	☒	☐	☐
3.2 Ensure that they have agreements with placement providers to provide education and training that meets the professional standards and the education and training qualifying standards. This should include necessary consents and ensure placement providers have contingencies in place to deal with practice placement breakdown.	☒	☐	☐
3.3 Ensure that placement providers have the necessary policies and procedures in relation to students' health, wellbeing and risk, and the support systems in place to underpin these.	☒	☐	☐
3.4 Ensure that employers are involved in elements of the course, including but not limited to the management and monitoring of courses and the allocation of practice education.	☒	☐	☐

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

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

Standard	Met	Not Met – condition applied	Recommendati on given
necessary to meet the professional standards.			
4.9 Ensure that assessments are mapped to the curriculum and are appropriately sequenced to match students’ progression through the course.	☒	☐	☐
4.10 Ensure students are provided with feedback throughout the course to support their ongoing development.	☒	☐	☐
4.11 Ensure assessments are carried out by people with appropriate expertise, and that external examiner(s) for the course are appropriately qualified and experienced and on the register.	☒	☐	☐
4.12 Ensure that there are systems to manage students’ progression, with input from a range of people, to inform decisions about their progression including via direct observation of practice.	☒	☐	☐
4.13 Ensure that the course is designed to enable students to develop an evidence-informed approach to practice, underpinned by skills, knowledge and understanding in relation to research and evaluation.	☒	☐	☐
Supporting students			
5.1 Ensure that students have access to resources to support their health and wellbeing including: i. confidential counselling services; ii. careers advice and support; and iii. occupational health services	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendati on given
5.2 Ensure that students have access to resources to support their academic development including, for example, personal tutors.	☒	☐	☐
5.3 Ensure that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health.	☒	☐	☐
5.4 Make supportive and reasonable adjustments for students with health conditions or impairments to enable them to progress through their course and meet the professional standards, in accordance with relevant legislation.	☒	☐	☐
5.5 Provide information to students about their curriculum, practice placements, assessments and transition to registered social worker including information on requirements for continuing professional development.	☒	☐	☐
5.6 Provide information to students about parts of the course where attendance is mandatory.	☒	☐	☐
5.7 Provide timely and meaningful feedback to students on their progression and performance in assessments.	☒	☐	☐
5.8 Ensure there is an effective process in place for students to make academic appeals.	☒	☐	☐
Level of qualification to apply for entry onto the register			

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

Regulator decision

Approved with conditions.

Annex 2: Meeting of conditions

160. 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](#).

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

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

	Standard not met	Condition	Inspector recommendation
1	1.1 & 1.5	The education provider will provide documentary evidence that demonstrates that a robust selection model had been agreed with the following components: • How the university has oversight of stage 1 of the admissions process, including EDI • The steps included in the admissions and selection process • The assessments included in the selection day. The education provider will provide documentary evidence that demonstrates that they have oversight of employer partner processes in relation to EDI and detailed within the guidance for this standard.	Condition met.
2	2.1	The education provider will supply: • A skills day schedule which makes it clear where the	Condition met.

		skills days occur within the programme and the planned topics, or learning aims, for each session • Documentation that demonstrates how students understand which days are skills days and how skills days are made up when missed Documentation that demonstrates how attendance at skills days is monitored and recorded.	
3	3.9	The education provider will provide documentary evidence that demonstrates that the course provider evaluates 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.	Condition met.

Findings

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

164. After the review of documentary evidence, the inspection team are satisfied that the conditions set against the approval of the BSc (Hons) Social Work Integrated Degree Apprenticeship course are met.

165. In relation to the first condition set for standard 1.1 and 1.5 the course provider submitted a comprehensive document, the Admissions and Applicant Selection Process. This document details the admissions and selection process, including the steps within the process, and the questions and marking structure which are used in the selection interview. In addition, the document contains a detailed explanation of the university's oversight of the process and roles and responsibilities of those involved

at the university and the relevant local authority. Oversight of equality, diversity and inclusion considerations are also documented, including provision of training, data collection and monitoring. The inspection team agree this standard is now met.

166. In relation to the condition set for standard 2.1 the course provider submitted a Skills Days – Social Work Degree Apprenticeship (SWDA) document. This outlines the detail for the skills days provided across the course, when they are completed, where they are located within modules, and the topics for learning. Contingency time has been considered for skills days which may be missed and time within the course schedule has been identified when missed learning could be made up. Attendance at skills days will be recorded electronically and through a hard copy register and will be verified by the module lead or programme lead. The Skills Days Overview, provided as appendix 1 to the document, outlined clearly where students' skills days were located in their course and identified as mandatory learning. The inspection team agreed that this standard is now met.

167. In relation to the condition set for standard 3.9 the course provider submitted the Continuous Programme Performance Review (CPPR) guidance document. As part of this review process, programme performance is measured and actions stemming from this process are linked to university strategic goals in relation to attainment and retention. This process is used to monitor changes and respond with planned actions. The course provider submitted collated data in relation to EDI characteristics at faculty and departmental levels, covering graduate outcomes, career readiness, attainment and undergraduate enrolments. This data is used by the social work team to support them in responding to areas of performance which require feedback, actions or sharing of best practice. The inspection team agreed that the evidence submitted outlined the processes followed by the university to collect, analyse and use student data, including in relation to EDI, and that this standard is now met.

Conclusion

168. The inspection team is recommending that as the conditions have been met, the course be approved.

169. It should be noted that all qualifying social work courses will be subject to reapproval under Social Work England's 2021 education and training standards.

Regulator decision

Approved.