Inspection Report

Course provider: University of York

Course approval: BA Social Work Degree Apprenticeship

Inspection dates: 12th – 14th March 2024

Report date:	19th April 2024
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	11th October 2024
Date conditions met and approved:	TBC

Contents

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 2018[1], 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. Inspections are carried out either on site at the education provider's campus, or remotely using virtual meetings.

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 previously been 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. The University of York's proposed BA Social Work Degree Apprenticeship programme was inspected for approval against Social Work England's education and training standards 2021.

Inspection ID	UY_CPP421
Course provider	University of York
Validating body (if different)	N/A
Courses inspected	BA (Hons) Social Work Degree Apprenticeship
Mode of study	Full time
Maximum student cohort	15
Date of inspection	12th – 14th March 2024
Inspection team	Joseph Hubbard (Education Quality Assurance Officer) Bev Blythe (Registrant Inspector) Cathy O'Sullivan (Lay Inspector)
Inspector recommendation	Approved with conditions
Approval outcome	Approved with conditions

Language

16. In this document we describe the University of York as 'the course provider' or 'the university' and we describe the BA Social Work Degree Apprenticeship as 'the course', 'the apprenticeship', or 'the programme'.

Inspection

17. An on-site inspection took place from 12th – 14th March 2024. As part of this process the inspection team met with key stakeholders including students, course staff, employers and people with lived experience of social work.

18. These meetings formed the basis of the inspection plan, agreed with the education provider ahead of inspection. The following section provides a summary of these sessions, who participated and the topics that were discussed with the inspection team.

Conflict of interest

19. No parties disclosed a conflict of interest.

Meetings with students

20. The inspection team met with 6 current students from across both various year groups of the university's two existing social work programmes; the MA Social Work and MSocW. Discussions included admissions, reasonable adjustments, attendance monitoring, student voice, placements, and assessments.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from the course team, admissions team, senior management, practice-based learning team, and support services.

Meeting with people with lived experience of social work

22. The inspection team met with people with lived experience of social work (PWLE) who have been involved in the design and delivery of the university's social work programmes through the Service User and Carer Participation and Advisory (SUPA) Group. Discussions included admissions, readiness for practice, teaching and assessment, and programme development.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including North Yorkshire Council, City of York Council, and the Yorkshire Urban and Rural Teaching Partnership. They also met with a number of practice educators who work with the university.

Findings

24. In this section we set out the inspectors' findings in relation to whether the education provider has demonstrated that it meets the education and training standards and that the course will ensure that students who successfully complete the course are able to meet the professional standards.

Standard one: Admissions

Standard 1.1

25. The university provided documentary evidence for this standard which confirmed their entry requirements and outlined the various aspects of the admissions process. The admissions process is multidimensional, involving a personal statement, written test, panel interview, and observed group task. Command of English is assessed through the written test and requirement for grade 4/C or above in GCSE English. [Re: international applicants] Applicants' information technology skills are assessed through participation in online aspects of the application process.

26. The inspectors requested information about any employer pre-sift process that would be undertaken for the apprenticeship, and the university confirmed that each employer would have their own process for pre-selecting applicants to progress to the university admissions stage. A pre-sift template developed by the Department for Education was included within the evidence, however neither employer indicated that they would use this template.

27. At inspection, further enquiries were made with employers and the course team regarding university oversight and involvement in the pre-sift admissions stage. The university stated that they would be involved in this stage, however employers stated the university would not be involved. The inspectors agreed that the lack of clarity regarding the details and oversight of the pre-sift selection stage risked potential inconsistency or bias in which candidates reach the university admissions stage.

28. The inspectors also enquired during the inspection about any safeguards in place to ensure the written test, which candidates complete at home and submit via email, is completed by the candidate without external assistance. The admissions team confirmed that there are currently no safeguards planned regarding unassisted completion of the written test. The inspectors agreed that due to the concerns around the pre-sift and the written test, this standard was not met. A condition is therefore being recommended against this standard.

29. Consideration was given as to whether the findings identified would mean that the course would not be suitable for approval. However, it was deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. The

inspection team is confident that once this standard is met, a further inspection of the course would not be required. Full details of the conditions, monitoring and approval can be found in the proposed outcomes section of this report.

Standard 1.2

30. The mapping commentary provided by the university states that relevant professional and/or lived experience is assessed through the personal statement and specific questions regarding experience in the panel interview. Inspectors noted that these interview questions are phrased in such a way that allows applicants to draw from a range of types of experience in their answer. At inspection, employer partners confirmed that prior experience is also considered as part of their pre-sift processes. The inspection team were satisfied that this standard was met.

Standard 1.3

31. Documentary evidence was provided to demonstrate that employer partners and PWLE will be involved in the admissions process. Every interview panel will include a person with lived experience of social work, an employer representative, and an academic staff member. Both of these stakeholder groups are also involved in the design of interview questions. At inspection, SUPA group members confirmed they have meaningful involvement in the design and delivery of the social work department's admissions process, and feel their views are given appropriate weight in decision-making. Employer partners confirmed at inspection that they are regularly invited to participate in interview panels for existing programmes, and reported having a good working relationship with the university which they are confident will translate into the admissions for the degree apprenticeship. The inspection team agreed that the standard was met.

Standard 1.4

32. The university provided documentary evidence demonstrating their processes for assessing the suitability of applicants' conduct, character, and health. As well as providing references, applicants will be required to complete a declaration of suitability, which includes disclosure of any criminal convictions. Any disclosed convictions will be assessed through the Fitness to Practice policy to determine whether the applicant can continue with the admissions process. A health declaration will also be completed and checked by the occupational health service, and a full occupational health assessment conducted where appropriate.

33. At inspection, queries were raised regarding whether the university or employer will be responsible for obtaining up to date Disclosure and Barring Service (DBS) checks for applicants. Employer partners confirmed that they would procure fresh DBS checks for all apprentices as a condition of entry to the programme, and the university confirmed that

they would check all apprentices' DBS checks. The inspection team were satisfied that this standard was met.

Standard 1.5

34. Documentary evidence was provided prior to the inspection indicating that there is a university-wide equality and diversity policy in place, the Equality and Diversity Policy for Students, which underpins and informs the university Admissions Policy. There is also an ongoing university-wide Access and Participation Plan in place which assesses and responds to trends in access and attainment data across groups with various protected characteristics. In order to meet the needs of applicants with disabilities, the interview invitation letter instructs applicants how to request any reasonable adjustments needed for the admissions process.

35. The university's evidence submission stated that all university staff involved in admissions are required to complete mandatory training in unconscious bias in recruitment and selection, while SUPA group members are offered rather than required to undertake unconscious bias training prior to involvement in admissions. Social work practitioners involved in admissions are assumed to be in receipt of regular equality, diversity and inclusion (EDI) training through their employer, but this is not checked or monitored. Although university-wide monitoring of admissions data takes place, the evidence provided of this did not include actions taken in response to trends in this data. The inspectors were also not assured by the documentary evidence or at inspection that regular monitoring of admissions EDI data is taking place at a subject or programme level.

36. As this standard requires admissions EDI policies to be both implemented and monitored to ascertain their effectiveness, the inspectors agreed that this standard was not met. A condition is therefore being recommended against this standard. Consideration was given as to whether the findings identified would mean that the course would not be suitable for approval. However, it was deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. The inspection team is confident that once this standard is met, a further inspection of the course would not be required. Full details of the conditions, monitoring and approval can be found in the proposed outcomes section of this report.

Standard 1.6

37. For their documentary evidence submission for this standard, the university provided indicative evidence such as web pages and open day literature for their existing programmes, as documentation and a website for the apprenticeship was not yet available. Review of this documentation indicated that all of the required information was provided for current courses, and at inspection students on current courses confirmed that they were given all of the required information to make informed decisions as to whether to

undertake their programme. However, as the website and other documentation specific to the apprenticeship programme was still not available by the point of the inspection, it was not possible for the inspectors to confirm whether the required information will be included in apprenticeship materials. The inspectors therefore agreed that this standard was not met, and a condition is being recommended against this standard.

38. Consideration was given as to whether the findings identified would mean that the course would not be suitable for approval. However, it was deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. The inspection team is confident that once this standard is met, a further inspection of the course would not be required. Full details of the conditions, monitoring and approval can be found in the proposed outcomes section of this report.

Standard two: Learning environment

Standard 2.1

39. Documentary evidence provided prior to the inspection confirmed that the programme structure is planned to include the required 200 days of learning in contrasting practice settings, including 30 skills days spread across years 2 and 3. The university uses a placement offering form to establish the learning opportunities available in each placement setting and ensure that every student has at least one placement which meets the definition of a statutory setting.

40. At inspection, the inspectors enquired about safeguards to ensure all students have contrasting placements, particularly as the intention is for both placements to take place within the apprentice's employing organisation. The course team stated that employers will identify students' placements, but that the university would have final say regarding whether the placements were appropriate. Regarding any formal process or guidance in place for this, the university advised that a guide is being drafted for employers which outlines expectations, including around providing contrasting placements, however this guidance is not yet complete.

41. Attendance on placement will be recorded in the placement portfolio which is then checked and signed off by the student's Practice Educator or work-based supervisor. At inspection, course staff were asked how attendance at skills days is monitored and responded that the intention is for attendance at skills days to be monitored within the portfolio along with other placement days. However, a version of the portfolio which includes provision for skills days monitoring has not yet been developed. Students on current programmes reported that they use a digital check in system for skills days, along with a paper register in some instances. Students reported that missed skills days could be made up online, but were unsure whether this is checked by staff.

42. The inspectors agreed that as there are not yet robust systems established for monitoring of skills days attendance, or for ensuring all apprentices will experience contrasting placements, this standard was not met. A condition is therefore being recommended against this standard. Consideration was given as to whether the findings identified would mean that the course would not be suitable for approval. However, it was deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. The inspection team is confident that once this standard is met, a further inspection of the course would not be required. Full details of the conditions, monitoring and approval can be found in the proposed outcomes section of this report.

Standard 2.2

43. The documentary evidence provided by the university for this standard confirmed that the practice learning handbook establishes placement providers' responsibilities, including to provide learning opportunities that meet the professional standards. The placement module descriptors are also mapped to the PCFs (Professional Capabilities Framework), KSS (Knowledge and Skills Statements), and Professional Standards. Each apprentice will have a placement learning agreement document and meeting to lay out the expected learning opportunities, and the student's progress against these will be reviewed at formal placement meetings.

44. There are a number of quality assurance processes in place which serve as broader mechanisms for assuring placements are meeting students' learning needs, such as an independent practice panel, placement audit and review form, and participation in the teaching partnership's placements workstream. At inspection, practice educators stated that a member of university staff attends all practice learning agreement meetings and mid-point meetings to ensure students' learning needs are being met on placement, and this practice will be the same for the degree apprenticeship programme. The inspection team determined that the standard was met.

Standard 2.3

45. Documentary evidence provided ahead of the inspection confirmed that a learning agreement is completed for each placement which sets out requirements in relation to students' induction, supervision and support, and any practical arrangements. A learning agreement meeting is then held to confirm mutual understanding of the expectations, and document the agreed induction, supervision, and workload plans. A mid-point meeting is held to review these arrangements and confirm the student is receiving the expected support and progressing appropriately. Information was provided regarding the relevant university and employer policies and procedures which would be followed for apprentices should difficulties arise during placement.

46. At inspection, course staff, students, employer partners, and practice educators confirmed that there are clear lines of communication which ensure a shared understanding of expectations around appropriate support and workload. Students confirmed that their induction and support on placement was robust and met the expectations laid out in the placement learning agreement. Students and support services also confirmed that relevant university support services are available and accessible while on placement, in addition to support available from the placements themselves. Employer partners demonstrated a clear understanding of the unique challenges of a degree apprenticeship in terms of ensuring realistic workload and expectations. The inspection team agreed that this standard was met.

Standard 2.4

47. Documentary evidence provided by the university for this standard demonstrated that a range of processes are in place, as discussed within standard 2.2, to establish students' learning needs at the beginning of each placement, and ensure their responsibilities on placement are appropriate. More broadly, the placement audit and review form identifies learning opportunities available at each placement to inform decisions about which placements are most appropriate for students at either their first or final placement stage. The learning agreement outlines the level of learning the student is determined to be at when beginning their first placement, and identifies the learning opportunities available at the placement to meet their learning needs. The mid-way review meeting serves as a checkpoint to ensure the parameters of the learning agreement are being met, including in terms of the appropriateness of the student's responsibilities. As discussed within standard 2.2, practice educators stated that a member of university staff attends all practice learning agreement meetings and mid-point meetings to ensure the expectations set out in the placement learning agreement are being met. The inspection team determined that the standard was met.

Standard 2.5

48. Prior to inspection, the university outlined the details of the Social Work Practice Skills for Apprentices module which is designed to prepare students for direct practice and formally assess their ability to practise safely. The assessment for this module will include a series of online tests and a practical assignment related to the perspectives of people with lived experience of social work. These assessments have been mapped to meet the skills and knowledge required for the 'Readiness for supervised practice' level of the PCFs. As discussed within standard 1.4, all students must provide a DBS check and self-declaration of health and suitability, followed by an occupational health assessment where appropriate. Indicative details of the content of skills days were provided to evidence further preparation for practice. Students are required to pass the Social Work Practice Skills for Apprentices module before they are permitted to begin their first placement. During the inspection, employers reported that students on current programmes generally arrive on placement

well-prepared, and SUPA group members confirmed they have meaningful involvement in readiness for practice assessments. The inspection team agreed that the standard was met.

Standard 2.6

49. Prior to inspection, the university provided details of the processes that are in place to check practice educators' registration, qualifications, and currency. All practice educators applying to work with the university are required to complete a profile providing their registration number and evidence of their social work and practice educator qualifications. Regular refresher training and continuing professional development opportunities are provided for practice educators to support them in their role. The teaching partnership holds practice educator conferences which are well attended. Review of practice educators' work is also included in wider quality assurance processes such as placement audits and the QAPL process. While the evidence indicated that the university gathers details of the registration, qualifications, and currency of independent practice educators, the documentary evidence provided for this standard indicated that practice educators' registration is not regularly checked.

50. The evidence submission also confirmed that the registration and qualifications of on-site practice educators employed by local authorities are monitored by the local authorities themselves. The inspection team acknowledged that the local authorities are likely to have robust processes for ensuring their practice educators' registration and currency. However, the inspection team noted that this standard requires the education provider themselves to ensure the registration and currency of all practice educators they use, and so determined that the standard was not met. A condition is therefore being recommended against this standard to ensure that the course provider achieves the required oversight of all practice educators' registration, qualifications, and currency. Consideration was given as to whether the findings identified would mean that the course would not be suitable for approval. However, it was deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. The inspection team is confident that once this standard is met, a further inspection of the course would not be required. Full details of the conditions, monitoring and approval can be found in the proposed outcomes section of this report.

Standard 2.7

51. Documentary evidence provided prior to the inspection confirmed that there is a school whistleblowing policy in place, which is available on the virtual learning environment (VLE) and explicitly identified within the practice learning handbook. There is also a broader university-wide whistleblowing policy in place, which is accessible from the university website alongside information regarding public interest disclosure. A section of the placement learning agreement document also requires the placement provider to indicate whether they have an organisational whistleblowing policy, and confirm when and how any

policy will be made available during the students' induction. The inspection team determined that this standard was met.

Standard three: Course governance, management and quality

Standard 3.1

52. The university provided documentary evidence ahead of the inspection which confirmed there are existing governance structures in place within the School for Business and Society which would oversee the programme. The head of social work is responsible for ensuring the standards and resourcing of social work programmes, and reports to the school's dean. A programme leader will be appointed who will have responsibility for the design and operation of the programme. The management and quality assurance of social work courses is overseen through mechanisms such as the Board of Studies, School Teaching Committee, Board of Examiners, and Independent Practice Panel (IPP). While the inspectors had no concerns regarding the formal governance structures in place for existing social work programmes at the university, operational processes to establish similar structures for the proposed social work apprenticeship had not yet begun.

53. It was indicated within documentation and in meetings with the course team that resource planning for the course identified the need for recruitment of 1 full-time equivalent (FTE) member of staff to fulfil the role of programme lead for the apprenticeship. However, when meeting with senior leadership, it was stated that it would not currently be possible to recruit for this role, but that the longer-term aspiration was to do so. In further discussion with the course team, it was clarified that someone would be recruited from within the existing staff team for the programme lead role, and that the delay in recruiting an additional 1 FTE is related to the decision to defer the programme's start date to 2025. The decision to delay the start date of the programme is in turn related to having not yet established clear estimated student numbers for the programme from employer partners. Course staff confirmed that a process of workload allocation review is underway to identify capacity within the current workforce for the programme, but this work is not yet complete.

54. The inspectors determined that this standard was not currently met due to the practical implementation concerns as outlined above. A condition is therefore being recommended against this standard. Consideration was given as to whether the findings identified would mean that the course would not be suitable for approval. However, it was deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. The inspection team is confident that once this standard is met, a further inspection of the course would not be required. Full details of the conditions, monitoring and approval can be found in the proposed outcomes section of this report.

Standard 3.2

55. Documentary evidence provided prior to the inspection indicated that formal agreements are established with all placement providers through a Practice Learning Agreement (PLA). A PLA is completed for each placement and formalises the expectations the university has of placement providers. The PLA lays out how placement learning must meet the relevant regulatory standards, and includes agreements regarding obtaining service user consent, and processes for raising concerns. There are also partnership arrangements in place through a teaching partnership consortium agreement. While an apprenticeship-specific version of the PLA has not yet been developed, discussion with employer partners at inspection established that there is a shared understanding of the expectations of the apprenticeship, and of the processes to follow in response to any concerns. All stakeholders spoke positively of how past examples of placement breakdown have been handled with the university. The inspection team agreed that this standard was met.

Standard 3.3

56. Prior to inspection, the university confirmed that prior to establishing placements with any provider, a placement audit is carried out which includes checks for relevant policies regarding students' health and safety and risk assessment. These checks are repeated in the PLA for each student to ensure the required policies are still in place and that all parties are made aware of them. Any individual needs of the student are also noted through the PLA and any reasonable adjustments or additional support agreed at this stage. Student and practice educator feedback through the QAPL process serves to flag up any issues with placement providers meeting students' health and wellbeing support needs. At inspection, students on existing programmes reported being well supported on placement, and support services staff demonstrated an awareness of the need for university support services to be accessible for students while on placement. The inspection team determined that this standard was met.

Standard 3.4

57. Documentary evidence provided by the university confirmed their active involvement in the Yorkshire Urban and Rural Social Work Teaching Partnership (YURSWTP), where the apprenticeship was initially suggested by employer partners. Through the teaching partnership, employers contribute to admissions, placement learning, curriculum, and quality management. Employers are involved as part of Independent Practice Panels and the QAPL process for all social work programmes at the university, and also participate in programme design events and periodic reviews which invite their feedback on the programmes. Evidence was provided of collaboration with employers regarding the development of an apprenticeship from 2017 onwards.

58. As discussed within standard 1.3, employers are involved in the design of interview questions and invited to participate in interview panels. Practitioners from employer

partners contribute to development and delivery of teaching on the programme as part of the Lecturer Practitioner role. At inspection, employer partners confirmed they have a strong relationship with the university and reported having been involved and kept up to date throughout development of the programme. Employers also confirmed their consistent involvement in the allocations of practice education on current programmes. The inspection team agreed that this standard was met.

Standard 3.5

59. Review of the university's documentary evidence submission confirmed that there are a number of quality assurance processes in place for current social work programmes which involve employers, students, and PWLE. The programme will be subject to a university-wide continuous programme monitoring process, as well as Independent Practice Panels with employer and SUPA group representation. A number of routes are in place for student participation in course improvement, such as student representative meetings and regular module evaluations.

60. Placements are reviewed annually through the QAPL process, which collates feedback from students and practice educators on their placement experiences. External examiners provide a further quality assurance mechanism for the programme. At inspection, students confirmed that they have the opportunity to contribute to programme improvements through the above routes, as well as more informally and reported having seen their feedback implemented responsively to benefit themselves as well as subsequent cohorts. SUPA group members confirmed they have regular involvement in course development and quality assurance and stated that their involvement feels embedded rather than tokenistic. The inspection team agreed the standard was met.

Standard 3.6

61. The university's documentary evidence submitted for this standard states that the target recruitment number for the programme is intended to be around 15 per cohort, with a business plan indicating potential employer partners and expected numbers from each. The university state that regional placement capacity and distribution is managed in collaboration with the Teaching Partnership, which has a workforce strategy in place. Although the apprenticeship does not feature in the current workforce strategy, employer partners were able to confirm at inspection that they have capacity to meet the needs of the apprenticeship without this being at the expense of existing programmes. Employers communicated clear support for and interest in the apprenticeship, at the proposed numbers, at inspection. The placement team confirmed they do not anticipate any issues with placement provision for the programme, particularly given the nature of the apprenticeship model. The inspection team agreed that the standard was met.

Standard 3.7

62. The lead social worker for the proposed course is registered with Social Work England and their CV confirms they are appropriately qualified for the role, with strong links to practice learning. The inspection team concluded that the documentary evidence provided in advance of the inspection was sufficient to demonstrate that this standard was met.

Standard 3.8

63. The inspectors' review of the staff CVs provided within the university's evidence submission confirmed that staff are appropriately qualified and experienced and represent a breadth of specialist knowledge. A pool of guest lecturers and Lecturer Practitioners is also available to provide further specialist expertise where needed. As discussed within standard 3.1, it was indicated within documentation and in meetings with the course team that resource planning for the course identified the need for recruitment of 1 FTE member of staff to fulfil the role of programme lead for the apprenticeship. However, when meeting with senior leadership, it was stated that it would not currently be possible to recruit for this role, but that the longer-term aspiration was to do so.

64. In further discussion with the course team, it was clarified that someone would be recruited from within the existing staff team for the programme lead role, and that the delay in recruiting an additional 1 FTE is related to the decision to defer the programme's start date to 2025. The decision to delay the start date of the programme is in turn related to having not yet established clear estimated student numbers for the programme from employer partners. Course staff confirmed that a process of workload allocation review is underway to identify capacity within the current workforce for the programme, but this work is not yet complete. There was a lack of clarity around whether the 1 FTE is required or not, when recruitment may begin for this role, and staff capacity for the developmental work required to the programme in the meantime.

65. The inspectors determined that this standard was not currently met due to the staff resourcing implications of the above concerns. The condition applied to standard 3.1 is therefore being recommended against this standard. Consideration was given as to whether the findings identified would mean that the course would not be suitable for approval. However, it was deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. The inspection team is confident that once this standard is met, a further inspection of the course would not be required. Full details of the conditions, monitoring and approval can be found in the proposed outcomes section of this report.

Standard 3.9

66. Documentary evidence provided for this standard confirmed that the university's Board of Examiners evaluates students' progression throughout their courses of study, and implements actions where students' progress appears to be at risk. In instances where

apprentices' progression is of concern, their academic supervisor and university liaison will work with them to provide support. Progression concerns related specifically to placement are monitored by the Independent Practice Panel, which similarly takes action in response to any areas of concern. Proactive steps taken to support progression include the use of formative assessments to identify learning needs which can then be addressed prior to summative assessment. University-wide monitoring of degree outcomes against EDI characteristics takes place, with a number of attainment gaps identified in this analysis.

67. The university's submission stated that data on diversity and protected characteristics will be collected on apprentices at admissions stage and analysed against progression data to ensure any EDI concerns are identified and addressed. However, the inspectors felt that the evidence suggested there is no systematic or formal approach to evaluating progression and EDI data for existing programmes. The annual programme review process is focused on module feedback, rather than evaluation of progression and/or EDI data, or robust analysis around areas of improvement needed around EDI. The Independent Practice Panel does assess how protected characteristics may impact on progression and achievement, and actions taken in response, but this only addresses the placement aspect of programmes.

68. Due to the lack of existing process for the evaluation of student progression and EDI data at programme-level, the inspectors agreed that this standard was not met. A condition is therefore being recommended against this standard. Consideration was given as to whether the findings identified would mean that the course would not be suitable for approval. However, it was deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard. The inspection team is confident that once this standard is met, a further inspection of the course would not be required. Full details of the conditions, monitoring and approval can be found in the proposed outcomes section of this report.

Standard 3.10

69. The evidence submission for this standard identified a variety of mechanisms by which it enables staff to maintain their professional knowledge and practice, including an annual performance development review process. Training and development opportunities are also made available, and all lecturers undertake a Post Graduate Certificate in Academic Practice during their probation period. The workload allocation model includes protected time for staff to keep their knowledge up to date. The teaching partnership is also currently piloting a scheme which facilitates work between academics and practitioners on developing solutions to issues in practice. At inspection, the course team and employer partners confirmed there are many opportunities available to staff for maintaining their knowledge of professional practice, and that protected time is set aside for this. The inspection team agreed that this standard had been met.

Standard four: Curriculum assessment

Standard 4.1

70. The documentary evidence provided prior to inspection demonstrated that the apprenticeship curriculum has been mapped to the PCF and KSS, as well as Social Work England's Professional Standards. The inspection team agreed that this standard was met on the basis of the documentation provided.

Standard 4.2

71. As discussed within standards 3.4 and 3.5, review of the university's documentary evidence submission confirmed that there are a number of mechanisms for the ongoing development of the apprenticeship programme which involve employers, practitioners, and people with lived experience of social work. The programme will be subject to the existing Independent Practice Panel (IPP) which involves employer and SUPA group representation, and practitioner feedback will also be collated through the QAPL process. Employers and practitioners also participate in review of the curriculum through annual stakeholder events, and through participation in the teaching partnership. As discussed within standard 1.3, employer partners and SUPA group members are involved in the design of interview questions and invited to participate in interview panels. Practitioners from employer partners contribute to development and delivery of teaching on the programme as part of the Lecturer Practitioner role. At inspection, employer partners confirmed they have a strong relationship with the university, and reported having been given draft module outlines for the programme to provide feedback on. SUPA group members also confirmed they have regular meaningful involvement in the development and review of social work courses. The inspection team agreed that this standard was met.

Standard 4.3

72. As discussed within standard 1.5, documentary evidence was provided prior to the inspection indicating that there is a university-wide equality and diversity policy in place, the Equality and Diversity Policy for Students. There is also an ongoing university-wide Access and Participation Plan in place which assesses and responds to trends in access and attainment data across groups with various protected characteristics. The programme has been designed using the university's Good Practice in Programme Design policy, which is grounded in the Equality Diversity and Inclusion Strategy. All course staff are required to undertake a suite of EDI training courses including unconscious bias and digital accessibility, the latter of which aims to ensure course materials are provided in accessible formats.

73. As noted within standard 3.9, the intention for this programme is for data on diversity and protected characteristics to be collected on apprentices at admissions stage and analysed against progression data to ensure any EDI concerns are identified and addressed. The inspectors had some concern that there did not appear to be an existing process in

place to undertake this data collection and monitoring; the condition on standard 3.9 addresses this. At inspection, support services staff outlined the support mechanisms available for disabled students, and students noted that course staff are accommodating of various different needs students may have, such as disabilities or caring responsibilities. The inspection team agreed that this standard was met.

Standard 4.4

74. Review of the documentary evidence for this standard confirmed that modules are annually reviewed and updated by module leaders, with changes informed by external examiner reports, student module feedback, and any changes to relevant legislation, policy, or best practice. A full review was also undertaken in 2022 to ensure the content and delivery of all social work programmes was up to date. Potential amendments to programme content are also discussed collaboratively on a regular basis at staff team meetings to inform ongoing programme development. At inspection, employer partners provided examples of the university's work to ensure the curriculum reflects current practice, such as incorporating new practice models which have been adopted by local partners. The inspection team agreed this standard was met.

Standard 4.5

75. Evidence provided prior to inspection included module descriptors for each module, which demonstrated integration of theory and practice through module content and assessment methods. Theory content is grounded in practice through the use of case studies, role plays, and reflective activities. The two placements provide students with practical opportunities to apply theory to real cases, and students are required to demonstrate application of theory to practice in the mid-way and final placement reports for the two placement modules. The second year module Knowledge Into Practice for Apprentices is dedicated to application of theory and research knowledge into practice. Practice educators are expected and supported to provide learning opportunities that encourage students to integrate theory and practice. At inspection, practice educators reported that students from existing courses at the university have a good grounding in integration of theory and practice, which practice educators help them develop further through supervision. The inspection team were satisfied that this standard was met.

Standard 4.6

76. The university's documentary submission stated that learning opportunities are available with other disciplines within the school, such as social policy and criminology. Interdisciplinary teaching and learning sessions have also been developed with wider departments, for example, an interprofessional education session is run between social work and midwifery students. Students on social work programmes can also participate in interprofessional activities such as Death Cafes, Schwartz Rounds, and quarterly

interdisciplinary reflective practice sessions. Practice placements also provide substantial opportunity for working with other professions, and the placement offer form is used to assess the potential for interdisciplinary learning opportunities at each placement. At inspection, students reported that programme content that is taught alongside other disciplines helps to prepare them for interprofessional working once on placement. The inspection team agreed that the standard was met.

Standard 4.7

77. Documentary evidence for this standard confirmed that the designated hours of structured academic learning required for each module are stated in module descriptors, and conform to university-wide requirements. A weekly planner was provided for the three years of the programme, outlining how the apprentices' one day per week of structured learning will be spent, through a combination of campus, online, and self-led learning. The inspectors raised some concerns at inspection regarding the rationale and risks of the majority of the programme content being delivered through shared teaching with existing programmes. The course team acknowledged the need to adapt various aspects of the curriculum to mitigate the risk that some aspects may not be appropriate for apprentices, however this work has not yet been undertaken. The inspectors were also concerned that a breakdown had not been provided of how apprentices' learning time will be split across classroom, group, and online learning.

78. Due to these concerns, the inspectors determined that the standard was not met and are recommending a condition is applied to this standard. Consideration was given to whether the findings identified would mean that the courses would not be suitable for approval. However, it was deemed that a condition is appropriate to ensure that the courses would be able to meet the relevant standard. The inspection team is confident that once this standard is met, a further inspection of the courses would not be required. Full details of the conditions, monitoring and approval can be found in the proposed outcomes section of this report.

Standard 4.8

79. Review of the documentary evidence for this standard confirmed that the assessments for the proposed apprenticeship have been developed in line with the university-wide assessment strategy. A range of assessment methods are planned across the programme, including written work, role plays, group presentations, and portfolios. Placement assessments will be moderated through the existing Independent Practice Panel and QAPL processes. An external examiner will provide external scrutiny of standards of assessments and comparison with other social work courses in England. At inspection, the course team were asked about the proportion of written assessments in comparison to the more practical assessment types and were able to assure inspectors that although there are a high number of written assessments, these have been designed to be practice-related as

opposed to more traditional academic writing assignments. The inspection team were satisfied that the standard was met.

Standard 4.9

80. The university's documentary evidence included an assessment strategy document outlining the sequencing of assessments on the programme, and a mapping document confirming that the module learning outcomes are mapped to the PCF and KSS, as well as the Social Work England Professional Standards. The marking criteria for assessments progress from level to level, and learning outcomes are sequenced to become increasingly complex. The inspection team agreed that this standard was met.

Standard 4.10

81. Module descriptors provided prior to inspection confirmed that students on the programme will receive formative and summative feedback to support their development over time, in line with the university's Guide to Assessments, Standards, Marking and Feedback. Formal guidelines state that assessment feedback should be provided to students within 25 working days of the assessment deadline. There is also an expectation, per the school handbook, for academic supervisors to discuss students' progress with them at least once each semester. At inspection, students reported no issues with assessment feedback, and stated that staff are accessible for follow-up where needed following receipt of feedback. The inspection team were satisfied that this standard was met.

Standard 4.11

82. Review of course staff CVs prior to the inspection confirmed that staff carrying out assessments are appropriately qualified and experienced. At inspection, the university confirmed that new staff and stakeholders involved in assessments are given training and support. People with lived experience who are involved in assessments stated that they receive thorough preparation for their participation in assessments. The inspection team concluded that while there were no concerns regarding staff qualifications and registration status, this standard could not be met as an external examiner had not yet been appointed for the programme.

83. The inspectors agreed that a condition was needed against this standard in order that the external examiner's qualifications and registration status can be assessed once they are appointed. Consideration was given to whether the findings identified would mean that the courses would not be suitable for approval. However, it was deemed that a condition is appropriate to ensure that the courses would be able to meet the relevant standard. The inspection team is confident that once this standard is met, a further inspection of the courses would not be required. Full details of the conditions, monitoring and approval can be found in the proposed outcomes section of this report.

Standard 4.12

84. The university's documentary evidence outlined that exam boards are responsible for formal monitoring of students' progression in accordance with academic regulations. There are additional course-specific requirements due to the course's status as a professionally regulated programme, such as the requirement to pass the Social Work Practice Skills for Apprentices module prior to beginning placement 1. A range of people contribute to decisions about student progression, including academics, SUPA group members, placement service users and practice educators. The practice learning report confirms that students must undergo direct observations by practice educators as part of placement assessments and stipulates the minimum number required. Apprentices' progress will be monitored and supported through the initial, mid-point, and final placement meetings as well as the regular tri-partite review meetings required for apprenticeship students. The Independent Practice Panel has oversight of the quality assurance of placement learning and placement reports and includes representation from employers and the SUPA group. The inspection team agreed that the standard was met.

Standard 4.13

85. Evidence was provided ahead of inspection that evidence-based practice is appropriately built into each module of the programme in order to foster students' foundation in evidence-based practice. The third year of the programme includes an Independent Practice Development Project which requires students to produce an 8000-word research report on a social work-related subject area. Students have access to databases and research material through the university's library services, and support is available from library staff in finding and referencing appropriate materials. Students also have the opportunity to engage with research-focused workshops and seminars through the teaching partnership and the school. Staff CVs demonstrate the research experience and expertise of the course team, which is drawn on in their teaching. The inspection team determined that this standard was met.

Standard five: Supporting students

Standard 5.1

86. Documentary evidence provided by the university confirmed that students have access to a range of support services, including a careers service, wellbeing support services, and occupational health where appropriate. Although not identified by the university as a counselling service, the Open Door provision provides students with confidential mental health support from a qualified practitioner (counsellor, social worker, or mental health nurse). At inspection, students confirmed that in addition to the formal support services available, course staff readily provide practical and pastoral support where needed. Due to the differences in time spent on campus and work schedules for apprentices compared with traditional students, the inspectors enquired about availability of support services remotely and outside of office hours. Support services staff confirmed that various services, including

Open Door appointments, are available remotely. The inspection team agreed that the standard was met.

Standard 5.2

87. The university's documentary evidence submission confirmed that students have access to a range of resources to support their academic development, including academic supervisors, a subject librarian, and appropriate library resources. The Writing Centre provides additional support and guidance for students around academic skills including writing, analysis, and communication. Specific additional support is also available for students from various groups such as mature students, students with caring responsibilities, and care leavers. At inspection, course team and support services staff were able to provide further detail of these resources and how they work for students. Support services staff confirmed that academic support is embedded into teaching and induction as well as being available for students to access individually. Students spoke positively of their experience with and access to their academic supervisors, reporting that they are supportive and responsive. The inspection team determined that the standard was met.

Standard 5.3

88. As discussed within standard 1.4, the university provided documentary evidence demonstrating their processes for assessing the suitability of applicants' conduct, character, and health. As well as providing references, applicants will be required to complete a declaration of suitability, which includes disclosure of any criminal convictions. Any disclosed convictions will be assessed through the Fitness to Practise policy to determine whether the applicant can continue with the admissions process. A health declaration will also be completed and checked by the occupational health service, and a full occupational health assessment conducted where appropriate.

89. At inspection, queries were raised regarding whether the university or employer will be responsible for obtaining up to date Disclosure and Barring Service (DBS) checks for applicants. Employer partners confirmed that they would procure fresh DBS checks for all new apprentices as a condition of entry to the programme, and the university confirmed that they would check all apprentices' DBS checks. The course team also confirmed that following initial suitability checks at admissions stage, students are required to complete further suitability declarations within each placement application form. Documentary evidence confirmed that there is a comprehensive fitness to practise policy in place to deal with any concerns arising regarding a student's ongoing suitability. The inspection team were satisfied that this standard was met.

Standard 5.4

90. As discussed within standard 1.5, documentation was provided prior to inspection indicating that there is a university-wide equality and diversity policy in place, the Equality

and Diversity Policy for Students, which underpins and informs the university Admissions Policy. There is also an ongoing university-wide Access and Participation Plan in place which assesses and responds to trends in access and attainment data across groups with various protected characteristics. In order to meet the needs of applicants with disabilities, the interview invitation letter instructs applicants how to request any reasonable adjustments needed for the admissions process.

91. At inspection, support services staff confirmed that students disclosing the need for reasonable adjustments are supported to put in place a Student Support Plan and given a dedicated contact within the disability support service. The placement team confirmed that where a student has disclosed that they require reasonable adjustments, they are encouraged to share their support plan with their placement provider to assist in ensuring their needs are met on placement, as well as at university. Students reported some difficulties regarding the amount of time taken and evidence required to access reasonable adjustments. This was raised with support services staff, who stated they are aware of these issues and are making changes to improve ease of access. The inspection team agreed that this standard was met.

Standard 5.5

92. Review of the documentary evidence for this standard confirmed that the intention is for information regarding curriculum, placements, and assessments to be provided to students via the VLE site for the apprenticeship, which has not yet been developed. Content regarding the transition to registered social worker will be delivered at several points across the programme including the Social Work Practice Skills for Apprentices module and 'Getting your first job' skills day.

93. As the student-facing documentation for the programme has not yet been developed, this content could not be assessed against this standard therefore the inspectors determined that the standard was not met. A condition is therefore recommended against this standard. Consideration was given to whether the findings identified would mean that the courses would not be suitable for approval. However, it was deemed that a condition is appropriate to ensure that the courses would be able to meet the relevant standard. The inspection team is confident that once this standard is met, a further inspection of the courses would not be required. Full details of the conditions, monitoring and approval can be found in the proposed outcomes section of this report.

Standard 5.6

94. Documentary evidence provided prior to the inspection confirmed that the mandatory attendance requirements for all elements of the programme will be set out on the VLE. Attendance at taught content is monitored through an electronic system, and social work students' attendance is reported to their programme lead on a weekly basis. If attendance

drops below a certain threshold, emails are automatically sent to the student to check in and signpost them to relevant support services. Should the student's attendance not improve, this process then escalates appropriately to ensure contact is made with the student to address the concerns.

95. Issues around monitoring of attendance at skills days has been discussed and addressed within standard 2.1. Placement attendance is recorded via a timesheet to ensure all students attend the required minimum number of placement days. At inspection, students on existing programmes were clear about the mandatory attendance requirements of their course, and about the procedures they need to follow in case of absence. The inspection team agreed that this standard was met.

Standard 5.7

96. As discussed within standards 4.8 and 4.10, module descriptors provided prior to inspection confirmed that students on the programme will receive formative and summative feedback to support their development over time, in line with the university's Guide to Assessments, Standards, Marking and Feedback. Formal guidelines state that assessment feedback should be provided to students within 25 working days of the assessment deadline. There is also an expectation, per the school handbook, for academic supervisors to discuss students' progress with them at least once each semester. At inspection, students reported no issues with assessment feedback, and stated that staff are accessible for follow-up where needed following receipt of feedback. The inspection team were satisfied that this standard was met.

Standard 5.8

97. Review of the evidence provided prior to inspection confirmed there is a university-wide complaints and appeals procedure in place. The procedure is available on the university website. The inspection team agreed that the standard was met on the basis of the documentation provided.

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

Standard 6.1

98. As the proposed qualifying course is a BA (Hons) Degree Apprenticeship, the inspection team agreed that this standard was met.

Proposed outcome

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

Conditions

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

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

	Standard not currently met	Condition	Date for submission of evidence	Link
1	1.1	The course provider will evidence; 1. that a process is in place to ensure a robust and transparent pre-sift stage across employer partners. 2. that safeguards have been developed to ensure the written test is completed by the intended applicant without external assistance.	12th February 2025	Paragraph 25
2	1.5	The course provider will evidence that a process has been developed to regularly monitor the effectiveness of EDI policies at the admissions stage.	12th February 2025	Paragraph 34
3	1.6	The course provider will evidence that materials provided to applicants during the admissions process will provide the information required by this standard.	12th February 2025	Paragraph 37

4	2.1	The course provider will evidence that robust processes have been developed; 1. for the monitoring of students' attendance at skills days to ensure that all students attend the required number, and 2. for ensuring that all apprentices will experience contrasting placements.	12th February 2025	Paragraph 39
5	2.6	The course provider will evidence that they have developed a robust process of ensuring ongoing oversight of all practice educators': 1. Registration 2. Qualifications 3. Currency of knowledge and skills	12th February 2025	Paragraph 49
6	3.1, 3.8	The course provider will evidence that a robust workload allocation review has been undertaken to confirm whether or not additional recruitment is needed to meet the staff resourcing requirements of the apprenticeship, and that recruitment has been approved if deemed necessary.	12th February 2025	Paragraph 52 Paragraph 63
7	3.9	The course provider will evidence that a process has been developed for the regular evaluation of students' progression and outcomes at programme level, including regarding equality and diversity data.	12th February 2025	Paragraph 66
8	4.7	The course provider will evidence that a review has taken place of the curriculum to identify and implement amendments needed for the degree apprenticeship cohort, including the balance and sequencing of different kinds of structured learning activities to meet the distinctive needs of an apprentice cohort.	12th February 2025	Paragraph 77

9	4.11	The course provider will evidence that an external examiner has been appointed for the programme who is appropriately qualified and registered.	12th February 2025	Paragraph 82
10	5.5	The course provider will evidence that student-facing materials have been developed for the apprenticeship which will provide information to students about the areas required by this standard.	12th February 2025	Paragraph 92

Annex 1: Education and training standards summary

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

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