

Education quality assurance – Course change review report

Report date:

16/05/2024

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Documentary review details

Inspection ID	ARU1632
Course provider	Anglia Ruskin University
Validating body (if different)	N/A
Course name	BA (Hons) Social Work Degree Apprenticeship
Mode of study	Work based learning
Proposed first intake	01/05/2024
Maximum student cohort	18 in Chelmsford 8 in Cambridge
Review type	Course change
Review team	Rebecca Regler – Lay inspector Anne Mackay – Registrant inspector Daisy Bragadini – Education quality assurance officer
Review team recommendation	Approval
Regulator decision	Approval

About the review

1. Anglia Ruskin University are proposing to deliver 2 additional cohorts for their BA (Hons) Social Work Degree Apprenticeship course from their Chelmsford and Cambridge based courses. They have planned to introduce an additional 18 apprentices to study at Chelmsford from the 4 London boroughs of Newham, Havering, Tower Hamlets and Barking and Dagenham. In addition, they have planned for an additional 8 apprentices

to study at Cambridge from the Bedfordshire local authority. They propose the new cohort to start in May 2024 and for apprentices to study through online and face to face sessions delivered from satellite sites at their London campus in Poplar, East London, and a local authority building in Chicksands, Bedfordshire. Every 3rd week will be taught online where the cohorts from both sites will be combined for their teaching delivery.

2. The rationale behind the addition of 2 new cohorts starting in trimester 3 is that the course team are keen to build on the current success of their social work apprentice delivery and this aim has been supported by employer demand. The team have also highlighted that they have a reduced intake for their BA and MA social work direct entry courses, which both provides additional capacity for teaching the new cohort and increases their ambition to grow the apprenticeship in these new areas.
3. The new delivery at Bedford and London does not involve changes to the course content, admissions processes, teaching and learning, course governance, course delivery management, curriculum and assessment, placements and student support. The course leader for the delivery from Chelmsford at London will remain the same along with the academic teaching team. A new course leader will be responsible for the delivery from Cambridge for the cohort in Bedford. The course provider submitted evidence to outline their appropriate qualifications, experience, registration and support for the role.

Findings

4. As part of the course change request process, the course provider was asked to submit a course change mapping document and supporting evidence. In addition to this the course provider was asked additional questions about how the education and training standards would be impacted by the change. Inspector partners were then recruited to review the change and subsequently a further 2 additional evidence requests were made to the course provider and responses and supporting evidence were provided.
5. The inspectors identified that the following education and training standards were impacted by the change, and subsequently requested evidence in relation to: 2.1; 2.2; 2.4; 2.6; 3.1; 3.2; 3.4; 3.5; 3.6; 3.8; 4.2; 4.6; 4.11 and 5.1. The standards impacted by the change included provision of placements and learning opportunities, provision of practice educators and the university's oversight of practice educators, course management, agreements, consultation and engagement with employers and people with lived experience of social work, interprofessional learning opportunities, external examiner capacity and oversight and student support services.
6. In relation to standard area 2 evidence was submitted by the course provider and included narrative assurances that placement audit processes would reflect those currently in place for the apprenticeship course and provision of skills days were sufficient to meet the demand for the new cohort. The course provider submitted

detailed narrative evidence in relation to provision of practice educators, contingency planning and oversight processes relevant to standard 2.6. Additionally, they provided the practice handbooks, practice educator workshops and presentations used in delivery.

7. In relation to standard area 3 evidence was submitted by the course provider and included staff CVs, analysis and detail of staff capacity to teach and support the delivery for the new cohort, and evidence of agreements and planning with employer partners. The inspectors reviewed a timeline of consultation and agendas, original proposal correspondence with an employer, presentations used as part of planning, email correspondence, an employer contract template and draft order forms from both Bedfordshire and the London Boroughs.
8. In relation to standard area 4 evidence was submitted by the course provider and included detail and assurances about the involvement of people with lived experience of social work in the interviews for recruitment, the new cohort's induction, and continued involvement in the delivery of the Standards and Skills for Practice module 1. The course provider outlined that the Service User and Carer Involvement (SUCI) group's engagement in the delivery of the course would be enhanced through the delivery of teaching sessions offered online every 3 weeks, as well as through assessment in the final modules.
9. In relation to interprofessional learning, the course team provided detail about new and planned learning opportunities both with policing colleagues delivering the police apprenticeship at the ARU London building, and shared learning opportunities at the Chelmsford campus involving all social work student cohorts. In relation to the external examiner overseeing the work of the new cohorts, assurances were provided that capacity would be sufficient as modules are delivered within different trimesters, there will be a reduced cohort at Cambridge and the numbers of new recruits are relatively small.
10. In relation to the provision of student support, the course team detailed the services which would be available to the new apprentices, both online and on campus in person at the Peterborough, Cambridge, Chelmsford and London campuses. The university have a Digital Library Strategy which means learning resources are accessible online both off and on campus. Student Services, financial advice services and wellbeing support are available to all registered students, along with personal development tutoring and academic and pastoral support, in line with on offer for all other social work students.
11. As a result of this course change evidence review, the inspectors are recommending that the identified education and training standards impacted by this change are met.

Conclusions

12. The inspectors are recommending that the change be approved.

Regulator decision

Approval.