



Inspection Report

Course provider: London South Bank University

Course approval: BA (Hons) Social Work
Integrated Degree Apprenticeship

Inspection dates: 30th January – 1st February 2024

Report date:	11.3.24
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	22.4.24
Date conditions met and approved:	24.7.24

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.....	20
Standard five: Supporting students	25
Standard six: Level of qualification to apply for entry onto the register	29
Proposed outcome.....	29
Conditions	29
Recommendations	31
Annex 1: Education and training standards summary.....	32
Regulator decision	39
Annex 2: Meeting of conditions.....	39
Findings	41

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

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

9. During this time a draft plan for the inspection is developed and shared with the education provider, to make sure it is achievable at the point of inspection.
10. Once the inspectors and officer are satisfied that an inspection can take place, this is usually undertaken over a three- 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. The London South Bank University wish to run a 3 year BA (Hons) Social Work Integrated Degree Apprenticeship course from September 2024.

Inspection ID	LSBU CPP451
Course provider	London South Bank University
Validating body (if different)	N/A
Course inspected	BA (Hons) Social Work Integrated Degree Apprenticeship
Mode of Study	Full time
Maximum student cohort	20
Proposed first intake	September 2024
Date of inspection	30 th January – 1 st February 2024
Inspection team	Daisy Bragadini (Education Quality Assurance Officer) Aidan Worsley (Lay Inspector) Chrstine Stogdon (Registrant Inspector)

Language

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

Inspection

17. A remote inspection took place from 30th January to 1st February 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 5 students from the BA (Hons) Social Work and MA social Work courses, from a range of stages of their study, and included one recent graduate and a student representative. Discussions included their experience of applying to their courses, placement opportunities and experiences, feedback they both received and provided on their courses, experiences of interprofessional learning and academic and wellbeing support.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from the course team, the admissions team, the central university apprenticeship team, the practice learning team, professional and wellbeing support services, and the senior management 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 development of the new course, admissions processes and student learning and assessment. This included members of the People's Academy, which was an organisation the university worked with to involve people with lived experience of social work.

Meetings with external stakeholders

23. The inspection team met with representatives from employer partners including Croydon local authority, Evolve Housing Support, Kings College Hospital, South London and Maudsley NHS Trust and the Royal Borough of Kensington and Chelsea local authority. The inspection team also met with a group of onsite and off site practice educators.

Findings

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

Standard one: Admissions

Standard 1.1

25. The inspection team were provided with a link to the website of the dedicated apprenticeship team which offered support and guidance to employers about the admissions process and selection of candidates. The inspection team reviewed the course specification which outlined the entry requirements, the Admission and Enrolment Procedure and the Application Journey document for the course.

26. Applicants would be initially interviewed and shortlisted by the employer in partnership with the university to ensure they have appropriate experience and qualifications. The successful applications would then be sent to the university's admissions department who would assess applications against the entry requirement criteria which includes demonstration of a good command of English and GCSE English or IELTS score of 7, relevant academic qualifications and relevant experience. Applications deemed satisfactory at this point, would then be passed to the course admissions tutor where candidates would be expected to submit a personal statement outlining motivation and experience, attend an interview and complete a written test. Potential to develop the knowledge and skills necessary to meet the professional standards would be assessed within the personal statement, written task and questions asked at interview. The written test and interview would be carried out online and the team explained how associated tasks would enable assessment of the ICT skills of the candidates. The university would make the final decision as to whether applicants are offered a place on the course.

27. The inspection team agreed that this standard was met.

Standard 1.2

28. Prior to the inspection the inspection team reviewed the course specification document, narrative provided by the course lead, interview guidance for prospective apprentices and the guidance outlining the application journey.

29. During the initial selection stage with the employer partners applicants would usually be expected to have at least 6 months relevant experience. The admissions team at the university would ensure that prior relevant experience was held by the applicant and the interview questions included a range designed to help assess prior relevant experience. The inspection team reviewed the course specification and accreditation of prior learning (APL) procedure which stipulated that prospective apprenticeship applicants would apply to have this considered. The university's APL team would assess these applicants following a Skills Radar Assessment carried out by the central apprenticeship team, which assessed applicants' competencies against the knowledge, skills and behaviours required of apprentices in social work.

30. The inspection team were satisfied that this standard was met.

Standard 1.3

31. The inspection team reviewed documentary evidence which stipulated that people with lived experience of social work and practice educators representing the employer partners would be part of the interview panel along with a member of the academic team. During the meeting held with the admissions team the inspection team heard that people with lived experience of social work were involved in the creation of the written activity questions and the interview questions. The inspection team heard that briefings would be provided for people with lived experience of social work prior to their involvement in the interviews. The inspection team also heard how the course team were strongly recommending that people with lived experience were also included by the employer at their selection stage.

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

Standard 1.4

33. Preceding the inspection, the inspection team requested further clarification on the processes followed in relation to occupational health checks and the enhanced DBS checks carried out by the employer and the university's oversight of them. The evidence stipulated that occupational health checks and enhanced level DBS checks would be carried out by the employer. When candidates received a conditional offer, they would be required to provide the university admissions team with their occupational health check and enhanced level DBS

certificate where it would be checked. If an enhanced level DBS check was not completed within the previous year, this would be referred back to the employer. They would need to complete a new enhanced level DBS check, before it then being checked by the course provider's admissions team.

34. Within the evidence, the inspection team further understood that as part of a candidate's application they would be required to complete a health and a criminal conviction declaration. The admissions team screen the applications and contact the occupational health team or disability and dyslexia advisor, if a disability had been declared. The inspection team were provided with the Gecko form and heard that it was an assessment tool used at the admissions stage if candidates had declared a criminal conviction and it supported the admissions team in their subsequent assessment of the suitability of applicants.

35. Prior to and during the inspection, the inspection team considered how the university were able to assess the character of applicants. They heard how the employer would be responsible for assessing the character of applicants, but the inspection team were unable to identify sufficient evidence of how the university maintained oversight of this process and assured themselves of the suitability of character of applicants. As a result, they concluded that this standard was not met. The inspection team determined that the university was required to establish a process to ensure that applicant character would be assessed by the university or alternatively, that they had comprehensive oversight of and ability to evidence and monitor employers' methods of gaining this assurance.

36. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 1.4 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcomes](#) section.

Standard 1.5

37. In response to a request for additional evidence prior to the inspection, the inspection team were provided with the Access and Participation plan 2020/25. This outlined in detail the work being carried out at an institutional level to support under represented groups to apply to the university, including how the work is monitored. During the inspection the inspection team heard that a steering group was used for discussion of equality, diversity and inclusion policy implementation and that they plan to monitor the outcomes of the applications for the apprenticeship course. The evidence also outlined a 1 year pilot project

at Southwark to widen participation called Amazing Apprentices, which if successful would be expanded to the East Croydon site. The course team also described the links they maintained with local colleges which supported them to engage in outreach work to widen participation. Additionally, South Bank Colleges supported candidates to gain appropriate English and math qualifications prior to application. The apprenticeship team included a diversity and inclusion champion who would be involved in reviewing the application processes to improve its accessibility.

38. During the meeting held with the admissions team the inspection team heard how reasonable adjustments were made available for applicants during the admissions stage. Relevant training was expected to be completed by all university staff involved in the admissions process and this was monitored for completion and refresher training.

39. The inspection team determined that this standard was met.

Standard 1.6

40. Prior to the inspection the inspection team reviewed the current websites for the university's undergraduate and postgraduate social work courses. These provided information about the courses to prospective applicants on the professional standards, placements and staff teaching on the courses. The inspection team were also provided with the website link for a nursing apprenticeship course at the university as an example. The Group Director of Apprentices informed the inspection team that the website content for the course was ready and the website for the course would be live within 4 weeks of the inspection. The inspection team were also informed that 4 open days and offer holder days were held throughout the year to further support applicants gather the information required to make an informed choice.

41. Additional evidence was provided preceding the inspection and included a schedule of applicant taster and open day events online, at the Southwark campus and at Croydon, where the course will be based. The university also provided A Day in the Life of a Social Worker poster which included a link to a podcast developed with alumni and provided an insight into the daily experiences of a social worker. During the meeting held with students the inspection team heard how they were well informed about the course they were applying to and had felt able to make an informed choice about whether to take up their offers. The inspection team were satisfied that this standard was met.

Standard two: Learning environment

Standard 2.1

42. In relation to this standard the inspection team were provided with the course specification which outlined the learning outcomes for the course in relation to the professional standards and the completion of 2 placements of 70 days at level 5 and 100 days at level 6. Apprentices would complete 30 skills days which would be delivered across all 3 years of the course. The inspection team reviewed the Practice Education Portfolio documentation and the Placement Requirements which stipulated the requirements for placements to be contrasting and at least one being a statutory placement.

43. During the meetings held with employer partners the inspection team heard that current placement providers were providing statutory and contrasting placements for some of the undergraduate and postgraduate students at the university. During the meeting held with staff involved in practice based learning the inspection team explored the quality assurance processes which would govern the provision of placements. They heard that as part of agreeing the contract with an employer partner, the requirement to provide a contrasting placement would be established. The Director of Practice Learning described a process of recording placements for current students and that this contributed to the monitoring of whether placements were contrasting. The Strategic Lead for Practice Learning explained that placements would be assessed 6 months prior to the start date in relation to learning opportunities offered and whether they met the statutory placement definition requirements. The inspection team reviewed the Placement Audit document used in this quality assurance process which was utilised to assure the course provider that statutory placement requirements were in place.

44. However, the inspection team felt that the practice placement oversight processes required formalising in order to ensure that the quality assurance of placement provision and skills days attendance would be strengthened. They felt that a robust and formalised process to record attendance at skills days along with the provision of contingency days or additional resources for those which were missed, were required. The inspection team also concluded that oversight of placements, and more specifically whether they met the statutory definition requirement and were contrasting, needed to be clearer. This would ensure both employer partners and the course provider that they could determine whether placements were suitable to be used as statutory or not, including placements offered in private, voluntary and independent settings.

45. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 2.1 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcomes](#) section.

Standard 2.2

46. Within narrative evidence the inspection team were informed of the role of the Skills Coach and how they would support the apprentices to develop and meet the professional standards. The inspection team heard how the skills coach would work with the practice educator, workplace mentor, manager and personal tutor to support the apprentice and monitor their learning opportunities, progression and facilitate tripartite meetings. The practice learning agreement required apprentices to identify specific learning needs and be provided with learning opportunities to support being able to meet the professional standards. Further practice learning guidelines viewed by the inspection team outlined the aim and planning of practice learning experiences and how they will be provided to apprentices. The inspection team agreed that this standard was met.

Standard 2.3

47. The inspection team were provided with a Commitment Statement. This document outlined the needs identified from the Initial Needs Assessment of the apprentice and how the employer would be committed to providing the training. This was used in conjunction with the Training Plan created for each learner. It was designed to cover aspects of the training, and included workload and supervision, and the employer's responsibility. The inspection team reviewed the practice learning agreement which laid out the expectations for induction, access to resources and support. During the meeting held with practice educators the inspection team heard that they found handbooks were clear. They explained that they outlined expectations, such as frequency of supervision, and how they were expected to work with the students to ensure their individual learning needs were met. The inspection team were assured that this standard was met.

Standard 2.4

48. Preceding the inspection the inspection team reviewed the practice learning agreement, the Practice Learning Guidelines and the Apprentices Training Services Agreement. These documents illustrated the mechanisms which would be in place to ensure and monitor the suitability of responsibilities provided to apprentices. The tripartite meetings and practice educator assessments would be used to maintain oversight of the apprentices' responsibilities. The inspection team determined that this standard was met.

Standard 2.5

49. Prior to the inspection the inspection team were provided with the module descriptor for Social Work Foundations at level 4 which contained the learning and preparation for direct practice. Within this module apprentices would complete 10 skills days, a presentation involving people with lived experience, a formative observation assessment by their mentor and a 3000 word reflective assignment. This module preceded the formal assessment which would be carried out in Work Based Professional Practice modules at level 4 and 5, which included a role play and assessment of readiness for practice. The inspection team heard from employer partners who were involved in supporting students at the university to prepare for direct practice. This included working with students on what to expect from working in a hospital placement, for example. They were also involved in teaching on the readiness for direct practice modules for the undergraduate and postgraduate courses, which they would also deliver on the apprenticeship course, and the course team invited guest speakers to support students to prepare for placements. The inspection team agreed that this standard was met.

Standard 2.6

50. Preceding the inspection, the inspection team requested additional evidence in relation to how the course provider would maintain oversight of the practice educators supporting their apprentices. The inspection team were provided with a protocol which included a checklist to be completed by employers and submitted to the course provider with accompanying documentary evidence. The checklist covered registration of the practice educator, qualifications and demonstration of currency. During the meeting with the course team the inspection team explored how these processes would be managed. They heard that the quality assurance in practice learning (QAPL) process carried out 6 months prior to a placement being established included ensuring the practice educator was registered, was appropriately qualified and their experience was current. Following this, the practice learning agreement would then be used to record these elements within the placement documentation. During the inspection the inspection team were also provided with an event schedule which illustrated the practice educator training sessions provided by the university. Topics covered included supervision and observation, supporting students with time management, handbooks and placement documentation, and allocation of work.

51. The inspection team heard about a range of elements involved in the oversight mechanisms for ensuring practice educators were registered and had current knowledge, skills and experience. However, they were unable to understand how a coherent and complete compilation of relevant information would be stored in order to facilitate regular and systematic monitoring of the information.

52. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 2.6 in relation to the approval of this course. Consideration

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

Standard 2.7

53. Prior to the inspection the inspection team were provided with an example whistleblowing policy from Southwark Council, and the practice learning agreement. This outlined that as part of the apprentice induction they would be expected to read the employer's and university's whistleblowing procedure. Within the Practice Learning guidelines, the issue of raising a concern by a student or apprentice was outlined. The course provider also provided the university's Speak Up policy on whistleblowing. During the meeting held with the course team the inspection team heard how the university had recently implemented the Report and Support framework for students to use to raise concerns. During the inspection the inspection team discussed how apprentices would be made aware of the policies and mechanisms for reporting concerns both when at the placement and at university. They heard how the course team would ensure that the Practice Placement Handbook would include relevant information for apprentices and provided the undergraduate handbook as an example of how this would be done.

54. The inspection team agreed this standard was met.

55. Following a review of the evidence, the inspection team is making a recommendation in relation to 2.7. Please see the detail of the recommendation in the [proposed outcomes](#) section.

Standard three: Course governance, management and quality

Standard 3.1

56. The inspection team were provided with the university's Corporate Strategy and Apprenticeship Strategy document which highlighted that growth of apprenticeships was a key focus for the university. Alongside the course team, the university's central apprenticeship team would support the management and governance of the course including provision of support for employers who take on apprentices. The inspection team reviewed the operational manual which detailed the quality assurance mechanisms and the Apprenticeship Steering group involved in the management of the course. The inspection team were able to see the roles and responsibilities of individuals involved in the delivery of the course and met with them during the inspection. In addition to the original evidence

submission the inspection team requested and received Course Board meeting minutes from the undergraduate and postgraduate courses and the Expert Advisory Group meeting minutes which highlighted how the course had been developed.

57. During the second meeting with the course team the inspection team heard how the university had recently become a member of the South East London Teaching Partnership, which included one other university and 4 local authorities. The South London Social Work Reform Partnership was part of the Pan London Social Work Education Network, within which the South East London Development Group worked with a wider group of local authorities within the region. The inspection team heard how their focus was on social work qualification, retention and the Assessed and Supported Year of Employment (ASYE). The social work team at the university also utilised the practice learning documentation produced in collaboration with the Pan London Social Work Education Network. The inspection team heard that membership of the teaching partnership would enable the course team to gain resourcing support for their courses, both in the areas of developing future placement provision and the sharing of best practice.

58. The inspection team were satisfied that this standard was met.

Standard 3.2

59. In relation to this standard the inspection team were provided with the Commitment Statement which stipulated how the university, employer and apprentice would work in partnership to run the course. The Apprenticeship Service Agreement laid out the processes to be followed in the event of a placement breakdown, and within the Practice Portfolio documents details were outlined about how a Support Needs, Issues and Concerns Meeting would be managed, including roles and responsibilities of key staff involved.

60. Within the request for additional evidence prior to the inspection the inspection team reviewed the university's Collaborative Approach with Employers for Apprenticeship Success, the Steering Group meeting minutes which highlighted the development of the course, and further narrative about the agreement process.

61. During the inspection and within meetings held with the course team, the central apprenticeship team, and senior managers the inspection team explored the nature of the planned agreements with employers and placement providers. This provided a clear overview of how the agreements with employers would be developed including the advertising and tendering stages, the agreement of the Apprenticeship Service Agreement and the subsequent tripartite agreement. The inspection team heard that one local authority and one health trust had expressed interest in taking on apprentices, aligned to estimated numbers in accordance with projected plans for 10 to 15 apprentices in the first course cohort.

62. The inspection team were satisfied that this standard was met.

Standard 3.3

63. Preceding the inspection, the inspection team were provided with the Commitment Statement which outlined the responsibilities of the employer to the apprentice. The Apprenticeship Service Agreement provided the policies which the employer would have in place for each apprentice. The inspection team were provided with evidence which indicated how apprentices could access support or be signposted to relevant sources of advice in order to support them in their training. Support for apprentices would be coordinated by their practice educator, manager, work based mentor, skills coach and personal tutor.

64. Within narrative evidence and during the meeting held with the staff involved in practice based learning, the inspection team heard that the practice learning agreement required that policies in relation to health, wellbeing and risk would be in place at the start of each placement. However, through further discussion, the inspection team heard that the process for ensuring oversight of the policies was not currently integral to the quality assurance process prior to establishing a placement. The inspection team noted that in order to ensure policies and procedures were in place to support students, the oversight of them should be included in the quality assurance process when placements were being assessed as appropriate.

65. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 3.3 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcomes](#) section.

Standard 3.4

66. Prior to the inspection the inspection team reviewed the Terms of Reference for the Expert Advisory Group and the Advisory Board. Both groups included employers and were established to help develop, review and agree the course design. The inspection team were also provided with meeting minutes from the Expert Advisory Group and the Collaborative Approach with Employers for Apprenticeship Success document. During the meeting with

employer partners the inspection team heard that they felt involved in the course design and that their feedback was integrated into the course development.

67. The inspection team noted that although employers had been involved in the design and development of the course, there was less detail about the formal and ongoing process for how employers would be involved in the management and monitoring of the course. The inspection team determined that in order for this standard to be met, the course provider would need to provide evidence to show how oversight and monitoring of the course, including allocation of practice education, would be undertaken as the course was being delivered.

68. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 3.4 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcomes](#) section.

Standard 3.5

69. In relation to how monitoring, evaluation and improvement systems for the course would work, the inspection team reviewed evidence detailing how Course Development Plans would utilise outcome data, mid module reviews and course board outcomes collating student feedback. During the meeting held with current students the inspection team heard that the course teams had been responsive to their feedback, and they had been able to see some impact of the requests which had been made by them.

70. Both the Expert Advisory Group Terms of Reference and meeting minutes illustrated how people with lived experience of social work and employer partners had been involved in the development of the course. The inspection team also noted The Lived Experience module which would incorporate and represent the views and contributions of people with lived experience of social work, on the course.

71. Similarly, to standard 3.4, the inspection team acknowledged and recognised the contributions and work which had been undertaken with employer partners and people with lived experience of social work to develop the course. However, they were less clear about the remit and methods which would be employed on the course in the future, and which would ensure monitoring, evaluation and improvement systems involved employers and people with lived experience of social work.

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

Standard 3.6

73. During the meeting held with senior managers the inspection team explored how the numbers of apprentices would be aligned to a clear strategy considering placement capacity. They heard how the Director of Practice Learning had secured an increase in placement capacity which had developed the number available this academic year and described new regional locations for further provision to be explored. The senior managers explained how the course would be embedded in the local community and that they would be working with employers in Southwark, Croydon and Lewisham to provide placements for their apprentices, and employer engagement events were held during 2022 and 2023 to develop these relationships.

74. The inspection team explored the future projections for growth on the course and heard how the course team would aim for a minimum of 10 apprentices in the first year, 20 in the second and 25 in the third. The inspection team heard that viable interest had been shown from 3 employers to take apprentices once the course was approved and the inspection team heard in detail about various stages of the tender process which would be completed.

75. The inspection team also heard from the Group Director of Apprentices who was utilising national apprenticeship data to help inform planning for the course which included projections to 2034-2035. The inspection team heard ambitious targets in relation to the apprenticeship provision growth offered by the university as a whole, and how the social work course would be part of this. The university was also developing plans to deliver practice educator training at level 1 and 2 which they would be offering to the employers they work with in order to support the projected growth of the course.

76. The inspection team were satisfied that this standard was met.

Standard 3.7

77. Prior to the inspection the inspection team were provided with the CV for the lead social worker who held professional responsibility for the course. This evidence illustrated that the

lead social worker, who was also the course leader, held appropriate qualifications and experience, and was on the register. The inspection team agreed that this standard was met.

Standard 3.8

78. In relation to this standard the inspection team reviewed narrative evidence which outlined the teaching structures, including management roles and skills coaches. This also included information to explain that the teaching team would be supported by a group of visiting lecturers who were social workers in practice. The course leader, supported by other members of the wider social work course, would deliver the teaching, and the inspection team were provided with their CVs. These indicated a range of active research activities, social work experience and appropriate qualifications. During the meeting with the senior managers the inspection team explored resourcing for the course in relation to projected growth and current responsibilities for key staff members. The inspection team were sufficiently assured that robust planning management was in place currently and would allow for the course to be resourced sufficiently in relation to planned growth. The inspection team determined that this standard was met.

Standard 3.9

79. Within additional evidence requested prior to the inspection the inspection team gained further insight into how course data would be evaluated and used. The inspection team were informed that the performance of apprentices would be used to monitor progress towards aims laid out within the access and participation plan. Within the course validation document, and contained within the academic rationale, performance measures and awarding gaps were addressed within the strategic aims of the course. These included 3 targets to decolonise the curriculum, democratise the university and decolonise research. The Course Development Plans included focus areas such as monitoring of continuation and completion rates, eliminating awarding gaps and course specific developments. The inspection team were provided with the template for the university's Quality Improvement Plan 2023-2024 which was overseen by the Quality and Standards Committee and managed by the Apprenticeship Steering Group. Additionally, the inspection team reviewed the School and PSG Roadmap 2022-2023. This monitored course completion, continuation and progression data, and would be used to identify areas of concern within course data and inform a strategic response.

80. During the meeting held with the course team the inspection team explored how data would be evaluated and used on the course. They heard that assessment data had been used to inform planning for reasonable adjustments and designing alternative assessment

methods, such as video presentations on their other courses. Additionally, they heard that students from minoritised groups had been involved in influencing course design to enhance wards and progression outcomes.

81. The inspection team concluded that this standard was met.

Standard 3.10

82. Documentary evidence provided prior to the inspection outlined 18 publications by members of the social work team between 2019 and 2023 covering a range of specialist social work subjects. During the meeting held with senior managers the inspection team heard examples of staff who were still actively involved in professional practice, one of whom worked with immigrant children connected with supporting their sensory needs. Narrative evidence listed a range of compulsory training which all social work staff were required to complete, and routes of professional developmental support on offer to staff. This included support for further study, including doctoral study, and providing time allocated to research. One example evidenced and highlighted was the Postcodes to Profit gang violence study which informed the local authority's related strategy. A range of other examples were presented to the inspection team which illustrated the engagement and contribution to research and professional practice. During the second course team meeting the inspection team heard how leading research was integrated into the modules and teaching on the course. The inspection team agreed that this standard was met.

Standard four: Curriculum assessment

Standard 4.1

83. In relation to this standard the inspection team were provided with the course specification document which illustrated the course aims, learning outcomes and teaching and learning strategy. Mapping of the course learning outcomes to the Professional Capabilities Framework and the professional standards was provided to apprentices within the handbook. Further comprehensive evidence was provided which outlined how all relevant frameworks and the professional standards were mapped to each of the modules and the associated learning outcomes. The inspection team were also provided with evidence to show how apprentices would be assessed in relation to the professional standards and how an online system used by apprentices to compile their portfolios would enable them to demonstrate they had the necessary knowledge and skills to meet the professional standards. The inspection team determined that this standard was met.

Standard 4.2

84. The inspection team reviewed evidence which illustrated how views of employers, practitioners and people with lived experience of social work had been involved in the design of the course. This included a range of documentation detailing the project work undertaken with people with lived experience of social work, such as design meetings, meeting minutes, summary notes and invitations to participate. The module descriptor for Learning from Lived Experience was evidence of how the views of people with lived experience of social work were incorporated into the design of the curriculum. The module centred on the value of co-production and included input from people with lived experience of social work.

85. However, similarly to standard 3.5, the inspection team concluded that they were less clear about how the views of employers, practitioners and people with lived experience of social work would be incorporated into the ongoing development and review of the curriculum. The inspection team noted the plans for the establishment of a smaller Advisory Board to include relevant stakeholder but were unable to review evidence of the remit and purpose of the group, its members or frequency of review work.

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

Standard 4.3

87. In relation to this standard the inspection team were provided with evidence of how the course was developed in accordance with the views and opinions of people with lived experience of social work. Module aims and content of the modules were also able to demonstrate how the course was designed to teach apprentices about anti oppressive practice and a rights based approach to practice. During the meeting held with staff involved in delivering professional support services, the inspection team were able to gain an insight into how staff encouraged and supported students to declared physical or mental health conditions. Sources of support were published and accessible for students to enable them to know who to contact if they required support or advice. Documents produced and provided for employers ensured that the requirements laid out in the Equality Act 2010 were stipulated, such as within the Guide for Employers and the Apprenticeship Service Agreement. The inspection team concluded that this standard was met.

Standard 4.4

88. Prior to the inspection the inspection team reviewed the module descriptors for the course which illustrated the integration of contemporary topics, research and legislation. The CVs provided for the course team along with the professional development review process highlighted how staff were supported to remain connected to professional practice and research. During meetings held with the course team the inspection team heard examples of research being applied to course content and narrative evidence indicated a focus for research to influence the curriculum. Examples included how feedback from employers had highlighted the importance of risk assessment skills which had led to the integration of staff research on this topic, which underpinned teaching. The inspection team were satisfied that this standard was met.

Standard 4.5

89. Preceding the inspection, the inspection team reviewed the module descriptors and course specification, along with the mapping of the course learning outcomes to the professional standards. This documentation highlighted how theory and practice was integrated into the course. During the meeting held with practice educators the inspection team heard how students were enabled to apply theory to practice and students expressed confidence in their ability to develop this skill. The inspection team also noted that the content of skills days on the course would provide further opportunity for apprentices to combine academic learning with their practice-based learning. The inspection team agreed that this standard was met.

Standard 4.6

90. The inspection team reviewed evidence relating to 2 modules which would be taught through the Institute of Health and Social Care with input from a social work lecturer and a range of colleagues from health professions. The inspection team heard how the modules Concepts of Interprofessional and Collaborative Practice and Appraising Evidence for Research Informed Practice would provide learning opportunities for apprentices to work with and learn from other professionals. During the meeting held with students the inspection team heard that they had been given the opportunity to learn from nursing and occupational therapist colleagues. They also explained that they had felt a lack of social work focus within the modules may have disadvantaged them but that the course provider had responded to their feedback. This had led to social work lecturers now facilitating seminars on the modules and being involved in the teaching. Additionally, within practice learning documentation, opportunities to work with and learn from other professions while

apprentices were on placement, would be identified and assessed. The inspection team were assured that this standard was met.

Standard 4.7

91. Prior to the inspection the inspection team reviewed the module descriptors for the course, the course specification, and the year 1 timetable plan. The course validation documents outlined the number of required hours of learning at each level of the course, which was also provided for apprentices within the course handbook. After completing the start of term with blocks of study, the apprentices would be expected to attend university to attend academic learning 1 day per week. The inspection team concluded that this standard was met.

Standard 4.8

92. The inspection team were provided with narrative evidence which outlined how a range of stakeholders had been involved in the design and review of the assessment strategy. The course validation document provided detail of the academic rationale for the assessment strategy and included the range of assessments utilised on the course, and how they linked to the course content. Additionally, mapping documents submitted showed how the curriculum and assessments were linked to the professional standards.

93. The inspection team were satisfied that this standard was met.

94. During the meeting held with the course team the inspection team explored the workload for apprentices, and assessment content and schedule. The inspection team considered the number of formative assessments on some of the modules to be high. For example, they highlighted that within the Journey Through the Life Course module, apprentices would be required to undertake 10 observation sessions within their workplace. They concluded that this assessment, combined with summative assessments, potentially created a significant workload for the apprentice. As a result, they are attaching a recommendation to this standard.

95. Following a review of the evidence, the inspection team is making a recommendation in relation to 4.8. Please see the detail of the recommendation in the [proposed outcomes](#) section.

Standard 4.9

96. In relation to this standard the inspection team reviewed the course validation document which outlined the course structure and detailed learning and progression stages and levels across the 3 years. In addition, they were able to review the course content within the module descriptors and the assessments aligned to each of them. The inspection team noted that the sequencing of apprentices' development and assessment was evident at each level of study which showed progression points throughout the course. During the meeting with the course team the inspection team explored sequencing of assessments and how they aligned to apprentices' progression and were assured that they were appropriately matched. The inspection team agreed that this standard was met.

Standard 4.10

97. The inspection team were provided with the Institute for Health and Social Care Operational Manual which detailed the management and expectations for feedback apprentices could expect and how this was governed. The course handbook detailed this for apprentices and contained information about where support could be accessed to support ongoing development. Apprentices would receive feedback from their personal tutor, skills coach, practice educator, mentors and manager. During the meeting held with students the inspection team heard clear examples of how students had requested a simplified model for developmental feedback which had been developed and delivered by the course team. In addition, the inspection team heard how students now felt that the feedback they received was detailed and helpful. The inspection team were assured that this standard was met.

Standard 4.11

98. The inspection team reviewed the course team's CVs and met with practice educators who were responsible for assessing students. The inspection team noted appropriate expertise held by them, and that members of the social work academic team were expected to be registered social workers. The inspection team reviewed evidence which highlighted the external examiner due to be appointed to the course. This evidence outlined appropriate qualification, experience and professional registration. During the second meeting with the course team the inspection team requested, and were provided with, assurance that the external examiner was ready to take up the role. The inspection team were satisfied that this standard was met.

Standard 4.12

99. Prior to the inspection, evidence submitted outlined the range of people who would inform apprentices' progression on the course. These would include their personal tutor, a

skills coach, the course leader, a practice educator and work based mentor. Within the modules Work-based Professional Practice, apprentices would complete 5 direct observations with their practice educator. They would also be expected to collect feedback from people with lived experience of social work and other professionals they have been working with, as stipulated within the practice learning documentation. During tripartite progress review meetings, apprentices would be assessed on their progression and learning needs would be identified to support development.

100. During the meeting held with the course team the inspection team heard how all apprentices would be assessed for skills and competencies at the start of their course. This would then be compiled in their online system for recording portfolios and mapping progress and would hold all progression data for the duration of the course. Both the course team and the employer would be responsible for monitoring progress in line with relevant apprenticeship capabilities. The inspection team determined that this standard was met.

Standard 4.13

101. In relation to this standard the inspection team were directed to the module descriptors for Applying Methods and Theories: A Toolkit for Social Work Practice, Appraising Evidence for Research Informed Practice and Social Work Literature Review. These modules highlighted the focused teaching and learning for apprentices to develop skills and understanding for evidence informed practice. The inspection team noted that assessment tasks built on acquired knowledge and understanding of critical thinking and analytical approaches to the application of evidence. The inspection team agreed that this standard was met.

Standard five: Supporting students

Standard 5.1

102. Evidence reviewed in relation to this standard highlighted where apprentices would access counselling services, which were accessible at weekends and in the evenings in order to accommodate the working patterns of apprentices. Further details of a range of wellbeing services were provided for the inspection team, and included a wellbeing advice service, a peer support community called Togetherall and general wellbeing resources. The inspection team were provided with a weblink to the Student Life university web page which provided information and contact details for careers advice and support and occupational health.

103. During the meeting held with professional support services the inspection team heard about the provision of services at both the Croydon and Southwark campuses. Students

explained that the virtual online learning platform, Moodle, held a wide range of information about where and how to access services. The inspection team were assured that this standard was met.

Standard 5.2

104. The inspection team were provided with evidence which detailed the Personal Development Plan which apprentices would be encouraged to complete at the start of their course. This was designed to support students to identify and address support or learning needs and gain specialised help where required. Specialist study skills advisers would be able to offer specific teaching and guidance for apprentices. During meetings held throughout the inspection the inspection team heard how particular needs apprentices may have, would be considered and would be provided for. When meeting with the professional services staff, the inspection team heard that disability advisers were prepared to support apprentices and the Croydon campus had an integrated wellbeing and disability adviser.

105. Apprentices would have access to MyAccount, a university wide online portal, which would enable them to make appointments with their personal tutors. Students the inspection team met with described personal tutors as being responsive and supportive, including through periods of change. The inspection team determined that this standard was met.

Standard 5.3

106. Preceding the inspection, the inspection team were provided with a range of policies used to manage student and apprentice conduct issues. These included the Support and Fitness to Study policy, Student Disciplinary Procedure, and the Fitness to Practice Policy. A Directional Statement which linked to both the Support and Fitness to Study and Fitness to Practise Policy was required to be agreed with and signed each academic year, and would also be a requirement for apprentices. The statement covered professional expectations, including requirements if individuals' circumstances changed during the course. When meeting with the students, the inspection team noted they were well informed about their responsibilities in relation to ongoing suitability and how the Directional Statement supported this process. Additionally, within the Practice Portfolio documents, apprentices' behaviour and conduct were addressed in relation to the requirements for apprentices' whilst on placement. The inspection team were assured that this standard was met.

Standard 5.4

107. The inspection team reviewed evidence which outlined how apprentices would be able to access supportive and reasonable adjustments they required to progress through their course. Links were provided to the university website to health and wellbeing and disability and dyslexia services. Apprentices would have access to MyAccount, an online portal, where they would be able to find out about reasonable adjustments available to them on placements. The skills review undertaken with the Skills Coach at the start of the course would support apprentices to share and discover particular needs or requirements they may have. These assessments could also be supported by a disability adviser where necessary. The course handbook clearly identified responsibilities held by the Skills Coach and Personal Tutor and where support would be provided. Additionally, The Apprentices Training Services Agreement highlighted the responsibilities of the employer to meet the requirements of the Equality Act 2010. The inspection team concluded that this standard was met.

Standard 5.5

108. Prior to the inspection, the inspection team were provided with the course handbook which provided information for apprentices on the placements they would undertake, including the length, number and type of placements. The course website would be available for apprentices and would be a source of information about their course, along with Moodle, the virtual learning platform, which would include module and assessment information. Practice Learning guideline documentation provided apprentices with detailed guidance on their placements, what they would be expected to achieve and how they will be assessed. The course would include a final year information session with a Social Work England representative providing an opportunity for apprentices to learn about registration and professional development.

109. The inspection team reviewed the Student Practice Placement Feedback Form, which apprentices would complete following each placement they undertake. The inspection team noted that it referred to the previous regulator and the associated assessment framework, and not Social Work England and the professional standards. Additionally, the inspection team reviewed the frequently asked questions section in the course handbook in relation to the DBS procedures required for apprentices. They found that the handbook content did not accurately reflect the documented process outlined in evidence submitted, and which has been outlined under standard 1.4. As such, the inspection team are attaching a condition to this standard.

110. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 5.5 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once

this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcomes](#) section.

Standard 5.6

111. During the meeting held with the course team the inspection team heard that academic attendance would be recorded through an online register. Placement days would be registered by practice educators and checked by practice supervisors, overseen at the practice learning agreement meeting, midway review and final meetings. In addition, apprentices would register their placement days on APTEM, an online system for recording portfolios and progress, and this would then be checked by the Skills Coach at the practice learning agreement meeting, midway review and final meetings. Apprentices would be expected to maintain their Practice Placement Register documentation, which clearly outlined the number of days on placement which must be completed. Information about attendance expectation was provided within module descriptors and stipulated that attendance expectations are 85% for academic learning and 100% for placement days. Additionally, Moodle, the virtual learning platform, and the MyLSBU online portal would contain information for apprentices about these requirements. The inspection team concluded that this standard was met.

Standard 5.7

112. The inspection team were provided with the Institute of Health and Social Care Operational Manual for Academic Staff. This documented the requirement for students to receive feedback within 15 days of their assessment. During the meeting held with students, the inspection team heard that feedback they received for summative and formative assessments was timely. Apprentices would also receive feedback within their tripartite meetings held every 12 weeks, at their midway review and final placement meetings. The module descriptors outlined the range of assessments apprentices would receive feedback on and students the inspection team met with described their feedback as useful for development. The inspection team agreed that this standard was met.

Standard 5.8

113. The inspection team reviewed the university's Academic Appeals Procedure which included relevant information about how students and apprentices would submit an academic appeal. Information regarding the process was outlined on the university website

for students and apprentices to follow. The inspection team were satisfied that this standard was met.

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

Standard 6.1

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

Proposed outcome

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

Conditions

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

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

	Standard not currently met	Condition	Date for submission of evidence	Link
1	1.4	The education provider will provide evidence that demonstrates a clear and systematic process for assessing the character of applicants.	22.7.24	Paragraph 33
2	2.1	The education provider will provide evidence that demonstrates: • A clear and systematic process for managing oversight of attendance at skills days including contingency plans for those which are missed.	22.7.24	Paragraph 42

		• A robust quality assurance process for determining that apprentices undertake a minimum of one placement within a statutory setting, which provides experience of sufficient numbers of statutory social work tasks involving high-risk decision making and legal interventions. • A robust process for recording and monitoring placements to ensure contrast is provided by the employer.		
3	2.6	The education provider will provide evidence that demonstrates their systematic and comprehensive oversight of the registration, qualifications and experience of all the practice educators they work with.	22.7.24	Paragraph 50
4	3.3	The education provider will provide evidence that demonstrates a formal mechanism which ensures placement providers have the necessary policies in place in relation to apprentices' health, wellbeing and risk prior to placements beginning.	22.7.24	Paragraph 63
5	3.4, 3.5 & 4.2	The education provider will provide evidence of how: • Relevant employers will be involved in the management, monitoring and improvement of the course and the ongoing development and review of the curriculum. • Employers and people with lived experience of social work would be involved in monitoring, evaluation and improvement of the course. • The views of employers, practitioners and people with	22.7.24	Paragraph 66 Paragraph 69 Paragraph 84

		lived experience of social work are incorporated into the ongoing development and review of the curriculum.		
6	5.5	The education provider will provide evidence that the following documents have been updated and contain accurate information: • The Student Practice Placement Feedback Form, to remove the reference to the previous regulator and include reference to Social Work England and the professional standards; • The course handbook to ensure the process for enhanced level DBS checks is accurately reflected for apprentices within the frequently asked questions section and that it refers to an 'enhanced level DBS check' to reflect the detail contained within the course specification.	22.5.24	Paragraph 108

Recommendations

118. 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	2.7	The inspectors are recommending that the university implements their plans regarding guidance and advice to students around whistle blowing (and related challenges) to ensure the range of options available to apprentices to raise concerns are reflected in documentation.	Paragraph 53
2	4.8	The inspectors are recommending that the university undertake a review of the formative assessment strategy in relation to summative	Paragraph 92

		assessments for apprentices, to ensure overall workload is appropriate.	
--	--	---	--

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

Annex 1: Education and training standards summary

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

Standard	Met	Not Met – condition applied	Recommendation given
1.5 Ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored.	☒	☐	☐
1.6 Ensure that the admissions process gives applicants the information they require to make an informed choice about whether to take up an offer of a place on a course. This will include information about the professional standards, research interests and placement opportunities.	☒	☐	☐
Learning environment			
2.1 Ensure that students spend at least 200 days (including up to 30 skills days) gaining different experiences and learning in practice settings. Each student will have: i) placements in at least two practice settings providing contrasting experiences; and ii) a minimum of one placement taking place within a statutory setting, providing experience of sufficient numbers of statutory social work tasks involving high risk decision making and legal interventions.	☐	☒	☐
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	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
they are safe to carry out practice learning in a service delivery setting.			
2.6 Ensure that practice educators are on the register and that they have the relevant and current knowledge, skills and experience to support safe and effective learning.	☐	☒	☐
2.7 Ensure that policies and processes, including for whistleblowing, are in place for students to challenge unsafe behaviours and cultures and organisational wrongdoing, and report concerns openly and safely without fear of adverse consequences.	☒	☐	☒
Course governance, management and quality			
3.1 Ensure courses are supported by a management and governance plan that includes the roles, responsibilities and lines of accountability of individuals and governing groups in the delivery, resourcing and quality management of the course.	☒	☐	☐
3.2 Ensure that they have agreements with placement providers to provide education and training that meets the professional standards and the education and training qualifying standards. This should include necessary consents and ensure placement providers have contingencies in place to deal with practice placement breakdown.	☒	☐	☐
3.3 Ensure that placement providers have the necessary policies and procedures in relation to students' health, wellbeing and risk, and the support systems in place to underpin these.	☐	☒	☐
3.4 Ensure that employers are involved in elements of the course, including but not	☐	☒	☐

Standard	Met	Not Met – condition applied	Recommendation given
limited to the management and monitoring of courses and the allocation of practice education.			
3.5 Ensure that regular and effective monitoring, evaluation and improvement systems are in place, and that these involve employers, people with lived experience of social work, and students.	☐	☒	☐
3.6 Ensure that the number of students admitted is aligned to a clear strategy, which includes consideration of local/regional placement capacity.	☒	☐	☐
3.7 Ensure that a lead social worker is in place to hold overall professional responsibility for the course. This person must be appropriately qualified and experienced, and on the register.	☒	☐	☐
3.8 Ensure that there is an adequate number of appropriately qualified and experienced staff, with relevant specialist subject knowledge and expertise, to deliver an effective course.	☒	☐	☐
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	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.	☐	☒	☐
4.3 Ensure that the course is designed in accordance with equality, diversity and inclusion principles, and human rights and legislative frameworks.	☒	☐	☐
4.4 Ensure that the course is continually updated as a result of developments in research, legislation, government policy and best practice.	☒	☐	☐
4.5 Ensure that the integration of theory and practice is central to the course.	☒	☐	☐
4.6 Ensure that students are given the opportunity to work with, and learn from, other professions in order to support multidisciplinary working, including in integrated settings.	☒	☐	☐
4.7 Ensure that the number of hours spent in structured academic learning under the direction of an educator is sufficient to ensure that students meet the required level of competence.	☒	☐	☐
4.8 Ensure that the assessment strategy and design demonstrate that the assessments are robust, fair, reliable and valid, and that those who successfully complete the course have developed the knowledge and skills necessary to meet the professional standards.	☒	☐	☒

Standard	Met	Not Met – condition applied	Recommendation given
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	☒	☐	☐
5.2 Ensure that students have access to resources to support their academic	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
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			
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

120. 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](#).

121. Inspectors will undertake the conditions review and make recommendations to Social Work England's decision maker.

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

	Standard not met	Condition	Inspector recommendation
1	1.4	The education provider will provide evidence that demonstrates a clear and systematic process for assessing the character of applicants.	Condition met.
2	2.1	The education provider will provide evidence that demonstrates: • A clear and systematic process for managing oversight of attendance at skills days including contingency plans for those which are missed. • A robust quality assurance process for determining that apprentices undertake a minimum of one placement within a statutory setting, which provides experience of sufficient numbers of statutory social work tasks involving high-risk decision making and legal interventions. • A robust process for recording and monitoring placements to	Condition met.

		ensure contrast is provided by the employer.	
3	2.6	The education provider will provide evidence that demonstrates their systematic and comprehensive oversight of the registration, qualifications and experience of all the practice educators they work with.	Condition met.
4	3.3	The education provider will provide evidence that demonstrates a formal mechanism which ensures placement providers have the necessary policies in place in relation to apprentices' health, wellbeing and risk prior to placements beginning.	Condition met.
5	3.4, 3.5 & 4.2	The education provider will provide evidence of how: • Relevant employers will be involved in the management, monitoring and improvement of the course and the ongoing development and review of the curriculum. • Employers and people with lived experience of social work would be involved in monitoring, evaluation and improvement of the course. • The views of employers, practitioners and people with lived experience of social work are incorporated into the ongoing development and review of the curriculum.	Condition met.
6	5.5	The education provider will provide evidence that the following documents have been updated and contain accurate information: • The Student Practice Placement Feedback Form, to remove the reference to the	Condition met.

		previous regulator and include reference to Social Work England and the professional standards; • The course handbook to ensure the process for enhanced level DBS checks is accurately reflected for apprentices within the frequently asked questions section and that it refers to an 'enhanced level DBS check' to reflect the detail contained within the course specification.	
--	--	---	--

Findings

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

124. After the review of documentary evidence, the inspection team are satisfied that the conditions set against the approval of the BA (Hons) Social Work Integrated Degree Apprenticeship course are met.

125. In relation to the condition set against standard 1.4 the course provider submitted a screening protocol which identifies when a candidate's character will be considered during the application process. The course provider identified that this would be assessed at the application screening stage, through the written task, through the interview and by agreeing to and signing a directional statement on conduct. The course provider will also request 2 references to be provided, one relating to character, and one in relation to employment. The inspection team agree that this is now met.

126. In relation to the condition set against standard 2.1, the course provider developed and submitted a protocol which lays out how skills days will be monitored including contingency planning if any are missed. Attendance of skills days will be recorded on Aptem, the online apprenticeship assessment platform, and monitored by the Skills Coach. Lecturers delivering the skills day will maintain a register of attendance and update a central spreadsheet with this information. During tripartite meetings attendance at skills days will be reviewed, and 5 contingency skills days have been planned for, with the course leader making any necessary arrangements required for further sessions if required. The apprentice will then submit a report evidencing completion of the skills days as part of their final portfolio.

127. The course provider has developed a database in order to monitor the provision of both a statutory and contrasting placement for each apprentice. The Skills Coach or the Director of Practice Learning will be required to complete a Quality Assurance in Practice Learning audit form prior to each placement which will capture the nature of the placement and whether it meets the statutory definition. The database will be monitored by the Course Lead to ensure that all apprentices complete a statutory and contrasting placement. The inspection team agreed that this standard is now met.

128. In relation to the condition set against standard 2.6 the course provider submitted a protocol document which outlines the process for monitoring the qualifications of practice educators. This stipulates that the employer records the experience, currency and qualifications of practice educators. The employer is required to complete a Practice Educator Profile form, containing this information along with the Social Work England registration number, which will be sent to the Course Lead along with supporting evidence 6 months prior to a placement starting. The Practice Learning Team will maintain a record of this information within a database and the course provider will then complete checks on this information using a 30% sample.

129. The inspection team requested further evidence in relation to the rationale behind the course provider checking a sample of practice educators, which the course provider supplied. The inspection team acknowledge that the Partnership Agreement includes a requirement for the employer partner to provide suitably qualified and experienced practice educators and that the course provider has outlined a process for monitoring information supplied to them. They agree that although the standard is met, they recommend that this process could be strengthened by checking all Practice Educator Profiles, rather than a sample, as this would provide greater assurance to the course provider.

130. In relation to the condition set against standard 3.3 the course provider submitted the Placement Policy Check document which outlines the roles and responsibilities for ensuring relevant policies in placements are monitored. The placement audit form completed 6 months prior to placements starting contributed to this assurance process and will be overseen by the Skills Coach and verified by the Course Lead. The inspection team agreed that this is now met.

131. In relation to the condition set at standard 3.4, 3.5 and 4.2, the course provider submitted the terms of reference for the Course Development Group. The remit of the group will be to monitor, review, evaluate and develop the course, through annual meetings. The group will include people with lived experience of social work, employers, practice educators and academic and support staff. The course provider detailed the information which would be reviewed by the group and how the group would report and feed back in order to inform change and development for the course at a strategic level. The inspection team agreed that this is now met.

132. In relation to the condition set at standard 5.5 the course provider submitted relevant reviewed and updated documentation including the Student Practice Placement Feedback Form, the course handbook and the course specification. The inspection team agreed this is now met.

Conclusion

133. The inspection team is recommending that as the conditions have been met, the course be approved.

134. It should be noted that all qualifying social work courses will be subject to reapproval under Social Work England's 2021 education and training standards.

Regulator decision

Conditions met and approved.