

Inspection Report



Course provider: University of the West of England, Bristol

Course approval: Social Work Apprenticeship (BSc Hons)

Inspection dates:

Report date:	04/12/2025
Inspector recommendation:	Approved
Regulator decision:	Approved
Date of Regulator decision:	23/12/2025

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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: University of the West of England, Bristol wish to run a three year BSc (Hons) Social Work apprenticeship.

Inspection ID	UWEBCPP505
Course provider	University of West of England Bristol
Validating body (if different)	
Course inspected	Social Work Apprenticeship (BSc Hons)
Mode of Study	Full Time
Maximum student cohort	50 per cohort
Proposed first intake	08 September 2026
Date of inspection	21/10/2025 - 23/10/2025
Inspection team	Katie Parkin and Daisy Bragadini (Education Quality Assurance Officers) Glenn Mathieson (Lay Inspector) Debbie Brown (Registrant Inspector)

Language

16. In this document we describe the University of West of England Bristol as 'the education provider' or 'the university' and we describe the BSc (Hons) Social Work Apprenticeship as 'the course'.

Inspection

17. An onsite inspection took place from 21 October to 23 October 2025 in Bristol 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

No parties disclosed a conflict of interest.

Meetings with students

20. The inspection team met with 10 students from all three years of the current BA social work course. Two of the students were student representatives. Discussions included student support, content of the course, placement and overall experience.

Meetings with course staff

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

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 HUB group. Discussions included involvement with the course, the universities response to advice and course content.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including practice educators and employers.

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. Prior to inspection, the inspection team reviewed the documentary evidence including the interview questions and interview scoring guidance provided by the course team. The documentary evidence was clear, well structured and demonstrated that the admissions process enabled applicants to show their potential to meet professional and academic standards.

26. During the inspection, the team met with the course team and people with lived experience. Both groups were familiar with the interview questions and scoring guidance, confirming a shared understanding of how the process is implemented. The inspection team agreed this standard is met.

Standard 1.2

27. The inspection team received a copy of the Skills Radar and reviewed the accompanying narrative about how contextual nuance is applied during admissions. The evidence showed that while formal entry requirements are considered, individual experiences are also taken into account.

28. The course team explained that where applicants do not meet tariff requirements, they can instead use their relevant life or work experiences to compensate for the shortfalls. Applicants are invited to draw on this experience in their personal statements and interview.

The inspection team agreed this standard is met.

Standard 1.3

29. People with lived experience confirmed the active involvement they have on the course, this matched the course teams' evidence and narrative. The inspection team heard that although employers carry out interviews as part of the apprenticeship recruitment process, the university will also undertake their own interviews to ensure consistency and fairness.

30. The team reviewed the interview scoring matrix used by the course team and people with lived experience. People with lived experience talked about their input in developing the matrix and expressed confidence using it effectively.

The inspection team agreed this standard is met.

Standard 1.4

31. Documentary evidence provided before inspection included detailed policies and procedures relating to applicant suitability and safety, such as the convictions policy, disclosure and barring checks policy and fitness to study policy. The evidence also demonstrated the use of risk assessment tools to manage and escalate concerns appropriately.

32. During the inspection, the course team explained that the university maintains full control of the DBS checking process and does not rely on employer checks. The inspection team considered these processes to be robust.

The inspection team agreed this standard is met.

Standard 1.5

33. The inspection team reviewed evidence of equality, diversity and inclusion training provided to all staff and people with lived experience involved in the admissions process. The course team demonstrated a clear commitment to ensuring inclusive practice.

34. During the inspection, the team heard that interviews are conducted online but can be adjusted to meet applicants' individual needs. The course team gave examples of when and how they have put reasonable adjustments in place; this illustrated a proactive and supportive approach to accessibility. The inspection team also saw that equality and diversity policies are actively monitored through regular review, reporting mechanisms, and updates to ensure compliance with institutional and professional standards. The inspection team agreed this standard is met.

Standard 1.6

35. Documentary evidence and discussions during the inspection confirmed that applicants have access to comprehensive information about the course through the university website and open days.

36. When meeting with students the inspection team heard that they felt well informed before beginning their studies and did not identify any gaps in the information provided. The inspection team agreed this standard is met.

Standard two: Learning environment

Standard 2.1

37. Prior to inspection, the course team submitted documentary evidence including the placement allocation process, students request form, and the relationship with agencies document. The inspection team found these materials to be clear and comprehensive.

38. During the inspection the team explored questions around skills days and how they apply to the apprenticeship programme. The course team explained that observational days were included and that systems were in place to monitor and record attendance. They also described how students could make up any missed skills days through additional placement days or relevant professional experience, such as attending court proceedings.

39. The inspection team heard from the course team and employers that the 100 day and 70 day placements are distinct and the apprentices are not placed in their current workplace. Students experience contrasting settings across adult and children's services, ensuring a breadth of learning opportunities. The processes mirrored those used for another social work programme at the university. The inspection team agreed this standard is met.

Standard 2.2

40. Documentary evidence provided prior to inspection was robust and on inspection the inspection team sought confirmation that these processes would apply to the apprenticeship programme.

41. During inspection, the course team confirmed that the processes would mainly stay the same and clarified how the four observational days would be incorporated into the apprenticeship route. They confirmed their intention to update the placement handbook to reflect any additional information specific to the apprenticeship, following a similar approach taken on their other social work courses. Practice learning opportunities are assured through established processes, including the use of the Practice Learning Agreement. Employers confirmed their close collaboration with the university to provide varied learning opportunities. The inspection team agreed this standard is met.

Standard 2.3

42. During inspection, students spoke positively about their placement experiences and the support provided. The workbook for practice supervisors contained clear

guidance, and all processes applicable to existing programmes were confirmed as applying to the apprenticeship.

43. The placement team described how they work with employers to monitor workload, access to resources and student progress through interim and final meetings. The inspection team were satisfied that there were clear and effective systems in place. The inspection team agreed this standard is met.

Standard 2.4

44. The inspection team reviewed documentary evidence including the Quality Assurance in Practice Learning (QAPL) folder, Pebble Pad portfolio and placement handbook. The course team explained how they achieved an appropriate balance between workplace learning and placement experiences. Employers confirmed that apprentices are treated as students rather than employees for the purpose of placement, ensuring learning environments are suitable for their level of study.

45. The ARC system is used to manage placements and support annual quality assurance and monitoring processes. Students described opportunities to apply learning at different stages of their programme, linking theory to practice.

46. The inspection team heard about the use of Pebble pad portfolios, formative meetings to address any performance concerns, and the involvement of practice Tutors, apprenticeship coordinators, and the module leader in the placement agreement process. Students also referred to the practise placement officer as an additional source of support and demonstrated confidence in contacting the team if issues arose. The inspection team agreed this standard is met.

Standard 2.5

47. Documentary evidence demonstrated clear processes for preparing students for placement. Students must successfully complete the preparation for practice module in year 1 before progressing to their year 2 placement, ensuring they are appropriately assessed in line with the requirements of the standard

48. During inspection the course team confirmed that these processes apply equally to apprenticeship students. Skills days form part of the apprenticeship programme, and the team described a strong culture of protecting the public and ensuring suitability for practise through risk assessment and monitoring tools. The inspection team agreed this standard is met.

Standard 2.6

49. During inspection the team received a blank copy of the form completed by placement providers, which includes the registration number of the practice educator.

50. Initially the spreadsheet shared with local authorities did not show registration numbers however, this was clarified when the team received the completed employer form demonstrating that registration details are recorded. The team also reviewed plans to update the ARC system to include fields for both practice educator names and registration numbers.

51. In addition to confirming registration, the provider outlined processes for checking the currency of practice educators' experience and ensuring they have completed the required training and updates before supervising students. The inspection team agreed this standard is met.

Standard 2.7

52. During the inspection students demonstrated a clear understanding of whistle blowing procedures which they had received during induction and throughout their course.

53. The course team were able to provide examples of situations where whistleblowing had been appropriately managed and resolved, reinforcing the universities culture of openness and safeguarding. Employers spoke about how they would ensure students on placement would receive the same training as employees, this included whistle blowing training. The inspection team agreed this standard is met.

Standard three: Course governance, management and quality

Standard 3.1

54. Documentary and narrative evidence provided prior to inspection demonstrated that the course provider had an established and transparent governance structure with clear lines of accountability.

55. During the inspection, the inspection team met with the course and senior management teams. They described well defined management processes and a coherent strategy for integrating the apprenticeship into existing provision. The team heard that social work and apprenticeship teams worked collaboratively to ensure consistency in governance and delivery.

56. Employers reported being actively involved in the design and ongoing management of the apprenticeship programme. They expressed that they had initiated early discussions with the university and would continue to work collaboratively through an established employers group. The inspection team agreed this standard is met.

Standard 3.2

57. Documentary evidence demonstrated that the course provider had a robust process for assuring the quality and consistency of placements and managing any associated risks.

58. During the inspection, the inspection team heard about the process for placement breakdowns. The course and placement teams provided clear examples of how such situations had been handled previously, including the use of second placement opportunities where appropriate. The inspection team felt the processes in place, as outlined in documentation and described in meeting were comprehensive and well understood by all parties. The inspection team agreed this standard is met.

Standard 3.3

59. The documentary evidence demonstrated that clear expectations and responsibilities were outlined for students and employers, and the university in relation to placement quality, health and safety and safeguarding.

60. The inspection team reviewed how these agreements were embedded within the placement quality assurance process and heard from student's support staff that appropriate information and support systems were in place for students while on placement. The inspection team agreed this standard is met.

Standard 3.4

61. The documentary evidence showed that employers were consistently involved in the design, monitoring and delivery of the course, with formal structures in place to support this collaboration.

62. During this inspection, employers confirmed they had been instrumental in shaping the apprenticeship course and that regular meetings held every eight weeks would continue to support the delivery and monitoring of placements. Employers expressed strong ownership of the apprenticeship model and confidence in the universities' partnership approach. This aligned with the course teams narrative around how employer input has been used to design the course. The inspection team agreed this standard was met.

Standard 3.5

63. The documentary evidence provided demonstrated that feedback from employers, students and people with lived experience was integral to ongoing monitoring and improvement of the course. We were provided with minutes from the programme management committee group and the people at with lived Experience Hub group that showed evidence of these discussions.

64. During the inspection, the People with Lived Experience group shared examples of how their feedback had led to tangible changes in the course content when designing the new course. They described the course team as highly responsive. The course team outlined how feedback from students and employers were systematically gathered and used to inform improvements. The inspection team agreed the standard was met.

Standard 3.6

65. On inspection the course team demonstrated that workforce planning and student numbers were closely aligned to employer demand and placement capacity. Employers confirmed that they had been key drivers in developing the apprenticeship and that placement availability had been carefully considered.

66. Senior management explained that although the long term target was to recruit up to 50 students per year, initial intakes would be lower to ensure quality and sustainability. Regular business planning cycles would continue to monitor resources and placement. Students reported satisfaction with their placement experiences and confirmed that they felt well supported. The inspection team agreed this standard was met.

Standard 3.7

67. Documentary evidence included relevant CVs as well as a job description for a Senior Lecturer post currently being recruited to. The inspection team confirmed that the programme leader for the new apprenticeship route is a registered social worker with appropriate qualifications and experience. The inspection team agreed the standard was met.

Standard 3.8

68. Documentary evidence provided included CVs of the wider academic team. The inspection team noted that the team was well staffed with a broad range of skills and expertise relevant to social work education. Plans were in place to recruit an additional lecturer annually to support the anticipated growth of the programme. Staff were also involved in admissions marketing activities demonstrating a well integrated approach to programme management.

69. The inspection team felt the quality management systems underpinning staffing arrangements were robust and sustainable. Both the course team and senior management discussed that there would be recruitment of new social work lecturers for each year of the course. The inspection team agreed this standard was met.

Standard 3.9

70. The inspection team reviewed the Continuous Improvement Tool data report and during inspection, the course team described how data from this report was analysed to identify and address attainment gaps with input from academics, support and placement teams. The inspection team heard that equality, diversity, and inclusion (EDI) considerations were embedded in the monitoring process. The course team could give examples of where EDI disparities had been addressed. The inspection team was satisfied that the data collection and review process was comprehensive and used effectively to inform improvements. The inspection team agreed this standard was met.

Standard 3.10

71. Senior leaders explained that academic staff were entitled to five weeks of scholarly leave each year, which can be used for research or study. Staff provided examples for their ongoing CPD, two lectures on the course team have recently finished their PHD's. The inspection team was satisfied that the university had strong mechanisms in place to ensure staff remain research active and professionally current. The inspection team agreed the standard was met.

Standard four: Curriculum assessment

Standard 4.1

72. During the inspection, placement providers said that students on the current social work courses demonstrated relevant knowledge and were able to apply what they had learned in practice settings. Students confirmed this and spoke confidently about how they were able to relate their academic learning to practice. First-year students demonstrated an understanding of the professional standards and described how these were mapped clearly across the curriculum.

73. The inspection team also heard evidence of interprofessional learning, including dedicated days where students will work with learners from other disciplines to understand roles, responsibilities and collaborative practice. The team noted that these approaches, including curriculum mapping to the professional standards, will also apply to the apprenticeship route. The inspection team agreed the standard was met.

Standard 4.2

74. People with lived experience reported that they were actively involved in shaping and improving the course and they shared examples of changes that had been made considering their feedback and suggestions. Members of the hub group felt their contributions were valued and taken seriously.

75. The course team described how employers had contributed to programme design and how their feedback continued to inform curriculum development. People with lived experience also describe their involvement in speaking with students and referenced publicly available Hub videos that showcase their contribution to the programme. The inspection team agreed the standard was met.

Standard 4.3

76. The inspection team heard clear examples of how the learning environment had been made accessible to students and how reasonable adjustments had been put in place for individual circumstances. Evidence confirmed that apprentices would have access to the same support arrangements as existing social work students. The curriculum demonstrated strong alignment with equality, diversity and inclusion principles, with module descriptors outlining human right content values, ethics and social justice. The inspection team agreed the standard was met.

Standard 4.4

77. On inspection the course team had a slide as part of their presentation that looked at research undertaken into different learning styles and explained how this information informed their teaching approaches. They described how they analyse attainment gaps and use the research to support in closing them.

78. The team also outlined recent curriculum updates, including revisions to assessment specifications and streamline assessment strategy to reduce burden on students. A redesigned simulation model informed by research, had been introduced to provide more realistic practice based learning in smaller groups. All modules benefit from the contribution of social work practitioners from partner organisations. Each year module leaders are required to complete module reports which prompt them to review the content of their modules. The inspection team agreed the standard was met.

Standard 4.5

79. The presentation shared on inspection demonstrated a clear framework for embedding research informed practise across the programme. This began with a focus on research awareness in year 1, progressing to application in practise in year 2, and increase research literacy in year 3. Students reported that they understood how theory and research inform their practise learning. Practise educators confirmed that students arrived well prepared and with appropriate foundational knowledge. The inspection team agreed the standard was met.

Standard 4.6

80. The inspection team heard how simulations were designed to support interprofessional collaboration, enabling students to understand the roles of different

professions and practise working alongside them. The provider also outlined plans to involve a wider range of professionals, including nurses, in future simulations so that students can experience scenarios that reflect hospital-based practice and multidisciplinary working. The team also heard plans for strengthening this area further as the apprenticeship develops. The inspection team agreed the standard was met.

Standard 4.7

81. The course team explained how they ensured clarity around off the job learning hours, including skills days, teaching sessions and independent study requirements. Students clearly understood the importance of attendance, including the 80% requirement for skills days. They also were aware if they missed skills days, this must be made-up through additional placement activities. Module descriptors clearly outlined expected learning hours. Apprentices would receive additional resources to support off the job learning during summer months. The inspection team agreed the standard was met.

Standard 4.8

82. The inspection team requested additional evidence regarding module descriptors and assessment information. The supplementary evidence confirmed how the documentation was accurate and aligned with the requirements of the apprenticeship route. The course team described the consideration of assessment burden, particularly for apprentices balancing employment and studying.

83. Assessments have been streamlined and spread across the programme to combat this. Practise educators confirmed that the students schedule appeared manageable and well structured. The inspection team agreed the standard was met.

Standard 4.9

84. In documentary evidence the inspection team saw module descriptors that demonstrated a clear approach, developing students knowledge and independence. Assessment methods, including presentations, provide opportunities for students to build confidence and develop professional communication skills. The course team explained how they monitored areas where students commonly required support and adapted teaching accordingly. The inspection team agreed the standard was met.

Standard 4.10

85. Senior leaders outlined clear expectations for marking and feedback turnaround times, supported by an auditing process to ensure compliance. A standardised feedback template was reviewed by the inspection team. Students reported that assessment guidance is clear and that debrief sessions enabled them to ask questions and understand the expectations, particularly with larger written assessments.

Academic professional tutors supported students in interpreting feedback, and students described noticeable improvements in their work following discussions. The inspection team agreed the standard was met.

Standard 4.11

86. The course team confirmed that the two existing external examiners from current programmes would also oversee the apprenticeship route. People with lived experience described their involvement in assessment activities and the value they felt they contributed. The inspection team agreed the standard was met.

Standard 4.12

87. Documentary evidence included the programme specification and placement documentation set clear expectations for students' progression and outcomes. The course team described how assessment of readiness for practise would be carried out. And the inspection team reviewed evidence of the observation process within the placement materials. The inspection team were satisfied the arrangements were appropriate. The inspection team agreed the standard was met.

Standard 4.13

88. Students spoke positively about their development in applying evidence based approaches on placement. Employers reported that students from the university entered the work place with clear professional knowledge and understanding. The course team outlined how research capability is developed from level 4 through to level 6. The inspection team agreed the standard was met.

Standard five: Supporting students

Standard 5.1

89. The course provider demonstrated a strong and well-coordinated range of support services, with clear evidence of how teams work together to meet the diverse needs of students and apprentices. Their narrative aligned well with the documentation submitted, this included web links and written statements.

90. Support staff described a wide range of academic, pastoral and wellbeing services. They emphasised the importance of identifying when students also had to pause their learning rather than pushing ahead. They demonstrated a strong understanding of the demographic entering the apprenticeship route and gave clear examples of other apprenticeship programmes and where they have supported similar students before. The provider also outlined the support that students can access post-graduation showing awareness of both day to day and long-term needs. The inspection team agreed the standard was met.

Standard 5.2

91. Students reported that they often meet with their tutors and could easily contact them for support. Students could also speak to all the different resources the university has and were confident in using the online portal to seek out additional support should they need it. The inspection team agreed the standard was met.

Standard 5.3

92. The provider clearly evidenced established processes for responding to conduct or professional suitability concerns. Senior management described a robust risk assessment tool that is used to monitor and manage concerns at an early stage.

93. Students were aware of their annual declarations through ARC and demonstrated a solid understanding of expected professional behaviours. Examples shared by the provider showed appropriate and proportionate responses when conduct issues had arisen in the past. The inspection team agreed the standard was met.

Standard 5.4

94. The support team provided strong examples of how they coordinate adjustments for students with disabilities or additional needs. This included arranging specialised seating in teaching rooms, joint working with timetabling staff, and proactive communication with employers.

95. The inspection team saw clear evidence of the placement planning process, including accessible documentation and printed materials for students who require them. Students gave positive examples of how adjustments had been implemented effectively during lectures and on placement. The inspection team agreed the standard was met.

Standard 5.5

96. Students, including those in their first year, demonstrated a good level of understanding of Social Work England's professional standards and what will be required of them as social workers.

97. Students' awareness of their CPD requirements was naturally more limited, as they have not yet reached the third-year module dedicated to professional development post-placement. However, they understood that this content would be covered later in the course. Practice educators and employers spoke positively about student readiness and knowledge.

98. The inspection team also confirmed that students had access to clear information about their curriculum, placements and assessments. The inspection team agreed the standard was met.

Standard 5.6

99. Students were clear about the expectations around attendance, particularly regarding mandatory skills days. They understood what happens if these are missed and described receiving regular reminders about attendance through email and other channels. They also had a clear understanding of what to do if they missed placement days and how they can make that time up.

100. The course team explained the processes in place for managing non-attendance, including clear expectations and substituted learning tasks such as attending a court visit. The inspection team agreed the standard was met.

Standard 5.7

101. Students reported receiving good-quality feedback that helped them improve their work. Practice educators also commented positively on the timeliness of assessment processes for students on placement.

102. The course team outlined the 20 day marking period and the internal flagging system used when deadlines are not met. They also explained how scheduling of feedback is considered carefully to avoid undue pressure on students. The inspection team agreed the standard was met.

Standard 5.8

103. Students showed a clear understanding of the appeals process and where to locate information about it. They explained that the feedback documentation highlights the relevant routes to raise concerns or appeal an academic decision. The provider's evidence documentation also aligned with student accounts, showing that the process is accessible, visible and well communicated. The inspection team agreed the standard was met.

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

Standard 6.1

104. The course specification clearly states that the award is only conferred when all required criteria are met. This includes successful academic progression, the achievement of all learning outcomes, and meeting the relevant placement and professional standards. The inspection team were satisfied that these expectations were explicit and well understood. The inspection team agreed the 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:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Ensure that employers, placement providers and people with lived experience of social work are involved in admissions processes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Ensure that the admissions process gives applicants the information they require to make an informed choice about whether to	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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: <ul style="list-style-type: none"> 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. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Provide practice learning opportunities that enable students to gain the knowledge and skills necessary to develop and meet the professional standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Ensure that while on placements, students have appropriate induction, supervision, support, access to resources and a realistic workload.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Ensure that on placements, students' responsibilities are appropriate for their stage of education and training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Ensure that practice educators are on the register and that they have the relevant and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard	Met	Not Met – condition applied	Recommendation 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Ensure that the number of students admitted is aligned to a clear strategy, which includes consideration of local/regional placement capacity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.10 Ensure that educators are supported to maintain their knowledge and understanding in relation to professional practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard	Met	Not Met – condition applied	Recommendation 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Ensure that the course is designed in accordance with equality, diversity and inclusion principles, and human rights and legislative frameworks.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Ensure that the course is continually updated as a result of developments in research, legislation, government policy and best practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Ensure that the integration of theory and practice is central to the course.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard	Met	Not Met – condition applied	Recommendation 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10 Ensure students are provided with feedback throughout the course to support their ongoing development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting students			
5.1 Ensure that students have access to resources to support their health and wellbeing including: <ul style="list-style-type: none"> i. confidential counselling services; ii. careers advice and support; and iii. occupational health services 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Ensure that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6 Provide information to students about parts of the course where attendance is mandatory.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.7 Provide timely and meaningful feedback to students on their progression and performance in assessments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.8 Ensure there is an effective process in place for students to make academic appeals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level of qualification to apply for entry onto the register			

Standard	Met	Not Met – condition applied	Recommendation given
6.1 The threshold entry route to the register will normally be a bachelor's degree with honours in social work.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Regulator decision

Approved.