

Inspection Report

Course provider: Sheffield Hallam University

Course approval: BSc (Hons) Nursing (Learning Disability) and Social Work, BA (Hons) Social Work and BA (Hons) Social Work Practice Degree Apprenticeship

Inspection dates: 14th – 17th November 2023

Report date:	24.11.23
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	16.2.24
Date conditions met and approved:	30.9.24

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Introduction

1. Social Work England completes inspections as part of our statutory requirement to approve and monitor courses. Inspections form part of our process to make sure that courses meet our [education and training standards](#) and ensure that students successfully completing these courses can meet our [professional standards](#).
2. During the approval process, we appoint partner inspectors. One inspector is a social worker registered with us and the other is not a registered social worker (a 'lay' inspector). These inspectors, along with an officer from the education quality assurance team, undertake activity to review information and carry out an inspection. This activity could include observing and asking questions about teaching, placement provision, facilities and learning resources; asking questions based on the evidence submitted; and meeting with staff, training placement providers, people with lived experience and students. The inspectors then make recommendations to us about whether a course should be approved.
3. The process we undertake is described in our legislation; the Social Worker Regulations 2018¹, and the Social Work England [\(Education and Training\) Rules 2019](#).
4. You can find further guidance on our course change, approval and annual monitoring processes on our website.

What we do

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

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

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

Summary of Inspection

15. Sheffield Hallam University's BA (Hons) Social Work, BA (Hons) Social Work Practice Degree Apprenticeship and the BSc (Hons) Nursing (Learning Disability) and Social Work courses were inspected as part of the Social Work England reapproval cycle; whereby all course providers with qualifying social work courses will be inspected against the new Education and Training Standards 2021.

Inspection ID	SHUR2
Course provider	Sheffield Hallam University
Validating body (if different)	N/A
Courses inspected	BA (Hons) Social Work BA (Hons) Social Work Practice Degree Apprenticeship BSc (Hons) Nursing (Learning Disability) and Social Work
Mode of study	Full time
Maximum student cohort	BA (Hons) Social Work - 59 BA (Hons) Social Work Practice Degree Apprenticeship - 38 BSc (Hons) Nursing (Learning Disability) and Social Work - 42
Date of inspection	14 th – 17 th November 2023
Inspection team	Daisy Bragadini – (Education Quality Assurance Officer) Glenn Mathieson - (Lay Inspector) David Childs - (Registrant Inspector)

Language

16. In this document we describe Sheffield Hallam University as 'the education provider' or 'the university' and we describe the BA (Hons) Social Work, BA (Hons) Social Work Practice Degree Apprenticeship and the BSc (Hons) Nursing (Learning Disability) and Social Work as 'the courses'.

Inspection

17. An onsite inspection took place between 14th – 17th November 2023 at Sheffield Hallam University's Collegiate Campus in Sheffield where the courses are delivered. The MA Social Work and PGDip exit route was also inspected at the same time by a separate inspection team and a separate report will be produced to detail their findings. Some meetings were held together with both inspection teams where this was deemed appropriate. Others were held separately with specific and relevant people attending as necessary.

18. The week prior to the inspection all 4 courses underwent an internal validation process for the changes which had been proposed to each course. The outcome of the internal validation event was shared with both inspection teams by the panel chair during the inspection. The BA (Hons) Social Work and BSc (Hons) Nursing (Learning Disability) and Social Work courses plan to transfer over all students to the new versions of the courses in September 2024, and the changes will be detailed in this report. The BA (Hons) Social Work Practice Degree Apprenticeship will teach out the changes from September 2024, and so this inspection considered both the reapproval of the current course and approval of the new version.

19. 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.

20. 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

21. No parties disclosed a conflict of interest.

Meetings with students

22. The inspection team held 2 separate meetings with students. One meeting was held with 5 apprentices from each level of the course. Another meeting was held with students on the BA (Hons) Social Work and BSc (Hons) Nursing (Learning Disabilities) and Social Work courses. Here, the inspection team met with 14 students from all 3 levels of their courses and included a student representative. Discussions covered their experience and learning on practice placements, their curriculum, support they received from the university and their understanding of the professional standards.

Meetings with course staff

23. Over the course of the inspection, the inspection team met with university staff members from the senior leadership team, staff involved in admissions, staff involved in

academic and wellbeing support, staff responsible for practice learning and the course teaching teams involved in assessment, teaching and research.

Meeting with people with lived experience of social work

24. The inspection team met with people with lived experience of social work who have been involved in working with university staff to support in the delivery of teaching, assessment and admissions processes and course design. The inspection team met with the Partners in Learning group who worked mainly with the BSc (LDSW) course and the experts by experience group who were involved across both the undergraduate and postgraduate courses. Discussions included their involvement in the admissions processes, delivering presentations, providing their feedback and how they were supported in their roles.

Meetings with external stakeholders

25. The inspection team met with representatives from placement partners including representatives from local authorities in Doncaster, Wakefield, Rotherham, Sheffield, Bradford, Derbyshire and Barnsley. In addition, the inspection team also met with employer partners from fostering agencies and health trusts. Discussions included how prepared they felt students from Sheffield Hallam University were, formal management processes for placement provision, how they worked with the university and how their feedback influenced changes on the courses.

Findings

26. 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 courses will ensure that students who successfully complete the course are able to meet the professional standards.

Standard one: Admissions

Standard 1.1

27. Prior to the inspection the inspection team were provided with information which outlined the holistic assessment process undertaken at the application stage for the courses which was aligned to the Professional Capability Framework (PCF). The inspection team reviewed the selection event marking criteria, an internal review which had been undertaken of the admissions process and a selection event handbook. Applicants were

required to complete an online written activity which helped to assess their command of English and capability to meet academic standards. An observed group task and individual interview also formed part of the assessment at admissions, and applicants' capability to use information and communication technology (ICT) was assessed through the application process as it was managed exclusively online. The inspection team agreed that this standard was met.

Standard 1.2

28. The admissions process included consideration of candidates' prior relevant experience within their application for their course and at their interview. Applicants for the degree apprenticeship were required to have employment in a relevant role with support from their employer, who were involved in the selection process alongside academic staff at the university.

29. The inspection team were provided with the Recognition of Prior Learning assessment regulations which were used to guide the course team's decisions when offering a place to an applicant applying for Recognition of Prior Learning.

30. During the inspection the inspection team heard that students who have completed the Foundation Degree Working with Children, Young People and Families have the opportunity to apply to the BA course and enter at level 5. The inspection team explored how the admissions stages worked in relation to this process and were provided with documentation and further clarification both during and soon after the inspection had completed. The inspection team were satisfied that the checks completed at admissions and the transition processes in place were sufficient to ensure that the assessment of prior relevant learning and experience would enable learners to be well prepared and appropriately qualified to join in the second year of the course.

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

Standard 1.3

32. During the inspection the inspection team met with staff involved in the admissions processes for all courses, the employer partners and people with lived experience of social work. Employer partners were involved in the selection process of candidates for the degree apprenticeship in partnership with university staff, and in the interviews held on the selection day. Employer partners were also involved in the panel at interview and had input into the decisions on whether candidates were successful. For both the BA and BSc courses, people with lived experience of social work observed the group activity where candidates were required to watch short films and answer value based questions in response. From

January 2024 this group will also be involved in the same task to assess applicants for the degree apprenticeship. During the meeting with people with lived experience of social work the inspection team heard how they have been responsible for and involved in designing the questions used at the interview stage and scoring and assessing candidates. The inspection team were assured that this standard was met.

Standard 1.4

33. Prior to the inspection the inspection team were provided with evidence to show that all applicants, including those for the degree apprenticeship course who may have already held one, were required to complete an enhanced DBS check at the point of being offered a place on their course. Candidates were also required to complete a pre admissions declaration and occupational health check. The inspection team reviewed the Criminal Record Consultative Panel policy which was followed if a disclosure of criminal history or fitness to practise was made at the interview or application stage. Candidates' suitability was also assessed during the observed group task and the individual interview during the selection day event. The inspection team determined that this standard was met.

Standard 1.5

34. The inspection team reviewed the university's equality, diversity and inclusion policy, along with the admissions policy and explored how they were implemented and monitored during the inspection. Within the meeting held with staff responsible for administering the admissions process, the inspection team heard that staff were prepared to answer questions about additional requirements throughout the admissions process and candidates were invited to email a dedicated contact to request support. Student support services attended the open days for the courses and all staff involved in admissions had completed equality, diversity and inclusion training. Clear examples were shared during meetings held with staff which illustrated the different ways applicants were supported through the admissions process. One example included making the questions asked at interview visible to read during the interview. The inspection team agreed that this standard was met.

Standard 1.6

35. Prospective applicants to all courses were able to attend open days or employer presentation events where overviews of the courses were provided. Staff for each of the courses were available at the end of selection events to answer questions and provide useful information about the distinctive nature of each of the routes, and applicants were offered the opportunity to ask questions during their individual interview. Websites for each

of the courses provided information about the research interests and expertise of staff teaching on the courses as well as placement opportunities and the professional standards.

36. During the meeting held with apprentices on the degree apprenticeship course the inspection team heard a range of opinions in relation to the information provided prior to starting the course. Although the inspection team were mindful that some apprentices had transferred from a different course provider, so would not have been provided with appropriate information by the current university. Overall, the inspection team heard that apprentices felt that the information they had received prior to accepting an offer on the course was realistic, appropriate, and detailed and that expectations of the course had been made clear. The inspection team also heard from students on the BA and BSc courses that they felt they had received the relevant information needed to make an informed decision. The inspection team were assured that this standard was met.

37. Within documentary evidence, in relation to disability support, reference was made to the Health and Care Professions Council (HCPC) standards of proficiency, rather than the professional standards. This will be addressed under standard 5.5.

Standard two: Learning environment

Standard 2.1

38. The inspection team were provided with evidence about the current versions of the courses and planned changes, which impacted how students experience their 200 days in practice learning.

39. For the BSc course students completed a 70 day placement in year 2 and a 100 day placement in year 3, with 10 skills days attended in each year of the course. Placements were completed in a variety of different settings working with children and families, in health care settings and private and voluntary organisations. During meetings with the course team and practice learning staff the inspection team heard that some placements are split between a medical and a social work setting, and all students were provided with appropriate learning opportunities in line with the definition of statutory tasks. Within the new version of the course, students will complete an 80 day placement in their second year and a 100 day placement in their third.

40. The current BA course provided students with a 70 day practice placement in year 1 and a 100 day practice placement in year 2, which will change to an 80 day placement in year 2 and a 100 day placement in year 3. 30 skills days were taught over the 3 years, with 10 days included in the experiential placement in year 1 and another 20 delivered over years 2 and 3. The BA course continues to be delivered in partnership with the South Yorkshire Teaching

Partnership (SYTP) and the inspection team heard that the partnership is committed to providing 2 statutory placements for students on the course.

41. Apprentices on the degree apprenticeship course completed two 100 day practice placements in year 2 and year 3, which were both mainly held within statutory settings, ensuring there was a contrast between the placements and learning opportunities. Skills themes were integrated within modules on the course at each of the 3 years of the course.

42. During the meetings held with students on the courses the inspection team heard that some students had not been informed until 1 week before where their placement would be. However, other students recognised that this situation had now improved and most had heard 4 weeks in advance where their placement would be.

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

44. Within documentary evidence, in relation to practice learning documentation, reference was made to the HCPC, rather than the professional standards. This will be addressed under standard 5.5.

Standard 2.2

45. Within the documentary evidence and during the meeting held with practice placement staff, the inspection team gained an overview of how the course provider ensured students gained the knowledge and skills necessary to meet the professional standards. The university's Placement Quality Assurance Processes were documented, and the inspection team heard that the audit process for each placement was repeated every 2 years. One example was shared of an instance when a student had reported inadequate supervision opportunities. An action plan was developed, and the placement was audited to ensure that it could meet the standards required by the university. Another example heard by the inspectors was where a student had required a new placement to be identified when it was clear that staff ratios within the placement were inadequate. The inspection team were assured that this standard was met.

Standard 2.3

46. Prior to the inspection the inspection team reviewed the placement handbooks and the roles and responsibilities which were clearly established to facilitate relevant aspects of placements. During meetings held with students and apprentices the inspection team heard that experiences of induction had been positive and provided opportunities for learners to collaborate with third year students and attend workshops. The inspection team also heard that supervision was supportive and workloads were realistic. For apprentices this involved

a balance between their substantive posts and the requirements of their placements along with academic study at university. A Skills Scan was completed for apprentices to align individual learning needs with learning opportunities and support.

47. The inspection team heard how the practice learning agreement meeting, midway review meeting and recall days were the key mechanisms used to plan, monitor and manage aspects of practice placement and identify issues for students. The inspection team concluded that the standard was met for the BA and degree apprenticeship course.

48. During the meeting with practice educators the inspection team heard some indication that briefing opportunities for some had reduced in recent years. In relation to the BSc course the inspection team identified a potential gap in understanding for some of the educators supporting students. This was in relation to the integrated nature of the required learning on the course alongside nursing skills, and how students were assessed against both sets of professional expectations. Whilst the inspection team raised no concerns about the volume or intention of the support offered, they did conclude that further support could be provided to those responsible for direct support and assessment of students. The inspection team agreed that a condition against this standard and standard 2.6 would be appropriate in order to ensure that students on the BSc course have appropriate support whilst on placements.

49. Following a review of the evidence, the inspection team is recommending that a condition is set against 2.3 in relation to the approval of the BSc (Hons) Nursing (Learning Disability) and Social Work course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcomes](#) section.

Standard 2.4

50. Preceding the inspection, the inspection team were provided with the placement handbooks, roles and responsibilities document, audit documentation and narrative evidence. During the meeting held with practice placement staff and students, the inspection team heard that the placement learning agreement meeting and midway review meetings helped to ensure responsibilities for students were appropriate.

51. For the degree apprenticeship course quarterly meetings were also held between the employer partner, course lead and course staff which provided an opportunity to address concerns or issues in relation to students' responsibilities.

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

Standard 2.5

53. The BA course integrated assessed preparation for direct practice within the module Preparing for Social Work Practice. Here the students completed a 10 day experiential placement and a written task which informed a presentation assessment, aligned to the PCF. Changes proposed to the course relocate the assessed preparation for direct practice to the Theoretically Informed Practitioner module in year 1, where students complete a presentation which is informed by their 10 day experiential placement.

54. For the BSc course students currently undergo assessment for practice within the module Preparing for Nursing and Social Work Practice where their practice skills are assessed against the PCF and in line with module learning outcomes. Within the new version of the course students will undertake their assessment within the module Essentials of Nursing and Social Work Practice and undertake a nursing practice placement in year 1 which is also aligned to the PCF readiness to practice.

55. Apprentices were assessed within the module Preparation for Social Work Practice in year 1 of their course, which again was mapped to the PCF for readiness for Practice. Through this module apprentices were assessed on their skills and readiness for direct practice through a 3000 word critical reflective written assignment.

56. During meetings held with employer partners and practice educators the inspection team heard how students and apprentices were viewed as being generally well prepared for placements. Employer partners working in partnership with the university on the BA course commented on how the 10 day experiential placements seemed to have had a constructive impact on students' readiness for practice. The inspection team concluded that this standard was met.

Standard 2.6

57. As part of the documentary evidence submission the inspection team were provided with an anonymised register for all the practice educators working with students on the 3 courses. This captured information on professional registration, employment status and qualifications. Within the meeting held with staff involved in practice learning the inspection team heard that practice educators' registration is checked against the register at the start of each placement. The inspection team heard that placement feedback could be used by practice educators as CPD after each placement and that refresher training was provided for those who required support to maintain currency in practice. A SYTP conference was held

each year for all practice educators to attend and there were plans to reinstate another practice educator conference, in the coming year.

58. The inspection team concluded that this standard had been met for the BA and BA degree apprenticeship courses.

59. During the meeting held with practice educators, there was some inconsistency in the perceptions of whether all independent practice educators had been presented with the same number of opportunities to receive briefing about the courses as others. The inspection team heard that, consequently, there was not a consistent understanding of some of the elements of assessment for the BSc, and more specifically where a student may have been succeeding in the social work requirements but not in the nursing element. The inspection team felt that further support would be necessary to address any misunderstanding and to ensure that all practice educators, including independent, had the relevant and current knowledge to support their role.

60. Following a review of the evidence, the inspection team is recommending that a condition is set against 2.6 in relation to the approval of the BSc (Hons) Nursing (Learning Disability) and Social Work course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcomes](#) section.

Standard 2.7

61. Prior to the inspection the inspection team were able to review the placement handbooks and documents outlining the role and responsibilities of students and staff in relation to practice placement concerns processes and whistleblowing. Students were provided with placement preparation documents online which included the whistleblowing policy. The Practice Learning Agreement meeting was the opportunity used for the university to ensure placement providers had relevant policies for reporting unsafe behaviour or concerns. During meetings held with students the inspection team heard that they were aware of who to contact and the whistleblowing policy available to them. An example was shared of a concern being responded to very quickly and helpfully by a practice educator. The inspection team were satisfied that this standard was met.

Standard three: Course governance, management and quality

Standard 3.1

62. Preceding the inspection, the inspection team reviewed evidence which outlined governance mechanisms and processes. This included course wraparound documents, an overview of governance structures and links to university structures. The SYTP formed part of the governance structure for the BA degree course although some placements provided through the partnership were allocated to students on the 2 other courses. During the meeting with the senior managers the inspection team explored the management processes and lines of accountability which support the delivery of the courses. They heard about how principal lecturers and the Head of Department take lead roles in areas such as teaching and learning and research.

63. The BSc course was located within the Department of Nursing and Midwifery, which maintained close collaboration with the social work team through departmental meetings and course oversight from the Head of Department of Social Work, Social Care and Community Studies and the Course Lead.

64. All courses underwent monitoring and quality evaluations through course improvement plans, module evaluations and placement evaluations. The inspection team agreed that this standard was met.

65. Within documentary evidence, in relation to programme management and appointment of a course lead, reference was made to the HCPC, rather than Social Work England. This will be addressed under standard 5.5.

Standard 3.2

66. Prior to the inspection the inspection team reviewed the Service Level Agreement used to establish the agreement with all placement providers and the list of the placement providers. Placements were subject to regular audit processes which was documented and described during the inspection. The placement handbooks and placement documentation supported the processes followed in the case of placement breakdowns and the practice placement team were able to talk through these processes and how contingency placements were identified. During the meeting held with employer partners the inspection team heard that the university provided support where necessary and learning contracts were instrumental in managing support needs. The inspection team heard numerous further examples of employer partners feeling confident in their ability to reply on robust concerns processes and clear and responsive lines of communication with the university. The inspection team agreed that this standard was met.

Standard 3.3

67. The inspection team were provided with a link to the placement audit process which was followed by the placement team. This audit process alongside the agreements with placement providers ensured that the necessary policies and procedures were in place for students. Both the Placement Agreement and Placement Midway meetings were used to detail and establish the policies and procedures in place. Students were able to access support through the Disabled Student Support Team, their Academic Advisor and My Hallam, a wellbeing support hub. An online platform, Report and Support was available for students to raise concerns or risks in relation to safeguarding or welfare.

68. During the meetings held with employer partners, overall, the inspection team heard that they felt well supported by the university to offer the support students needed. However, some employer partners supporting degree apprentices detailed some difficulties when it was not clear where responsibility was held for provision of support. For example, there had been questions surrounding the provision of reasonable adjustments when it was not clear whether the university disability support team or employee occupational health services were responsible.

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

Standard 3.4

70. In relation to the BA degree course, employers were involved in management of the course, and provided oversight through the Practice Placement Development Group (PPDG), a subgroup of the teaching partnership. This group worked to develop practice educator capacity for the degree apprenticeship course, and linked practice educator training courses with placement needs. The Curriculum Development Group (CDG) worked to provide input and influence on the courses and inform change. During the meeting with employer partners the inspection team heard how they had been involved in planning some changes with the university around scheduling.

71. During the meeting held with employer partners for the degree apprenticeship course the inspection team heard how they were involved in recruitment of apprentices and been offered the opportunity to teach on the course. Employer partners fed back that they felt well supported and listened to by the degree apprenticeship course team and were able to collaborate effectively when it came to allocation of practice placement provision.

72. The inspection team reviewed evidence of employer partner involvement on the BSc course which was provided prior to the inspection and triangulated during the meetings held. The inspection team reviewed evidence which outlined that nursing employer partners support provision of placements, work to develop new joint roles and maintain contact with

alumni. Bi monthly curriculum meetings were attended by practice partners where feedback was provided from employers and development needs of the course were discussed.

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

Standard 3.5

74. Preceding the inspection, the inspection team reviewed evidence of how employers, people with lived experience of social work and students were involved in monitoring and improvement on the courses. Feedback was shared by apprentice employer partners through their quarterly and monthly employer meetings, and the SYTP and the Practice Partners Development Group (PPDG) were used by the BA employer partners. Course development plans illustrated how feedback was used to inform changes, and a review of student selection process detailed the input from a range of sources. The placement audit process involved employer partners from all courses and feedback from employers was fed into practice educator training planning. Themes and patterns which emerged from placement feedback from practice educators, placement providers and students was triangulated by the practice staff where concerns were identified.

75. Evidence reviewed by the inspection team illustrated how students were consulted with on the proposed changes to the courses and were able to raise questions and queries. The inspection team also heard that apprentices had been listened to carefully when the course team was deciding on online and face to face learning opportunities, taking account of different needs of and demands on apprentices. The recently formed Social Work Society had opened opportunities for all students to be involved in feedback and influence on their courses, and during the meeting held with students the inspection team heard about how students were able to feed back their views. The student staff committee meetings, department student board and the college student board were used as a way to consolidate student feedback and record actions resulting from it.

76. Evidence of consultation with people with lived experience of social work on the admissions process was reviewed and the inspection team heard that members of the groups Partners in Learning and Experts by Experience felt supported and listened to. A representative attended the Social Work Partnership Placement meetings bi monthly, and those who had been involved in the newly designed admissions process this year will be invited to feedback on the process in the spring. The inspection team heard that there are future plans to involve people with lived experience in the work of the SYTP.

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

Standard 3.6

78. Prior to the inspection the inspection team reviewed documents in relation to the SYTP which was involved in the oversight of the BA course, and the courses wraparound documents which provided a holistic summary of the courses. Conversations with senior leaders and course teams explored how student numbers were aligned to placement capacity. The inspection team heard how student number planning was considered at college level which considered the national external environment including graduate outcomes, practice educator capacity, local authority and private sector placement offers and projected demand for each route.

79. The course teams described how they staggered placements for all courses across the year in relation to other regional education providers and took account of the placement needs of other courses having a potential impact on demand. The inspection team heard how the university and employer partners work closely together pre recruitment to plan and manage apprentice numbers and placement provision. The BSc course team worked closely with employer partners and course alumni to support placement provision and NHS England's Integrated Care Board support strategic oversight of regional employment.

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

Standard 3.7

81. Preceding the inspection, the inspection team reviewed relevant staff profiles and CVs for academic staff, which demonstrated appropriate qualification and experience. Each of the course leaders were registered and held relevant expertise and experience. The inspection team were assured that this standard was met.

Standard 3.8

82. The inspection team reviewed staff lists and staff profiles including staff roles involved in the delivery of all 3 courses. The inspection team heard how additional recruitment had taken place on the BSc course to support the growth of the course and senior leaders had clear oversight of the resourcing requirements for the courses. Staff involved in the delivery of the BSc course held relevant expertise, experience and knowledge and a significant proportion were dual registered. BA and degree apprentice staff held relevant qualifications, expertise and experience and the inspection team were able to triangulate evidence throughout the inspection that they were able to deliver effective courses. The inspection team agreed that this standard was met.

Standard 3.9

83. The inspection team reviewed the course wrap around documents which illustrated how evaluation of the student outcomes was integrated into the design of the courses. External examiner reports highlighted analysis of data and the course team's response to this analysis. The inspection team reviewed the equality, diversity and inclusion action plan, including further narrative analysis and discussions in meeting minutes. This demonstrated how the course teams were analysing and using the data to inform next steps and plans for improvements. One example was the awareness of a growth in the awarding gap for a group of students on the BSc course which staff were working to understand and improve. The changes proposed to the courses included a reduction in modules and assessments, part of which was a response to outcome data. The inspection team determined that this standard was met.

Standard 3.10

84. During the meetings held with senior leaders the inspection team met with the research lead and heard how staff were able to apply for time for research, fund secondments from practice and shadow more experienced colleagues in research. The senior leadership team described clear routes for progression and support for new staff, an annual appraisal process and encouragement for teams to develop joint academic and practice roles. Practice educators were provided with briefing sessions and the opportunity to attend a conference. The inspection team agreed that this standard was met.

Standard four: Curriculum and assessment

Standard 4.1

85. Prior to the inspection the inspection team reviewed course mapping documents which illustrated how course and module learning outcomes aligned to the professional standards and the PCF. Module descriptors for the current and proposed versions of the courses were provided and a wraparound document detailed the rationale, governance structures and consultation undertaken for the changes for each course. During the meeting held with students, the inspection team heard that from the very start of their courses they were taught about professional standards and how to apply them to practice. Students explained that they were constantly required to reflect on them and for those studying on the BSc course, compare them to professional standards for nursing.

86. The week preceding the inspection visit the courses underwent an internal validation process for the changes which were proposed. As part of the inspection the inspection team met with the internal validation panel chair and were provided with the summarised outcome for each course. The inspection team were informed that all changes proposed

would be approved and the degree apprenticeship course required some operational issues to be resolved. This included completing relevant change proposal paperwork and establishing how the End Point Assessment (EPA) would be structured.

87. As part of the documentary submission and timelines in relation to the course teams gaining internal validation for the changes, some documents submitted were in draft form. Therefore, the inspection team are recommending a condition for all 3 courses be applied to this standard to ensure that all final versions of course modules and descriptors, including detail of the EPA for the degree apprenticeship are submitted.

88. Following a review of the evidence, the inspection team is recommending that a condition is set against 4.1 in relation to the approval of the BSc (Hons) Nursing (Learning Disability) and Social Work course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcomes](#) section.

Standard 4.2

89. Preceding the inspection, the inspection team reviewed the course wraparound documents which illustrated the consultation process which had been carried out in relation to the new design of the courses. During the meeting held with people with lived experience of social work the inspection team heard that they had been involved in assessing candidates at admissions, designing questions and case studies for the interview and group observation task and teaching on skills days. Further detail about how employers feed into the course can be found under standard 3.5.

90. The inspection team also reviewed a document evidencing the social work team's strategic approach to co-producing their social work courses. This detailed plans to develop the input of people with lived experience into the SYTP, increase the number of members of the group and facilitate further opportunities for students to provide their input through a new lead for student experience. The inspection team concluded that this standard was met.

Standard 4.3

91. Prior to the inspection the inspection team reviewed documentary evidence which illustrated the ways in which the courses were designed in accordance with equality,

diversity and inclusion principles. The wraparound course documents, the Learning, Teaching and Assessment framework and the Integrated Care Curriculum provided evidence that these principles were embedded into the courses. The inspection team were also provided with the equality, diversity and inclusion action plan which showed how policies were implemented.

92. The Global Majority Collective were planning a reverse mentoring programme, staff were encouraged to complete the equity accomplice training and a working group with practice partners had been established in order to carry out work to decolonise the curriculum. The inspection team were assured that this standard was met.

Standard 4.4

93. The inspection team were provided with evidence of ways in which the course teams were able to continually update their courses. These included module review and evaluation processes, course improvement plans, collaboration with employer partners, the Curriculum Development Group meetings and the changes they were proposing as part of the approval process.

94. The inspection team had the opportunity to meet staff who continued to work in practice and teach on the course and also heard about secondments offered to staff which supported the maintenance of the currency of the courses. During a meeting with course team staff the inspection team heard a number of examples of how the courses continued to be updated. These included teaching reflecting recent legislative changes, a focus on transition between children's and adults' services, the cost of living crisis and welfare rights, teaching and learning within Working with People Across the Life course module, inviting young advisers from the local authority to talk about budgeting for care leavers, a podcast for students exploring definitions of poverty, and ongoing alerts around refreshing government guidelines such as the Working Together document. The inspection team agreed that this standard was met.

Standard 4.5

95. Module descriptors, mapping documents and narrative within the evidence submission outlined to the inspection team where theory and practice were integrated into the courses. During meetings with students, apprentices and practice educators the inspection team were able to hear about how students were supported to understand why theory was important to practice and evidence its application. The inspection team determined that this standard was met.

Standard 4.6

96. The inspection team reviewed evidence of the Integrated Care Curriculum modules, learning opportunities identified through placements and opportunities for students through learning at university with other professions. During meetings held with apprentices and students the inspection team heard examples of students learning with physiotherapists, midwives and occupational therapists. Sessions were held within modules for preparing for practice which included 2 sessions on multi-agency working. Within the Training Plan for the degree apprenticeship course and practice learning paperwork for the BSc and BA course, students were required to reflect on learning opportunities in relation to work with other professionals. The inspection team were assured that this standard was met.

Standard 4.7

97. The inspection team reviewed the module descriptors and course delivery plan, as well as the course timetables. During the inspection the inspection team explored how attendance was monitored and students were supported to complete the required learning on their courses. An online system was used to record attendance at university and students were made aware of the expectations of how they were required to engage with their learning. The inspection team determined that this standard was met.

Standard 4.8

98. Prior to the inspection the inspection team were provided with the course descriptors which included the teaching and learning strategy and mapping documents which illustrated how course learning outcomes were mapped to assessments, the PCF and the professional standards. Links were provided to the inspection team for the university's assessment guidelines on marking, feedback and moderation. The inspection team noted there was a range of assessment methods, which helped to build challenge from level 4 to level 6.

99. Proposed changes to the courses include a reduction in the number of modules and assessments and the inspection team were able to be satisfied that these changes would be advantageous to students.

100. The inspection team agreed that this standard was met for the BSc and BA courses.

101. At the time of the inspection, the EPA had not been finalised for the BA (Hons) Social Work Practice Degree Apprenticeship course. The inspection team concluded that, in order for them to be satisfied that the assessment design demonstrated it was robust, reliable,

fair and valid, this information needed to be provided. Therefore, they are recommending a condition be applied to this standard.

102. Following a review of the evidence, the inspection team is recommending that a condition is set against 4.8 in relation to the approval of the BA (Hons) Social Work Practice Degree Apprenticeship course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcomes](#) section.

Standard 4.9

103. In relation to this standard the inspection team reviewed the Learning, Teaching and Assessment Framework 2022-2030 prior to the inspection. This outlined how assessments were sequenced and mapped to the curriculum. In addition, the inspection team reviewed mapping templates which outlined how the course learning outcomes connected to assessments. During the inspection the inspection team heard from the course teams how assessments were reviewed and designed. This included how the planned changes would consider the impact on students by moving to trimesterisation and a small reduction in assessment load. The inspection team noted the approach taken to assessment and how it was aligned to the curriculum which was robust and matched to student progression. The inspection team concluded that this standard was met.

Standard 4.10

104. The inspection team were referred to the Teaching, Learning and Assessment Strategy 2020-2030 which outlined how students were to be provided with summative and formative feedback. During the meeting with course staff and a demonstration of the online learning platform, the inspection team heard about the 3 by 3 by 3 model used to structure feedback. This encouraged identification of areas of strength and improvement for students to support their ongoing development. The inspection team met with students and apprentices and explored how feedback had supported their progression. They heard that some utilised the opportunity to seek clarification on feedback they received and how to use it to develop their learning. Apprentices noted that feedback had been very useful although there was some variation in the level of detail provided in marking. The inspection team were assured that this standard was met.

Standard 4.11

105. Prior to the inspection the inspection team reviewed the staff profiles of all course teams which illustrated the expertise held by staff involved in assessing students. The course provider ensured practice educators were appropriately qualified and experienced in order to carry out assessments.

106. The inspection team reviewed the university's policy on external examiner recruitment which outlined the roles and responsibilities associated with the role, and was overseen by the central quality team. The inspection team requested the detail of the external examiner currently recruited to each course and were provided with these details. Evidence provided for the BSc and BA courses confirmed that they were appropriately qualified and on the register. The inspection team concluded that this standard was met in relation to these 2 courses.

107. The external examiner recruited for the degree apprenticeship course was not registered with Social Work England, but with the Scottish Social Services Council. Therefore, the inspection team will recommend that a condition is applied against this standard in relation to the BA Social Work Practice degree apprenticeship course.

108. Following a review of the evidence, the inspection team is recommending that a condition is set against 4.11 in relation to the approval of the BA (Hons) Social Work Practice Degree Apprenticeship course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcomes](#) section.

Standard 4.12

109. Prior to the inspection the inspection team were provided with a link to the university's Principles and Procedures for Assessment, which outlined processes followed for internal and external moderation. Placement handbooks outlined the requirement in relation to observation of direct practice and the paperwork used to complete a holistic assessment of students after each placement, which was aligned to the PCF. Practice educators and people with lived experience of social work were involved in assessing students and influencing decisions made about their progression. The inspection team noted that there was a comprehensive system in place to manage students' progression on the courses and employer partners confirmed they felt their opinions were heard and students were prepared for practice. The inspection team determined that this standard was met.

Standard 4.13

110. The inspection team were referred to the module descriptors for each course as evidence of where and how students learn to develop an evidence informed approach to practice. For all 3 courses this was located within the Personal and Professional Development module at level 4, the Evidence and Enquiry for Practice at level 5 and The Advancing Professional at level 6. As part of practice placements students and apprentices were assessed in relation to their ability to apply research and evaluation which strengthened their ability to develop an evidence informed approach. The inspection team heard from the teaching team how they incorporated research into their teaching, supporting students to reflect back on evidence to underpin decision making. The inspection team agreed that this standard was met.

Standard five: Supporting students

Standard 5.1

111. As part of the evidence submission prior to the inspection the course provider shared the website links to student support which included confidential counselling services, careers advice and support and occupational health services. Student Support Advisers provided direction and guidance to students to locate information related to these services and representatives from each of the services met with students when they first started their courses. Overall students and apprentices felt they were provided with the information and access to support services and knew who to ask for help. The inspection team met with apprenticeship coaches and staff responsible for the delivery of wellbeing services. They were able to explain how they work to support social work students and apprentices with wellbeing services and the offer the university provides. The inspection team concluded that this standard was met.

Standard 5.2

112. Evidence provided to the inspection team illustrated that students and apprentices were allocated an academic adviser who supported them with academic progression and personal and professional development. During the meeting held with students and apprentices, overall, the inspection team heard that they felt well supported by their advisor. Library skills sessions were available, online resources for skills development were accessible and support for writing skills was offered. During the meeting with professional support services the inspection team heard how Learning Contracts and a Carers' Contract were developed to support learners with reasonable adjustments they required. Senior

disability support advisers worked with the social work team to establish discreet and individualised support.

113. The inspection team explored how the Learning Contract was used both at university and during practice placements. They heard that the Learning Contract could be used to inform the support which was offered at placement but that discussions with the placement coordinator were necessary in order to put plans in place.

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

Standard 5.3

115. Preceding the inspection, the inspection team were provided with the university's Fitness to Practise Regulations and data in relation to fitness to practise referrals for 2022/2023. The university convened a Criminal Record Consultative Panel where fitness to practise referrals were risk assessed and all students and apprentices were required to sign a suitability declaration each year during enrolment. During academic learning students and apprentices were required to make links between their commitment to the professional standards and suitability, including conduct, character and health. During the meeting held with the BA course team the inspection team heard examples of fitness to practise issues and how cases had been managed following their processes. The inspection team were satisfied that this standard was met.

Standard 5.4

116. In relation to this standard the inspection team reviewed the occupational health policy and were informed that students and apprentices were required to undergo occupational health screening. This process informed recommendations for reasonable adjustments for learners on the course which was detailed in the Learning Contract or Carers' Contract. During the meeting held with staff from professional support services the inspection team heard how academic staff were supported by online advice to help them guide students when planning reasonable adjustments.

117. Drop in sessions were provided through the library which offered support in maths, statistics, writing and IT. Podcasts were available and workshops were recorded to be available online and skills tests were offered to direct learners to the most appropriate support for them.

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

Standard 5.5

119. Provision of information for students and apprentices was delivered through Blackboard, the online learning platform, course and placement handbooks, recall days and the placement website.

120. In relation to the BSc course the module Becoming a Learning Disability Nurse and Social Worker at level 6 supported students to prepare for the requirements of registration and continuing professional development. The course team noted that students had fed back that the clarity offered in the module helped them to prepare for their new professional identity. Within the BA course students will complete the Career Ready Social Worker module at level 6 which supports learning about professional requirements and CPD.

121. Students on the BA and BSc courses were required to complete their final skills day on employability and the Assessed and Supported Year of Employment (ASYE).

122. Within the current version of the degree apprenticeship course apprentices completed the modules Working with Complexity in Professional Practice and Applied Professional Leadership which supported learning for transition to professional practice. Within the new proposed version of the course, apprentices will complete Professional Leadership in Practice and Assessing and Addressing Complexity in Practice, both at level 6.

123. During the meetings held with the course team, the panel chair for internal validation and apprentices, the inspection team heard that the detail of the end point assessment was yet to be confirmed. Therefore, the inspection team are recommending that a condition be applied to this standard for the BA (Hons) Social Work Practice Degree Apprenticeship course. This will ensure that apprentices are provided with accurate and up to date information about their assessments.

124. Within documentary evidence submitted in relation to different aspects of the courses reference was made to the HCPC rather than Social Work England and the professional standards. The inspection team are recommending that a condition is applied here to ensure that all documentary evidence used by students and apprentices has been updated to reflect the current regulator and all references to the HCPC are removed.

125. Following a review of the evidence, the inspection team is recommending that a condition is set against 5.5 in relation to the approval of all 3 courses. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcomes](#) section.

Standard 5.6

126. Prior to the inspection the inspection team were provided with the university's attendance and engagement policy. During the meeting held with students on the BA and BSc courses the inspection team heard that extra support sessions were available for students who had missed a skills day, and all were required to complete a reflective log as part of their record of attendance. Attendance at academic sessions for all students and apprentices was managed through an online register and the use of a code provided by the lecturer enabling learners to register. During placements a daily register was expected to be maintained and checked by the practice educator and practice or work supervisor each week. The inspection team were satisfied that this standard was met.

Standard 5.7

127. As part of the evidence submission the inspection team were provided with the university's Teaching, Learning and Assessment Strategy which outlined the guidelines and expectations for provision of feedback to students. During the meeting held with students and apprentices the inspection team heard that feedback was received in a timely manner and supported them to develop their learning. Acknowledgement was given to delays to feedback caused by industrial action, but these were isolated experiences. Please also see comments in relation to standard 4.10 in connection with this standard. The inspection team were assured that this standard was met.

Standard 5.8

128. The inspection team were provided with the university's appeals and complaints processes and during meetings held with students and apprentices they were able to confirm they were aware of the process available to them. The inspection team agreed that this standard was met.

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

Standard 6.1

129. As the qualifying courses are a BA (Hons) Social Work, a BA (Hons) Social Work Practice Degree Apprenticeship and a BSc (Hons) Nursing (Learning Disability) and Social Work, the inspection team agreed that this standard was met.

Proposed outcome

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

Conditions

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

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

	Standard not currently met	Condition	Date for submission of evidence	Link
1	Standards 2.3, 2.6 (BSc Nursing (Learning Disabilities) and Social Work)	The education provider will provide evidence that demonstrates that practice educators supporting students on the BSc (Hons) Nursing (Learning Disability) and Social Work course have the relevant and current knowledge and skills to support learning and assessment. This includes appropriate support and training for the practice educators supporting students on the dual registration course to support the required integrated learning within nursing and social work.	12.6.24	Paragraph 46 Paragraph 57
2	Standards 4.1, 4.8, 5.5 (All courses)	The education provider will provide evidence of the finalised course and module descriptors for the new course provision. (4.1 & 5.5) For the BA (Hons) Social Work Practice Degree Apprenticeship course this will include relevant and sufficient detail about the End Point Assessment (EPA) design. (4.1, 4.8 & 5.5)	12.6.24	Paragraph 85 Paragraph 98 Paragraph 119

		The education provider will provide evidence that all the course documentation and website information relating to the courses have been updated to remove reference to the HCPC. This should include all course and placement handbooks, course and module descriptors and linked documents and policies contained on the website and virtual learning platform. (5.5)		
3	4.11 (BA (Hons) Social Work Practice Degree Apprenticeship course)	The course provider will provide evidence that the external examiner recruited for the course is registered with Social Work England.	12.6.24	Paragraph 105

Annex 1: Education and training standards summary – BA (Hons) Social Work Practice Degree Apprenticeship

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

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

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

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

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

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

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

Annex 2: Education and training standards summary – BSc (Hons) Nursing (Learning Disability) and Social Work

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

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

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

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

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

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

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

Annex 3: Education and training standards summary BA (Hons) Social Work

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

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

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

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

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

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

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

Regulator decision

Approved with conditions.

Annex 4: Meeting of conditions

133. 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](#).

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

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

	Standard not met	Condition	Recommendation
1	Standards 2.3, 2.6 (BSc Nursing (Learning Disabilities) and Social Work)	The education provider will provide evidence that demonstrates that practice educators supporting students on the BSc (Hons) Nursing (Learning Disability) and Social Work course have the relevant and current knowledge and skills to support learning and assessment. This includes appropriate support and training for the practice educators supporting students on the dual registration course to support the required integrated learning within nursing and social work.	Conditions met.
2	Standards 4.1, 4.8, 5.5 (All courses)	The education provider will provide evidence of the finalised course and module descriptors for the new course provision. (4.1 & 5.5) For the BA (Hons) Social Work Practice Degree Apprenticeship course this will include relevant and sufficient detail about the End Point Assessment (EPA) design. (4.1, 4.8 & 5.5) The education provider will provide evidence that all the course documentation and website information relating to the courses have been updated to remove reference to the HCPC. This should include all course and placement	Conditions met.

		handbooks, course and module descriptors and linked documents and policies contained on the website and virtual learning platform. (5.5)	
3	4.11 (BA (Hons) Social Work Practice Degree Apprenticeship course)	The course provider will provide evidence that the external examiner recruited for the course is registered with Social Work England.	Condition met.

Findings

136. This conditions review was undertaken as a result of conditions set during the reapproval process for the courses as outlined in the original inspection report above.

137. After the review of documentary evidence, the inspection team are satisfied that the conditions set against the reapproval of the BA (Hons) Social Work Practice Degree Apprenticeship course, BSc Nursing (Learning Disabilities) and Social Work and BA (Hons) Social Work courses, are met.

138. In relation to the first condition set for the BSc Nursing (Learning Disabilities) and Social Work course against standards 2.3 and 2.6 the course provider submitted evidence which illustrates how practice educators and students are supported on the course. The course team have re-instated an annual on campus preparation workshop, delivered for practice educators and supervisors, which students are able to attend too. This covers detail of both the nursing and social work elements of the course and is now in addition to a second placement briefing session delivered to ensure that practice educators are appropriately prepared to support students in their integrated placements. Requirements of placements, elements of assessment and roles and responsibilities are covered in the sessions. The course team now have annually updated checklists which are provided to students and practice educators outlining evidence and assessment expectations. The inspection team agree that this is now met.

139. In relation to the condition set for all 3 courses against standard 4.1 and 5.5 the course provider submitted finalised module descriptors for the new course provision. These demonstrated alignment of the course learning outcomes to the professional standards.

140. The course provider submitted the revised course descriptor and module descriptors along with the communication to students in relation to the end point assessment for the

degree apprenticeship course. The inspection team were satisfied that this information would provide sufficient clarity for apprentices and employer partners with appropriate detail about how the assessment would be undertaken.

141. The inspection team were also provided with the updated versions of the course descriptors for the BA and BSc courses, along with the course handbook for the BA course. Where relevant, the course provider provided assurances that all course documentation and website information had been updated and any inaccurate references to the HCPC had been removed.

142. The inspection team agreed that this was now met.

143. In relation to the condition set against standard 4.11 for the BA (Hons) Social Work Practice Degree Apprenticeship course, the course provider submitted evidence that a Social Work England registered external examiner has now been recruited for the course. The inspection team agreed that this is now met.

Conclusion

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

145. 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

Conditions met.