



Inspection Report

Course provider: Bournemouth University

Course approval: BA (Hons) Social Work
Apprenticeship

Inspection dates: 13 – 15 May 2025

Report date:	10 th July 2025
Inspector recommendation:	Approved
Regulator decision:	Approved
Date of Regulator decision:	4 th August 2025

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Introduction

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

What we do

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

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

officer if they have any queries that may be able to be addressed in advance of the inspection.

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- or 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, without conditions or that it does not meet the criteria for 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 decision about the approval of the course.

13. The 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. Course details: Bournemouth University ('the university') wish to run a three year BA (Hons) Social Work Apprenticeship.

Inspection ID	BUCPP498
Course provider	Bournemouth University
Validating body (if different)	
Course inspected	BA (Hons) Social Work Apprenticeship
Mode of Study	Full time
Maximum student cohort	15
Proposed first intake	September 2025
Date of inspection	13 – 15 May 2025
Inspection team	Kate Springett (Education Quality Assurance Officer) Sophie Kane (Lay Inspector) Surj Sall-Dullat (Registrant Inspector)

Language

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

Inspection

17. An onsite inspection took place from 13 – 15 May 2025 at Bournemouth University where the education provider 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.

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 students on the current BA (Hons) Social Work programme. Students were level 4, 5 and 6 and included student representatives. Discussions included but were not limited to placements, support, whistleblowing, and feedback.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from the course team, practice based learning team, senior leadership team and admissions team. Topics of discussion included but were not limited to; admissions, placements, assessments, EDI (equality, diversity and inclusion), and staff support.

Meeting with people with lived experience of social work

22. The inspection team met with people with lived experience of social work who have been involved in the course provider's PIER partnership (Public Involvement in Education and Research Partnership). Discussions included how they were involved in the programme, such as admissions, assessment and development of the programme.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners at Wiltshire Council. Discussions included admissions, placements and their involvement in the programme. The inspection team also received feedback via email from Bournemouth, Christchurch and Poole Council.

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 provided prior to inspection included admissions regulations and the admissions policy at the university. The inspection team agreed that all aspects of the standard were met based on documentary evidence.

26. Despite being assured based on documentary evidence, the inspection team also triangulated this during the inspection week. They were able to meet with the course team and were further assured that the admissions process enabled applicants to demonstrate they had the potential to develop the knowledge and skills necessary to meet the professional standards, meet academic standards, use information and communication technology to achieve course outcomes, and demonstrate a good command of English.

27. The inspection team agreed the standard was met.

Standard 1.2

28. Prior to inspection, the course provider provided a recognition of prior learning policy, which the inspection team reviewed. The inspection team felt it was unclear how the course provider measured relevant experience, and wanted to explore this further during the inspection week.

29. The course team gave clear examples of the breadth of experience they considered as part of the admissions process. The inspection team understood that the approach

the course team took was open and flexible, with considerations not only including academic experience, but life experience.

30. Despite the flexibility in considering relevant experience, the inspection team felt assured that the course team carefully considered whether applicants' experience was appropriate, and whether they felt applicants would succeed on the course.

31. The inspection team agreed the standard was met.

Standard 1.3

32. Prior to inspection, the course provider explained in narrative that PWLE's (people with lived experience of social work) involvement in admissions included role play, group discussions and interviews.

33. When the inspection team met with PWLE, the above was triangulated, and the inspection team were assured PWLE were involved in admissions processes at the university.

34. It was understood that employer and placement providers were responsible for assessing and putting forward candidates for the programme, and therefore their involvement was clear.

35. The inspection team felt that the course provider had a well-established admissions process which included key stakeholders for their current programmes, and this would also apply to the new apprenticeship programme.

36. The inspection team agreed the standard was met.

Standard 1.4

37. It was made clear from narrative and documentary evidence provided prior to inspection that applicants must complete a Good Health and Character Declaration. In addition to this, an enhanced DBS check was necessary as well as an occupational health screening.

38. During the inspection, the inspection team heard from the course team that they did not rely on employer DBS checks, and these were completed by the course provider, unless an applicant was signed up to the update service.

39. The inspection team also heard there were processes in place (a DBS panel) for when concerns arose from DBS checks.

40. The inspection team agreed the standard was met.

Standard 1.5

41. Narrative and documentary evidence provided prior to inspection demonstrated the course provider had a clear understanding of equality and diversity in relation to applicants and there were relevant policies and procedures in place in relation to the same. The inspection team reviewed the admissions policy, which covered widening participation and fair access.

42. The course provider also stated that 'learners applying for the Social Work Degree Apprenticeship will complete an occupational health questionnaire and depending on the outcome will be invited to an occupational health check'.

43. The inspection team felt there was a clear commitment to ensuring EDI in the application process and they heard about how the university not only supported applicants, but academic staff, and PWLE by providing EDI training.

44. The inspection team were provided with examples during the inspection about how reasonable adjustments had been made for applicants.

45. The inspection team agreed the standard was met.

Standard 1.6

46. Despite a lack of documentary evidence prior to the inspection, the course provider was able to provide the draft course page for the apprenticeship course during the inspection.

47. The inspection team reviewed the draft web page and felt that this gave applicants all the information they required to make an informed choice about whether to take up an offer of a place on a course, as per the standard requirements.

48. The inspection team met with students on similar social work courses in an attempt to triangulate the above during the inspection week, and heard that there was nothing the students felt they should have been told prior to starting their course, and they were well informed of what to expect.

49. The inspection team felt that the same would apply to students on the apprenticeship programme, and therefore agreed the standard was met.

Standard two: Learning environment

Standard 2.1

50. Narrative evidence stated that placements were 70 days and 100 days, with the addition of 30 skills days. Narrative explained that the final practice placement was in teams undertaking statutory tasks, and that employers lead on the allocation of practice placements, ensuring a diversity of experiences, in both an adult social care setting and a children's social care setting.

51. During the inspection week, practice educators (PEs) were able to confirm there were contrasting placements which included a minimum of one in a statutory setting.

52. Students on the current social work programme confirmed that they knew attending 170 placement days and 30 skills days was mandatory. The inspection team were also satisfied that for placements, appropriate consent was obtained from service users prior to the student working with them.

53. The course team confirmed there were contingencies in place regarding whether a skills day or placement day was missed, to ensure that the 200 days were spent gaining different experiences and learning in practice settings. The inspection team understood that there were more than 30 skills days on offer, meaning students could exceed 30 skills days in some instances.

54. The inspection team felt that where evidence gathered related to current social work provision, the same applied to the apprenticeship, and agreed the standard was met.

Standard 2.2

55. Evidence provided prior to inspection demonstrated that the course was mapped and aligned to the professional standards, and in addition to this, placements were evaluated to ensure they were appropriate.

56. The inspection team heard as part of the inspection that prior to a placement commencing, learning opportunities were outlined based on students' needs.

57. Students on the current social work provision at the university were positive about their placements and the learning that was offered and provided.

58. The inspection team felt that documentary evidence and discussions with the course team, stakeholder employers and students confirmed there were sufficient learning opportunities to enable students to gain the knowledge and skills necessary to develop and meet the professional standards on current social work provision, but this would also apply to the apprenticeship.

59. The inspection team agreed the standard was met.

Standard 2.3

60. Prior to inspection, the inspection team reviewed the course handbook, which they felt contained all the necessary information for students in relation to support and placements. Narrative stated that learners were required to take 3 ½ hours study time every five days of substantive placement, which was recorded by the PE.

61. The inspection team heard from students on current social work provision that they were properly inducted, and had access to support, supervision and relevant policies. In addition to this, PEs confirmed there was supervision for students.

62. In relation to resources, these were found and located on the virtual learning environment (VLE). The team saw a demonstration of the VLE as part of the inspection, and they felt there were adequate resources for students.

63. The inspection team agreed the standard was met. They felt that despite some evidence being supportive of current social work provision, this would also apply to the apprenticeship.

Standard 2.4

64. As part of the inspection, the inspection team met with students on current social work provision. Students reported that their journey of progression throughout the course was gradual and appropriate, and they felt they had time to reflect and embed their learning. The inspection team understood that there was natural progression, and students were able to develop their knowledge and skills as the course progressed.

65. PEs stated that it was made clear to them what the students learning opportunities were and this enabled them to ensure students responsibilities were appropriate for their stage of education and training.

66. The inspection team agreed that evidence they heard would apply to the apprenticeship, and agreed the standard was met.

Standard 2.5

67. Prior to inspection, the unit specification for the readiness for practice module was provided. The inspection team felt the content of the module was robust and thorough.

68. As part of the inspection, the inspection team met with PEs, employer partners and students who all felt students on current social work provision were as ready as they could be for placement.

69. PEs reported there were some concerns about professionalism, however this was not specific to the course provider, and the module included sufficient activities to prepare students for practice, such as phone calls.

70. The inspection team also met with PWLE and heard about the practice module in more detail. PWLE provided examples of how they worked with and assessed current students on the module, on similar social work provision. The inspection team understood that working with PWLE helped students develop/learn and increase their confidence and understanding of working in practice settings.

71. The inspection team agreed that standard was met.

Standard 2.6

72. Prior to inspection, narrative provided explained that the course provider worked in partnership with employers as part of the Practice Education Professional Standards (PEPS) process to ensure PEs had relevant and current knowledge, skills and experience to support safe and effective learning. Documentary evidence included PEPs audit forms and reflective logs.

73. The above was triangulated during the inspection, and the inspectors agreed that the process for ensuring PEs have the relevant and current knowledge, skills and experience to support safe and effective learning was robust.

74. In relation to ensuring PEs were on the register, this was explored as part of the inspection. The inspection team heard from the course team and staff involved in practice based learning that there was a robust process in place for checking independent PEs registration. In relation to PEs employed by local authorities, evidence of Social Work England registration was submitted via a portfolio of evidence that was submitted every two years to a panel made up of suitably qualified practitioners from the university and employers. It was stated that the panel met 3-4 times per year to consider the portfolio.

75. The inspection team agreed that as members of the social work team at the university sat on the panel, this provided assurance to the course provider that all PEs were registered with Social Work England.

76. The inspection team agreed the standard was met.

Standard 2.7

77. Documentary evidence provided prior to inspection demonstrated there was a whistleblowing policy in place, and the inspection team felt there was a clear process in place for students to follow, if required.

78. Students on the current social work provision confirmed they were aware of relevant policies and procedures, and they knew where to locate these, both at university and on placement. Students also reported that they felt comfortable to report and/or challenge wrongdoings.

79. The inspection team felt that despite there being no current students due to the inspection being for a new course, the standard was met based on feedback from students on similar social work provision.

Standard three: Course governance, management and quality

Standard 3.1

80. Documentary and narrative evidence provided prior to inspection demonstrated that the course provider had an organisational structure with clear lines of accountability and strategic oversight.

81. During the inspection, the inspection team met with the course team and senior management team and felt the governance processes in place were comprehensive, and there were adequate staffing resources to successfully run the course

82. The inspection team agreed the standard was met.

Standard 3.2

83. Documentary evidence provided prior to inspection included a memorandum of understanding, future strategies, policies and the practice learning handbook. The documentation was supportive of the course provider ensuring that placements met the required standards.

84. Following review of documentation, the inspection team were keen to meet with stakeholders including PEs and placement providers to discuss how the same worked in practice.

85. The inspection team heard that placements were reviewed to ensure that the appropriate learning opportunities were provided to students, and the inspection team felt this process was robust.

86. Additionally, the inspection team heard examples of how placement breakdowns were managed on other social work provision and felt that this was consistent across placement providers.

87. The inspection team agreed the standard was met.

Standard 3.3

88. Documentary evidence provided in support of this standard focussed on the employers' responsibilities in relation to placement providers having the necessary policies and procedures in relation to students' health, wellbeing and risk, and the support systems in place to underpin these, and the inspection team felt this was appropriate.

89. The course provider explained in narrative that they were able to ensure the placement provided the appropriate information and support to students, via their oversight and involvement in the practice learning agreement.

90. During the inspection, support staff explained that in addition to placement providers having adequate procedures in place, the course provider also provided support for students, and apprentices had the same access to support as BA students. It was understood that when a support need was identified, the team mapped out what systems the employers had and ensured the student received the appropriate support.

91. The inspection team agreed the standard was met.

Standard 3.4

92. Narrative provided prior to inspection stated that employers had involvement in the placement of apprentices, and the course provider and employers helped manage and monitor the allocation of practice education. It is further stated that practitioners were invited as guest lecturers for taught sessions and skills days.

93. During the inspection, the inspection team met with employers who explained they were involved in teaching on the other social work provision, and would also be involved in the apprenticeship. It was understood that employers were also strategic partners and were involved in the design and monitoring of the course.

94. The inspection team agreed the standard was met.

Standard 3.5

95. Documentary evidence provided demonstrated that there were processes in place for employers, students and PWLE to be involved in monitoring, evaluating and improving the course. In addition to this, it was stated in narrative that there was an ongoing partnership with the Teaching Partnership in regard to the evaluation and development of the programme.

96. When the inspection team met with employers to discuss the above, they reported being heavily involved in providing feedback on the course content and they attended board meetings. Employers felt their relationship with the course provider was collaborative, and the course provider was responsive to feedback. Examples were provided where changes were made to current social work provision following feedback.

97. As part of the inspection, the inspection team met with students on current social work provision. Students felt they had a voice, and their input was valued and it was reported there was a constant cycle of feedback between students and the course team. Examples were provided where changes have been made following feedback.

98. In relation to involvement of PWLE, the inspection team heard from the PWLE group that they were involved in monitoring, evaluation and improvement. An example was provided where the course was adapted to improve students' telephone skills. PWLE

also reported they had been involved in reviewing skills days to keep them up to date and in line with current practice.

99. The inspection team felt based on the evidence provided, all relevant stakeholders would be involved in monitoring, evaluation and improvement of the apprenticeship, and agreed the standard was met.

Standard 3.6

100. Documentary evidence and narrative provided demonstrated that consideration had been made to accommodate 15 students on the apprenticeship. It was also stated that student numbers were determined by employers and the number of learners they could accommodate.

101. When the inspection team met with the course team and senior management team, they heard that staff to student ratios would not be affected by the intake of apprentices, and the number of students taken on the BA course would be reduced to accommodate the apprenticeship.

102. The inspection team agreed the standard was met.

Standard 3.7

103. Prior to inspection, the inspection team reviewed the programme leader's staff profiles, and confirmed they were registered social workers and had the appropriate qualifications and experience.

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

Standard 3.8

105. Prior to inspection, the inspection team reviewed the academic staff's profiles, which showed they were appropriately qualified and experienced.

106. The inspection team felt there was a broad range of experience across the team, and in relation to staff numbers, this was appropriate in relation to the number of students on the course.

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

Standard 3.9

108. Documentary evidence provided prior to inspection demonstrated that the course provider evaluated information on students, and this was done through various mechanisms, such as tripartite reviews, personal tutor input, and action planning.

109. As part of the inspection week, the inspection team heard more about the way the course provider evaluates student data. The course team explained that there was an annual monitoring and enhancement review policy, which included data on equality and diversity. Furthermore, the course team were able to use the VLE, Brightspace to look at student data and see how they were progressing.

110. The inspection team felt that the processes in place to ensure the course provider evaluated students' performance, progression and outcomes was robust, and agreed the standard was met.

Standard 3.10

111. The inspection team reviewed documentation prior to the inspection which demonstrated that the course team were supported to maintain their knowledge and understanding in relation to professional practice.

112. This was triangulated during the inspection, and members of the course team confirmed that they felt supported in this area and some remained in practice, as well as teaching on the course. In addition to this, members of the course team who were no longer involved in practice confirmed they were research active.

113. The inspection team agreed the standard was met.

Standard four: Curriculum assessment

Standard 4.1

114. Documentary evidence provided prior to inspection demonstrated there were policies in place which contributed to there being appropriate content, structure and delivery of training to apprentices.

115. As part of the inspection, the inspection team met with students, placement providers and PEs, who were of the view that students were not only prepared for placement, but also ready to go into practice at the end of the programme.

116. The inspection team felt that there were adequate teaching resources available to enable students to demonstrate that they have the necessary knowledge and skills to meet the professional standards, and agreed the standard was met.

Standard 4.2

117. As part of the inspection, the inspection team met with relevant stakeholders in order to triangulate documentary evidence, and determine who were involved in the design, ongoing development and review of the curriculum.

118. Employers, practitioners and PWLE made it clear to the inspection team that they had appropriate and relevant involvement, and examples of involvement were provided. They also reported that they felt their involvement was not tokenistic and they felt their input was valued.

119. The inspection team agreed the standard was met.

Standard 4.3

120. Documentary evidence provided prior to the inspection demonstrated that the course is designed in accordance with equality, diversity and inclusion principles, and human rights and legislative frameworks. There was evidence of an Anti-Racist Practice Steering Group, and it was understood that there was an inclusivity lead.

121. During the inspection, the inspection team were able to triangulate the documentary evidence with the course team and also heard about how teaching materials were reviewed on a regular basis, so they remained relevant and current in relation to human rights and EDI.

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

Standard 4.4

123. Prior to inspection, the inspection team reviewed documentation which demonstrated there was a robust process for consulting students and PWLE in relation to keeping the course up to date. Documentation was provided in the form of publications, which evidenced teaching and materials remained current.

124. As explained in standard 4.3, the inspection team were informed by the course team that teaching materials were reviewed on a regular basis, and the inspection team felt this contributed to ensuring the course was continually updated as a result of developments in research, legislation, government policy and best practice.

125. In addition to the above, the inspection team heard about how members of the course team engaged in research, and practitioners were involved in delivering skills days.

126. The inspection team agreed the standard was met.

Standard 4.5

127. Prior to inspection, the inspection team reviewed the programme specification which demonstrated that theory was an area of focus on the course. In addition to this, the programme specification was clear on methods/approaches used to integrate theory with practice.

128. The inspection team felt that integration of theory and practice was demonstrated within the curriculum, and this was further confirmed by PEs and students during the inspection.

129. Students reported they felt the integration of theory and practice was something the course provider took seriously, and if they did not understand something, their personal academic tutor would support them to understand.

130. PEs confirmed the same and stated that they unpicked theories with students when they were on placement.

131. The inspection team agreed the standard was met.

Standard 4.6

132. Documentary evidence demonstrated there was a module titled: 'communication skills and professionalism' which supported and included multi-disciplinary learning.

133. In addition to documentary evidence, during the inspection, the course team were able to show the inspection team their simulation suites located on the campus, which enabled multi-disciplinary learning.

134. Students on current social work provision were able to confirm they had the opportunity to work with and learn from other professions. Examples included working with students on other courses, such as physiotherapy.

135. The inspection team agreed the standard was met.

Standard 4.7

136. The inspection team reviewed narrative and documentary evidence provided by the education provider.

137. The inspection team agreed that evidence presented demonstrated that the hours spent in structured academic learning was appropriate and sufficient to enable students to meet the professional standards, there was an appropriate expectation around attendance and there was support in place for students whose attendance dropped.

138. Additionally, the inspection team felt there was a varied structure to support different learning styles, and shadowing opportunities which complimented the learning experiences for students.

139. The inspection team agreed the standard was met.

Standard 4.8

140. Prior to inspection, the inspection team reviewed evidence which demonstrated there was a wide range of assessment designs, and they were satisfied that the assessments were robust, covering different topics and were mapped against the professional standards.

141. As part of the inspection, the inspection team spoke to students who reported assessments being varied, and they felt they could showcase their strengths. They also stated that feedback from assessments informed their work, and they took this on board.

142. Employers felt that students on the current social work course were competent at the end of the course, and this supported that assessments were reliable and valid.

143. The inspection team agreed the standard was met.

Standard 4.9

144. Prior to inspection, the inspection reviewed the programme specification, as well as narrative and it was agreed by the inspection team that the modules were sequenced appropriately.

145. Students on similar social work provision reported during the inspection that the sequencing of assessments was good, and they felt they progressed at an appropriate pace for their level.

146. The inspection team agreed the standard was met.

Standard 4.10

147. Following a review of documentary evidence provided prior to inspection, the inspection team understood that the VLE was utilised to provide feedback, and there was a pre-planned schedule for assessment feedback, with tutor support available to students needing to resubmit.

148. During the inspection, students on similar social work provision confirmed that they received feedback, and this was appropriate and constructive.

149. The inspection team agreed the standard was met.

Standard 4.11

150. The inspection team reviewed the course team CVs which demonstrated they had the appropriate expertise to undertake student assessments.

151. The inspection team were satisfied that the external examiner for the education provider was appropriately qualified, registered with Social Work England, and experienced to oversee the course assessment and marking methods.

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

Standard 4.12

153. The inspection team was satisfied with documentary evidence and narrative provided prior to inspection. This demonstrated students' progression was monitored and moderated throughout the course.

154. This was further confirmed during the inspection when it was explained the VLE was used to show students how they were progressing, as well as via the tripartite meetings.

155. The inspection team also heard from PWLE and employers that they were responsible for providing feedback, including via direct observations of practice.

156. The inspection team agreed the standard was met.

Standard 4.13

157. Narrative provided prior to inspection stated that all the units incorporated theory, research, and supported the development of skills required for social work.

158. The inspection team met with students as part of the inspection who confirmed they were involved in research as well as having the opportunity to shadow.

159. The inspection team felt assured that modules were appropriate and enabled students to develop an evidence-informed approach to practice, underpinned by skills, knowledge and understanding in relation to research and evaluation.

160. The inspection team agreed the standard was met.

Standard five: Supporting students

Standard 5.1

161. Documentary evidence provided prior to inspection in support of this standard included various course provider web pages, as well as relevant policies, which the inspection team felt adequately evidenced the required services for students.

162. As part of the inspection, the inspection team met with support services which included staff from counselling, occupational health and careers support.

163. The inspection team heard that all services were available to students via the VLE but also heard about each service in detail.

164. In relation to careers advice and support, it was stated that the team operated on campus, via telephone and online. They also help careers fairs, and graduate skills programmes. It was also reported that the service was life-long and available to alumni.

165. Staff from counselling services informed the inspection team that there was a process in place for screening students and there was provision available for students to have counselling and CBT, if required. Additionally, immediate support was available outside of core hours.

166. In relation to occupational health, despite it being necessary to complete an assessment on entry to the programme, the course provider accepted new referrals throughout a student's time on the programme, should their circumstances change.

167. The inspection team agreed the standard was met.

Standard 5.2

168. Documentary evidence provided prior to inspection included the personal tutor policy which the inspection team felt demonstrated there was access to resources to support students' academic development.

169. In addition to personal tutors, it was demonstrated that there was a large range of resources available to students. During the inspection week, the inspection team heard from the course team and support services that there were relevant resources available to student on the VLE, as well as 24/7 library access and IT support.

170. The inspection team agreed the standard was met.

Standard 5.3

171. Evidence provided prior to inspection demonstrated there were DBS and health checks undertaken at the beginning of the course each year, and there was an engagement and attendance policy.

172. The inspection team heard during the inspection that not only is the declaration annual, but students agree to informing the course provider should anything change, which would impact the declaration.

173. The inspection team agreed the standard was met.

Standard 5.4

174. Prior to the inspection, the inspection team reviewed documentary evidence which demonstrated there was commitment to supporting students who required additional support or reasonable adjustments.

175. As part of the inspection, the inspection team were able to triangulate the above and heard about the processes in place for identifying and supporting students who required reasonable adjustments.

176. Examples of adjustments made included providing equipment for students with dyslexia and allowing students with a physical impairment to stand up and walk around during academic teaching sessions.

177. The inspection team agreed the standard was met.

Standard 5.5

178. Prior to the inspection, the inspection team reviewed the programme handbook and unit specifications and agreed that information required to be provided to students in order to satisfy this standard was contained in these documents.

179. During the inspection, the inspection team asked students if they knew about the transition to social worker, and the ASYE (assessed and supported year in employment). Current students studying the Social Work degree informed us they were given information on the transition to social worker and the ASYE when it felt an appropriate time for them to learn about this. This was also confirmed by the course team, and they advised that at the end of the programme, a letter was sent to students which contained all relevant information on the next steps.

180. The inspection team agreed the standard was met.

Standard 5.6

181. Prior to inspection, the inspection team reviewed the programme handbook which highlighted which elements of the course were mandatory.

182. During the inspection students confirmed they knew what was mandatory and this included 170 placement days and 30 skills days.

183. The inspection team agreed the standard was met.

Standard 5.7

184. Documentary evidence provided prior to inspection included policy documentation demonstrating that summative and formative feedback was provided, usually within a 3-week period.

185. During the inspection, the inspection team met with the course team, who confirmed the content of the documentary evidence, and this was further supported by students, who reported feedback was timely and constructive.

186. The inspection team agreed the standard was met.

Standard 5.8

187. Documentary evidence provided prior to the inspection demonstrated the university had an academic appeals process, which was available to students on all programmes.

188. When the inspection team met with students during the inspection week, they confirmed they knew where to find the policy.

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

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

Standard 6.1

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

Proposed outcome

The inspection team recommend that the course be approved.

It should be noted that all qualifying social work courses will be subject to re-approval under Social Work England's [2021 education and training standards](#).

Annex 1: Education and training standards summary

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

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

Standard	Met	Not Met – condition applied	Recommendati on given
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.	☒	☐	☐
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.	☒	☐	☐

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

Standard	Met	Not Met – condition applied	Recommendati on given
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 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	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendati on given
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 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	☒	☐	☐

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

Standard	Met	Not Met – condition applied	Recommendati on given
6.1 The threshold entry route to the register will normally be a bachelor’s degree with honours in social work.	☒	☐	☐

Regulator decision

Course approved.