

Inspection Report

Course provider: Middlesex University

Course approval: BA (Hons) Social Work Degree Apprenticeship & BA (Hons) Social Work (reapproval)

Inspection dates: 5th – 8th November 2024

Report date:	07 January 2025
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	27 February 2025
Date conditions met and approved:	08 September 2025

Contents

Introduction	3
What we do	3
Summary of Inspection	5
Language	5
Inspection	6
Meetings with students	6
Meetings with course staff.....	6
Meeting with people with lived experience of social work.....	6
Meetings with external stakeholders	6
Findings	7
Standard one: Admissions.....	7
Standard two: Learning environment.....	10
Standard three: Course governance, management and quality	14
Standard four: Curriculum assessment.....	18
Standard five: Supporting students	24
Standard six: Level of qualification to apply for entry onto the register	28
Proposed outcome	29
Conditions	29
Recommendations	31
Annex 1: Education and training standards summary	33
Regulator decision	41
Annex 2: Meeting of conditions.....	42
Findings	43

Introduction

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

What we do

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

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 to four day visit to the education provider. We then draft a report setting out what we found during the inspection and if and how our findings demonstrate that the course meets our standards.

11. The inspectors may recommend in this report that the course is approved with conditions, approved without conditions or that it does not meet the criteria for approval. Where the course has been previously approved we may also decide to withdraw approval.

12. A draft of this report is shared with the education provider, and once we have considered any comments or observations they may wish to provide, we make a final regulatory decision about the approval of the course.

13. The final decisions that we can make are as follows, that the course is approved without conditions, the course is approved with conditions or that the course does not meet the criteria for approval. The decision, and the report, are then published.

14. If the course is approved with conditions, we will write to the education provider setting out how they can demonstrate they have met the conditions, the action we will take once we decide that the conditions are met, and the action we will take if we decide the conditions are not met.

Summary of Inspection

15. Middlesex University and its BA (Hons) Social & BA (Hons) Social Work Degree Apprenticeship courses were inspected as part of the Social Work England reapproval cycle; whereby all course providers with qualifying social work courses will be inspected against the new Education and Training Standards 2021.

Inspection ID	MUR2
Course provider	Middlesex University
Validating body (if different)	
Course(s) inspected	BA (Hons) Social Work BA (Hons) Social Work Degree Apprenticeship
Mode of study	Full time
Maximum student cohort	BA (Hons) Social Work – 60 BA (Hons) Social Work Degree Apprenticeship - 40
Date of inspection	5 - 8 November 2024
Inspection team	Kate Springett (Education Quality Assurance Officer) Sally Gosling (Lay Inspector) Mary Macdonald (Registrant Inspector)

Language

16. In this document we describe Middlesex University as ‘the education provider’ or ‘the university’ and we describe the BA (Hons) Social Work Degree Apprenticeship and BA Social Work as ‘the course(s)’ or ‘the programme(s)’.

Inspection

17. A remote inspection took place from 5th - 8th November 2024. 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 across both courses, and all levels of study. Discussions included admissions, placement, support and feedback, and assessments.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from the teaching team which included the programme lead, placement lead, lecturers, senior lecturers, course administrator, apprenticeship manager and directors of programmes.

Meeting with people with lived experience of social work

22. The inspection team met with people with lived experience (PWLE) of social work who have been involved in both courses, the course provider had a named group 'Involve'. Discussions included admissions, course content and involvement of the group in the courses.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including employer partners and practice educators who worked with students on both programmes.

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 and narrative provided prior to inspection demonstrated how the course provider ensures the quality of applicants on both courses.

26. The inspection team had sight of the pre-interview task which tested ICT skills. They also considered interview questions, which contributed to the course provider having confidence candidates had the potential to meet the professional standards, had a good command of English, and also had the capability to meet academic standards.

27. During the inspection, the inspection team met with the admissions team who explained they used the interview process to ensure applicants had sufficient understanding of the social work profession.

28. For the apprenticeship it was explained in the narrative that employers assess whether the applicants meet the entry requirements of the standard. Whilst employer partners conducted the initial stage of the admission process, the course provider's process following the employer's recommendation demonstrated the requirements of the standard were considered and the inspection team felt this was appropriate and robust.

29. The inspection team agreed there was a rounded approach to appraising candidates' potential via the admissions process in relation to both courses, and they felt that there was a robust approach to scoring applicants' performance during the interview.

30. The inspection team were satisfied that the standard was met for both courses.

Standard 1.2

31. Evidence presented prior to inspection demonstrated that during the selection and admission processes, applicants prior relevant experience was considered on both courses.

32. For the BA Social Work, the evidence submitted showed there was a direct question in the interview about previous relevant experience.

33. On the apprenticeship, applicants' prior relevant experience was assessed throughout the admissions process, but started with an expression of interest proforma which asked the applicant to provide a short essay about why they were interested in a career in social work, which enabled them to talk about their experience.

34. During the inspection, the admissions team explained that the interview questions also enabled candidates to detail their relevant experience. The inspection team also heard that the course provider took a broad approach in relation to what they considered to be relevant experience.

35. The inspection team were satisfied that the standard was met for both courses.

Standard 1.3

36. Based on evidence and narrative provided prior to inspection, the inspection team felt that there was clear evidence of involvement of all stakeholder groups in the admissions process, for both courses.

37. The inspection team were provided with information demonstrating employers, placement providers and PWLE were involved with interviewing candidates and sat on the interview panel. Additionally, PWLE had been involved in the design of interview questions.

38. The inspection team were able to triangulate the above during the inspection week, with the relevant stakeholder groups. However, when the inspection team heard from PWLE, they voiced some concerns about consistency of the apprenticeship interview panel, examples were provided which demonstrated this

39. Following a review of the evidence, the inspection team is making a recommendation in relation to standard 1.3 for the BA Social Work Degree Apprenticeship. We [recommend](#) that in order to ensure a consistent process, the course provider consider the appropriateness of the interview panel.

40. The inspection team were satisfied that the standard was met for both courses.

Standard 1.4

41. Evidence submitted prior to inspection demonstrated the course provider had appropriate processes in place for assessing the suitability of applicants in relation to their conduct, health and character, for both courses.

42. This included self-declaration forms and enhanced Disclosure and Barring Service (DBS) checks. It was demonstrated from documentary evidence that students were made aware of these processes in different ways, including the information being on the course provider's website, and at open days.

43. The inspection team felt that the course provider provided comprehensive and helpful information on their website on how to get an enhanced DBS check and when it is required.

44. During the inspection, the inspection team met with staff from the admissions team who explained the process, and when there was a concern flagged on the DBS check. There was a DBS panel and a process for applicants to follow, depending on the severity of the concern.

45. The inspection team also heard there was a process in place for checking the suitability of international students prior to their arrival, this being a police check.

46. The inspection team heard that the course provider encouraged applicants to disclose health information so that an early referral can be made to the Health & Disability Panel to put reasonable adjustments in place.

47. The inspection team met with students during the inspection week who confirmed they were aware of the processes detailed above.

48. The inspection team were satisfied that the standard was met for both courses.

Standard 1.5

49. Documentary evidence provided prior to inspection demonstrated that the course provider had an equality, diversity and inclusion (EDI) policy. The narrative stated that an example of a reasonable adjustment made for an applicant included giving extra time during interviews where they had specific learning difficulties, or sensory impairment.

50. During the inspection week, the inspection team heard applicants were encouraged to indicate if they had an additional learning need, so adjustments could be made as soon as possible.

51. When the inspection team met with PWLE, they confirmed that they were involved in the admissions process, and they had EDI and unconscious bias training.

52. Evidence was also presented which demonstrated that equality and diversity data was collected throughout the admission process.

53. The inspection team were satisfied that the standard was met for both courses.

Standard 1.6

54. Prior to the inspection, evidence was provided which the inspection team felt satisfied this standard.

55. The inspection team felt that applicants received adequate information about both programmes, and this was presented in a range of formats (website/open day information) and this was also at different stages of the admissions process, enabling applicants to make an informed choice.

56. The information provided to applicants included information on course content, placements, costs, suitability and registration information. However, it was identified that there was some inaccuracy with information provided to applicants on the apprenticeship programme, in relation to registering with Social Work England.

57. The inspection team met with students who confirmed they were aware of everything necessary prior to enrolling, and they were unable to identify any gaps or suggest improvements in this area. Students also spoke highly of the quality of information provided when going through clearing.

58. The inspection team were satisfied that the standard was met for the BA (Hons) however, following a review of the evidence, the inspection team is recommending that a condition is set against standard 1.6 in relation to the approval of the BA (Hons) Social Work Degree Apprenticeship.

59. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcome](#) section.

Standard two: Learning environment

Standard 2.1

60. Evidence was provided prior to inspection which demonstrated that students must complete two placements in contrasting settings, as well as 30 skills days covering a wide range of topics. This applied to both programmes.

61. In relation to the apprenticeship, the inspection team were keen to understand how the course provider ensured apprentices received contrasting and appropriate experiences, particularly when they were on placement within the same team in which they were employed.

62. The inspection team met with staff involved in practice learning who explained that they had strong relationships with apprentice employers, so knew what the placement provider could offer a student. Placement staff advised that they ensured placements were appropriate via meetings, placement learning agreements, and the mid-way report.

63. The inspection felt the process in place to ensure suitability of placements was appropriate.

64. The inspection team also explored attendance of placement days and skills days. The course team were able to confirm that attendance was monitored closely, and the inspection team felt the process was robust.

65. The course team explained that should a student miss a skills day, contingencies were in place where they had to complete catch up work to demonstrate learning, which was monitored by academic staff.

66. The inspection team were satisfied that the standard was met for both courses.

Standard 2.2

67. Evidence provided prior to inspection included, but was not limited to a Placement Agreement, which set out the obligations and responsibilities. This included the provision of practice learning opportunities for the student to gain the necessary skills and knowledge. Additionally, sample placement learning agreements, midway and final placement reports were provided which described the learning opportunities that the placement would provide to meet the student's learning needs. The above documentary evidence was applicable to both courses.

68. The inspection team heard during the inspection week that the placement learning agreement was mapped to the professional standards, and placements were mapped to the individual students, following a placement application form.

69. Practice Educators (PEs) advised the inspection team that the professional standards were embedded into placement, and this was triangulated with students, who confirmed the same.

70. The inspection team were satisfied that the standard was met for both courses.

Standard 2.3

71. The inspection team reviewed the placement learning agreement prior to inspection and this set out the requirements for students to have appropriate induction and supervision. The inspection team understood that the midway and final reports followed how the placement learning agreement had been met throughout the placement.

72. The inspection team met with PEs who explained that they adjust the volume and content of work, depending on the student, to ensure this was appropriate and realistic for the student to complete and the practice learning team advised students were supported to raise concerns where necessary.

73. It was felt that resources were appropriate when the inspection team met with support services. Library staff spoke about quality, volume and accessibility of resources available to them on the placement, which the inspection team were satisfied with.

74. The inspection team also met with students, who did not raise any concerns in relation to the same.

75. The inspection team were satisfied that the standard was met for both courses.

Standard 2.4

76. In relation to the course provider ensuring that students responsibilities are appropriate for their stage of training whilst on placement, evidence was provided prior to inspection in the form of the practice learning agreement (PLA), mid-point and final reviews. These documents showed that the students' responsibilities were considered.

77. The course provider advised that they were aware which placement providers were suitable for each 70- and 100-day placement.

78. When the inspection team met with students, who overall were satisfied with the quality of placements, they were aware that the second placement was of a more complex nature than the first.

79. Employer partners were clear that they wanted students to feel confident by the end of the second placement and that they were able to apply for the ASYE, and therefore they ensured over the placement they build towards this by students having caseloads and doing assessments.

80. Students on the apprenticeship referred to feeling that, in some instances, placement providers did not understand the role of a student social worker, however it was made clear to the inspection team that students could reach out to the course team should they consider the placement not adequate/appropriate.

81. The inspection team were satisfied that the standard was met for both courses.

Standard 2.5

82. Documentary evidence provided prior to inspection demonstrated that all elements of the first year must be passed before being deemed ready to go on placement, and assessed preparation for practice was done via the readiness for practice module.

83. The readiness for direct practice module consisted of assessing students' skills through a filmed role play and reflection assignment, and their knowledge via the 3,000 word practice dilemma analysis. The evidence also showed that the assessment panel included an academic, an employer and a PWLE. This applied to both courses.

84. The inspection team met with PWLE who confirmed their involvement with the readiness for direct practice module, and the inspectors were of the view the module was robust.

85. The inspection team were satisfied that the standard was met for both courses.

Standard 2.6

86. Evidence provided prior to inspection was limited and the inspection team felt this standard required additional exploration. The inspection team felt that it was unclear whether and how the university checks and maintains a record of individual PEs' registered status and their currency for performing in the role.

87. The inspection team met with the course team as part of the inspection to explore this area further. The course team advised that the Social Work England registration number was on the PLA.

88. PEs reported that they put their registration number on the PLA, as mentioned above, however they were unclear on how currency was checked.

89. In relation to currency, the inspection team were informed that there are PE forums which the course team encourage PEs to attend, as well as PE refresher training. However, it was understood this was not mandatory.

90. The inspection team felt that there was not a standardised approach to checking and/or recording all PEs registration and currency.

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

Standard 2.7

92. The inspection team reviewed documentary evidence prior to inspection which demonstrated appropriate policies were in place.

93. The evidence presented showed students were made aware of the policies and procedures, including relating to whistleblowing, as the information was included in student facing documentation such as; the programme handbook, university website, PLA, and the processes for dealing with placement concerns was set out in the handbook.

94. Whilst the inspection team felt this standard was met on documentary evidence, they were keen to triangulate with students.

95. Students confirmed that they were aware they could raise concerns and knew how to do this.

96. The inspection team were satisfied that the standard was met for both courses.

Standard three: Course governance, management and quality

Standard 3.1

97. During the inspection, the inspection team met with the senior leadership team to explore and clarify the organisational structure.

98. Following the meeting, the inspection team felt that there were clear lines of accountability, and it was clear how the governance structures fed into the university corporate structures.

99. The inspection team felt that the structure was operational and worked well. They also heard that if additional staffing was required, this would be agreed.

100. It was also explained that some staff were employed ad-hoc and paid hourly when required, and this was triangulated in the meeting with employer partners.

101. The inspection team were satisfied that the standard was met for both courses.

Standard 3.2

102. Evidence provided prior to inspection demonstrated clearly to the inspection team what arrangements were in place for ensuring quality of placements in relation to ensuring students could meet the relevant standards.

103. The inspection team felt that based on documentary evidence, it was clear how placements were audited, however this was strengthened during the inspection week when they spoke with the practice learning team to triangulate this information. As well as existing placements, the inspection team heard about the approach for new placements, in that when approached by new placements/organisations, the course provider explored whether the new placement would be suitable, and whether they could meet placement requirements.

104. It was felt that there was a clear process for placement breakdown, this was explained by both employer partners and PEs. The inspection team was able to understand that should there be concerns with students, there would be a concerns meeting where necessary, and action plans set.

105. The inspection team agreed that this standard was met for the BA (Hons) Social Work course.

106. However, the inspection team identified that on BA (Hons) Social Work Degree Apprenticeship the 'Apprenticeship Social Work Template Apprenticeship Training Services Agreement 2024' document made reference to the HCPC, rather than Social Work England.

107. Following a review of the evidence, the inspection team is making a [recommendation](#) in relation to standard 3.2 In relation to the BA (Hons) Social Work Degree Apprenticeship. We recommend that the course provider review course documentation to ensure Social Work England are named as the current regulator for social work.

Standard 3.3

108. Prior to the inspection, documentary evidence provided demonstrated that on both courses, the placement learning agreement included a range of health, wellbeing and risk policies. Additionally, for the Social Work Degree Apprenticeship, there was a contract between the university and the employer which set out the health and safety requirements that the employer needed to have in place for the apprentice.

109. During the inspection week, the inspectors were assured by PEs they had policies in place, and the policies in the placement learning agreement had to be signed off and covered in the induction period.

110. The inspection team also felt from various meetings that students and apprentices were well supported.

111. The inspection team were satisfied that the standard was met for both courses.

Standard 3.4

112. As well as receiving documentary evidence in support of this standard, the inspection team heard that employers were strongly involved in the management of the courses. The inspection heard that there was a co-teaching schedule which showed practitioners were involved in teaching sessions and employability days.

113. In relation to placements, the inspection team heard that the course provider had links across a broad geographical area, which opened up more placement opportunities for students. It was felt that there was strong engagement with placement providers and stakeholder meetings were said to be well attended.

114. In relation to the Social Work Degree Apprenticeship, it was the role of the employer to allocate placements, however the inspection team were satisfied that the course provider oversaw the quality of these.

115. The inspection team were satisfied that the standard was met for both courses.

Standard 3.5

116. When the inspectors reviewed documentary evidence prior to the inspection, they felt that from reviewing stakeholder meeting minutes, there were systems in place for monitoring, evaluation and making improvements, which included PWLE, employers and students.

117. Despite the documentary evidence, the inspection team did not feel assured the standard was met. Based on discussions with employers, the inspection team did not gain a sense that employers were familiar with the process for suggesting improvements. In addition, there was limited evidence of improvements that had been made in light of stakeholder feedback, or how the course team updated stakeholders on actions taken that had been informed by their feedback.

118. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 3.5 in relation to the approval of both courses.

119. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcome](#) section.

Standard 3.6

120. Documentary evidence provided prior to inspection demonstrated how placement capacity was kept under regular review directly with employers, for both programmes.

121. The inspection team met with the senior management team, who gave assurance there was a strategic approach in terms of placement capacity and workforce needs, and the inspection team felt this was well planned and coordinated.

122. The inspection team also heard how the course provider considered delivering Practice Educator Professional Standards courses (PEPs), which would increase the number of PEs and allow for increased placement opportunities.

123. The inspection team were satisfied the course provider had considered student numbers, it was explained that the expectation was that having more students on the Degree Apprenticeship may impact on numbers for the BA (Hons) Social Work.

124. The inspection team were satisfied that the standard was met for both courses.

Standard 3.7

125. Prior to inspection, the inspection team reviewed the programme leader's CV and confirmed they were a registered social worker and had the appropriate qualifications and experience.

126. The inspection team were satisfied that the standard was met for both courses.

Standard 3.8

127. Prior to inspection, the inspection team reviewed the academic staff CVs, which showed they were appropriately qualified.

128. The senior management team were able to assure the inspection team that should additional resourcing be required, there was a plan and structure for this to bring in hourly paid staff.

129. The inspection team felt that from documentary and heard evidence, the course provider carefully considered their teaching plan throughout the year and they optimised their capacity and expertise throughout the team.

130. The inspection team were satisfied that the standard was met for both courses.

Standard 3.9

131. Documentary evidence provided prior to inspection included an education monitoring and enhancement action plan for both programmes, and this captured broad trend data relating to student performance, progression and outcomes on the programmes.

132. During the inspection, the senior management team explained how data was kept on a dashboard and that granular data could be accessed and used from an EDI perspective.

133. The inspection team heard examples of how the data was used. One example provided was that the course provider had adapted assessment types, with a view to taking a more inclusive approach and giving all students the opportunity to demonstrate fulfilment of the learning outcomes.

134. The inspection team felt that it was less clear how the course team planned to use available data to keep the impact of changes to the courses and assessment approaches on students' performance, progression and outcomes under review.

135. Following a review of the evidence, the inspection team is making a [recommendation](#) in relation to standard 3.9 for both courses. We recommend that the course provider ensures ongoing evaluation of student performance, progression and outcomes and consider whether and how changes made to the course delivery, curriculum and assessments impact on these.

Standard 3.10

136. Documentary evidence provided prior to inspection evidenced that educators were supported to maintain their knowledge and understanding in relation to professional practice as there were multiple opportunities for this outlined.

137. The inspection team met with the course team and senior management team to discuss this further. It was heard that the course team engaged with professional practice, are involved in research opportunities and also have the opportunity to undertake further education. The inspection team heard that the course team felt well supported.

138. The inspection team were satisfied that the standard was met for both courses.

Standard four: Curriculum assessment

Standard 4.1

139. Prior to the inspection, handbooks for both programmes were provided. This provided a clear overview of the module content, aims and learning outcomes.

140. The inspection team agreed that the curriculum for both programmes was fully mapped to the professional standards.

141. In terms of triangulation, the inspection team met with PEs. The PEs reported that students were conscious of how their learning activity contributed to meeting the professional standards. Linkage of students' learning activity to the professional standards was also reinforced in their PLA meetings.

142. The inspection team agreed that the breadth of learning on both courses was varied in relation to adult social work and children and families' social work. Students/apprentices could carry out their placements in either of these areas of social work, including choosing elective modules, which did raise a query of whether individual learning may be skewed towards one particular service group.

143. The inspectors felt that whilst appropriate, the delivery of both programmes was compact. Students reported that the structure of the course created what they felt was a gap in learning as the summer break seemed lengthy to them.

144. Following a review of the evidence, the inspection team is making a [recommendation](#) in relation to both courses. We recommend that:

- a. The course provider puts processes in place to ensure each student gets sufficient breadth of learning across modules and placements

- b. The course provider continues to review the impact of the delivery modes and structure of the courses.

Standard 4.2

145. Prior to inspection, the inspection team felt there was comprehensive documentary evidence showing that relevant stakeholders were involved in the design, ongoing development and review of the curriculum. The inspection team were keen to triangulate this evidence with the relevant stakeholders during the inspection.

146. The inspection team met with PWLE, who informed them that there was a consultation in relation to the changes to the curriculum. However, the inspection team understood that PWLE were provided with information, rather than inviting discussion and views.

147. However, despite this, PWLE confirmed that when given the opportunity to provide input, a change to the course was made, in that their suggestion that the Care Act had more focus in teaching was implemented.

148. The inspection team met with PEs who advised they felt listened to by the course provider, and advised they were involved in stakeholder meetings.

149. Finally, the inspection team also met with students and did not feel there were sufficiently clear opportunities for students to engage with the course provider in relation to the curriculum.

150. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 4.2 in relation to the approval of both courses. The inspection team felt that this linked to the condition set at standard 3.5, in relation to the involvement of stakeholders, but in this instance, relating to the curriculum. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcome](#) section.

Standard 4.3

151. Prior to inspection, the course provider directed the inspection team to the university wide EDI policy which was reviewed. The inspection team were keen to explore how the course was informed by the policy.

152. Support services were able to explain that resources/materials were available in accessible formats for students, and they encouraged early disclosure of additional needs or reasonable adjustments.

153. The inspection team also heard during the inspection, that reasonable adjustments were made for students with physical health needs, such as a specific chair being provided to a student on placement.

154. The inspection team also met with students. It was heard that students could record lectures, if agreed in advance, however not all students were aware of this opportunity, and some students disclosed that they did not feel teaching sessions were fully inclusive or considered specific needs.

155. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 4.3 in relation to the approval of both courses. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcome](#) section.

Standard 4.4

156. Prior to the inspection, narrative was provided which indicated that the module reading lists and teaching materials were reviewed and updated annually to ensure that they remained current.

157. The inspection team explored this with the course team, and felt that there was a dynamic approach and they were able to keep the course updated. As mentioned in standard 4.2 the course was updated to strengthen the teaching of the Care Act, following feedback from PWLE.

158. The inspection team were satisfied that the standard was met for both courses.

Standard 4.5

159. The inspection team felt that there was comprehensive documentary evidence submitted by the course provider prior to inspection, which showed that integration of theory and practice was central to the course. However, the inspection team wished to triangulate this with stakeholders during inspection.

160. The inspection team met with practice educators and employers, who reported they felt this was a strong feature of the course and were of the view students were

ready to integrate theory to practice on placement and could apply different models and theories.

161. They also felt that the case study analysis and exploration in assessments contributed to the development of students learning in preparation for practice, and case study assignments helped to develop students' learning in preparation for practice.

162. The inspection team were satisfied that the standard was met for both courses.

Standard 4.6

163. Documentary evidence provided prior to the inspection demonstrated that both courses had active engagement with other disciplines. The inspection team felt that the topics covered were diverse and relevant and included both interprofessional sessions, and simulation settings such as a community flat, and hospital ward.

164. The inspection team triangulated this with the senior management team, who confirmed that there was a series of interprofessional online sessions run across the faculty, and students were encouraged to attend these.

165. The inspection team were satisfied that the standard was met for both courses.

Standard 4.7

166. Evidence submitted prior to inspection demonstrated that the hours spent in structured academic learning under the direction of an educator was appropriate, and the inspection team felt this was sufficient for the level of study on both courses.

167. Following a review of the evidence, the inspection team felt that there was a link to standard 4.1 in relation to the delivery mode and is making a [recommendation](#) in relation to 4.7. We recommend that the course provider keep the impact of the delivery modes for both programmes under review, to ensure that these are appropriate for students.

Standard 4.8

168. Documentary evidence provided demonstrated that the assessment approach had been updated, and the inspection team felt this was appropriate and varied and accommodated different styles of learning, enabling all students to be assessed fairly and demonstrate their abilities.

169. The inspection team heard from PEs that students understood what they are doing on placement was related to meeting the professional standards.

170. The inspection team met with students who advised they were told about the changes rather than consulted. Students felt that due to the compression of the course, issues may arise with their engagement with the assessment strategy, and that the new arrangements may not work in practice. However, the course team reported that they would keep the arrangements under review and make adjustments where necessary

171. The inspection team were satisfied that the standard was met for the BA (Hons) Social Work.

172. Following a review of the evidence, the inspection team is making a [recommendation](#) in relation to standard 4.8 for both courses. It was felt that this also linked to the recommendation set at standard 3.9.

173. We recommend that the course provider ensures ongoing evaluation of student performance, progression and outcomes and consider whether and how changes made to the course delivery, curriculum and assessments impact on these.

174. In relation to the BA (Hons) Social Work Degree Apprenticeship, the inspectors felt that the assessment information created confusion by using the term 'endpoint assessment' for assessments integrated within modules and which students are supported to undertake by the course team. In turn, it appeared to create confusion about the actual EPA process within the apprenticeship, in line with the changes made to the national EPA plan.

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

[Standard 4.9](#)

176. Documentary evidence provided prior to the inspection demonstrated to the inspection team that the approach to assessments was considered, mapped to the curriculum and appropriately sequenced.

177. The inspection team felt that due to the changes made to the delivery of the modules, this had created a collision of some formative and summative assessments, and students reported feeling anxious about some assessments due to the timing of them.

178. One example provided by students was that they did not yet have a case study to work on, despite having an assignment due on this within a short deadline. The inspection team felt that this may increase the risk of deferrals.

179. Following a review of the evidence, the inspection team is making a [recommendation](#) in relation to 4.9 for both courses. This links to recommendations at 3.9, 4.1(a) and 4.8.

180. We recommend that the course provider continue to review the impact of the delivery modes and structure of the courses and recommend that the course provider ensures ongoing evaluation of students' performance, progression and outcomes and consider whether and how changes made to the course delivery, curriculum and assessments impact on these.

Standard 4.10

181. Documentary evidence provided for this standard was limited, however external examiner (EE) feedback was provided for both programmes, and they provided positive comments about the standard of feedback that students receive in both formative and summative assessments. The inspection team were keen to explore this area more during the inspection.

182. The course team explained to the inspection team that they used the assessment rubric, and they had structure to how they marked assessments. Additionally, assessments were moderated, and the course team also spoke about how they were supporting staff to mark consistently.

183. When the inspection team met with students, it was reported they felt feedback was inconsistent across modules and teaching staff, and more feedback would be useful. Students also felt that when they provided feedback, the course team were not always receptive, and action was not necessarily taken.

184. Despite this, the evidence presented was enough to assure the inspectors that the standard was met for both courses.

185. Following a review of the evidence, the inspection team is making a [recommendation](#) in relation to standard 4.10 for both courses. We recommend that the course provider continues to consider different methods of feedback they use, to ensure consistency.

Standard 4.11

186. Prior to the inspection, the inspection team reviewed the course team CVs that demonstrated they had the appropriate expertise to undertake student assessments.

187. The inspection team were satisfied that the EE the course provider appointed was appropriately qualified, registered with Social Work England, and experienced to oversee the course assessment and marking methods.

188. The inspection team were assured that this standard was met for both courses.

Standard 4.12

189. Evidence provided prior to inspection demonstrated that there were systems to manage student progression, however the inspection team felt it was unclear who was involved in decisions about student assessment and progression.

190. During the inspection, the inspection team heard from PEs that they were involved in undertaking direct observations of practice.

191. In relation to formative assessments, these were marked by academic staff and included a peer review, which the inspection team felt was appropriate.

192. Placement staff advised the inspection team that there was a tutorial system which involved monthly tutorial group meetings, where students discussed casework and there was opportunity for peer discussion and feedback.

193. The inspection team were satisfied that there was input from a range of people and as a result the standard was met for both courses.

Standard 4.13

194. The inspection team reviewed documentary evidence prior to inspection, which showed for both courses there was a module with a strong focus on research-based practice.

195. The inspection team noted that the EE report advised that students found the research module challenging, however there was an evidence-based approach included on the courses.

196. The inspection team felt that the research module developed students' ability to use research both critically and effectively.

197. The inspection team were satisfied that the standard was met for both courses.

Standard five: Supporting students

Standard 5.1

198. When reviewing documentary evidence prior to inspection, the inspection team felt that there was comprehensive evidence of careers advice and support. However,

whilst there was evidence of counselling services and occupational health, this was limited.

199. During the inspection, the inspection team were able to speak to support services and heard from the respective teams how each service was provided.

200. It was made clear that all services were available to students, and they were flexible and responsive to students on placement and to apprentices, and were accessible outside regular working hours. It was also understood that there was a mix of online and face to face out of hours services.

201. The inspection team heard about how occupational health and counselling services were supportive in looking to help students engage in their learning, and there were different levels of support based on the needs of individual students.

202. Finally, it was explained that intelligence on individual students' needs was shared amongst the services, with the consent of the student.

203. The inspection team were satisfied that the standard was met for both courses.

Standard 5.2

204. Documentary evidence demonstrated that as well as academic tutors, students on both programmes had a range of academic support services available to them. This included library services such as academic writing sessions delivered by the Learning & Teaching Team.

205. Support services explained to the inspection team that library resources were made available to students in different formats, and the core texts were provided at no cost to students.

206. The inspection team also heard from the course team that students had access to a tutor and academic advisor on an individual basis, each term. In addition to this, group tutorials took place on a regular basis.

207. The inspection team were satisfied that the standard was met for both courses.

Standard 5.3

208. On the BA (Hons) Social Work programme, documentary and heard evidence demonstrated that there was an annual declaration completed by students, which took place at the beginning of the academic year and before going on placement. This was triangulated with students who confirmed the same.

209. In relation to the Social Work Degree Apprenticeship, it was understood that the course provider relied on the students' employer to obtain the DBS check, and this was done prior to placement, as well as the need to sign a declaration.

210. The inspection team heard there was a fitness to practice panel for instances where declarations were made, or concerns arose.

211. The inspection team felt that the processes in place were robust and ensured suitability.

212. The inspection team were satisfied that the standard was met for both courses.

Standard 5.4

213. As demonstrated in standard 4.3, the inspection team heard from support services that there were processes and procedures for implementing reasonable adjustments. However, as identified in standard 4.3 students explained that they found the process unclear for using support services, as well as not knowing what support was available.

214. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 5.4 in relation to the approval of both courses. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcome](#) section.

Standard 5.5

215. Documentary evidence provided by the course provider included the programme website, the programme handbooks, and the practice learning handbook.

216. When the inspection team met with students, they reported they were not aware of how to register with Social Work England, or provided with information on continuing professional development (CPD) from the course provider, however they had learnt this through their PE. The inspection team felt that this was not a reflection on the course provider, given the students with whom the inspection team met were a mix of students in earlier years and students early in their final year.

217. The course team explained that the relevant information was provided later in the final year, across many sessions including employability days and presentations.

218. The inspection team felt assured through both documentary evidence and meeting with the course team that the necessary information was given to students at the appropriate point of the programmes.

219. The inspection team were satisfied that the standard was met for both courses.

Standard 5.6

220. Documentary evidence provided demonstrated that there were clear attendance policies in place on both programmes.

221. The inspection team felt the policies were clear, and students confirmed they were aware of the attendance requirements, which included the need to complete 200 days learning in practice settings.

222. The inspection team were satisfied that the standard was met for both courses.

Standard 5.7

223. As explained in standard 4.10, the documentary evidence provided for this standard was limited. While the external examiner for both programmes was generally very positive about the quality of feedback provided to students, they indicated that there was some inconsistency in the quality between modules.

224. The course team explained to the inspection team that they used the assessment rubric, and they had structure to how they marked assessments. Additionally, assessments were moderated, and the course team also spoke about how they were supporting staff to mark consistently.

225. When the inspection team met with students, it was reported they felt feedback was inconsistent across modules and teaching staff, and feedback could be more useful.

226. Despite this, there were no reports of feedback being provided late, and the evidence presented was enough to assure the inspectors that the standard was met for both courses.

227. Following a review of the evidence, the inspection team is making a [recommendation](#) in relation to standard 5.7 for both courses. We recommend that the course provider continue to consider different methods of feedback they use, to ensure consistency. This links to the recommendation at standard 4.10.

Standard 5.8

228. Documentary evidence provided prior to the inspection demonstrated the university had an academic appeals process, which was available to students on all programmes and information on this was in the programme handbooks.

229. The inspection team met with support services who confirmed students would be signposted to the students' union to get independent advice and support on making appeals, if required.

230. It was also heard that, if necessary, students would be provided with information on the limits of what appeals could be made. The inspection team were satisfied that the standard was met for both courses.

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

Standard 6.1

231. As the qualifying courses are BA (Hons) Social Work, and BA (Hons) Social Work Degree Apprenticeship the inspection team agreed that this standard was met for both courses.

Proposed outcome

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

Conditions

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

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

	Standard not currently met	Condition	Date for submission of evidence	Link
1	Standard 1.6 [BA (Hons) Social Work Degree Apprenticeship only]	The education provider will provide evidence that they have amended course materials to ensure applicants receive correct information about registering with Social Work England, and that completing the course will result in them being 'eligible to apply' to register with the regulator.	27/05/2025	Paragraph 54
2	Standard 2.6	The education provider will provide evidence that demonstrates they maintain an annual register for checking both onsite and offsite PEs are on the register and have currency.	27/05/2025	Paragraph 86
3	Standard 3.5	The education provider will provide evidence that a structured approach to obtaining feedback from students, PWLE and employers is embedded, including a formalised follow up/response to feedback.	27/08/2025	Paragraph 116

4	Standard 4.2	The education provider will provide evidence that there is a structured approach to obtaining views from students, PWLE and employers in relation to the design, development and review of the curriculum.	27/08/2025	Paragraph 145
5	Standard 4.3	The education provider will provide evidence that they have explored whether there are barriers to students in the teaching and learning sessions, and assessments, and ensure their approach to teaching is fully inclusive, and that all students are aware of how to seek reasonable adjustments to support their engagement in their learning, teaching and assessment	27/05/2025	Paragraph 151
6	Standard 4.8 [BA (Hons) Social Work Degree Apprenticeship only]	The education provider will supply evidence that they clearly differentiate between assessments within the modules and the post-gateway endpoint assessment, with clarity on this provided in course documentation (e.g. course specification, PowerPoint presentations etc)	27/05/2025	Paragraph 168
7	Standard 5.4	The education provider will explore ways to improve students' access to reasonable adjustments, and ensure their approach to teaching, learning and assessments is fully inclusive.	27/05/2025	Paragraph 213

Recommendations

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

	Standard	Detail	Link
1	Standard 1.3	The inspectors are recommending that to ensure a consistent and fair process, the course provider consider how it ensures the appropriate make-up of interview panels to avoid any actual or perceived conflicts of interest	Paragraph 36
2	Standard 3.2 [BA (Hons) Social Work Degree Apprenticeship only]	The inspectors are recommending that the course provider review course documentation to ensure Social Work England are named as the current regulator for social work.	Paragraph 102
3	Standard 3.9 & 4.8	The inspectors are recommending that the course provider ensures ongoing evaluation of student performance, progression and outcomes and consider whether and how changes made to the course delivery, curriculum and assessments impact on these.	Paragraph 131 Paragraph 168
4	Standard 4.1	The inspectors are recommending that: a. The course provider put processes in place to ensure each student gets sufficient breadth of learning across modules and placements b. The course provider continues to review the impact of the delivery modes and structure of the courses.	Paragraph 139
5	Standard 4.7	The inspectors are recommending that the course provider keep the impact of the delivery modes for both programmes under review, to ensure that these are appropriate for students.	Paragraph 166
6	Standard 4.9	The inspectors are recommending the course provider continue to review the impact of the delivery modes and structure of the courses and	Paragraph 176

		recommend that the course provider ensures ongoing evaluation of students' performance, progression and outcomes and consider whether and how changes made to the course delivery, curriculum and assessments impact on these.	
7	Standard 4.10 & 5.7	The inspectors are recommending that the course provider continues to consider different methods of feedback they use, to ensure consistency.	Paragraph 181 Paragraph 223

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.	☒	☐	☒ [Apprenticeship only]
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	☒ [BA only]	☒	☐

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.		[Apprenticeship only]	
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	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.	☒	☐	☐
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.	☒	☐	☒ [Apprenticeship only]
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	Recommendatio n 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	☒ [BA only]	☒ [Apprenticeship only]	☒

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.	☒	☐	☒
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	Recommendatio n given
6.1 The threshold entry route to the register will normally be a bachelor’s degree with honours in social work.	☐	☐	☐

Regulator decision

Approved with conditions.

Annex 2: Meeting of conditions

If conditions are applied to a course approval, Social Work England completes a conditions review to make sure education providers have complied with the conditions and are meeting all of the [education and training standards](#).

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

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

	Standard not met	Condition	Recommendation
1	Standard 1.6 [BA (Hons) Social Work Degree Apprenticeship only]	The education provider will provide evidence that they have amended course materials to ensure applicants receive correct information about registering with Social Work England, and that completing the course will result in them being 'eligible to apply' to register with the regulator.	Condition met
2	Standard 2.6	The education provider will provide evidence that demonstrates they maintain an annual register for checking both onsite and offsite PEs are on the register and have currency.	Condition met
3	Standard 3.5	The education provider will provide evidence that a structured approach to obtaining feedback from students, PWLE and employers is embedded, including a formalised follow up/review.	Condition met
4	Standard 4.2	The education provider will provide evidence that there is a structured approach to obtaining views from students, PWLE and employers in relation to the design, development and review of the curriculum.	Condition met
5	Standard 4.3	The education provider will provide evidence that they have explored whether there are barriers to students in the teaching and learning sessions, and assessments, and ensure their	Condition met

		approach to teaching is fully inclusive, and that all students are aware of how to seek reasonable adjustments to support their engagement in their learning, teaching and assessment	
6	Standard 4.8 [BA (Hons) Social Work Degree Apprenticeship only]	The education provider will supply evidence that they clearly differentiate between assessments within the modules and the post-gateway endpoint assessment, with clarity on this provided in course documentation (e.g. course specification, PowerPoint presentations etc)	Condition met
7	Standard 5.4	The education provider will explore ways to improve students' access to reasonable adjustments, and ensure their approach to teaching, learning and assessments is fully inclusive.	Condition met

Findings

This conditions review was undertaken as a result of conditions set during course approval as outlined in the original inspection report above.

With respect to the condition set against standard 1.6, the education provider submitted a range of materials in response to the condition. Documentary evidence provided includes induction materials and the programme handbook.

The materials provided demonstrate accurate information is provided to applicants about registering with Social Work England, and the inspection team agreed that it is made clear to applicants that completing the course will result in them being 'eligible to apply' to register with Social Work England.

With respect to the condition set against standard 2.6, the education provider has provided a screenshot of their PE register. The register records the PE name and Social Work England registration number of all onsite and offsite Practice Educators. The course provider advises this is reviewed annually.

Additional documentary evidence demonstrates how the course provider monitor the currency of their PEs and the inspection team agreed it's clear what the course providers expectations are of their PEs.

With respect to the condition set against standard 3.5 and 4.2, the education provider has provided documentary evidence which demonstrates how they respond to feedback from students, employers and PWLE, this includes but is not limited to informing the design, development and review of the curriculum.

The inspection team agree that the evidence provided shows the course provider have a robust and formal structure for obtaining feedback from the above groups, that this is embedded in the programme.

With respect to the condition set against standard 4.3 and 5.4 the course provider have provided documentary evidence which demonstrates there is an inclusive approach taken to teaching, learning, and assessments, and there is evidence that the course provider take additional steps to raise student's awareness that they can disclose additional learning needs.

There is also evidence showing that students on learning support plans are asked whether their needs are being effectively met, and evidence demonstrating that students who require additional time for submitting assignments are granted this.

With respect to the condition set against standard 4.8, the education provider has provided documentary evidence demonstrating that students are given information relating to both the module assessments and the post-gateway end point assessment.

The inspection team agree it is made clear to students that the end point assessment has changed, and what the changes are. Evidence provided includes but is not limited to a screen shot of the addendum to the apprenticeship programme handbook which outlines the change to the end point assessment and the assessment through the dissertation and the case study.

The inspectors' recommendation is that these conditions are now met.

Regulator decision

Conditions met.