

Inspection Report

Course provider: University of Suffolk

Course approval: BA (Hons) Social Work PT, BA (Hons) Social Work FT, BA (Hons) Social Work Degree Apprenticeship

Inspection dates: 17th – 20th June 2024

Report date:	13 August 2024
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	30 September 2024
Date conditions met and approved:	08 February 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	23
Standard six: Level of qualification to apply for entry onto the register	27
Proposed outcome	28
Conditions	28
Recommendations	30
Annex 1: Education and training standards summary	32
Regulator decision	40
Annex 2: Meeting of conditions.....	41
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. The University of Suffolk's BA (Hons) Social Work PT (part time), BA (Hons) Social Work FT (full time) and 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	USUR1
Course provider	University of Suffolk
Validating body (if different)	
Course inspected	BA (Hons) Social Work PT BA (Hons) Social Work FT BA (Hons) Social Work Degree Apprenticeship
Mode of study	Full time and part time
Maximum student cohort	BA (Hons) Social Work Degree Apprenticeship - 18 BA (Hons) Social Work FT/PT combined - 12
Date of inspection	17 th – 20 th June 2024
Inspection team	Kate Springett (Education Quality Assurance Officer) Rebecca Regler (Lay Inspector) Louise Robson (Registrant Inspector)

Language

16. In this document we describe University of Suffolk as 'the education provider' or 'the university' and we describe the BA (Hons) Social Work PT, BA (Hons) Social Work FT and BA (Hons) Social Work Degree Apprenticeship as 'the courses'.

Inspection

17. A remote inspection took place from 17th – 20th June 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 from all levels of study on the BA (Hons) Social Work FT and BA (Hons) Social Work Degree Apprenticeship. Discussions included the admissions experience, placements, support, and learning opportunities.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members including the head of department, lecturers, placement assistant and administrator.

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 group 'social work voices'. Discussions included admissions, assessments and feedback.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including staff from Essex County Council, Suffolk County Council, Norfolk County Council as well as private voluntary and independent organisations.

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.

25. It is necessary to note that the education provider stated they do not recruit to the part time BA course, and offer this to students who feel this would benefit them after beginning the full time course. The part time course is however advertised on the education provider's website with the option to apply for this route.

26. The education provider has also advised the inspection team that they do not currently have any international students, and whilst they accept applications from international students they do not actively recruit.

Standard one: Admissions

Standard 1.1

27. Documentary evidence provided for the courses included clear entry requirements in relation to maths and English, and the application process involved the use of ICT, which enabled applicants to demonstrate their ICT capabilities.

28. Admissions' tasks included interviews and written exercises, which allowed applicants to demonstrate they had the potential to develop the knowledge and skills necessary to meet the professional standards and academic standards.

29. During the inspection, the admissions team confirmed that the application/assessment process for apprenticeship did not mirror the BA courses as there was no group task, however this was something to be considered for future cohorts.

30. The inspection team agreed that this standard was met for all courses.

Standard 1.2

31. Documentary evidence provided for the BA courses demonstrated that experience was considered as part of the interview process. This was triangulated during the inspection, and it was confirmed that whilst there was not a requirement for prior relevant experience, this was still considered.

32. The course team confirmed that there was a requirement of apprenticeship applicants to have a minimum of 12 months prior relevant experience.

33. All courses considered prior relevant experience as part of the application process and as a result the inspection team agreed that the standard was met.

Standard 1.3

34. The narrative provided by the education provider stated that employers and people with lived experience of social work (PWLE) were involved in the development of interview questions.

35. During the inspection, employer partners/placement providers informed the inspection team that they lead on the apprenticeship interview and also participate as a panel member on the BA course. Placement providers at Suffolk County Council (SCC) informed the inspection team that they work collaboratively with the education provider to ensure they can provide a panel member.

36. The inspection team met with PWLE and were able to triangulate that they are on the panel for the BA course, and also ask questions in the apprenticeship interview. PWLE also explained that they felt valued and have made suggestions which were taken on board by the education provider.

37. There was no evidence of involvement of the private voluntary and independent (PVI) sector in the admissions process, however it was clear there was employer involvement as per the requirement of the standard, and the inspection team agreed that this standard was met for all courses.

Standard 1.4

38. Narrative and documentary evidence provided prior to inspection demonstrated that all courses included enhanced DBS checks and health declarations. It was confirmed during the inspection that apprenticeship students have an occupational health check, and BA students sign a health declaration annually.

39. The admissions team confirmed during the inspection that there was a process in place for when an applicant makes a declaration. This involves a panel deciding whether an applicant's application can progress, and this included input from the local authority designated officer (LADO).

40. The inspection team were satisfied that the process was appropriate and that time scales for panel outcomes were reasonable.

41. The inspection team also heard that when a panel meeting concerned criminal/safeguarding matters, this was not shared with the course team who are conducting the interview to prevent bias.

42. The inspection team met with students who confirmed they were aware of the education provider policies around suitability to study.

43. The inspection team agreed that this standard was met for all courses.

Standard 1.5

44. The education provider was able to evidence that they had an equality, diversity and inclusion (EDI) policy and stated in their narrative that EDI policies ensured that EDI was at the forefront of their recruitment process.

45. During the inspection, examples of reasonable adjustments were provided in relation to the application process, for instance offering ground floor interviews when necessary to ensure accessibility. This was triangulated in the meeting with students where students advised they knew they could get support for the admissions process if required, and examples of support were provided to the inspection team.

46. It was confirmed by the admissions team that all parties involved in the admissions process had training on EDI.

47. Whilst EDI policies were in place and these were evidenced, the inspection team noted that the course team did not analyse data specific to social work applicants. Despite this the inspection team agreed that this standard was met for all courses.

48. The inspection are making a [recommendation](#) in relation to standard 1.5, the inspection team recommend that the education provider analyse EDI data specific to the courses' admissions.

Standard 1.6

49. The education provider demonstrated they had various ways to show applicants were well informed about courses before accepting a place. This included an admissions guide, open days and information on the university website.

50. Whilst the inspection team agreed that there was a good range of information provided to applicants on all courses, including information on placements and research interests, the inspection team agreed that the education provider could be more explicit about the costs which were incurred from travelling to and from placements.

51. In addition to this the inspection team identified that the apprenticeship course did not have Social Work England registration information on the website.

52. Following a review of the evidence, the inspection team agreed the standard is met for all courses, however they are making a [recommendation](#) in relation to standard 1.6.

53. The inspection team recommend that the education provider streamlines website information so that the degree apprenticeship information reflects information on the BA in relation to Social Work England registration.

54. We also recommend that the education provider is more explicit in relation to costs incurred on all courses, including the cost of travelling to and from placement.

Standard two: Learning environment

Standard 2.1

55. Prior to the inspection, the education provider provided narrative which explained all students have contrasting placements and most placements are statutory.

56. During the inspection, the course team stated that students applied to adults or children for their first placement, and then their second placement was a contrasting experience. The inspection team were satisfied that the two placement experiences were contrasting.

57. Evidence provided and heard demonstrated that apprenticeship students complete 200 days placement, over a 90 and 110 day split and there was a system in place to monitor attendance of placement days.

58. For the BA courses, the placements were split into 70 and 100 day placements, and 30 skills days. The education provider was able to provide a skills day mapping document, however when the inspection team met with students, they were unclear on what the skills days were.

59. Whilst students understood they should attend all sessions, and this was echoed by the course team, the inspection team identified gaps in skills day attendance. The course team stated that skills day's attendance was monitored, however if a session was missed there was no opportunity for this to be completed.

60. The course team explained that all sessions are recorded, so students can catch up on missed sessions, however there was no requirement to show learning from this and as a result there was a chance 200 days may not be completed.

61. The inspection team agreed that this standard was met for the BA (Hons) degree apprenticeship.

62. Following a review of the evidence, the inspection team is recommending that a condition is set against 2.1 in relation to the approval the BA (Hons) 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 outcome](#) section.

Standard 2.2

63. The education provider provided documentation which gave an overview of placements via the handbooks, and also provided a quality assurance document for the BA course.

64. For the apprenticeship, placements were sourced through Suffolk County Council.

65. For the BA (Hons) the education provider informed the inspection team that they were able to consider student's preferences in relation to placements.

66. Additionally, the inspection team reviewed placement documentation which showed robust quality assurance of new placements which ensured they were appropriate.

67. Students across all courses had a practice learning agreement (PLA) which outlined learning objectives. The placements also had a mid-point review meeting where the education provider could identify if learning needs were not being met by the placement provider.

68. It was identified that there were some challenges around placing non-drivers, however there was a contingency plan in place for this.

69. The inspection team agreed that this standard was met for all courses.

Standard 2.3

70. Prior to inspection, documentation was provided which outlined expectations of placements via the practice learning handbooks for all courses and this informed practice educators (PEs). The inspection team felt that the induction checklist provided showed consistency across placements.

71. In relation to support, the placement documentation outlined the requirement for supervision and support that students could access, and the inspection team felt this was appropriate. There was no indication from students that they felt support was lacking whilst on placement.

72. The inspection team met with PEs during the inspection and agreed that it was clear that on all courses there was an induction process within the local authorities, and this went through relevant policies/procedures. Whilst this was not triangulated during the inspection, the inspection team were satisfied that the education provider's practice learning handbook outlined expectations in relation to inductions also being appropriate in PVI placements.

73. The inspection team agreed that this standard was met for all courses.

Standard 2.4

74. Prior to the inspection, the practice learning handbooks were reviewed by the inspection team. It was felt that the different levels of skills and knowledge from students during their placements were clearly set out.

75. During the inspection it was confirmed that the PE was responsible for oversight of students' responsibilities being appropriate for their stage of education and training.

76. The inspection team queried how workload issues would be managed in the meeting with PEs, and were informed these were dealt with in supervision with onsite supervisors/PEs. It was also explained that workload was reviewed in the mid-point review as all students progress at different rates. The PEs also stated that they use the professional capabilities framework to guide them when overseeing students.

77. The inspection team agreed that this standard was met for all courses.

Standard 2.5

78. Prior to inspection, preparation for practice module specifications were provided for all courses. The inspection team felt that it was unclear based on documentary and aural evidence, how the education provider ensured students were safe to carry out practice learning in a service delivery setting.

79. During the inspection the course team confirmed summative assessments in the module included students making a podcast, completing a case study and completing a portfolio.

80. As this standard focused on ensuring the safety of PWLE who met students during placements, the inspection team queried the involvement of PWLE in the module and were informed by the course team that PWLE were not involved in the marking of assessments. However, they gave feedback from mock assessment interviews, values sessions and were involved in a role play exercise which they gave feedback on.

81. The inspection team met with PEs who stated that students were generally prepared for practice, and this was triangulated in the meeting with students.

82. Following a review of the evidence, it was felt that the standard was met for all courses, however there is a [recommendation](#) in relation to standard 2.5. It is recommended that PWLE are involved in summative assessment and feedback.

Standard 2.6

83. Prior to the inspection, the education provider provided narrative to explain that the placement providers monitored which staff were registered as PEs or working towards the PE qualification.

84. The inspection team were keen to understand how the education provider monitored PE Social Work England registration, as well as how they ensured the PEs had relevant qualifications and knowledge.

85. Employer partners and placement providers explained that all PEs were PEPs 2 qualified and whilst the education provider was aware of this, they did not conduct their own checks.

86. The course team confirmed during the inspection that that PE currency is checked during the summer, however, registration is not checked directly by the course provider and they rely on the local authority to complete this task/monitor registration.

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

Standard 2.7

88. Evidence submitted prior to inspection demonstrated that there was a whistleblowing policy in place for all courses and this was easy to locate in documentation provided to students.

89. The inspection team met with students who confirmed they were aware of the policy, and this was triangulated by PEs who informed the inspection team that students read the policy as part of their induction to placement.

90. Students advised the inspection team that they felt confident they would know what to do if they needed to use the policy. Whilst students did not report being fearful of adverse consequences from blowing the whistle, several PEs reported concerns that they thought students felt resistance to use the whistleblowing policy as they were unsure of the implications this may have on their studies.

91. Following a review of the evidence, the inspection team is recommending that a condition is set against 2.7 in relation to the approval all courses. Consideration was given as to whether the finding identified would mean that the courses would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the courses would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the courses would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcome](#) section.

Standard three: Course governance, management and quality

Standard 3.1

92. Narrative provided prior to inspection explained the governance structure in place at the university.

93. Following the meeting with the senior leadership team, the inspection team agreed that there was a clear structure in place in terms of governance and the course was led by people with relevant experience of the social work profession.

94. The inspection team agreed that this standard was met for all courses.

Standard 3.2

95. Prior to inspection, the education provider provided an assessed practice learning guide which was available to students/apprentices, PEs and onsite supervisors. The learning guide outlined expectations placement providers must have to enable learners to meet the professional standards and education and training standards.

96. As stated in standard 2.2, the inspection team have reviewed evidence that the education provider had robust quality assurance of new placements which ensured they were appropriate.

97. The course provider explained that despite funding for teaching partnerships being discontinued, there was still a commitment to provide placements from current partners as they had a positive and collaborative relationship, and therefore there was a strategy for placement provision.

98. Evidence provided in the form of the practice learning handbook demonstrated the education provider had policies and procedures around placement concerns. The inspection team met with employers and heard examples of placement breakdowns. The inspection team were satisfied that there were plans in place for this and both employers and students were supported in these cases.

99. The inspection team agreed that this standard was met for all courses.

Standard 3.3

100. Narrative provided stated that if applicants declared they had health or disability needs they were referred to student disability and well-being services, where necessary reasonable adjustment plans were put in place prior to starting the courses.

101. It was further stated that there was a placement application form where students were encouraged to add information about health or disability so the appropriate support can be put in place.

102. The inspection team have reviewed various documentation including the placement handbook which outlined the importance of students' health and wellbeing on placement. As well as there being a health declaration prior to placement contained within the practice learning handbook, the inspection team noted that the placement learning agreement included a section for students' needs and reasonable adjustments.

103. The inspection team met with employers who gave examples of support offered to students following a health declaration. Employers stated that students' needs were recognised and they as employers felt supported by the education provider to support students.

104. The inspection team also met with support services and heard about how they have liaised with placement providers in relation to support. The inspection team felt reassured that reasonable adjustments, where necessary, had been continuous across university study and placement.

105. The inspection team agreed that this standard was met for all courses.

Standard 3.4

106. Prior to inspection, narrative was provided to explain that the education provider worked closely with local authority placement co-ordinators to ensure all students have appropriate placement learning opportunities.

107. The inspection team reviewed evidence which demonstrated that employers were involved in reviewing the student placement portfolios, and interviews for apprentices.

108. The inspection team met with employers during the inspection, who advised they attended regular meetings with the education provider and their relationship was collaborative.

109. Employers also reported reviewing the admissions process and there were further plans to meet to discuss the curriculum.

110. The inspection team agreed that this standard was met for all courses.

Standard 3.5

111. Prior to the inspection, the education provider was able to demonstrate that they had a number of mechanisms in place for evaluating the courses which included an annual course report and interim/end of module evaluations. Documents were provided to also show input from students, PWLE and employers.

112. The inspection team met with each of the groups during the inspection and triangulated information that there was effective evaluation in place. Examples of improvements made to the courses were provided by the groups, including positive

changes and developments to the courses. Students and PWLE reported that they felt listened to by the education provider. In relation to employer input, the inspection team heard that PEs submitted a form at the end of a placement to evaluate the placement.

113. The inspection team heard PWLE were invited to monthly meetings where they could contribute to course improvement, however the inspection team identified a gap in relation to monitoring improvements on the course as there was no plan in place as to how improvements were implemented or monitored by the education provider.

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

Standard 3.6

115. Prior to inspection, narrative was provided which stated that apprenticeship numbers were dictated by regional needs, and the current BA student numbers were within the resource capacities of the placement providers to provide placements.

116. During the inspection, documentation was provided which showed there were plans in place in relation to student numbers and forecasts for the future of student numbers. The inspection team agreed that there were no issues with student numbers or placement capacity.

117. The inspection team met with the course team, and they discussed employer relationships and placement resources. The inspection team were reassured that there were plans in place to continue with their strategy to recruit students in line with placement resourcing, despite removal of teaching partnership funding.

118. The inspection team were reassured that the standard was met for all courses.

Standard 3.7

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

120. The inspection team agreed that this standard was met for all courses.

Standard 3.8

121. Documentary evidence provided prior to inspection were staff CVs. These demonstrated that all staff were registered with Social Work England, experienced and appropriately qualified to deliver and teach the courses.

122. The inspection team met with the senior leadership team who informed of appropriate staff to student ratios. They explained that there had been some staffing changes which resulted in improved management, and there were no plans for further recruitment or staffing changes.

123. The senior leadership team advised that there was a growth plan for the apprenticeship, however this was currently on hold as a result of local authority budget constraints.

124. The inspection team agreed that there was an adequate number of staff and had no concerns in relation this.

125. The inspection team agreed that this standard was met for all courses.

Standard 3.9

126. Prior to the inspection, documentary evidence was provided which demonstrated that the education provider had evaluated student performance and progression on all courses, this was shown in the course reports.

127. During the inspection, the inspection team met with the senior leadership team who explained that they analyse and evaluate student data by looking at module outcomes and compare with prior years to identify trends. The inspection team also met with the course team who were able to give an example of a change made to the assessment schedule which could impact on student performance.

128. The inspection team were satisfied that from documentary and aural evidence, the education provider appropriately evaluated students' performance, progression and outcomes.

129. The inspection team agreed that the standard was met in terms of student performance, however it was identified that EDI data was only collected by the university as a whole and was not course specific.

130. Following a review of the evidence, the inspection team is recommending that a condition is set against 3.9 in relation to the approval all courses. Consideration was given as to whether the finding identified would mean that the courses would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the courses would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the courses would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcome](#) section.

Standard 3.10

131. Narrative provided prior to inspection stated that as all staff were registered with Social Work England, it was a requirement to maintain their CPD.

132. In terms of support, the education provider stated that a wide range of mandatory and optional training was provided to staff.

133. It was also stated that the education provider offered to waive fees for staff who wished to undertake a master's degree or PhD. This information was triangulated and confirmed during the meeting with the course team.

134. During the inspection, the course team advised that they had protected time to develop themselves professionally, and examples were provided on how this time was used.

135. Further to this, staff members stated that they had been able to use their knowledge to help develop the courses.

136. The inspection team agreed that this standard was met for all courses.

Standard four: Curriculum assessment

Standard 4.1

137. Evidence provided prior to inspection demonstrated that for all courses, modules were mapped to the Professional Capabilities Framework for Social Work in England (PCF). The inspection team were also satisfied that the professional standards were embedded into the course modules.

138. The inspection team met with students, where it was heard they understood the PCF and professional standards, and they felt that what they learned on the course was integrated into their practice placements.

139. The inspection team were satisfied that the course content and delivery equipped students with the tools necessary to meet the professional standards.

140. The inspection team agreed that this standard was met for all courses.

Standard 4.2

141. Documentary evidence provided prior to inspection demonstrated that PWLE were incorporated into the design, development and review of the curriculum.

142. The inspection team met with PWLE who reported that they were involved in co-designing the curriculum, they have been involved in delivering training and they felt listened to by the education provider. PWLE also explained that they were involved in monthly meetings where they bring their feedback, and they felt the course team embraced their participation.

143. The inspection team met with employer partners and placement providers during the inspection. The team were informed that the education provider invited feedback

from them, and they felt listened to. It was stated that local authority employers looked at how modules on each course were set out and adapted to meet students' needs, and they were involved in the design of the courses over the summer months.

144. The inspection team identified that PVI sector employers had not been involved in any aspect of design, development or review of the curriculum. Despite this, following a review of the evidence, the inspection team agreed the standard is met for all courses, however they are making a [recommendation](#) in relation to standard 4.2 for the BA (Hons) course.

145. The inspection team recommend that the education provider ensures inclusion of the PVI sector in relation to design, ongoing development and review of the curriculum.

Standard 4.3

146. Prior to inspection, the inspection team reviewed evidence showing there were EDI policies and inclusion values which underpinned the course structure and delivery, and thus, legislation was met.

147. The inspection team agreed that course content was delivered in line with the education providers' EDI policies, and it was clear that anti-racism was embedded across the course.

148. The inspection team met with admissions staff, students and the course team who were able to provide examples of reasonable adjustments made on the courses.

149. Support services advised the inspection team that they encouraged students to declare health conditions, however understood the balance of necessity and optionality of doing this. Students advised the inspection team that they felt supported in any health declarations made.

150. The inspection team agreed that this standard was met for all courses.

Standard 4.4

151. The education provider stated in their narrative that the course was continually updated. During the inspection, the course team provided examples of changes made to update the programmes, including assessment methods, and the introduction of zero credit modules.

152. The external examiner (EE) report highlighted that the course was up to date and changes made supported best practice.

153. As staff are supported to maintain their currency as shown in standard 3.10, the inspection team felt that this contributed to the course developing as staff reported sharing their updated knowledge and learning.

154. The inspection team heard that there was also currency in course content, as the education provider organised lectures to be delivered by practitioners.

155. The inspection team agreed that this standard was met for all courses.

Standard 4.5

156. Documentary evidence provided prior to inspection included the course handbook and module specification which demonstrated that integration of theory was central to the courses. Evidence presented showed that students were required to link theory to practice on placements and in assignments.

157. The course team were able to triangulate the documentary evidence seen prior to inspection when they met with employer partners. Employer partners confirmed they felt students had relevant and appropriate knowledge of theories.

158. The course team also met with students who advised they felt ready for placement, and they were encouraged to think about the links between theory and practice.

159. The inspection team agreed that this standard was met for all courses.

Standard 4.6

160. Documentary evidence provided demonstrated there were interprofessional learning opportunities across the courses, specifically two integrated care days per year where social work students could meet students from other courses. In addition to this, narrative provided stated that students had practice placement learning opportunities to work with and learn from other professions.

161. During the inspection the inspection team were keen to hear about any other opportunities social work students had to learn from students on similar courses. The course team were not able to provide additional examples of interprofessional learning, however the inspection team felt that this standard was met based on the quality of the placements provided and integrated care days.

162. Following a review of the evidence, the inspection team agreed the standard is met for all courses, however, is making a [recommendation](#) in relation to standard 4.6 for all courses. The inspection team recommend that the education provider provide more opportunities on interprofessional learning in a university setting, such as shared lectures with similar or relatable courses.

Standard 4.7

163. Documentary evidence provided included module handbooks, which included the module specifications.

164. The inspection team were satisfied that module descriptors demonstrated the expected number of hours students will engage with learning under the direction of an academic.

165. The inspection team agreed that the number of hours spent in structured academic learning was appropriate and sufficient to enable students to meet the professional standards.

166. The inspection team agreed that this standard was met for all courses.

Standard 4.8

167. Documentary evidence reviewed by the inspection team prior to the inspection outlined there were a range of assessment methods and requirements of students, which were made clear within the course handbooks. The inspection team noted from their review of evidence that staff were peer reviewed and had their teaching observed.

168. The inspection team reviewed the EE report, which reports positively on the consistency of assessments and marking. It was also shown from the report that the module content and assessment strategy showed a clear connection to the professional standards.

169. The inspection team felt that students developed the knowledge and skills necessary to meet the professional standards as a result of the placement pass rate across the courses.

170. The inspection team agreed that this standard was met for all courses.

Standard 4.9

171. The inspection team reviewed course handbooks which demonstrated that modules were mapped against learning outcomes which developed in complexity throughout the 3 levels, and these were appropriately sequenced to match students' progression on all courses.

172. The course team explained during the inspection that the sequence of assessment had been changed in order to meet the needs of students following their feedback. The new approach meant that only one module was taught at any one time. The education provider provided documentary evidence to support this approach. The inspection team were satisfied the education provider supported assessments being appropriately sequenced.

173. The inspection team agreed that this standard was met for all courses.

Standard 4.10

174. The inspection team reviewed documentary evidence provided prior to inspection where various methods of feedback were identified, these included but were not limited to; summative feedback from assessments, feedback from PEs during placements, and verbal feedback from personal academic coaches. In addition to this, the inspection team noted that the EE was positive about the education providers' approach to feedback.

175. During the meeting with the course team, it was heard that for assessments, they focused on providing a solution focused/strength-based approach and balanced feedback. The course team advised that consistency of feedback was maintained through a peer review process and group marking. In addition to standard feedback, the course team explained that any students on action plans had additional meetings to support them.

176. The inspection team met with students who reported feeling happy with the level of quality of feedback whilst on the courses

177. The inspection team agreed that this standard was met for all courses.

Standard 4.11

178. Prior to the inspection, the inspection team reviewed the course team CVs. These demonstrated that the course staff were on the Social Work England register and had the appropriate expertise to undertake student assessments.

179. The inspection team also reviewed the external examiner's CV. This demonstrated that they had the appropriate expertise and experience to oversee the course assessment and marking methods and were on the Social Work England register.

180. The inspection team agreed that this standard was met for all courses.

Standard 4.12

181. Narrative was provided prior to inspection which stated that on placement, students were required to have direct observations of their practice.

182. Documentary evidence showed that there was a proforma which guided the PE in assessing the direct observation.

183. It was noted that PWLE and PEs both contributed to the practice assessment panel, which made decisions about progression for a sample of students.

184. When the inspection team met with PWLE they were informed that they were more involved in formative feedback, rather than summative feedback.

185. The inspection team agreed there was evidence that there were systems in place to manage students' progression, and that the module specifications were clear in

relation to which assignments needed to be passed to enable a student to continue/progress on the courses.

186. Following a review of the evidence, the inspection team agreed the standard is met for all courses, however, is making a [recommendation](#) in relation to standard 4.12 for the BA (Hons) programme.

187. The inspection team recommend that the education provider considers involving PWLE in summative assessment and feedback to inform decisions about student progression from the first to second year.

Standard 4.13

188. Prior to inspection, the inspection team reviewed module specifications which demonstrated how an evidence-informed approach was integrated into the course delivery on all courses. The inspection team also agreed that the developmental commentary provided prior to inspection supported this, and there was evidence students were asked to engage with research in the effective communication module.

189. The inspection team agreed there was clear development across each year in relation to students having an evidence-informed approach to practice which was underpinned by skills, knowledge and understanding in relation to research and evaluation, and thus were assured the standard was met for all courses.

Standard five: Supporting students

Standard 5.1

190. Prior to inspection, the education provider provided evidence they have counselling services, occupational health services and careers support in place for all students. Counselling and careers support could be accessed via website links, whereas occupational health services/support information could be found in the course handbooks.

191. The inspection team met with support services. It was triangulated that there was access to all services, and it was heard that the education provider had a 24-hour student assistance programme which included counselling support. The support services were able to provide assurance to the inspection team that support was available to students whilst on placement, as there were support services outside of core hours.

192. Clarification was provided in relation to occupational health services. The inspection team heard from the course team that for the apprenticeship an occupational health assessment was completed at the application stage, whereas on the BA (Hons) a referral could be made if necessary.

193. The inspection team agreed that this standard was met for all courses.

Standard 5.2

194. Evidence provided prior to inspection demonstrated that students had adequate and appropriate resources to support their studies. During the inspection the team were able to triangulate this information with multiple stakeholder groups.

195. Support staff explained that all students could attend tutorials which were accessible online, and if students required out of hours support this could be arranged if necessary. It was also confirmed that there were resources such as journals and eBooks available for students to use.

196. The course team advised that they had timetabled academic coaching sessions for students, however explained that they were flexible with availability to meet students' needs.

197. Students confirmed that they felt library services were helpful and they had all resources they needed. In relation to personal coaches/tutors, they felt there was adequate time to meet with them but there were times where it was difficult to book 1:1 sessions.

198. Following review of all evidence, the inspection team agreed that there were sufficient resources available, and that this standard was met for all courses.

Standard 5.3

199. The inspection team reviewed evidence which included a university wide fitness to practice policy which supported this standard, and the course handbook outlined DBS requirements and processes followed when concerns were raised.

200. The inspection team felt the evidence presented made it clear to students that it was a requirement to update staff about any fitness to practice concerns which they had, and students had to sign a form to this effect. Students also had to declare suitability for placement prior to starting.

201. The inspection team met with placement providers who explained that the practice assessment panel and fitness to practice worked together to address any suitability concerns, and timely feedback was given to students in relation to the outcome of a panel meeting. It was advised that students could access support from the students' union whilst undergoing fitness to practice proceedings.

202. The inspection team agreed that this standard was met for all courses.

Standard 5.4

203. Prior to the inspection, the education provider provided the university-wide reasonable adjustments policy. The inspection team were keen to hear examples of reasonable adjustments.

204. During the inspection, support staff were able to give examples of reasonable adjustments implemented which included providing technology support, and monthly study skills support.

205. The inspection team queried how reasonable adjustments were extended to students on placements and were informed that students were encouraged to share information with their placement provider so support could be provided. The inspection team also heard that placements were overseen by a coordinator and if the placement did not provide appropriate support, then this would be reviewed to see whether additional support could be provided.

206. The inspection team agreed that this standard was met for all courses.

Standard 5.5

207. The inspection team reviewed the course handbook, open day presentation and admissions information which provided information on the need for graduates to register with Social Work England following completion of the courses. They also felt that the course handbooks provided a detailed account of the structure of the course, curriculum and assessment methods and the Practice Learning Handbook provided details in relation to placement requirements.

208. When the inspection team met with student learners on the apprenticeship, they advised they felt well informed about the requirement to apply to register with Social Work England to be able to practice as a social worker, however students on the BA course appeared to be less well informed.

209. The course team were able to provide some examples of instances on the courses where information on continuing professional development (CPD) and registration with Social Work England was provided.

210. The inspection team agreed that despite some students lacking knowledge on the need to register with Social Work England to practice as a social worker, there was enough evidence to demonstrate the education provider has met this part of the standard.

211. The inspection team did however feel that there was lack of evidence that the education provider showed that students were well informed of the transition to registered social worker, the requirement for CPD and the assessed and supported year in employment (ASYE).

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

Standard 5.6

213. The inspection team reviewed the university wide attendance policy which stated that attendance was expected to be above 80%. The Social Work specific attendance policy outlined in the course handbooks stated students were expected to attend all scheduled sessions and engage with all other learning activities.

214. The inspection team met with students and sought clarity on the attendance policy. Students on all courses advised that they thought they needed to attend everything, and if they could not attend a session, to let the academic staff know. This was triangulated with the course team who stated that the expectation is students attend everything and if they miss learning, the slides should be reviewed after the missed session.

215. Students confirmed there had been various ways of tracking attendance, but the most recent was by the lecturer taking a register.

216. The inspection team were keen to find out from the BA (Hons) students about their knowledge of the requirement to attend skills days. Some students did not know when the skills days were, but others advised these were identified on their university calendar.

217. As the BA (Hons) courses required students to attend 170 placement days and 30 skills days (or 200 days in practice settings) the inspection team felt that students did not understand the importance of attending skills days (however, despite this, it was clear to students that all scheduled sessions should be attended). This links to standard 2.1 in relation to where it was identified skills days were monitored, but there were no actions in place for students to show learning following a missed session.

218. It was felt that despite the above, attendance requirements were clear as these were outlined in the course handbooks, and students were able to confirm the attendance requirements when asked by the inspectors. It was felt that the standard was met for all courses.

Standard 5.7

219. Prior to inspection, the inspection team reviewed documentation which stated the wider university assessment policy was that feedback for assessments must be provided within 3 weeks.

220. The inspection team met with students who confirmed that they are provided with assessment feedback within the 3 weeks, and that the feedback was meaningful.

221. The inspection team identified from evidence that feedback was also provided to students' whilst on placement, and by academic coaches throughout the course.

222. The inspection team were assured this standard was met for all courses.

Standard 5.8

223. The inspection team had sight of the academic appeals policy prior to inspection, this was found on the university website and the inspection team noted that details of the academic appeals policy were not contained in the course handbooks.

224. The inspection team met with students who confirmed they knew about the academic appeals process.

225. The inspection team also met with support services, who gave examples of how they had provided support to students going through the appeals process.

226. Following a review of the evidence the inspection team agreed the standard is met for all courses, however, is making a [recommendation](#) in relation to standard 5.8 in relation to all courses.

227. The inspection team recommend that the education provider considers providing details of the academic appeals process in the course handbooks.

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

Standard 6.1

228. 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.

Proposed outcome

The inspection team recommend that all courses 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 2.1 BA (Hons) only	The education provider will provide evidence that demonstrates: a. There is a robust system in place for identifying skills days and monitoring attendance of the skills days. b. There is a clear procedure in place for ensuring 200 days can be evidenced. c. They can ensure that if a skills day is missed which contributes towards the 200 days, there is evidence demonstrated of learning shown from students (e.g. reflections).	30/12/2024	Paragraph 55
2	Standard 2.6	The education provider will provide evidence that: a. They have a procedure to ensure they take responsibility for practice educators being on the Social Work England register. b. They have a procedure in place to ensure they take responsibility for overseeing and ensuring practice educators have correct knowledge	30/12/2024	Paragraph 83

		and skills to support students on placement.		
3	Standard 2.7	The education provider will provide evidence that: a. They have provided support to practice educators on how to support students in relation to whistleblowing. b. They have provided reassurance and guidance to students about what would happen if the whistleblowing policy was used. This could be provided in a preparation for placement day which PEs could attend so there is consistency around what reassurance to offer. When preparing the above evidence, consideration should be made to emphasise the relevant professional standards.	30/12/2024	Paragraph 88
4	Standard 3.5	The education provider will provide evidence that they have a monitoring system in place for actions relating to course improvement and ensure these actions are being regularly monitored throughout the year.	30/12/2024	Paragraph 111
5	Standard 3.9	The education provider will provide evidence that they have formally captured student EDI data when evaluating student performance.	30/12/2024	Paragraph 126
6	Standard 5.5	The education provider will provide evidence they have provided formal/written information to students about what to expect in the role as a registered social worker, including the requirement for CPD and the information on the ASYE.	30/12/2024	Paragraph 207

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	1.5	The inspectors are recommending that the education provider analyse EDI data specific to the courses' admissions.	Paragraph 44
2	1.6	The inspectors are recommending that the education provider streamline their website information so that the degree apprenticeship information reflects information on the BA in relation to Social Work England registration. The inspectors are recommending that the education provider consider being more explicit in relation to costs incurred on the courses, including the cost of travelling to and from placement.	Paragraph 49
3	2.5	The inspectors recommend that the assessment process is more robust, for example include role play in the summative assessment, and ensure that PWLE are involved in summative assessment and feedback.	Paragraph 78
4	4.2 BA (Hons) only	The inspectors are recommending that the education provider consider inclusion of the PVI sector in relation to design, ongoing development and review of the curriculum.	Paragraph 141
5	4.6	The inspectors are recommending that the education provider provide more opportunities on interprofessional learning in a university setting, such as shared lectures with similar or relatable courses.	Paragraph 160
6	4.12 BA (Hons) only	The inspectors are recommending that the education provider considers involving PWLE in summative assessment and feedback to inform	Paragraph 181

		decisions about student progression from first to second year.	
7	5.8	The inspectors are recommending that the education provider considers providing details of the academic appeals process in the course handbooks.	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.	☒	☐	☐
1.4 Ensure that the admissions processes assess the suitability of applicants, including in relation to their conduct, health and character. This includes criminal conviction checks.	☒	☐	☐
1.5 Ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored.	☒	☐	☒
1.6 Ensure that the admissions process gives applicants the information they require to make an informed choice about whether to	☒	☐	☒

Standard	Met	Not Met – condition applied	Recommendation given
take up an offer of a place on a course. This will include information about the professional standards, research interests and placement opportunities.			
Learning environment			
2.1 Ensure that students spend at least 200 days (including up to 30 skills days) gaining different experiences and learning in practice settings. Each student will have: i) placements in at least two practice settings providing contrasting experiences; and ii) a minimum of one placement taking place within a statutory setting, providing experience of sufficient numbers of statutory social work tasks involving high risk decision making and legal interventions.	☐	☒ BA (Hons) only	☐
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.	☒	☐	☐
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	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.	☒	☐	☒ BA (Hons) only
4.3 Ensure that the course is designed in accordance with equality, diversity and inclusion principles, and human rights and legislative frameworks.	☒	☐	☐
4.4 Ensure that the course is continually updated as a result of developments in research, legislation, government policy and best practice.	☒	☐	☐
4.5 Ensure that the integration of theory and practice is central to the course.	☒	☐	☐
4.6 Ensure that students are given the opportunity to work with, and learn from, other professions in order to support multidisciplinary working, including in integrated settings.	☒	☐	☒
4.7 Ensure that the number of hours spent in structured academic learning under the direction of an educator is sufficient to ensure that students meet the required level of competence.	☒	☐	☐
4.8 Ensure that the assessment strategy and design demonstrate that the assessments are robust, fair, reliable and valid, and that those who successfully complete the course have developed the knowledge and skills	☒	☐	☐

Standard	Met	Not Met – condition applied	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.	☒	☐	☒ BA (Hons) only
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 2.1	The education provider will provide evidence that demonstrates: a. There is a robust system in place for identifying skills days and monitoring attendance of the skills days. b. There is a clear procedure in place for ensuring 200 days can be evidenced. c. They can ensure that if a skills day is missed which contributes towards the 200 days, there is evidence demonstrated of learning shown from students (e.g. reflections).	Condition met
2	Standard 2.6	The education provider will provide evidence that: a. They have a procedure to ensure they take responsibility for practice educators being on the Social Work England register. b. They have a procedure in place to ensure they take responsibility for overseeing and ensuring practice educators have correct knowledge and skills to support students on placement.	Condition met
3	Standard 2.7	The education provider will provide evidence that:	Condition met

		a. They have provided support to practice educators on how to support students in relation to whistleblowing. b. They have provided reassurance and guidance to students about what would happen if the whistleblowing policy was used. This could be provided in a preparation for placement day which PEs could attend so there is consistency around what reassurance to offer. When preparing the above evidence, consideration should be made to emphasise the relevant professional standards.	
4	Standard 3.5	The education provider will provide evidence that they have a monitoring system in place for actions relating to course improvement and ensure these actions are being regularly monitored throughout the year.	Condition met
5	Standard 3.9	The education provider will provide evidence that they have formally captured student EDI data when evaluating student performance.	Condition met
6	Standard 5.5	The education provider will provide evidence they have provided formal/written information to students about what to expect in the role as a registered social worker, including the requirement for CPD and the information on the ASYE.	Condition met

Findings

This conditions review was undertaken as a result of conditions set during course.

With respect to the condition set against standard 2.1, the course provider demonstrated they have an updated process for identifying and monitoring skills days. Additionally there are contingencies in place for when skills days are missed. Documentation also shows the attendance expectations made clear to students, and they are aware of the process they must follow if a skills day is missed. If a skills day is missed, students must complete a reflection to show their learning and understanding.

With respect to the condition set against standard 2.6, the course provider now have a process which ensures all PE's are on the social work register, and this is done manually every year. In relation to having a procedure in place to ensure they take responsibility for overseeing and ensuring PE's have correct knowledge and skills to support students on placement this is done via checking certificates for independent PEs, and using data from the LA for onsite PEs.

With respect to the condition set against standard 2.7 the course provider have provided a document that outlines the whistleblowing policy which links to the professional standard. The document is student and PE facing so the same guidance is provided to both parties.

With respect to the condition set against standard 3.5 the course provider have explained they have introduced block module handover meetings. The meeting agenda was provided which outlines there is a standing item for course improvement.

With respect to the condition set against standard 3.9 the course provider have explained they have introduced block module handover meetings and this will include a section on EDI issues that may be impacting student progression. The meeting agenda was provided which outlines there is a standing item for EDI and student progression.

With respect to the condition set against standard 5.5, the course handbooks have been updated to ensure students are aware of the expectations of CPD and ASYE.

Regulator decision

Conditions met.