

Course provider: Manchester
Metropolitan University

Course approval: BA (Hons) Social
Work Degree Apprenticeship

Report date:	14/04/2022
Inspector recommendation:	Approved
Regulator decision:	Approved
Date of Regulator decision:	21/09/2022

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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 perception of bias in the approval process.
8. The inspectors complete an assessment of the evidence provided and advise the officer if they have any queries that may be able to be addressed in advance of the inspection.

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

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

10. Once the inspectors and officer are satisfied that an inspection can take place, this is usually undertaken over a two to three-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. As a result of the COVID 19 pandemic, inspections are currently being carried out via remote virtual arrangements, and typically last three to four days.

11. The inspectors may recommend in this report that the course is approved with conditions, approved without conditions or that it does not meet the criteria for approval. Where the course has been previously approved we may also decide to withdraw approval.

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

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

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

Summary

Inspection findings from Manchester Metropolitan University course approval

15. Manchester Metropolitan University's BA (Hons) Social Work Degree Apprenticeship course was inspected as part of the Social Work England reapproval cycle; whereby all course providers with qualifying social work courses will be inspected against the Education and Training Standards 2021.

Inspection ID	MMUR2
Course provider	Manchester Metropolitan University
Validating body (if different)	n/a
Course inspected	BA (Hons) Social Work Degree Apprenticeship
Date of inspection	08/03/22 - 11/03/22
Mode of study	Full Time
Proposed first intake	n/a
Maximum student cohort	30 per intake, with 2 intakes per year
Inspection team	Helen Challis - Education Quality Assurance Officer Michelle Loughrey (Lay Inspector) Kevin Stone (Registrant Inspector)
Inspector recommendation	Approved
Approval outcome	Approved

Language

16. In this document we describe Manchester Metropolitan University as 'the education provider' or 'the university' and we describe the BA (Hons) Social Work Degree Apprenticeship as 'the course'.

Inspection

17. A remote inspection took place from 8th March 2022 to 11th March 2022. 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 8 BA (Hons) Social Work Degree Apprenticeship students; from the different years at Manchester Metropolitan University. Discussions included students' experience of applying for the course, their overall experience of the courses, teaching and learning, preparation for placement, student support services, awareness of the regulatory body and the resourcing of their course.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff; members from the course team; central support teams and senior staff members both in the Department of Social Care and Social Work and Faculty of Health and Education.

Meeting with people with lived experience of social work

22. The inspection team met with eight people with lived experience of social work, who have been involved in the design and delivery of the course, interviews and evaluation of students.

Meetings with external stakeholders

23. The inspection team met with practice educators and staff from employers/ placement partners. Statutory organisations represented included Manchester, Stockport, Bury, and the Children and Adolescent Mental Health Services (CAMHS).

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 university provided documentary evidence relating to selection, interview questions, and scoring and the wider university support mechanisms related to these processes, which was reviewed by the inspection team.

26. In addition, during meetings admissions staff, Apprenticeship team, the course team and Enhanced Level Skills Coaches (ELSCs), the inspection team were informed of the End Point Assessment criteria for English and Maths, how all qualifications are checked by central admissions team prior to being offered an interview and that the Programme Lead meets with all applicants.

27. Through meetings with admissions staff, the course team, and students the inspection team agreed this standard was met.

Standard 1.2

28. The inspection team were satisfied that the university's admissions process for this course includes the consideration of applicant's prior relevant experience via inclusion in the criteria of the shortlisting by employers, and submission of a CV by applicants.

29. The inspection team therefore agreed that this standard was met.

Standard 1.3

30. The inspection team met with eight people with lived experience of social work who had been involved in the selection process at Manchester Metropolitan University. This included engaging in reviewing written tasks and interviewing candidates. Members from the placement partner meeting and ELSCs meeting also confirmed to inspectors their involvement in the admissions process.

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

Standard 1.4

32. The documentary evidence provided and meetings with admissions staff, support staff and students assured the inspection team that Manchester Metropolitan University demonstrated the process to assess suitability of applicant's character, conduct and health. This includes enhanced DBS checks, and an annual Declaration of Suitability. During meetings with students, the inspection team were given examples of how support needs had been met.

33. The inspection team enquired about the timing of these checks and was assured that the offer to applicants was conditional until these checks had been completed.

34. The inspection team agreed this standard was met.

Standard 1.5

35. Documentary evidence submitted prior to inspection, and discussions with staff and students assured the inspection team that Manchester Metropolitan University were able to demonstrate that equality and diversity policies were implemented and monitored. For example, evidence was submitted illustrating the equality and diversity training all staff undertake. In addition, the apprenticeship team spoke of how they ensured policies are in place prior to entering into a contract with employers.

36. The inspection team agreed this standard was met.

Standard 1.6

37. The inspection team concluded that the information provided to applicants via the admissions process was clear, accessible, and comprehensive. This included the course brochure, course webpage and presentation. In addition, meeting with students further assured the inspection team that this information was revisited throughout the course.

38. The inspection team agreed this standard was met.

Standard two: Learning environment

Standard 2.1

39. Documentary evidence reviewed prior to and during the inspection included the Apprenticeship Work Based Learning Audit and the Job Role Analysis. The completion of these contains an employer declaration that a contrasting placement will be given in addition to the student's substantive apprenticeship post. Meetings with employers, apprenticeship team and ELSCs clarified their role in ensuring that contrasting placements

are undertaken and that students are working at right level with access to different learning opportunities.

40. The inspection team were assured that this standard had been met and that the requirement for 200 days of placement activity is present.

Standard 2.2

41. Documentation submitted prior to the inspection included the Enhanced Level Skills Coach job description, the Work Based Skills Audit, Degree Apprenticeship Programme Handbook and the Degree Apprenticeship Review Form. These along with discussions with employers, students and ELSCs assured the inspection team that learning opportunities are both available and appropriate to the student's stage of education and training. The ELSC ensures that these opportunities are provided through the ongoing review process.

42. The inspection team were assured that this standard had been met.

Standard 2.3

43. Discussions with staff, ELSCs, mentors, employers and academic and pastoral support services assured the inspection team that support was available. They were also provided with specific examples from students where support had been received.

44. The inspection team were assured that this standard had been met.

Standard 2.4

45. The university demonstrated how the student level of responsibility and supervision were tailored to their needs, giving examples of progression.

46. The inspection team were assured that this standard had been met.

Standard 2.5

47. The inspection team reviewed the documentary evidence submitted, which included the Work Based Skills Audit and the Unit Handbook for the Ethical Practice for Professional Social Work unit, which assesses preparation for direct practice.

48. Discussions with the staff team, ELSCs, employers and students outlined how acceptance onto the course is dependent on the employer establishing that applicants are suitable for the apprenticeship role, that they are satisfied with the work already being undertaken with people with lived experience and that their probation period has been passed.

49. The inspection team were assured that this standard had been met.

Standard 2.6

50. Documentation reviewed prior to inspection included the ELSC Job description and CVs. The job description outlined that the ELSC's role included that of practice educator and, therefore, it was a requirement to have PEPS 2 qualifications in addition to being on the Social Work England register.

51. The inspection team corroborated the Social Work England registration information provided by the course providers and all staff named by the university were registered.

52. The inspection team were assured that this standard had been met.

Standard 2.7

53. The documentary evidence provided in advance of and during the inspection demonstrated that this standard was met. The documentary evidence included the Programme Handbook, Anonymised Employer Commitment Statement, Anonymised Employer Contract, Anonymised Apprenticeship Agreement which outlined the complaints and whistleblowing policies and processes at the university and ensured these were available at the placement.

54. During meetings with students, they were able to identify relevant whistleblowing policies and procedures both in the workplace and at Manchester Metropolitan University.

55. The inspection team were assured that this standard had been met.

Standard three: Course governance, management and quality

Standard 3.1

56. Evidence submitted in support of this standard included the Committee Governance Structure, Terms of Reference for Stakeholder Meetings, the Process for Education Annual Review briefing presentation and the Departmental Strategy.

57. Through meetings with the Senior Management Team (which included the Director of Apprenticeships and Head of Apprenticeship Programmes), the inspection team were also made aware of the Apprenticeship Unit's membership of various strategy boards and committees.

58. Throughout the inspection, meetings with stakeholders provided examples of how management structures had been communicated to them. When asked, students demonstrated clarity in understanding the course team structure and who to go to for support.

59. The inspection team were assured that this standard was met.

Standard 3.2

60. Evidence submitted in support of this standard included the Degree Apprenticeship Review Form and Programme Handbook, which outlined the role of both the tripartite review and ELSCs.

61. In addition, the early engagement work and stringent checks undertaken by the Apprenticeship Unit ensured an organisation's viability and suitability. This included consideration of the need for effective mentoring by suitably trained and experienced staff resulting in decisions not to work with start-ups or micro businesses. The inspection team saw this work reflected in the Contract for Services document.

62. Meetings with mentors, ELSCs, employers and students confirmed that agreements were in place, as well as describing early engagement with the Apprenticeship Unit, and completion of the Work Based Learning Agreement. In addition, the use of a variety of feedback mechanisms was outlined that enabled early identification of students in crisis and packages of support that were put in place for these students.

63. The inspection team were satisfied that the standard was met.

Standard 3.3

64. The inspection team concluded this standard had been met as the Programme Handbook details the policies and procedures in place for supporting students.

65. Discussions with students offered additional assurance, with examples of how the systems in place had been used by both the employer and the university to support individual students. An example provided by a student was arrangement made for a student who was experiencing bereavement.

66. The inspection team were satisfied that the standard was met.

Standard 3.4

67. Evidence submitted in support of this standard included Social Work Manager and Mentor Guide, Terms of Reference for Stakeholder Meetings, and Stakeholder Meeting Minutes which documented how employers were involved in all elements of the course.

68. Discussions with employers, students and ELSCs confirmed this involvement.

69. The inspection team concluded this standard had been met.

Standard 3.5

70. Discussions with employers, students and people with lived experience confirmed their involvement in monitoring evaluation and improvement of systems. This included Education

Annual Review meetings, meetings with student representatives, stakeholder meetings and course unit evaluations.

71. Discussions also identified that all stakeholders felt that both the variety of feedback and reporting back on resulting changes were a real strength.

72. The inspection team were satisfied that the standard was met.

Standard 3.6

73. During discussions with employers, and the Senior Management Team, the inspection team heard how the tendering element of the apprenticeship meant the university needed to demonstrate resource capacity for students, while the Apprenticeship Contract and ELSCs are utilised to identify contrasting placement availability within each local authority.

74. In addition, the course team illustrated how having a close relationship with employers meant they were able to identify when specific employers would send students for consideration for the course. This further helped with resource planning.

75. The inspection team were assured that this standard had been met.

Standard 3.7

76. The inspection team reviewed the Head of Social Work's CV as well as the Course Lead's CV which confirmed both had current registration with Social Work England and the possession of appropriate qualifications.

77. The inspection team agreed that based on the documentary evidence provided, having checked the Social Work England Register and from discussions with the senior management team that this standard had been met.

Standard 3.8

78. Evidence submitted in support of this standard included the course team CVs and the ELSCs' job description. The inspection team noted that the unique role undertaken by ELSCs was vital in ensuring such a bespoke provision could be delivered.

79. Discussions with students, employers and mentors confirmed that staff numbers, their qualifications and experience ensured the delivery of an effective course. Discussions with the Senior Management Team assured the inspection team that there was a clear process for reviewing staff numbers as necessary.

80. The inspection team were assured that this standard had been met.

Standard 3.9

81. Evidence submitted in support of this standard included the university Education Annual Review process, where the process for review of courses is outlined, and a presentation

explaining how Power BI student data was to be incorporated into this process. (See also commentary at 4.7)

82. The inspection team heard from the course team and Faculty Equality Diversity and Inclusion Lead about further monitoring systems such as the tripartite review and the RAG system used by ELSCs.

83. The inspection team agreed that this standard had been met.

Standard 3.10

84. Through the documentary evidence provided and their discussions with key stakeholders throughout the inspection, the inspection team concluded that there was a clear strategy and opportunities for educators to maintain their knowledge.

85. The inspection team reviewed documents including the Professional Development Review Scheme.

86. Discussions with the Senior Management Team and course team confirmed the support and availability of opportunities, including undertaking Research and Knowledge Exchange activities, and staff continuing to practice on a part time or voluntary basis. Furthermore, some People with Lived Experience involved in course delivery activity are being supported to complete a teaching qualification.

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

Standard four: Curriculum assessment

Standard 4.1

88. The inspection team were able to review a mapping document that showed how the regulator's professional standards and the apprenticeship standards had been mapped against the course. The course team also explained how the apprenticeship standard itself had been mapped to the PCF when created.

89. This was further evidenced by students articulating their understanding of the professional standards in discussions with the inspection team, who were able to hear examples of how the standards are taught and embedded throughout the course, in reflective assessment and on placement.

90. The inspection team agreed that there was clear evidence of how the course had been designed and structured to prepare students for professional practice as social workers.

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

Standard 4.2

92. The inspection team reviewed minutes from Employer Advisory Board Meeting. During discussion with the inspection team, employers gave examples of their input.

93. The inspection team agreed that the standard was met.

Standard 4.3

94. During discussions with the Senior Management Team and course teams, the university was able to demonstrate how consistently the themes of social justice, equality, diversity and inclusion were embedded across the course.

95. The inspection team heard how individual unit leads work regularly and closely with colleagues to update the course. For example, the Law, Rights and Safeguarding Unit had recently been adjusted to reflect legislative changes. Also, research undertaken by staff on the impact of covid on people with a learning disability has also been incorporated into the course.

96. Additionally, the Equality and Diversity Plan for the Department of Social Care and Social Work included strategies that are in place to address issues identified in course monitoring data, for example the 'Closing the Gap' strategy.

97. The inspection team concluded that this standard had been met.

Standard 4.4

98. The inspection team also reviewed two course podcasts submitted as evidence; one involved a senior social work practitioner discussing the upcoming Coronavirus Act 2020 and the impact on practice. In addition, the inspection team reviewed the Department of Social Care and Social Work's response to the independent review of children's social care, which illustrated the team's participation in sector legislative and policy change process.

99. The inspection team found that throughout the inspection stakeholders provided confirmation that the course was continually updated.

100. The inspection team agreed that the standard was met.

Standard 4.5

101. Evidence submitted included the module details for the course, including the module Critical Theory for Social Work Practice.

102. This was also discussed with the course team, ELSCs and students during the inspection. These discussions gave an overview of how theory and practice are integrated

throughout the course and how one of the drivers for the current assessment review is to ensure assessment and practice are even more clearly linked.

103. The inspection team agreed that the standard was met.

Standard 4.6

104. The inspection team reviewed documentary evidence which demonstrated opportunities for multi-disciplinary learning in course modules from guest practitioners, people with lived experience who contribute to the courses across the curriculum, to the departmental teaching team which includes professionals with expertise in public health, nursing, education, housing and criminal justice.

105. The unit Applying Law, Safeguarding and Inter-Disciplinary Practice focuses specifically on this topic.

106. At inspection, students and ELSCs further described how the bespoke approach of the course, including close monitoring of practice activity, ensured that multi-disciplinary work took place and was recorded.

107. The inspection team agreed that the standard was met.

Standard 4.7

108. Prior to the inspection, the inspection team were able to examine the Programme Handbook and the university's Fitness to Practice Procedure which outlined the requirements of student regarding attendance and level of competence.

109. During inspection, the inspection team saw and heard about the various systems for monitoring student attendance and performance to ensure early detection of any issues that could negatively impact the student and implementation of support, if required. (See commentary at 5.1 and 5.2.) The support available included enabling students to take a break from study if they are unable to meet a high level of competence.

110. The inspection team heard, for example, from the course team, students and ELSCs about how the electronic registration system, PRESTO, manages attendance, with Moodle monitoring student engagement.

111. The inspection team agreed that the standard was met.

Standard 4.8

112. The inspection team were able to review the feedback from the External Examiner Report, the Apprenticeship Assessment Handbook and the Programme Assessment Management Plan. These documents showed how assessments were mapped against

the curriculum and learning outcomes, which were mapped to the apprenticeship and Social Work England standards.

113. During inspection students and members of the course team provided examples of how the range of different assessment methods test different skills and competencies. Employers fed back that the End Point Assessment, which asked students to work on a specific service improvement, was particularly helpful in linking theory to practice.

114. The inspection team agreed that the standard was met.

Standard 4.9

115. Further detail on progression requirements and assessment was provided through discussion with students and the course team which assured the inspection team that this standard was met.

116. The inspection team agreed that the standard was met.

Standard 4.10

117. When meeting with students, the inspection team heard how the feedback they received and access to the academic markers helped their progression. Students described how ELSC feedback was particularly useful during the compressed first section of the course. Students also spoke about access to support services to help with study skills and their academic progression.

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

Standard 4.11

119. Evidence submitted in support of this standard included staff CVs, spreadsheet outlining areas of practice and research, and the External Examiner report. The External Examiner was confirmed to be a registered social worker.

120. From the evidence provided the inspection team was assured that this standard was met.

Standard 4.12

121. During inspection, the inspection team viewed the university's student tracking system, Power Bi, used by the Programme Team to track students' academic progression. Employees/mentors confirmed information from the Mentor Guide that they are required to undertake at least one direct observation of the students practice with people with lived experience.

122. During the inspection, students and employers stated that the tripartite meetings with ELSCs were vital for both tracking progression and identifying any potential barriers to progression.

123. The inspection team were assured that this standard was met.

Standard 4.13

124. The inspection team reviewed documentary evidence prior to inspection which included the unit descriptor for Applied Social Research and Evaluation for Practice.

125. During inspection, the inspection team heard from the course team about how the End Point Assessment requires students to research and critique evidence informing best practice and to directly relate this to practice they are undertaking. ELSCs and students gave examples of how completion of reflections illustrated a move from a 'my organisation does this' approach to one of 'this evidence shows best practice should be', through the student journey.

126. The inspection team were assured that this standard was met.

Standard five: Supporting students

Standard 5.1

127. Prior to inspection, the inspection team reviewed links to the university's website that included details of the dedicated support services offered to students and the university's Mental Health and Wellbeing Strategy. The Student Wellbeing team, Careers and Employability team and Student Union offer a range of support services to students, including signposting to external agencies.

128. During the inspection, discussions were had with the Heads of Counselling, Mental Health and Wellbeing, and Widening Participation, the Disability Support Manager and Faculty Equality, Diversity and Inclusion Lead. These representatives assured inspectors that support is accessible to students both on campus and in the workplace. The inspection team were able to see that many resources, workshops and 1-2-1 appointments are available both onsite and online.

129. The provision of responsive and effective support services was affirmed in discussions with students, who felt that even through the disruption and difficult circumstances caused by the COVID-19 pandemic staff had been available to support their studies and signpost them to relevant specialist services.

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

Standard 5.2

131. The role of the ELSC was outlined to the inspection team with the same ELSC staying with the student throughout their time studying on the course. ELSCs provide pastoral, academic learning and practice support.

132. Social work students have access to a dedicated programme support tutor, who also supports with academic skills. The Study Skills service provides one-to-one support, short courses and assignment feedback from Academic and Study Skills Tutors

133. Meetings with employers and students the during the inspection assured inspectors that support is accessible to students in all learning environments. The provision of responsive and effective support services was affirmed in discussions with students and staff.

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

Standard 5.3

135. Documentary evidence submitted included the university's Fitness to Practice Procedure, a link to the Student Code of Conduct, Social Work Self-Declaration, and Degree Apprenticeship Programme Handbook.

136. Discussions with employers, ELSCS and students throughout the inspection additionally assured inspectors that there were processes in place to ensure ongoing suitability.

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

Standard 5.4

138. Documentary evidence submitted prior to inspection summarised how students with health conditions or impairments were identified, assessed, and reasonable adjustments made via a Personal Learning Plan (PLP). In addition, PLPs are available for students who are estranged from family, care leavers, pregnant and new parents.

139. Examples of inclusive practice and reasonable adjustments being made in all learning environments were given during meetings with students and the course team.

140. The inspection team concluded that this standard had been met.

Standard 5.5

141. Evidence submitted in support of this standard included the Programme Handbook and the Apprentice Assessment Handbook. The inspection team found that this provided students with an overview of the curriculum, placements, learning outcomes and how these meet the professional standards. It also contained a summary of registering with Social Work England.

142. During inspection, the inspection team were given access to the course virtual learning environment, which supplemented information previously submitted. Discussions with students assured the inspection team that relevant information had been given and could be further checked/revisited with the ELSC.

143. The inspection team agreed that this standard had been met.

Standard 5.6

144. Documentary evidence submitted included the programme handbook which stated the expectations of attendance and the mandatory parts of the course. In addition, the staff team outlined how the PRESTO system updates the apprentices e-learning portfolio with evidence of attendance required for the End Point Assessment. Meeting with students confirmed that the induction they received also made expectations clear and described the different methods for monitoring attendance and providing support.

145. The inspectors agreed that based on the documentary evidence provided, and from discussions with students and ELSCs that the standard had been met.

Standard 5.7

146. Documentary evidence and the narrative submitted outlined when and how feedback would be given to support student development. These included documents such as the Departmental Assessment Strategy and Apprentice Assessment Handbook.

147. During meetings, students confirmed how feedback, especially from the ELSCs had helped them progress and improve.

148. The inspectors agreed that the standard had been met.

Standard 5.8

149. Evidence submitted in support of this standard included the university policy in respect of academic appeals. The academic appeals process is available on the website, with the link to the Procedure for Academic Appeals and Review of Assessment Matters detailed in the Programme Handbook. The inspection team were informed that university complaints policy is available through the university student pages.

150. The inspectors agreed that the standard had been met.

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

Standard 6.1

151. The inspection team concluded that the documentary evidence provided in advance of the inspection, including the Programme Specification and online course information, provides the required standard for threshold entry onto the social work register. The course awards a BA (Hons) Social Work Degree Apprenticeship upon successful completion.

152. The inspectors agreed that the standard had been met.

Proposed outcome

The inspection team recommend that the course be approved.

Annex 1: Education and training standards summary

Table breakdown of standards met during preapproval and inspection.

Standard	Met	Conditions	Recommendations
Admissions			
1.1 Confirm on entry to the course, via a holistic/multi-dimensional assessment process, that applicants: i. have the potential to develop the knowledge and skills necessary to meet the professional standards ii. can demonstrate that they have a good command of English iii. have the capability to meet academic standards; and iv. have the capability to use information and communication technology (ICT) methods and techniques to achieve course outcomes.	☒	☐	☐
1.2 Ensure that applicants' prior relevant experience is considered as part of the admissions processes.	☒	☐	☐
1.3 Ensure that employers, placement providers and people with lived experience of social work are involved in admissions processes.	☒	☐	☐
1.4 Ensure that the admissions processes assess the suitability of applicants, including in relation to their conduct, health and character. This includes criminal conviction checks.	☒	☐	☐
1.5 Ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored.	☒	☐	☐
1.6 Ensure that the admissions process gives applicants the information they require to make an informed choice about whether to take up an offer of a place on a course. This will include	☒	☐	☐

Standard	Met	Conditions	Recommendations
information about the professional standards, research interests and placement opportunities.			
Learning environment			
2.1 Ensure that students spend at least 200 days (including up to 30 skills days) gaining different experiences and learning in practice settings. Each student will have: i) placements in at least two practice settings providing contrasting experiences; and ii) a minimum of one placement taking place within a statutory setting, providing experience of sufficient numbers of statutory social work tasks involving high risk decision making and legal interventions.	☒	☐	☐
2.2 Provide practice learning opportunities that enable students to gain the knowledge and skills necessary to develop and meet the professional standards.	☒	☐	☐
2.3 Ensure that while on placements, students have appropriate induction, supervision, support, access to resources and a realistic workload.	☒	☐	☐
2.4 Ensure that on placements, students' responsibilities are appropriate for their stage of education and training.	☒	☐	☐
2.5 Ensure that students undergo assessed preparation for direct practice to make sure they are safe to carry out practice learning in a service delivery setting.	☒	☐	☐
2.6 Ensure that practice educators are on the register and that they have the relevant and current knowledge, skills and experience to support safe and effective learning.	☒	☐	☐
2.7 Ensure that policies and processes, including for whistleblowing, are in place for students to	☒	☐	☐

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

Standard	Met	Conditions	Recommendations
includes consideration of local/regional placement capacity.			
3.7 Ensure that a lead social worker is in place to hold overall professional responsibility for the course. This person must be appropriately qualified and experienced, and on the register.	☒	☐	☐
3.8 Ensure that there is an adequate number of appropriately qualified and experienced staff, with relevant specialist subject knowledge and expertise, to deliver an effective course.	☒	☐	☐
3.9 Evaluate information about students' performance, progression and outcomes, such as the results of exams and assessments, by collecting, analysing and using student data, including data on equality and diversity.	☒	☐	☐
3.10 Ensure that educators are supported to maintain their knowledge and understanding in relation to professional practice.	☒	☐	☐
Curriculum and assessment			
4.1 Ensure that the content, structure and delivery of the training is in accordance with relevant guidance and frameworks and is designed to enable students to demonstrate that they have the necessary knowledge and skills to meet the professional standards.	☒	☐	☐
4.2 Ensure that the views of employers, practitioners and people with lived experience of social work are incorporated into the design, 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.	☒	☐	☐

Standard	Met	Conditions	Recommendations
4.4 Ensure that the course is continually updated as a result of developments in research, legislation, government policy and best practice.	☒	☐	☐
4.5 Ensure that the integration of theory and practice is central to the course.	☒	☐	☐
4.6 Ensure that students are given the opportunity to work with, and learn from, other professions in order to support multidisciplinary working, including in integrated settings.	☒	☐	☐
4.7 Ensure that the number of hours spent in structured academic learning under the direction of an educator is sufficient to ensure that students meet the required level of competence.	☒	☐	☐
4.8 Ensure that the assessment strategy and design demonstrate that the assessments are robust, fair, reliable and valid, and that those who successfully complete the course have developed the knowledge and skills necessary to meet the professional standards.	☒	☐	☐
4.9 Ensure that assessments are mapped to the curriculum and are appropriately sequenced to match students' progression through the course.	☒	☐	☐
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.	☒	☐	☐

Standard	Met	Conditions	Recommendations
4.12 Ensure that there are systems to manage students' progression, with input from a range of people, to inform decisions about their progression including via direct observation of practice.	☒	☐	☐
4.13 Ensure that the course is designed to enable students to develop an evidence-informed approach to practice, underpinned by skills, knowledge and understanding in relation to research and evaluation.	☒	☐	☐
Supporting students			
5.1 Ensure that students have access to resources to support their health and wellbeing including: I. confidential counselling services; II. careers advice and support; and III. occupational health services	☒	☐	☐
5.2 Ensure that students have access to resources to support their academic development including, for example, personal tutors.	☒	☐	☐
5.3 Ensure that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health.	☒	☐	☐
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	☒	☐	☐

Standard	Met	Conditions	Recommendations
including information on requirements for continuing professional development.			
5.6 Provide information to students about parts of the course where attendance is mandatory.	☒	☐	☐
5.7 Provide timely and meaningful feedback to students on their progression and performance in assessments.	☒	☐	☐
5.8 Ensure there is an effective process in place for students to make academic appeals.	☒	☐	☐
Level of qualification to apply for entry onto the register			
6.1 The threshold entry route to the register will normally be a bachelor's degree with honours in social work.	☒	☐	☐

Regulator decision

Approved.