

Inspection Report

Course provider: City College Norwich

Course approval: BA (Hons) Social Work Degree Apprenticeship

Inspection dates: 17 – 19 October 2023

Report date:	18 December 2023
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	22 February 2024
Date conditions met and approved:	22 July 2024

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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. City College Norwich BA (Hons) Social Work Degree Apprenticeship was inspected as part of the Social Work England reapproval cycle; whereby all course providers with qualifying social work courses will be inspected against the new Education and Training Standards 2021.

Inspection ID	CCNR1_CP34
Course provider	City College Norwich
Validating body (if different)	University of East Anglia
Course inspected	BA (Hons) Social Work Degree Apprenticeship
Mode of study	Full time
Maximum student cohort	20
Date of inspection	17 – 19 October 2023
Inspection team	Sam Jameson (Education Quality Assurance Officer) Sally Gosling (Lay Inspector) Louise Hernon (Registrant Inspector)

Language

16. In this document we describe City College Norwich as ‘the education provider’ or ‘the course provider’, we describe the BA (Hons) Social Work Degree Apprenticeship as ‘the course’ or ‘the programme’ and refer to students as apprentices and students.

Inspection

17. An onsite inspection took place from 17 – 19 October 2023 where City College Norwich (CCN) is based. As part of this process the inspection team planned to meet with key stakeholders including students, course staff, employers, and people with lived experience of social work. Prior to the inspection we were informed by CCN that the course will be closing, no further admissions and last cohort will complete in December 2024 or January 2025, depending on when students complete the course.

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 five apprentices from the course, they were from both remaining cohorts of the programme, one was a current student rep, and another had previously been a student rep. Discussions included their experiences of the teaching and learning within the course, their access to support services, admissions process, placements and how ready they felt for practice.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with CCN staff members from the course team, senior leadership team, staff involved in selection and admissions, staff involved in placement-based learning, library, and student 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 Service User Carer Involvement (SUCI) group. Discussions included what area(s) of the course they were involved with, how much input and feedback they had from the course provider and the course and what training they received in this role.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including from Norwich City Council (NCC, employer partners and placements provider), Head of Academic Partnerships University of East Anglia (UEA, validating body), Practice Educators (PEs) and Practice Educators Leads (PELs).

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. Documentary evidence submitted in support of this standard included, but wasn't limited to, anonymised examples of the Role Play- Candidate Self-Evaluation, Written Exercise 2021, Interview Guidance and Questions 2020, Group Activity Assessor Guidance 2020, and Admissions Process- September 2020. During the inspection week the inspectors were able to meet with staff involved in selection and admissions. This allowed them to triangulate the documentary evidence they had reviewed prior to inspection and gain an understanding of the various stages that an applicant would have to progress through to be offered a place on the course.

26. The inspection team met with apprentices during the inspection week, who provided narrative examples highlighting the multiple aspects of their admissions process, including written test, panel interview and a group activity, including online work for the applicant to demonstrate information and communication technology (ICT) skills of the applicant.

27. The inspectors noted that CCN and NCC admissions protocol was developed by the Suffolk and Norfolk Social Work Teaching Partnership (SNSWTP). This seeks to provide a consistent approach across the region, with level 2 entry requirements for maths and English, including assessing applicants' potential to engage with and develop to meet social work England professional standards and the course academic requirements. The inspection team agreed that this standard was met.

Standard 1.2

28. The inspectors noted from the documentary and narrative evidence provided in the education and training standards mapping form that there is a pre-condition set for application that candidates have a minimum of two years' experience of direct work. The inspectors were able to triangulate this from discussions with the employer partners and staff involved in selection and admissions, that this screening process focusing upon an applicant's prior experience was then further explored and assessed within the application form and then within the admissions exercises identified above. The inspection team concluded that this standard was met.

Standard 1.3

29. The inspection team were reassured that NCC play a significant role in all aspects in the admissions processes, as the sole employer in the course. This was reinforced through meeting with staff involved in admissions and selection and employer partners during the inspection week. The inspectors questioned how any disagreements between CCN and NCC regarding candidates would be resolved, hearing from the key stakeholders that the selection process is joint; all short listing is done together, to discuss and work through any academic or employments matters in a collaborative manner, with the overall decision being with CCN and the Admissions Board.

30. The members of the Service User and Carer Involvement (SUCI) group met with during the inspection week spoke of not being involved in the admissions process, however within meeting with the apprentices the inspection team were informed by each of them that they had a person with lived experience of social work in their admissions day and process. The inspection team noted that there had been members of the SUCI group leave and numbers reduced compared to previous member numbers. The inspection team asked the course team for details of each admissions day and the involvement from the SUCI group, receiving confirmation they had people with lived experience involved on all days.

31. NCC staff involved in selection and admissions explained that the roleplay within the admissions process involved a young person with lived experience of social work. In advance of their involvement, the young person received training and had a support worker with them on the admissions day. NCC staff identified that the young person's feedback would be sought regarding their involvement to the role play, the scenario that was used and what they would change or keep the same from that day and future admission days. The inspection team agreed that this standard was met.

Standard 1.4

32. The inspection team learnt from documentary evidence submitted, Declaration of Suitability form, that it seeks information to test an applicants' suitability, including their conduct, health, and character. Applicants must complete this form and the Enhanced Disclosure and Barring Service (DBS) check as part of their application, if not already in place through NCC. From meeting with the employer partners the inspection team learnt that DBS checks are done online every two years; every change of rotation the apprentices must sign no change in their status or conflict of interest, that the employer partner has its own process for monitoring. The inspection team were satisfied that this standard was met.

33. Following a review of the evidence, the inspection team is making a [recommendation](#) in relation to standard 1.4. We recommend that CCN has its own written policy and oversight of applicants DBS check and provide confirmation within this that the DBS check done by NCC is transferable for CCN.

Standard 1.5

34. Documentary evidence submitted in support of this standard included City College Norwich Equality Statement, Equality and Diversity Policy, Admissions Ways of Working and Selection Event Acceptance. The inspection team were satisfied from their meetings with staff involved in selection and admissions and employer partners, that all staff involved in the admissions process were appropriately prepared to support applicants or prospective applicants in relation to their health needs or reasonable adjustments. The assessment process for applicants was accessible and reasonable adjustments were made as required.

35. The inspection team heard from meeting with apprentices that their experience of the admissions process was accessible to their individual needs and requirements, supportive with quick and clear responses to what they raised. The inspection team agreed that this standard was met.

36. Following a review of the evidence, the inspection team is making a [recommendation](#) in relation to standard 1.5. We recommend that CCN has clear oversight and records regarding EDI training for PWLE involved in the admissions process.

Standard 1.6

37. The documentary evidence, Admissions Ways of Working, Selection Event Acceptance, Information Day PowerPoint, and Course Handbook provided against this standard highlighted 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 the course. The inspection team were able to triangulate this when meeting with the apprentices who identified they were able to make an informed decision, identifying that they would have liked to have had the opportunity to speak to other students at an open day or online event in support of this process, but they felt they were made aware of what the course involves, its challenges and requirements. The inspection team concluded that this standard was met.

38. Following a review of the evidence, the inspection team is making a [recommendation](#) in relation to standard 1.6. We recommend that CCN would have an open day, online event, for applicants or potential applicants to attend to support their ability to make an informed decisions to take up an offer of a place on the course, including the opportunity to speak to current apprentices and/or alumni, and make research interests of staff team available to applicants.

Standard two: Learning environment

Standard 2.1

39. The inspection team concluded through their meetings with the course team, employer partners, and the documentary evidence provided in advance of the inspection was able to demonstrate that apprentices spent 200 days gaining different experiences and learning in practice settings, therefore this standard was met.

Standard 2.2

40. Evidence submitted in support of this standard included Guidance on Practice Learning Opportunities, Rotation Midway Report, and Direct Observation of Apprentice's Practice-Observer Report. The inspection team learnt from their discussions with the placement-based learning team and employer partners that each placement profile is aligned to the standards and frameworks listed in the paragraph below, evidencing what each apprentice would work on and meet within that setting, seeking to match to an apprentices' own profile and individual learning needs. Including, that learning opportunities are set out in the learning agreement meeting, supported, and monitored by PE and Workplace Mentor, discussed at supervision, and reviewed at mid-way and end-point meetings.

41. The inspectors were assured that documentary evidence, and meeting with placement-based learning team, employer partners and PEs, indicated that practice learning opportunities would enable students to gain the knowledge and skills necessary to meet the Professional Standards (Social Work England, 2019), the Professional Capabilities Framework (PCF) for Social Work in England (British Association of Social Workers, BASW, 2018) and Degree Apprenticeship Standard (Institute for Apprenticeships and Technical Education). The inspection team were satisfied that this standard was met.

Standard 2.3

42. The inspection team learnt from their discussions when meeting with the placement-based learning team that apprentices have a NCC placement induction, with information for apprentices that can be tailored to adult and child settings for areas that would be specific to the team they are based in. This includes bespoke inductions for each team they would be based in, alongside the organisational induction and mandatory training, induction checklist, top tips, IT, and hybrid working details, health and safety, whistleblowing, preparation for work planning and timetables. NCC provide additional training for teams who are new to having an apprenticeship to their team. The course team confirmed this is alongside their own preparation for placement learning, to focus on timelines, social work roles, expectations, and responsibilities.

43. The inspection team were able to review the Learning Agreement and Handbook for Assessed Practice and speak to PEs which provided evidence of how students would be inducted, supervised, and supported during their placements. Feedback from apprentices was positive regarding their PE, support, and access to resources during their inductions. The inspection team agreed that this standard was met.

44. Some of the apprentices that the inspection team met with identified that they felt certain placements understanding and implementation of appropriate learning outcomes for them as students on placement, rather than being apprentices undertaking a job role, was not as robust as it could have been. Following a review of the evidence, the inspection

team is making a [recommendation](#) in relation to standard 2.3. The inspection team heard of bespoke induction arrangements for apprentices by NCC and recommend that this is developed to be shared with wider appropriate placement settings, seeking to ensure there is greater equity in how workload and expectation is managed for apprentices.

Standard 2.4

45. Documentary evidence submitted prior to the inspection enabled the inspection team to understand what tasks apprentices can undertake as they progress through the course, including information on the modules and stages of learning and difference between placements and their requirements. These expectations and tasks are identified and set out by the PE, apprentice, and workplace mentor in the learning agreement, reviewed in supervisions, the mid-way and endpoint review, with personal tutor in attendance, being mapped to PCF and professional standards.

46. From their meeting with the apprentices, the inspection team were assured that they were fully aware of what their role, responsibilities and expectations were during their placements. One example given from an apprentice and PE was of an issue within a placement setting, that required the apprentice to move to another setting because of the complex demands of that placement for the apprentice at that specific time of their study and development.

47. Within the meetings with employer partners and placement learning team the inspection team heard of how apprentices are mapped to certain placements to seek to give them differing placement experiences from where they have previously been, and to ensure there are appropriate learning outcomes and development opportunities for the apprentices' status and stage of their education and training. The inspection team agreed that this standard was met.

Standard 2.5

48. The inspection team learnt from their discussions with the course team and key stakeholders throughout the duration of the inspection that the apprentices had experience from working within social care, prior to their enrolment on the course. Alongside this, the apprentices complete their Practice Learning Assessment Document (PLAD), all work evidenced in this would be cross-referenced to appropriate standards signed off by PE, line manager and workplace mentor.

49. The inspection team learnt from documentary evidence submitted prior to the inspection and discussions with the course team and placement learning team that the apprentices' PLAD is submitted to the Practice Assurance Panel (PAP). That is formed from NCC, CCN, and an independent chair, to assess apprentices' readiness for assessed practice, including being able to demonstrate communication skills, ability to engage with people with lived experience, capacity to work as a member of an organisation, willingness to learn

from feedback and supervision, and demonstrate social work values, knowledge, and skills. The inspection team were satisfied that this standard was met.

Standard 2.6

50. Documentary evidence submitted in support of this standard included Handbook for Assessed Practice, Application for Practice Educator Registration/Re-registration, and New Independent Practice Educator Registration process. The inspectors were able to triangulate this information within meetings with the course team, PEs, and employer partners, that highlighted the process that NCC have for oversight of ensuring that PEs are maintaining their CPD and registration status.

51. Staff from NCC confirmed that this information is on a register that NCC has and is shared with CCN at annual checks and reviews between the two organisations, including the Quality Assurance in Practice Learning (QAPL) meeting. Representatives from NCC explained that their process checks and records PE registration, their stage of learning and training, mentoring role and experience, evidence of CPD or when this is due.

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

Standard 2.7

53. Prior to the inspection, the inspectors were able to review the policies and guidance to students on raising concerns and whistleblowing around organisational wrongdoing within the Course Handbook and Handbook for Assessed Practice. Noting the flowchart of how to raise any concerns and detailed guidance on raising concerns and on whistleblowing, including CNN's 'no wrong door' policy. Apprentices confirmed their awareness of these processes, one gave the example that they had spoken to the CCN team for support, that resulted in an action plan agreed during their placement. The apprentice told the inspection team that this ensured that the issues they had raised were addressed within a supportive and safe manner, that meant they could return and complete their training and development when they were ready to do so. The inspection team were satisfied that this standard was met.

Standard three: Course governance, management, and quality

Standard 3.1

54. From their review of documentary evidence provided and their discussions with the course lead, team and senior leadership team, the inspection team understood that UEA is the validating body for the course, since 2019, and acts as the endpoint assessor for the course. The presentation provided by the course team in the inspection week highlighted that any changes to the modules within the programme must be approved by UEA, the course handbook contains information about student evaluation of each module.

55. CCN and NCC meet regularly at both an operational and a senior management level to discuss the ongoing and upcoming provision of the programme. The presentation provided to the inspection team highlighted roles, responsibilities, and lines of accountability for CCN and NCC, including CCN internal quality management framework. CCN arrange the module delivery, progress reviews, PAP, and awarding boards that UEA attends, of the programme. The inspection team learnt that NCC are responsible for finding and placing students for rotations.

56. As identified earlier in this report the course is closing at the end of December 2024, this could be extended if apprentices on the last cohort do not qualify at this date. The inspection team heard about plans for recruiting a new course lead through a sessional contract for this period. The inspectors considered whether the course's closure presents risks to both the recruitment exercise to supplement existing staffing, and the ongoing risk of retaining appropriately qualified and experienced staff to ensure apprentices receive a stable and quality standard of education and training to qualify and meet the required standards, whilst the course comes to its closure.

57. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 3.1 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 3.2

58. Following their review of documentary evidence and discussions with the course team and employer partners the inspection team learnt that all placements are arranged, monitored, and provided through NCC. The employer partners provided narrative evidence that outlined how NCC practice education leads meet with the team manager of a placement to ensure that there is sufficient opportunity for the placement to meet the appropriate standards and provide support for apprentices. The apprentices' learning opportunities are established within the learning agreement, reviewed within supervisions and mid-way review and report to ensure that they are progressing to meet the required standards.

59. Information received from the course team identified that the CCN contract and agreement with NCC, includes NCC agreement to provide every apprentice with a placement and have capacity to move apprentice's placements in the event of a breakdown. The inspection team learnt that when a concern in a placement is identified, the Managing Difficulties in Rotation Procedure in the Handbook for Assessed Practice is followed, the higher education delivery manager (CCN) and the learning and development consultant (NCC) support the apprentice throughout this procedure, if it is deemed the apprentice should be withdrawn from the course then this is the final decision of NCC. The inspection team concluded that this standard was met.

Standard 3.3

60. The inspectors were satisfied that the documentary evidence submitted, including Health and Safety Organisation and Responsibilities Policy, Mandatory Training Policy, and Induction for New Starters and ASSD Social Care Induction Booklet, evidenced NCC of having the necessary policies and procedures in place to uphold and support apprentices' health, wellbeing, and risk management. The Learning Agreement and Practice Learning Opportunities 2023 indicated that the course provider has a framework and recording for these policies and procedures, and that they are checked, discussed, reviewed, and signed off as part of the placement process.

61. The inspection team were able to triangulate this information within meeting with employer partners and apprentices, that provided an example of these policies in practice. That highlighted the process of how an apprentice was supported by both NCC, PE, and CCN teams working collaboratively, and in a timely manner, that ensured that they were moved from a placement setting in which they were at risk. The inspection team advised that this standard was met.

Standard 3.4

62. The inspectors agreed that based on the documentary evidence provided and from discussions with the course team, senior leadership team and employer partners, that NCC are involved collaboratively throughout the course, including allocation of placements as referenced in standard 3.2. The Social Worker Degree Apprenticeship - Operations Meeting Minutes 23-05-2023 and 29-03-2023 highlighted that information about apprentice progress, future course delivery and quality assurance of the course and its running is shared with NCC. The inspection team heard from the course team and senior leadership team that the governance group comprises of senior management from NCC, operational and workforce development staff, senior leadership from CCN Senior and CCN manager, with meetings throughout the year, including CCN providing termly reports to NCC. The inspection team concluded that this standard was met.

Standard 3.5

63. The inspection team learnt from the Practice Assurance Panel Purpose and Function document and Course Committee Meeting Agenda- Social Work that there are regular monitoring, evaluation, and improvement systems in place by the course provider. As identified in standard 3.4 the inspection team were satisfied that NCC, as the employer partner, was involved throughout the course. The inspectors identified that Student – Post PAP Letters evidenced feedback to both apprentice and assessor, including feedback on the apprentice’s reflection of working with a service user. The inspection team learnt that the Termly Report (Term Ending June 23) includes apprentices’ progress, evaluation feedback, module content and rationale, the Course Committee Meeting Agenda highlighted quality feedback and attendance by apprentice reps, strengths and development areas for the course, and attainment data. Information is provided in the programme handbook on how apprentices’ feedback is sought on each module’s delivery, the Course Committee Meeting Agenda - Social Work indicated that quality issues and planned updates are discussed.

64. The inspection team sought to triangulate this information within meetings with the apprentices and people with lived experience. The EE Report SW 2020-21 identified a need for more involvement from people with lived experience in the course, SUCI Meeting Minutes – 8th August 2023 further highlighted that the SUCI group did not feel sufficiently involved in the course, the EE Report SW 2022-23 contained a recommendation to explore how people with lived experience can have more input into the course committee meetings. The inspection team heard from the members of the SUCI group that they had not been involved in the monitoring, evaluation, or improvement of the course, expressing a lack of co-production and representation from their members in all areas of the course. Within their discussions with the apprentices, the inspection team heard that one attendee had been the student representative and attended the course committee but left this role as they told the inspectors that they felt there was no action taken from the issues or suggestions that the apprentice representative brought to these meetings. The EE Report SW 2022-23 contained a recommendation to consider how additional student representatives could be recruited so that all cohorts on the programme were represented.

65. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 3.5 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 3.6

66. As an apprenticeship programme the course is contracted between CCN and NCC, to enrol 20 students per year, for 3 years between 2019 to 2022. Within the submitted documentary evidence there was an excerpt from the NCC tender document, Approved

Brief from NCC Tender, which identified NCC will have capacity to support apprentices for placement requirements for the entirety of their programme. Within the inspection meeting with employer partners the inspection team heard that the recruitment for the course is in line with their workforce strategy and development plan, highlighting the value and investment that NCC has regarding this route for social work training and development in Norfolk. The inspection team heard from apprentices that they had no issues regarding access to placements or PE, and placement-based learning team that they have had no delays in providing placements from availability or capacity issues.

67. Employer partners identified the longer-term strategy regarding workforce training and development that the apprenticeship route offers as an opportunity for those who may not have had this prospect previously due to finances or academic qualifications, but can now access this programme, or start an earlier career pathway and development through NCC with the aim of then enrolling on the course. Acknowledging that this brings pressures and planning in other areas, such as ensuring that current social workers in NCC complete their PE training to support placement capacity, but that the interest in the apprenticeship course has brought about planning for other professions within NCC to consider their own programme. The inspection team agreed that this standard was met.

Standard 3.7

68. Prior to the inspection, the inspection team were able to review the course leads curriculum vitae (CV) and CCN social work job description. The inspection team were able to check and confirm that Frances Shindler was registered with Social Work England and within meeting with the course team learn of Frances's professional experience, further training and development being undertaken. The inspection team were informed by CCN that they were in the process of recruiting for a new course lead and planned to interview for this post by the end of October 2023, with Frances remaining part of the course teaching team. The inspection team agreed this standard was met.

Standard 3.8

69. Documentary evidence submitted in support of this standard included the course teams CVs and a list of names and subjects that external guest speakers and social workers from NCC had been involved in the teaching of the course. The inspection team were informed that there were two current lecturers for the social work programme, including the course lead as outlined in standard 3.7, and a 0.4 Full-Time Equivalent (FTE) post to support the programme, the inspection team did not receive any further detail about this post.

70. The inspection team were made aware of learning and teaching time that was missed when the previous course lead left, which during the inspection CCN, NCC and students confirmed was made up through extra sessions and time allocated from NCC to cover the required teaching and development. Employer partners and the course team explained that

NCC social work team were offered the opportunity to provide teaching on the course and offered contracted hours to teach on the programme alongside their NCC social work practitioner role, which one member of the course team had in place at the time of inspection.

71. The inspection team noted in the EE Report SW 2021-2023 that they had not been provided with the course handbook or assessment briefs, the EE Report SW 2022-2023 identified that marking examination scripts had not been provided in time at the point of completing their report. The inspection team were made aware from documentary evidence that the external examiner had changed between these two reports, with the most recent report having the new handbook and other programme materials they required but not the marking examination scripts.

72. Regarding the course ending in December 2024, subject to all apprentices passing at that stage or later date in early 2025, the inspection team considered the courses management plan over this timeframe. This included how to maintain its required staffing levels and have appropriately experienced social work tutors in post to ensure that apprentices received a supported, structured, and quality end to their individual cohort and for the programme. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 3.8 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 3.9

73. The inspection team were able to review documentary evidence submitted in support of this standard such as CCN Access and Participation Plan, student feedback Microsoft Form which is reviewed at the Social Work Operations Meeting for the course and the HE Student Achievement Tracker, that demonstrated that the course provider knew the apprentices individually and collected information about their progression and performance. However, from their discussions with the course team and senior leadership team the inspection team felt there was a lack of data collected at a course level in relation to outcomes for social work apprentices, including data on equality, diversity, and inclusion, and where or how any changes or improvements to the course were introduced from this data.

74. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 3.9 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that

the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 3.10

75. The inspection team were able to meet with the course team twice during the inspection, seeking to understand how the course provider ensures that their educators are supported to maintain their knowledge and understanding in relation to current social work practice and research. The inspection learnt that the course team have access to Scholarly Activity Budget, that can be used for completing appropriate research subjects, formal education courses and other areas of developing their knowledge and understanding, that the course lead has accessed to enrol on a MSc Psychology course and completed their first year of a teaching qualification.

76. The senior leadership team meeting identified that they have an academic link at UEA, that provides information regarding CPD session that CCN staff can access, alongside the college's internal CPD training and development days, and areas of progression and development that staff can book into. That is part of the CCN appraisal process, annual and mid-year reviews, including a mentoring role within the teaching teams to support peer to peer. As identified in standard 3.8, one of the course team was a current social work practitioner alongside their work teaching on the course, bringing this currency into the programme.

77. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 3.10 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard four: Curriculum assessment

Standard 4.1

78. The inspection team were able to review the Module Specifications, learning outcomes, and Course Handbook that identified the course was designed and structured against relevant standards to meet this standard and prepare apprentices to develop required behaviours, skills, knowledge and understanding to meet the professional standards. This was reinforced by the apprentices articulating their awareness and understanding of the professional standards in discussion with the inspectors, hearing within the course team and PE meetings of how learning outcomes are mapped within module specifications to appropriate standards and integrated into the curriculum, checked within summative and

formative assessments, supervisions, reviews, and course material to ensure the apprentices are working towards and meeting these as they progress through the course. The meeting with employers and placement providers highlighted the standard of social workers upon qualifying from the course, including their experience of the higher levels of learning and development newly qualified social workers (NQSW) were working towards within their assessed and supported year in employment (ASYE).

79. During the review of documentary evidence, the inspection team highlighted that some of the documents and material available did not accurately identify social work England as the specialist regulator. Consideration was given as to whether the findings identified would mean that the course would not be suitable for approval. However, it is deemed that conditions are appropriate to ensure that the course would be able to meet the relevant standards, and we are 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 [conditions table](#).

Standard 4.2

80. Documentary evidence and information contained in the mapping document reviewed prior to the inspection indicated that perspectives of key stakeholders were used to inform the design, delivery, and ongoing development of the curriculum. The Course Handbook emphasised the importance of the curriculum being reviewed regularly and updated to ensure its responsiveness to the changing needs in social work. The inspection team were provided with names and roles of guest speakers who had been involved in presenting sessions on the course over the past year. However, this did not indicate specifically where either employers or practitioners were collaboratively working with the course provider to shape the programme by their views, needs and insights. When the employer partners and PE were asked about their involvement in the design, ongoing development, and review of the curriculum they did not provide any examples or ways in which they are involved in this on the programme.

81. Following their review of documentary evidence provided and their discussions with members of the SUCI group during the inspection, the inspection team were able to learn that the group felt there had been an apparent breakdown in their working relationship and communication with the course team, following the course lead leaving earlier in the year. The members of the SUCI group expressed concern that they had not been involved in the design, ongoing development, and review of the curriculum. They spoke of not feeling that there had been any coproduction with their group from the course team after the previous course lead had left, other members of their group had left, but following a recent meeting they had with the current course lead they did offer their hope for greater involvement and collaboration going forward.

82. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 4.2 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 4.3

83. Documentary evidence submitted in support of this standard included the Validation Document Programme Specification, that included requirements for equality and widening participation. The inspectors were able to review the CCN Equality and Diversity Policy, and review modules that included equality, diversity, and inclusion principles. The inspection team learnt from their discussions with the apprentices and support services, that there is a range of assistance available both through CNN and NCC for apprentices, including that they have accessible placements and access to college, adjustable place of work, working collaboratively with Occupational Health, and supportive technology for apprentices, that is sought from entry onto the course and available throughout the apprentices' time on the course. The apprentices highlighted how supportive their tutor, CCN and NCC teams had been regarding their mental health and wellbeing and linking into appropriate support services to assist them through their learning and development. The inspection team agreed that this standard was met.

Standard 4.4

84. The inspection team sought to understand how recent developments in social work research, legislation, government policy, and best practice have informed the design of the curriculum and course content. Documentary evidence provided an overview of slides for Mental Health Across the Lifespan teaching session for the programme. As referenced in standard 3.10, the course team has access to a Scholarly Activity Budget, that can be used for completing appropriate research subjects, formal education courses and other areas of developing their knowledge and understanding, that the course lead has accessed to enrol on a MSc Psychology course and completed their first year of a teaching qualification. One of the course team was a current social work practitioner alongside their work teaching on the course, bringing this currency into the programme. The course team spoke through the mechanics of how they review module content and learning outcomes annually, with reading lists updated by the lecturers, any changes to learning outcomes discussed with students, external examiners and UEA as the validating body.

85. As identified in standard 4.2 the inspection team were not satisfied with the current involvement from key stakeholders in the design, development, or review of the curriculum. The evidence provided both in documentary and narrative form did not provide the

inspection team with substance as to how the course team or guest speakers were working to ensure that the design of the curriculum predicts or reflects changes in practice or services, developments in the profession's research and evidence base, advances in technology, changes in the law and changes in people with lived experience of social work's needs and expectations.

86. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 4.4 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 4.5

87. Documentary evidence submitted prior to the inspection evidenced the integration of theory and practice, with points of emphasis included in the Course Handbook on the required progression of students' learning as they progress through academic levels and on the importance of critical thinking, reflection, and evidence-based practice within social work. The inspection team were able to triangulate this within meeting with the apprentices during the inspection week, that reinforced the integration and links of theory into practice through their portfolios, learning agreements, assessment, module specifications, and hearing from PEs how they support apprentices to apply their learning and knowledge of theoretical frameworks to their practice on placements. The inspection team agreed that this standard was met.

Standard 4.6

88. The Course Handbook, Block Week Programme Years 1-3, and Multidisciplinary Session - Leadership, Supervision and Management, highlighted how apprentices learn and had the opportunity to work with colleagues from other professions on the course. Meeting with the apprentices highlighted some of the services they had teaching and learning from, including learning disability nurse, approved mental health practitioner, fostering services and the police service, as well as block week learning with students from childcare and mental health courses. The inspection team learnt from meeting with employer partners that each placement portfolio, that is reviewed as part of the apprentice matching process to the placement, includes learning outcomes that focus on multi-disciplinary team (MDT) working for each apprentice. It is common practice for each of their placements to include MDT working, this is a standard learning outcome across most of their placement settings. The inspection team were satisfied that this standard was met.

Standard 4.7

89. The inspection team were able to review the Course Handbook prior to the inspection, that identified the requirements for apprentices' attendance at CCN for one day per week during term time, in addition to attending block teaching weeks. The inspection team learnt from their discussions with the course team, employer partners and students of the gap in completed learning hours earlier in 2023, following the course lead leaving, which was made up and covered through additional time and teaching through collaboration by CCN and NCC.

90. The inspectors identified that there requires to be further clarification on the breakdown of hours within the Applied Social Work Practice 1 and 2 module specifications regarding 200 hours to 30 credits, to ensure that apprentices spend sufficient time in structured academic learning for them to meet the required learning outcomes for this module and work towards meeting the professional standards by the time they complete the course. The inspection team agreed that they would require further evidence to be assured that this standard was met and that staffing levels remain appropriate to ensure that the number of hours apprentices spend in structured academic learning is sufficient to meet the required levels of competence to meet this standard.

91. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 4.7 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 4.8

92. Following their review of the documentary evidence and meeting with the course team the inspection team were satisfied that there was a balanced mix of assessments for apprentices within the course assessment strategy and design. It was noted within the External Examiner Report 2021/2022 their query of whether the course was over assessed, however when the inspection team spoke to the apprentices during the inspection this was not reflected in their feedback. The course team identified that as part of their planning they work with the cohorts to ensure that the assessment strategy and design was appropriate. The inspection team noted the PAP, as identified within standard 2.5, in support of this standard.

93. The inspection team sought to understand how robust, fair, reliable, and valid the assessment strategy and design for the course was regarding meeting this standard. The inspection team were told of internal moderation for the course but were unclear where and who carried out this task, and their specific experience or training for this role. As identified above, the inspection team were told this was in place but were unclear about

how the strategy and design remain robust and continues to be valid without this clarification and supporting evidence.

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

Standard 4.9

95. In relation to this standard the inspection team were referred to the programme mapping, module structures and assessment levels in the Course Handbook, that the inspectors were satisfied highlighted how assessments were carried out at appropriate stages during the course to match students expected progression. The inspection team heard from apprentices that the assessments were suitably challenging as they progressed through the course, and their feedback to the course team had been listened to, regarding certain pinch points in the course schedule to reduce pressures within busier times of placement and academic requirements. The inspection team agreed that this standard was met.

Standard 4.10

96. Documentary evidence submitted in support of this standard included, Example of Achievement and Tracking System Feedback, Example of Annotated Script, and Example of Student Practice Portfolio PAP Apprentice Letter, that highlighted whether learning outcomes had been achieved and provided feedback for further improvement to the apprentice, including through their personal tutor arrangements.

97. The apprentices explained to the inspection team that the feedback that they had received was variable in terms of how detailed and informative it was, and they had varying examples of how timely a manner the feedback was provided in. One apprentice spoke of their experience of questioning the feedback they received due to being unclear of what they had received, which was resubmitted to the same marker. The apprentice reported this to CCN, and this was addressed and further support on this issue was offered by CCN to the apprentice. The apprentices expressed to the inspection team that some areas of their assessment feedback did not feel representative of the time and work that they put into certain pieces of the course. One apprentice identified that they were informed by a member of the course team that the approved extension that they had for their individual assignment deadline would delay the rest of their cohort's feedback.

98. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 4.10 and 5.7 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 4.11

99. As identified within standard 4.8 the inspection team were told of internal moderation completed within the course but were unclear where and who carried out this task, and their specific experience or training for this role. The inspection team were informed of one member, the course lead, having been awarded or working towards an appropriate qualification within the higher education sector but have not seen any documentary evidence regarding this. CVs were supplied in documentary evidence but did not provide greater insight and were unclear from narrative evidence provided within meeting with the course team of how it ensures that all staff who carry out assessments and marking on the course are suitably experienced, skilled and are appropriately trained and supported in and to carry out their role. As identified in standard 3.8, the EE Report SW 2021-2022 identified they had not been provided with the course handbook or assessment briefs, the EE Report SW 2022-2023 identified that marking examination scripts had not been provided in time at the point of completing their report, but the most recent report having the new handbook and other programme materials they required but not the marking examination scripts. The course provider and validating body provided clarity to the inspection team that due process had been followed in the appointment of a new external examiner, following a query from the inspectors and support from the course provider to arrange a meeting with the validating body to discuss this further.

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

Standard 4.12

101. The inspection team were able to review documentary evidence submitted prior to the inspection, that included Agenda- Assessment Board, The Practice Assurance Panel Purpose and Function, and Direct Observation of Apprentice's Practice – Observer Report. The inspection team were satisfied that the supplied documentary evidence outlined the

arrangements for overseeing and managing apprentices' progression through the course, that included through the PAP process, and arrangements for the direct observation of apprentices practice and for apprentices' maintenance of portfolios to demonstrate their development and progression. The inspection team agreed that this standard was met.

Standard 4.13

102. During the inspection week the inspectors were able to meet with representatives of the apprentice cohorts, the course team, and PEs. This allowed them to triangulate documentary evidence reviewed prior to the inspection, including Handbook for Assessed Practice, that included an evidence-informed focus, with the material highlighting the importance of developing apprentices' ability to develop a critical, evidenced based approach to their future practice as social workers as they progress through the academic levels of the course. The inspection team were satisfied that this standard was met.

103. Following a review of the evidence, the inspection team is making a [recommendation](#) in relation to standard 4.13. We recommend that the course team engages in their own, or with other services and agencies, research activity, to inform the development and delivery of the course, and apprentice's learning.

Standard five: Supporting students

Standard 5.1

104. Documentary evidence submitted in support of this standard included Wellbeing Service Strategy and CCN Wellbeing Service, webpage, and links. During the inspection week the inspectors met with members from the CCN student support office for progression, library support services, students support services and officer. This enabled the inspectors to triangulate documentary evidence regarding the resources that apprentices on the course have access to, that seeks to support and uphold their health and wellbeing and included confidential counselling services, careers advice and support and occupational health services through NCC. The apprentices that the inspection team met with confirmed that these support services were available to them whilst they had been on placement. The inspection team agreed that this standard was met.

Standard 5.2

105. The inspection team were able to learn from the Rotation Midway Report, PE completes, and Tripartite Review Record of the regular progress reviews that apprentices have in place, supported by both CCN and NCC, that occur at least once every half term to support apprentices with their academic development. The inspection team heard of a range of support services available to apprentices regarding their academic learning and development. These included one to one support sessions that focus on academic skills and research, referencing checks, proof reading, sessions the library services have ran in social

work classes to support with online research skills, plagiarism, bespoke for social work apprentices in adult and children services with life stories that may be beneficial in their placement roles. The inspection heard from speaking to student support services of the assistance they provide to apprentices, including support around access to hardship fund and financial support, reasonable adjustments and practical skills following return to study and links to library support services the service provides.

106. The inspection team learnt that the course lead is the personal tutor for all the apprentices. As identified under standard 3.8 the inspection team had concerns regarding the course provider having an appropriate number of appropriately qualified and experienced staff as the course runs to its completion, that links to meeting this standard regarding the course having appropriate staffing resources to support apprentices' academic development.

107. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 5.2 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 5.3

108. As identified in standard 1.4, the course provider submitted a copy of their Declaration of Suitability as part of the documentary evidence that identified how the course provider checks apprentices' conduct, character and health is suitable for social work practice and admission onto the course. However, from the inspection teams review of the documentary evidence and discussions with the course provider they acknowledged that they do not have their own ongoing process of checking apprentices' suitability once they are on the course.

109. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 5.3 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 5.4

110. The course provider submitted their Wellbeing Service Strategy and Reasonable Adjustment Procedure to demonstrate the range of support available to apprentices who require reasonable adjustments to access the course successfully. The inspection team

heard from PEs that they were provided with information before placements for any reasonable adjustments that apprentices may require whilst they are in placement, students identified that both CCN and NCC worked collaboratively to ensure that any supportive and reasonable adjustments they required were put in place either at college or placement settings. The inspection team concluded that this standard was met.

Standard 5.5

111. The Social Work Degree Apprenticeship Handbook, provided as part of the documentary evidence submission, outlined the information and guidance that apprentices are provided with regarding the course curriculum, practice placements and assessments. The inspectors heard from students how these aspects of the course are covered again throughout the course during block weeks at the college, including within Preparation for Assessed Practice.

112. The inspectors were able to meet with the social work early career development co-ordinator from NCC during the inspection week. The inspectors met with the social work early career development coordinator from the NCC during the inspection. The post holder explained how their role supports apprentices in preparing for their transition to become a registered social worker; and, how the block weeks include content on AYSE, CPD and the requirements and expectations of becoming a registered social worker. The inspection team agreed that this standard was met.

113. Following a review of the evidence, the inspection team is making a [recommendation](#) in relation to standard 5.5. We recommend that the course provider ensures that all course materials are streamlined to the most recent and appropriate versions, to support apprentices with the course of the course as it runs to its closure and uphold their safety and awareness throughout this process.

Standard 5.6

114. The inspection team were satisfied that the documentary evidence provided, Social Work Degree Apprenticeship Handbook, clearly outlined information about the mandatory components of the course and related minimum attendance requirements for apprentices. The inspection team heard from employer partners and student services of the support that can be provided and put in place from both services when an apprentices' attendance may have fallen. They provided examples of supporting apprentices with working through personal factors impacting upon their attendance, and managing workload pressures, such as working from home at certain times to support personal needs or be supported to have time away until they want to return to the course at a potentially later date. The inspection team determined this standard was met.

Standard 5.7

115. Documentary evidence submitted in support of this standard included Marking and Feedback Guidance for Tutors and Marking, Feedback & IV - Staff Training, that outlined how apprentices receive feedback on formative, summative and placement assessments regarding their progression and performance.

116. As identified under standard 4.10 the inspection team had concerns regarding whether apprentices were consistently being provided with timely, meaningful feedback and guidance to support their ongoing learning and development, to meet this standard.

117. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 4.10 and 5.7 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 5.8

118. Through its documentary evidence submission the course provider demonstrated that it had an Academic Appeals and Complaints Regulations process, that included clear guidance in relation to how to make an appeal or complaint and the process for its resolution. The inspection team were able to discuss this with the apprentices that they met with, who provided an example of this being used to query the marking on an assignment they had submitted, explaining how the course team supported them with raising this and offering guidance to the appeals conclusion. The inspection team agreed that this standard was met.

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

Standard 6.1

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

Proposed outcome

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

Conditions

121. 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.

122. 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	Standard 2.6	The education provider will provide evidence that demonstrates that it has oversight and its own process in place to check, monitor and record 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.	22 May 2024	Paragraph 50
2	Standard 3.1, links to standards 3.8, 3.10 & 5.2	The education provider will provide evidence that it has and implements a clear management and governance plan for the delivery, resourcing, and closure of the course, that upholds the quality of the course, and ensures that apprentices are supported throughout this process.	22 May 2024	Paragraph 54
3	Standard 3.5	The education provider will provide evidence that it develops and implements a strategy for apprentices and people with lived experience of social work that identifies processes for engagement, training and deployment in course activities including	22 May 2024	Paragraph 63

		participation in monitoring, evaluation, and improvement systems.		
4	Standard 3.8, links to standards 3.1, 3.10 & 5.2	The education provider will provide evidence that it has an appropriate number of appropriately qualified and experienced staff to deliver an effective course.	22 May 2024	Paragraph 69 Paragraph 105
5	Standard 3.9	The education provider will clarify its process for collecting and evaluating data on student performance, progression, and outcomes, including from equality and diversity perspectives.	22 May 2024	Paragraph 73
6	Standard 3.10, links to standards 3.1, 3.8 and 5.2.	The education provider will provide evidence that there are regular and formal opportunities for staff to engage with external CPD activities involving professional practice and research, and how these are brought into the course curriculum.	22 May 2024	Paragraph 75
7	Standard 4.1	The education provider will provide evidence that it has updated course documents and materials that currently reference HCPC.	22 May 2024	Paragraph 78
8	Standard 4.2	The education provider will provide evidence that they are developing and implementing a strategy for all stakeholders that incorporates them into the design, ongoing development, and review of the curriculum. That should include how apprentice committee representatives and people with lived experience are valued and included in this process.	22 May 2024	Paragraph 80
9	Standard 4.4	The education provider will provide evidence that demonstrates its formalised processes and arrangements for the ongoing review and updating of the curriculum to reflect developments in social work research, legislation, government policy and best practice.	22 May 2024	Paragraph 84

10	Standard 4.7	The course provider will provide evidence on the breakdown of hours within the Applied Social Work Practice 1 and 2 module specifications regarding 200 hours to 30 credits, and evidence that demonstrates it has sufficient staffing resources within its social work team to deliver the course, ensuring that the number of hours apprentices spend in structured academic learning is sufficient to meet required levels of competence.	22 May 2024	Paragraph 89
11	Standard 4.8	The education provider will provide evidence that an action plan has been produced to ensure arrangements for assessing apprentices' academic work are robust, fair, reliable, and valid, including detail of its internal moderation process.	22 May 2024	Paragraph 92
12	Standard 4.10 and 5.7	The education provider will provide evidence of arrangements for ensuring that throughout the course all apprentices are consistently provided with timely, meaningful feedback and guidance to support their ongoing learning and development.	22 May 2024	Paragraph 96 Paragraph 115
13	Standard 4.11	The education provider will provide evidence of how it ensures that staff who carry out its assessments and marking are appropriately trained, suitably experienced, skilled, and how they are supported to do so. That should include evidence that the external examiner has been provided with all documentation to fully carry out their role, and their recommendations have been reviewed and acted upon.	22 May 2024	Paragraph 99
14	Standard 5.2, links to standards 3.1, 3.8 and 3.10.	The education provider will provide evidence that it has an appropriate number of appropriately qualified and experienced staff to ensure apprentices	22 May 2024	Paragraph 105 Paragraph 69

		have access to resources to support their academic development.		
15	Standard 5.3	The education provider will provide evidence that a process is developed and established to check the suitability of apprentices' conduct, character, and health at regular periods throughout the course.	22 May 2024	Paragraph 108

Recommendations

123. In addition to the conditions above, the inspectors identified the following recommendations for the education provider. These recommendations highlight areas that the education provider may wish to consider. The recommendations do not affect any decision relating to course approval.

124. As identified earlier in this report the inspection team is aware that the course is closing and the recommendations under admissions and standard 1 will not need to be followed at this stage but should be acknowledged within this report from the inspection findings.

	Standard	Detail	Link
1	1.4	The inspectors are recommending that the course provider considers that it has its own written policy and oversight of applicants' DBS checks, that provide confirmation within this that the DBS check done by NCC and is transferable for CCN.	Paragraph 32
2	1.5	The inspectors are recommending that the course provider has clear oversight and records regarding EDI training for PWLE involved in the admissions process.	Paragraph 34
3.	1.6	The inspectors are recommending that CCN has an open day, online event, for applicants or potential applicants to attend to support their ability to make an informed decisions to take up an offer of a place on the course, including the opportunity to speak to current apprentices and/or alumni, and make research interests of staff team available to applicants.	Paragraph 37

4.	2.3	The inspection team heard of bespoke induction arrangements for apprentices and recommend that this is developed to be shared with wider appropriate placement settings, seeking to ensure there is greater equity in how workload and expectation is managed for apprentices.	Paragraph 42
5.	4.13	The inspectors recommend that the course team engages in their own, or with other services and agencies, research activity, to inform the development and delivery of the course, and apprentice's learning.	Paragraph 102
6.	5.5	The inspectors are recommending that the course provider ensures that all course materials are streamlined to the most recent and appropriate versions, to ensure clarity for apprentices and to support the course's delivery as it runs to closure.	Paragraph 111

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	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
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 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.	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
2.2 Provide practice learning opportunities that enable students to gain the knowledge and skills necessary to develop and meet the professional standards.	☒	☐	☐
2.3 Ensure that while on placements, students have appropriate induction, supervision, support, access to resources and a realistic workload.	☒	☐	☒
2.4 Ensure that on placements, students' responsibilities are appropriate for their stage of education and training.	☒	☐	☐
2.5 Ensure that students undergo assessed preparation for direct practice to make sure they are safe to carry out practice learning in a service delivery setting.	☒	☐	☐
2.6 Ensure that practice educators are on the register and that they have the relevant and current knowledge, skills and experience to support safe and effective learning.	☐	☒	☐
2.7 Ensure that policies and processes, including for whistleblowing, are in place for students to 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.	☐	☒	☐

Standard	Met	Not Met – condition applied	Recommendation given
3.2 Ensure that they have agreements with placement providers to provide education and training that meets the professional standards and the education and training qualifying standards. This should include necessary consents and ensure placement providers have contingencies in place to deal with practice placement breakdown.	☒	☐	☐
3.3 Ensure that placement providers have the necessary policies and procedures in relation to students' health, wellbeing and risk, and the support systems in place to underpin these.	☒	☐	☐
3.4 Ensure that employers are involved in elements of the course, including but not limited to the management and monitoring of courses and the allocation of practice education.	☒	☐	☐
3.5 Ensure that regular and effective monitoring, evaluation and improvement systems are in place, and that these involve employers, people with lived experience of social work, and students.	☐	☒	☐
3.6 Ensure that the number of students admitted is aligned to a clear strategy, which 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.	☐	☒	☐

Standard	Met	Not Met – condition applied	Recommendation given
3.9 Evaluate information about students' performance, progression and outcomes, such as the results of exams and assessments, by collecting, analysing and using student data, including data on equality and diversity.	☐	☒	☐
3.10 Ensure that educators are supported to maintain their knowledge and understanding in relation to professional practice.	☐	☒	☐
Curriculum and assessment			
4.1 Ensure that the content, structure and delivery of the training is in accordance with relevant guidance and frameworks and is designed to enable students to demonstrate that they have the necessary knowledge and skills to meet the professional standards.	☐	☒	☐
4.2 Ensure that the views of employers, practitioners and people with lived experience of social work are incorporated into the design, ongoing development and review of the curriculum.	☐	☒	☐
4.3 Ensure that the course is designed in accordance with equality, diversity and inclusion principles, and human rights and legislative frameworks.	☒	☐	☐
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	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
professions in order to support multidisciplinary working, including in integrated settings.			
4.7 Ensure that the number of hours spent in structured academic learning under the direction of an educator is sufficient to ensure that students meet the required level of competence.	☐	☒	☐
4.8 Ensure that the assessment strategy and design demonstrate that the assessments are robust, fair, reliable and valid, and that those who successfully complete the course have developed the knowledge and skills necessary to meet the professional standards.	☐	☒	☐
4.9 Ensure that assessments are mapped to the curriculum and are appropriately sequenced to match students' progression through the course.	☒	☐	☐
4.10 Ensure students are provided with feedback throughout the course to support their ongoing development.	☐	☒	☐
4.11 Ensure assessments are carried out by people with appropriate expertise, and that external examiner(s) for the course are appropriately qualified and experienced and on the register.	☐	☒	☐
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	☒	☐	☒

Standard	Met	Not Met – condition applied	Recommendation given
skills, knowledge and understanding in relation to research and evaluation.			
Supporting students			
5.1 Ensure that students have access to resources to support their health and wellbeing including: I. confidential counselling services; II. careers advice and support; and III. occupational health services	☒	☐	☐
5.2 Ensure that students have access to resources to support their academic development including, for example, personal tutors.	☐	☒	☐
5.3 Ensure that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health.	☐	☒	☐
5.4 Make supportive and reasonable adjustments for students with health conditions or impairments to enable them to progress through their course and meet the professional standards, in accordance with relevant legislation.	☒	☐	☐
5.5 Provide information to students about their curriculum, practice placements, assessments and transition to registered social worker 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.	☐	☒	☐

Standard	Met	Not Met – condition applied	Recommendation given
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

125. Approved with conditions.

Annex 2: Meeting of conditions

126. 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](#).

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

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

	Standard not met	Condition	Recommendation
1	Standard 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.	The education provider will provide evidence that demonstrates that it has oversight and its own process in place to check, monitor and record 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.	Met.
2	Standard 3.1, links to standards 3.8, 3.10 & 5.2. 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	The education provider will provide evidence that it has and implements a clear management and governance plan for the delivery, resourcing, and closure of the course, that upholds the quality of the course, and ensures that apprentices are supported throughout this process.	Met.

	delivery, resourcing and quality management of the course.		
3	Standard 3.5. Ensure that regular and effective monitoring, evaluation, and improvement systems are in place, and that these involve employers, people with lived experience of social work, and students.	The education provider will provide evidence that it develops and implements a strategy for apprentices and people with lived experience of social work that identifies processes for engagement, training and deployment in course activities including participation in monitoring, evaluation, and improvement systems.	Met.
4	Standard 3.8, links to standards 3.1, 3.10 & 5.2. 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.	The education provider will provide evidence that it has an appropriate number of appropriately qualified and experienced staff to deliver an effective course.	Met.
5	Standard 3.9. Evaluate information about students' performance,	The education provider will clarify its process for collecting and evaluating data on student performance, progression, and outcomes, including from equality and diversity perspectives.	Met.

	progression, and outcomes, such as the results of exams and assessments, by collecting, analysing, and using student data, including data on equality and diversity.		
6	Standard 3.10, links to standards 3.1, 3.8 and 5.2. Ensure that educators are supported to maintain their knowledge and understanding in relation to professional practice.	The education provider will provide evidence that there are regular and formal opportunities for staff to engage with external CPD activities involving professional practice and research, and how these are brought into the course curriculum.	Met.
7	Standard 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.	The education provider will provide evidence that it has updated course documents and materials that currently reference HCPC.	Met.

8	Standard 4.2. Ensure that the views of employers, practitioners, and people with lived experience of social work are incorporated into the design, ongoing development, and review of the curriculum.	The education provider will provide evidence that they are developing and implementing a strategy for all stakeholders that incorporates them into the design, ongoing development, and review of the curriculum. That should include how apprentice committee representatives and people with lived experience are valued and included in this process.	Met.
9	Standard 4.4. Ensure that the course is continually updated as a result of developments in research, legislation, government policy and best practice.	The education provider will provide evidence that demonstrates its formalised processes and arrangements for the ongoing review and updating of the curriculum to reflect developments in social work research, legislation, government policy and best practice.	Met.
10	Standard 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.	The course provider will provide evidence on the breakdown of hours within the Applied Social Work Practice 1 and 2 module specifications regarding 200 hours to 30 credits, and evidence that demonstrates it has sufficient staffing resources within its social work team to deliver the course, ensuring that the number of hours apprentices spend in structured academic learning is sufficient to meet required levels of competence.	Met.
11	Standard 4.8. Ensure that the assessment strategy and design	The education provider will provide evidence that an action plan has been produced to ensure arrangements for assessing apprentices' academic work are	Met.

	demonstrate that the assessments are robust, reliable, and valid, and that those who successfully complete the course have developed the knowledge and skills necessary to meet the professional standards.	robust, fair, reliable, and valid, including detail of its internal moderation process.	
12	Standard 4.10 and 5.7. Provide timely and meaningful feedback to students on their progression and performance in assessments.	The education provider will provide evidence of arrangements for ensuring that throughout the course all apprentices are consistently provided with timely, meaningful feedback and guidance to support their ongoing learning and development.	Met.
13	Standard 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.	The education provider will provide evidence of how it ensures that staff who carry out its assessments and marking are appropriately trained, suitably experienced, skilled, and how they are supported to do so. That should include evidence that the external examiner has been provided with all documentation to fully carry out their role, and their recommendations have been reviewed and acted upon.	Met.
14	Standard 5.2, links to standards 3.1, 3.8 and 3.10.	The education provider will provide evidence that it has an appropriate number of appropriately qualified and experienced staff to ensure apprentices have access to resources	Met.

	Ensure that students have access to resources to support their academic development including, for example, personal tutors.	to support their academic development.	
15	Standard 5.3. Ensure that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character, and health.	The education provider will provide evidence that a process is developed and established to check the suitability of apprentices' conduct, character, and health at regular periods throughout the course.	Met.

Findings

129. The conditions review was undertaken as a result of the conditions set during the course approval as outlined in the original inspection report above. The course provider submitted the conditions monitoring mapping form within the timescale identified by the inspectors. The mapping form contained narrative evidence and supporting documentary evidence that was reviewed by the inspectors.

130. In relation to the condition set for standard 2.6, the education provider confirmed and evidenced that they keep a record of practice educators that they draw upon for the course's delivery. The inspectors were satisfied that the course provider regularly checks practice educators' registration with Social Work England and their currency to support students in this role. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

131. In relation to the condition set against standard 3.1 and links to standards 3.8, 3.10 and 5.2, the education provider submitted examples of Course Committee Meeting Minutes and details of the course teaching plan for the remainder of the programme. The inspectors were assured that the explanation and the evidence provided indicate that the education

provider has secured and defined how it is deploying resources for the run-out of the course. It has also explained how it is liaising with key stakeholders, including apprentices, employer partners and the validating body to underpin this process. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

132. In relation to the condition set against standard 3.5, the education provider submitted evidence of the Termly Report which includes student and employer partner feedback and comments regarding their experience of the course. Documentary evidence highlighted that students can also provide feedback within their Block Week Feedback Form and scheduled meetings throughout the programme with the course lead. The Course Committee Minutes March 2024 indicate that student and employer representatives are involved in discussions about the course's delivery, monitoring and evaluation. The inspectors were satisfied that this includes an indication of how student feedback is considered and responded to. The course provider submitted a list of dates and activities for members from the Service User Carer Involvement group which shows them to be involved in course content delivery, monitoring and assessment of the course. With dates and further meetings planned throughout the run-out of the course. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

133. In relation to the condition set against standard 3.8 and links to standards 3.1, 3.10 and 5.2, the evidence submitted by the course provider detailed the staffing resources in place for the delivery of the course until its closure. The information affirms the course team appointments that have been made since the inspection visit, including who has responsibility for the delivery of modules and personal tutor allocation. As a result of their review of documentary evidence, the inspectors were assured of there being an appropriate number and mix of staff to deliver the course. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

134. In relation to the condition set against standard 3.9, the course provider submitted supporting information, the HE Key Student Groups SWDA 2024 document. Information within the condition monitoring mapping form identified the collection and evaluation of student profile data. Documentary evidence confirmed that the education provider has not picked up any discernible trends from the data relating to students' performance, progression and outcomes. This includes data from an equality, diversity and inclusion perspective. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

135. In relation to the condition set against standard 3.10 and links to standards 3.1, 3.8 and 5.2, the course provider submitted evidence of external qualifications gained by the course team. The information included relevant professional development activity and funded research the course team have had approved or completed. Documentary evidence included the guidance on the process of how staff can access further training and

continuous professional development opportunities. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

136. In relation to the condition set against standard 4.1, the course provider submitted documentary evidence. The information confirmed the module specification for “Introduction to Social Work Practice” has been updated to reflect Social Work England as the regulator and the relevant standards. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

137. In relation to the condition set against standard 4.2, the education provider submitted documentary evidence, including the Termly Report April 2024, April Block Week Timetable and Service User Carer Involvement Minutes 13.03.2024. The inspectors were assured from their review of information submitted by the course provider that there is a timetable of involvement, with members of the Service User Carer Involvement group incorporated into the delivering of course content and the assessment of students. The inspectors were satisfied that students feedback has contributed to the design of the block week content, and employers sit on the course committee meeting which has a role in reviewing and developing the course. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

138. In relation to the condition set against standard 4.4, the course provider submitted documentary evidence, including Current Teaching Evidence and examples from modules and block weeks teaching on the course. The inspectors were satisfied that the information provided, including narrative overview within the mapping document, demonstrates a formalised approach to keeping the curriculum under review and up to date. The information provided by the education provider illustrates how this is practically done, including in the context of the course’s run-out. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

139. In relation to the condition set against standard 4.7, the education provider submitted the updated module specifications for Applied Social Work Practice 1 and 2, module descriptors and data regarding students’ performances in the modules assessments. Documentary evidence included the Scheme of Learning for Applied Social Work Practice, including examples of the slide decks and taught content from the modules. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

140. In relation to the condition set against standard 4.8, the information provided outlines the education provider’s leadership and training arrangements for ensuring staff are familiar with arrangements for assessing students’ work, and that the assessment processes and outcomes are robust, fair, reliable and valid. The inspectors identified that the range of evidence includes course specific material relating to student assessment and details of the assessment weighting and scheduling. Information provided to the inspectors also highlighted the wider education providers’ policies that are applied to course assessment.

Documentary evidence reviewed by the inspectors' included details of students' assessment results and the external examiner's feedback on these. The Course Committee Minutes March 2024 provided insight into how student queries regarding assessment on the course have been responded to. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

141. In relation to the condition set against standards 4.10 and 5.7, the course provider submitted documentary evidence, including Evidence of Meeting Marking and Feedback Deadline and Second Course Committee Meeting Minutes Social Work 20.03.2024. The inspectors were informed of the appointment of the new course lead and the difference this has made to team capacity for providing students with timely feedback on their learning and development. The education provider indicated that this has meant the timescale for providing feedback within 20 working days is now being met. This is evidenced through screenshots of the timeframes in which feedback has been provided and confirmed by the discussions within the Course Committee Minutes March 2024. Within these minutes student representatives indicate that there have been improvements in terms of the usefulness and timeliness of feedback provided to them. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

142. In relation to the condition set against standard 4.11, the education provider submitted documentary evidence, including the PI Policy on Internal Moderation and Double Marking 2023-24, Second Course Committee Meeting Minutes Social Work 20.03.2024, and the EE Report Social Work 2022-2023. The inspectors were satisfied that the course team, including the new course lead, have received training on the programme's assessment processes. The documentary evidence includes the education provider's policy on internal moderation and double marking. Feedback within the external examiners report highlighted that they had received current work from students on the course and internal moderation within the course is fair and consistent. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

143. In relation to the condition set against standard 5.2 and links to standards 3.1, 3.8 and 3.10, the education provider submitted information and guidance detailing the staffing resources that are now in place and due to be in place for the run-out of the course. The information submitted by the course provider indicated the personal tutor arrangements in place for students and the back-up arrangements for this, should the primary personal tutor not be available. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

144. In relation to the conditions set against standard 5.3, the education provider submitted the Ongoing Declaration of Suitability Form 2024. The inspectors were assured that this updated process and form clarifies how students on the course are now required to provide an updated disclosure on any issues that may be relevant to their suitability since they

enrolled on the course. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

145. Following the review of the documentary evidence submitted, the inspection team are satisfied that the conditions set against the approval of the BA (Hons) Social Work Degree Apprenticeship is met.

Regulator decision

Conditions met.