



Inspection Report

Course provider: The University of Chester

Course approval: BA (Hons) Social Work Degree Apprenticeship (Warrington), BA (Hons) Social Work Degree Apprenticeship (Shrewsbury), BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019), BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)

Inspection dates: 12 – 14 April 2023

Report date:	10 July 2023
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	30 August 2023
Date conditions met and approved:	15 May 2024

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Introduction

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

What we do

5. When an education provider wants to make a change to a course, or request the approval of a new course, they are asked to consider how their course meets our education and training standards and our professional standards, and provide evidence of this to us. We are also undertaking a cycle of re-approval of all currently approved social work courses in England following the introduction of the Education and Training Standards 2021.
6. The education quality assurance officer reviews all the documentary evidence provided and will contact the education provider if they have any questions about the information submitted. They also provide advice and guidance on our approval processes.
7. When we are satisfied that we have all the documentary evidence required to proceed with an inspection we assign one registrant and one lay inspector. We undertake a conflict of interest process when confirming our inspectors to ensure there is no bias or appearance of bias in the approval process.
8. The inspectors complete an assessment of the evidence provided and advise the 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. Course details: University of Chester ('the University') wish to run a three year Bachelor of Arts in Social Work as a Degree Apprenticeship following internal re-validation. There will be a period of teach out of the previous iteration of the courses.

Inspection ID	UCHR2
Course provider	University of Chester
Validating body (if different)	
Course inspected	BA (Hons) Social Work Degree Apprenticeship (Warrington) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)
Mode of Study	Full time degree apprenticeship
Maximum student cohort	20 for BA (Hons) Degree Apprenticeship (Shrewsbury) 25 for BA (Hons) Degree Apprenticeship (Warrington)
Proposed first intake	September 2023
Date of inspection	12 April – 14 April 2023
Inspection team	Nikki Steel-Bryan (Education Quality Assurance Officer) Sally Gosling (Lay Inspector) Christine Stogdon (Registrant Inspector)
Inspector recommendation	Approved with conditions
Approval outcome	Approved with conditions

Language

16. In this document we describe the University of Chester as ‘the education provider’, ‘the course provider’ or ‘the university’ and we describe the BA (Hons) Social Work Degree Apprenticeship (Warrington), the BA (Hons) Social Work Degree Apprenticeship (Shrewsbury), the BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019), and the BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019), as ‘the courses’ or ‘the course in Warrington’, or ‘the course in Shrewsbury’, or the 2019 annotated courses as the ‘courses being taught out’.

Inspection

17. A remote inspection took place from 12 April 2023 to 14 April 2023. 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.

19. Following the remote inspection, the inspection team requested additional documentary evidence from the course provider to enable them to consider the courses that would be taught out. The inspection team met again on the 31 May 2023 to consider this evidence against the Social Work England education and training standards.

Conflict of interest

No parties disclosed a conflict of interest.

Meetings with students

20. The inspection team met with 7 current students of which 3 were either student representatives, or had been student representatives in a previous year, and 7 were recent graduates. One student provided feedback by email to the inspection team as she could not attend the meeting. Each cohort, and campus, was represented with a bias towards year 3 (Level 6) students and the Warrington campus. Discussions included the application process, placements, feedback and the management of the student voice.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from the course team, staff involved in admissions and selection, the senior leadership team, staff involved in placements, pastoral support staff, including wellbeing, and academic support staff, including the careers service.

Meeting with people with lived experience of social work

22. The inspection team met with 8 people with lived experience of social work, some of whom have been involved in the Making it Real Board in Shrewsbury, and the Focus Trust in Warrington. Discussions included interviews, curriculum development, skills days, training and local opportunities for engagement.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including Shropshire Council, Telford and Wrekin Council, Knowsley Council, Sefton Council, Cheshire West and Chester Council and the Wirral NHS Trust.

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 one of the courses are able to meet the professional standards.

25. The inspection team understood that the university had been involved in a period of curriculum development in advance of the inspection and had been through institutional re-validation to approve changes to the BA (Hons) Social Work Degree Apprenticeship. Through discussion with the course team, the inspection team heard that the BA (Hons) Social Work Degree Apprenticeship (Warrington) and the BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) would run from September 2023 for new enrolments and that Level 5 students in Warrington would transfer to the newly validated version of the course for the duration of their studies.

26. The BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) would provide teach out for those students enrolled as part of the January 2021 cohort, due to graduate in January 2024 and the BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019) would provide teach out for those students enrolled as part of the January 2021, and January 2022 cohorts, with the last students due to graduate in January 2025.

Standard one: Admissions

Standard 1.1

27. Documentary evidence reviewed prior to inspection included the application form, shortlisting criteria, applicant interview invite, programme specification, interview questions, score sheet and information on the written, and group, selection activities. The inspection team noted that the interview process was the same for both the Shrewsbury, and the Warrington, courses. However, through discussions with the course team and external stakeholders, the inspection team heard that in Warrington, students were recruited from existing local authority staff members, whereas in Shrewsbury, the local authorities recruited into apprentice roles both internally and externally.

28. The inspection team noted that the entry criteria included a university standard of GCSE Grade C / 4 or above in English and Mathematics (or equivalent). ICT skills were tested as the application to UCAS was submitted online, and the selection process included an interview, written test, and an observed group task. The inspection team agreed that this standard was met.

Standard 1.2

29. The inspection team reviewed the programme specification and interview questions prior to the inspection and noted that question two required applicants to reflect on their work and / or personal experience and explain how this had prepared them for the role of social worker. Through discussions with students the inspection team heard that students felt that their prior experience within cognate roles had been beneficial in supporting them to transition into the apprenticeship position. They further noted that they continued to find the blend of working and studying helpful to their progression as they were able to put into practice their university learning during the rest of the week. The inspection team concluded that, due to the nature of an apprenticeship, evidence of prior experience was central to the way in which students were recruited and selected and agreed that this standard was met.

Standard 1.3

30. The programme specification was submitted in support of this standard which included information on the interview panel and confirmed that interviews were held jointly between the course team and the employing organisation alongside people with lived experience of social work. The inspection team were keen to understand how the interviews were managed to ensure that candidates were fairly assessed without any conflicts of interest. The university staff involved in recruitment and selection explained that the employer interviewer was usually the employer lead from the organisation, and a registered social worker, but not a practitioner who had worked with the candidate. The inspection team heard from a variety of external stakeholders and noted that people with lived experience from each course discussed being involved in interviews, including with opportunities to shape interview questions and ensuring the use of inclusive language. Employer partners confirmed that they were involved in shaping the interview process. The inspection team agreed that this standard was met.

Standard 1.4

31. The documentary evidence submitted in support of this standard included the programme specification and the DBS and health clearance form for social work apprentices. The inspection team noted that the standard entry criteria for both courses required that a satisfactory enhanced disclosure and barring (DBS) and occupational health checks had been confirmed and signed as complete by the employing organisation. However, the inspection team were unable to locate within the processes, forms and course documentation any evidence that demonstrated that applicants were given the opportunity to declare if they had lived experience of social work. Therefore, the inspection team is recommending that a condition and a recommendation are set against Standard 1.4 in relation to the approval of the new courses.

32. The inspection team considered whether the condition was appropriate to apply to the courses due to be taught out as the admissions activity for those courses was now complete

and concluded that, as any students on the courses who had lived experience of social work may not have been identified at the point of entry, the condition was also appropriate for the courses due to be taught out to ensure the provision of ongoing support.

33. Further consideration was given as to whether the finding identified would mean that the courses due to be taught out 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 course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions section of this report](#).

Standard 1.5

34. In advance of the inspection, the inspection team considered the university's undergraduate admission policy, the social work degree apprentice application form, the applicant invitation to interview, the employer briefing slides, training for people with lived experience slides and the interview questions and score sheet. A second submission of evidence provided a flow chart for entry to the degree apprenticeship.

35. The inspection team were keen to better understand how the university ensured that external stakeholder interviewers had undertaken sufficient and appropriate equality, diversity and inclusion (EDI) training. They heard from the staff involved in recruitment and selection that the university did not check, or keep a record of, the training undertaken by employer partners, or people with lived experience, who were involved in interview panels as these stakeholders worked with the university via service organisations where training was undertaken. Through discussions with people with lived experience, the inspection team heard a variety of different experiences of EDI training. However, members of the group expressed a keenness to remain current in their understanding of EDI issues.

36. The inspection team were further interested in the ways in which the university accessed and reflected on applicant trends as they were only able to consider the pre-sifted pool of applicants put forward by the employers. Through discussions with the course team, the inspection team heard that the university gathered data on a number of characteristics (e.g. gender, Participation of Local Areas (POLAR) classification group, age, ethnicity and disability) and considered student performance against those characteristics in the Continuous Monitoring and Enhancement Plan (CME plan). It was further explained that the CME Plan was considered at Programme Committee and Board of Studies, and the inspection team acknowledged that the Senior Leadership Team confirmed that apprenticeships were not, at the time of the inspection, included in the standard data supplied by the university (c.f. [para 82](#)). However, the inspection team remained unclear whether this information was collected on all applicants to the employing organisation or only on those applications put forward to the university.

37. Following a review of the evidence, the inspection team is recommending that a condition, and a recommendation, are set against Standard 1.5 in relation to the approval of all courses, including those due to be taught out. Consideration was given as to whether the findings identified would mean that the courses would not be suitable for approval. However, it is deemed that these conditions are appropriate to ensure that the courses would be able to meet the relevant standard, and we are confident that once these conditions are met, a further inspection of the course would not be required. Full details of the conditions, their monitoring and approval can be found in the [conditions section of this report](#).

Standard 1.6

38. Documentary evidence submitted in advance of the inspection in support of this standard included a link to the course entry on the university website and the slides from the applicant and employer briefing presentation provided in Warrington. These covered the programme structure, some introductory information about regulation, '*what is social work?*' and admissions information. The inspection team noted some confusion over the naming of the course throughout the documentation and the webpage, and, reported that the webpage included reference to HCPC standards and advertised the previous iteration of the course. Furthermore, while the presentation provided some information to prospective applicants, it appeared to apply only to the course in Warrington. No equivalent evidence had been submitted for the course in Shrewsbury.

39. Through discussions with students, the inspection team heard that students had not felt well prepared for the intensity of the course or the level of academic study that would be required. Students noted that they were concerned that some students had left the apprenticeship as their expectations had not been well matched to the courses, resulting in an opportunity that had gone underutilised within their organisations. Students also reported that their line managers were not necessarily prepared to support an apprentice through the course.

40. Following a review of the evidence, the inspection team is recommending that two conditions are, and one recommendation is, set against Standard 1.6 in relation to the approval of all courses, including those being taught out and that an additional condition is set against Standard 1.6 in relation to the approval of the Shrewsbury course. Consideration was given as to whether the findings identified would mean that the courses would not be suitable for approval. However, it is deemed that these conditions are appropriate to ensure that the courses would be able to meet the relevant standard, and we are confident that once these conditions are met, a further inspection of the course would not be required. Full details of the conditions, their monitoring and approval can be found in the [conditions section of this report](#).

Standard two: Learning environment

Standard 2.1

41. Documentary evidence submitted in support of this standard included The Social Work Degree Apprenticeship Programme (SWDA) Handbook, the module descriptors within which skills days were contained, the First Placement Practice Learning Handbook and the Second Placement Practice Learning Handbook. In addition the university further supplied two timetables of skills days delivered at Level 4 and 5 and the electronic Practice Assessment Record and Evaluation (PARE) Placement Portfolio, which required placement providers to detail how they would meet the requirements for collecting consent from people with lived experience. On review, the inspection team noted that students on the courses had limited opportunities to gain experience outside of statutory settings.

42. Through discussion with students, the inspection team heard that the January 2020 cohort had undertaken a 50-day placement at Level 5. The course team confirmed that this had taken place for the first cohort of apprentices under HCPC regulations and that the practice was isolated to that cohort. The same students undertook a 100-day placement at Level 6. The second cohort of apprentices had received 70-day placements in the second year of study.

43. Students further reported that, on occasion, apprentices had not moved from their home team for either placement remaining in their substantive work team for both placements. The inspection team were keen to understand this better and raised the query with the course team who confirmed that they were unaware that this had taken place. The inspection team sought to better understand the allocation of placements, and the mechanisms by which they were quality assured by the university. The inspectors understood that placements for the degree apprenticeship were assigned by the local authority employer partners. It was not clear to inspectors how the university maintained oversight.

44. The inspection team heard from students that there had been instances of apprentices refusing placements based on similarity to their substantive role and that they felt that the university should be more involved with the allocation of placements. The students reported that they felt that there could be value in moving between local authorities for placement opportunities. Conversely, practice educators reported that they had noted occasions where students may opt not to be stretched within their placement, with action needed on their part to provide constructive challenge and support students to optimise their opportunities for new learning.

45. The inspection team heard that on the Shrewsbury course there was a standard pattern to students placements, where adult services apprentices undertook the 70 day placement in children's services, and, children's services apprentices undertook the 70 day placement in adult services. The 100 day placement was carried out within the home service of the

apprentice. However, the approach appeared less consistent within the Warrington course. The inspection team felt that university oversight of the placement allocation and the mechanisms through which learning needs were matched to students were unclear.

46. Furthermore, as the inspectors understood that the electronic PARE Placement Portfolio was not in use on the Shrewsbury campus (c.f. [para 48](#)). Therefore, the method of recording consent from people with lived experience for those courses was unclear.

47. Following a review of the evidence, the inspection team is recommending that two conditions and two recommendations are set against Standard 2.1 in relation to the approval of all courses, including those due to be taught out and an additional condition is set against Standard 2.1 in relation to the BA (Hons) Degree Apprenticeship (Shrewsbury). Consideration was given as to whether the findings identified would mean that the courses would not be suitable for approval. However, it is deemed that these conditions are appropriate to ensure that the courses would be able to meet the relevant standard, and we are confident that once these conditions are met, a further inspection of the courses would not be required. Full details of the conditions, their monitoring and approval can be found in the [conditions section of this report](#).

Standard 2.2

48. In advance of the inspection, the inspection team reviewed the Social Work Placement Provider Agreements, the electronic PARE Placement Portfolio and the Placement Practice Learning Handbook which had been submitted as evidence against this standard. The inspection team noted that the practice learning opportunities were discussed within the Practice Learning Agreement Meeting that took place before the commencement of the placement and were recorded in the portfolio. Through discussions with the course team, the inspection team heard that the electronic portfolio was used in Warrington, but that in Shrewsbury students used an alternative Word-based portfolio which had not been submitted in evidence.

49. The inspection team heard from apprentices that they did not think that their placement learning opportunities were as considered as they could be and that, for some students, there were pressures to maintain their substantive workload alongside their placement learning. Through discussions with practice educators, the inspection team heard that they felt it was a challenge to support students with time to do substantive work, placement work and engage in learning experiences. The practice educators further reported that, although the university made efforts to communicate the responsibility shift for students when on placement, this was not always supported by management internally. Students reported having line managers who did not understand the apprenticeship. The inspection team understood that, while the university provided an Employer Handbook to local authorities, the employer partners with whom the inspection team met were not aware of this document.

50. Following a review of the evidence, the inspection team is recommending that two conditions are set against Standard 2.2, one in relation to the approval of all courses, including those due to be taught out, and one in relation to the Shrewsbury course, including the course due to be taught out. Consideration was given as to whether the findings identified would mean that the courses would not be suitable for approval. However, it is deemed that these conditions are appropriate to ensure that the courses would be able to meet the relevant standard, and we are confident that once these conditions are met, a further inspection of the course would not be required. Full details of the conditions, their monitoring and approval can be found in the [conditions section of this report](#).

Standard 2.3

51. Prior to inspection, the inspection team considered the social work placement provider agreement and the electronic PARE placement portfolio, which included information on the Placement Learning Agreement Meeting, including induction, supervision and resources arrangements, as well as recorded the learning opportunities and the mid-point assessment. The inspection team reported that the information supplied did not seem to relate specifically to the degree apprenticeship and the university provided the Social Work Degree Apprenticeship First and Final Placement handbooks as part of a second supplementary submission of evidence.

52. Through discussions with the staff involved in practice learning, the inspection team heard that the university expects that all students are provided with an induction into placement and that the Placement Learning Agreement Meeting reinforces this approach, making it clear that students should not be continuing in their usual role during placement. Practice educators discussed ensuring that induction into placement was undertaken and the inspection team did not hear any evidence from students that they had been put onto placement without an induction. Students were all allocated a named practice educator and the arrangements for supervision were recorded in the PARE Placement Portfolio for Warrington students. The inspection team noted that the PARE Placement Portfolio was not in use in Shrewsbury (c.f. [para 48](#)).

53. Some students reported that their workloads while on placement were pressured due to what they retained from their substantive posts (c.f. [para 49](#)), with some students reporting that they had been required to find colleagues to lead on their areas of work before they went on placement. A further concern was that the local authority had a shortage of family support officers to supervise family time and the apprentices expected to be overused for this function while on placement. The university staff involved in practice learning noted, on the Warrington course, that students' substantive posts were not always backfilled. The expectation was that teams managed this locally, in the same way they cover other staff leave. The university staff further reported that they provided clear support and guidance to employer partners on the responsibilities of having an apprentice via the employer leads,

while induction sessions for employer partners were delivered by the course team learning mentors.

54. The distinction between on-the-job learning and assessed placements was discussed in the Practice Learning Agreement Meeting. It was confirmed that practice educators were crucial to ensuring that students were stretched on placement. However, as previously noted (c.f. [para 49](#)), practice educators felt it was a challenge to support students undertaking a placement if this was alongside their substantive apprentice job role. The inspection team heard that Shrewsbury apprentices were recruited to an apprenticeship role and, as a result, any difficulties with backfilling the role were minimised. However, as there were no practice educators from Shrewsbury in attendance at the scheduled meeting, it was not possible for the inspection team to triangulate their experience of this.

55. The inspection team heard feedback from the employer partners that tripartite meetings to review apprentices' progress were over attended and the course team confirmed that a number of roles were invited. These included the practice mentor, or practice lead (when not on placement), practice supervisor, practice educator and the line manager (if they were involved in one of the roles previously mentioned). It was unclear to the inspection team whether the tripartite review meetings and the placement meetings were shared while students were on placement and whether separate records were kept of these meetings.

56. Following a review of the evidence, the inspection team is recommending that two conditions are set against Standard 2.3 for all courses, including those due to be taught out, with an additional condition set against Standard 2.3 for the Shrewsbury course, including the course due to be taught out. Consideration was given as to whether the findings identified would mean that the courses would not be suitable for approval. However, it is deemed that these conditions are appropriate to ensure that the courses would be able to meet the relevant standard, and we are confident that once these conditions are met, a further inspection of the courses would not be required. Full details of the conditions, their monitoring and approval can be found in the [conditions section of this report](#).

Standard 2.4

57. Evidence submitted in support of this standard included the relevant module descriptors that set out the end of placement PCF level descriptors and the electronic PARE Placement Portfolio, which included information on the Placement Learning Agreement Meeting. Through discussion with stakeholders, the inspection team heard that employer partners involved in the Warrington course acknowledged that there were challenges around backfilling the apprentice roles during placement, a pressure that was not experienced in Shrewsbury due to the model under which the apprentices were recruited. The inspection team also heard from students that there was a concern that they may not be sufficiently

stretched on placement (c.f. [para 49](#)), which could create an inconsistency of experience between the courses' delivery on the two sites.

58. However, the inspectors noted that the module specifications clearly detailed staged levels of development and that the practice learning opportunities and workload expectations were discussed during the Practice Learning Agreement Meeting and the mid-point review. This should ensure that students experienced appropriate learning opportunities. The students met during the inspection also reported being well supported by the university during placement when problems occurred (c.f. [para 69](#)). The inspection team concluded that this standard is met with a recommendation that the university consider how they ensure the consistency of approach across the courses. Full details of the recommendation can be found in the [recommendations section of this report](#).

Standard 2.5

59. In advance of the inspection, the university submitted the level 4 module descriptor for '*Skills for Social Work*' as evidence in support of this standard. Students were required to complete and pass the module before undertaking their first placement and were assessed via a direct observation of practice and a reflective workbook that prompted students to explore social work values. In addition, the inspection team noted that the submitted practice learning handbooks detailed the requirement for students to complete an annual declaration of good character form and acknowledged the submission of the Change to Conduct and Change to Health forms for ongoing declarations. Through discussion with the course team, the inspection team heard that, where a student made a declaration to the university but not their employer, the university would encourage them to disclose the information to their employer partner. However, in the event that the student did not inform their employer, the university would share the information in line with the Commitment Statement Training Plan (CSTP) that was signed by the student, the employer and the university. The CSTP clearly stated that any information relating to attendance, progression, conduct or behaviour would be shared. The inspection team heard from employer partners and practice educators that students arrived for placement well prepared for practice. The inspection team agreed that this standard was met for the BA (Hons) Social Work Degree Apprenticeship (Warrington) and the BA (Hons) Social Work Degree Apprenticeship (Shrewsbury).

60. The programme structure for the two courses that were due to be taught outdid not include the *Skills for Social Work* module, and instead students undertook the module *Readiness for Direct Practice* which contained the readiness for practice assessment consisting of a direct observation of practice and a reflective workbook. The inspection team noted that the *Readiness for Direct Practice* module specification that had been submitted in evidence to support this standard detailed an assessed role play and reflective workbook. However they understood, through discussion with the course team, and with reference to the information supplied in the inspection mapping document, that the change

to assessment to include an observation of practice in place of the role play had taken place and that this assessment had already been undertaken at the point of inspection for the students remaining on the courses due to be taught out. Following a review of the evidence, the inspection team concluded that this standard is met with a recommendation that the university check the module specification and update it in line with any university curriculum development processes. Full details of the recommendation can be found in the [recommendations section of this report](#).

Standard 2.6

61. Evidence submitted in support of this standard included the practice learning placement handbooks for placement 1 and placement 2, with these detailing that the placement provider must ensure that the student was assessed by a suitably qualified practice educator. The evidence also included information on the electronic PARE Placement Portfolios for each placement, which recorded the Practice Educator details, including their level of Practice Educator Professional Standards (PEPS) qualification, and the Social Work England registration number of the Practice Educator. Through discussions with the staff involved in practice learning, the inspection team heard that the employer lead at the local authority kept records of practice educator qualifications, currency and registration numbers, but that the university did not have a process in place to oversee and assure themselves of the process or the information gathered through it. Furthermore, the university confirmed that they did not complete a cross-check of the practice educator information provided within the portfolio and the inspection team noted that the electronic portfolio submitted as evidence did not apply to the Shrewsbury course where an alternative placement portfolio was in place (c.f. [para 48](#)).

62. Following a review of the evidence, the inspection team is recommending that one condition is set against Standard 2.6 for all courses, including those that are due to be taught out, and that an additional condition is set for the courses on the Shrewsbury campus, including the one due to be taught out. Consideration was given as to whether the findings identified would mean that the courses would not be suitable for approval. However, it is deemed that these conditions are appropriate to ensure that the courses would be able to meet the relevant standard, and we are confident that once these conditions are met, a further inspection of the course would not be required. Full details of the conditions, their monitoring and approval can be found in the [conditions section of this report](#).

Standard 2.7

63. In advance of the inspection, the inspection team considered the Faculty Safeguarding Policy, and the University Whistleblowing Policy that were submitted as evidence against this standard. In addition, the university noted within the mapping documentation that placement providers were required to explain their organisational whistleblowing policy

during students' induction, with this recorded in the electronic PARE Placement Portfolios for each placement. Through discussions with the course team, students and placement educators, the inspection team heard that that tripartite meeting provided opportunities for feedback and that students were given time after these meetings with the learning mentors where they could raise any issues that they did not feel comfortable discussing with their employer and / or practice educator. Students on the course, and graduates who had recently completed one of the courses, reported feeling well supported, with one student describing the pastoral care they had received as excellent. The course team discussed the Personal Academic Tutor (PAT) system as being a first point of contact, highlighting that PATs could help students to navigate the complexity of different university and employer policies and processes and which it was appropriate to use in different situations and contexts. The inspection team agreed that this standard was met.

Standard three: Course governance, management and quality

Standard 3.1

64. Prior to the inspection, the inspection team had access to a faculty organisational chart and understood that the Social Work Degree Apprenticeship was taught at two sites, Warrington and Shrewsbury, and that each site had a programme leader who was a registered and qualified social worker and responsible for the management of their respective course. As part of a second submission, the university provided, at the request of the inspection team, the programme quality assurance structure, demonstrating how course level committees fed into wider faculty structures; a social work degree apprenticeship course management diagram, showing management lines of responsibility into the programme leader; a programme management document which laid out the infrastructure and practical management processes within the courses; and the Social Work Degree Apprenticeship programme handbook.

65. Keen to understand how staff were supported with quality related issues, the inspection team raised a query with the senior leadership team to understand by whom and where in the governance structure these types of challenges were considered and resolved. The inspection team heard that programme teams were encouraged to take ownership of the courses they deliver through a strong programme committee structure that included staff members, students and employers. Broad themes were then passed to the faculty quality and governance committee and, if necessary, to the faculty board of studies.

66. Through discussion with the course team, the inspection team understood that each course developed a separate Continuous Monitoring of Enhancement (CME) plan. However, the inspection team remained unclear whether there were two programme committees, where and how the programme leaders formally discussed and shared experiences across the courses to agree updates to the academic content, or the key terms of reference and specific responsibilities within the governance structure.

67. For the two courses due to be taught out the inspectors noted that they were unclear where responsibility lay for the governance, and quality management of the courses during the teach out timetable, highlighting that out of date module specifications appeared to have been submitted as evidence for these courses (c.f. [para 60](#)).

68. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 3.1 for all courses and an additional condition is set against Standard 3.1 for the two courses due to be taught out. Consideration was given as to whether the findings 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 condition is met, a further inspection of the course would not be required. Full details of the condition and their monitoring and approval can be found in the [conditions section of this report](#).

Standard 3.2

69. The university submitted the placement provider agreement that was signed by placement providers and outlined the expectations of the placement and the health and safety requirements. The electronic PARE Placement Portfolios for each placement included the practice learning agreement which covered names and contact details, the learning opportunities, requirements for gaining consent from people with lived experience, induction arrangements and processes and points of contacts should students feel open to discrimination or harassment while on placement. The placement handbooks outlined the process for raising concerns and how these would be addressed. Through discussions with students, the inspection team heard that where students raised concerns about their placements, the university was supportive and alternative placement opportunities were identified.

70. However, the inspection team noted that the PARE Portfolio and the Placement Agreement documentation supplied as evidence against this standard related only to the Warrington course. The inspection team agreed that this standard was met for the BA (Hons) Social Work Degree Apprenticeship (Warrington) and the BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019). However, following a review of the evidence, the inspection team is recommending that two conditions are set against Standard 3.2 for both Shrewsbury courses. Consideration was given as to whether the findings 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 condition is met, a further inspection of the course would not be required. Full details of the condition and their monitoring and approval can be found in the [conditions section of this report](#).

Standard 3.3

71. Evidence submitted in support of this standard included the placement provider agreement that included a health and safety form and handbooks for each placement that detailed the inclusion process for students with any learning support needs, including physical disabilities, as well as the contact details and process for students should they feel open to discrimination or harassment. Through discussion with university student support services, it was clear to the inspection team that academic and pastoral support continued to be available during placement and students spoke positively about the quality of the pastoral support provided by the course team. The inspection team agreed that this standard was met.

Standard 3.4

72. The inspection team were satisfied with the evidence provided by the university which demonstrated that the course teams met with employers to discuss operational aspects of the apprenticeship. This included the Apprenticeship Partnership Board minutes. The inspection team also acknowledged the Social Work Apprenticeship Operational Leads meeting and the Programme Committee documentation. However, the inspection team noted that the minutes supplied for these meetings demonstrated engagement in the Warrington course, but did not expressly appear to include any Shrewsbury representatives. As a secondary and supplementary submission of evidence, the university also provided a template of the apprenticeship training plan and the template practice educator feedback form.

73. The inspection team heard from statutory employer and placement partners from both sites that they were regularly engaged in stakeholder discussions to consider student development across the cohorts, that they were involved in interviews, able to help design the recruitment process and input to skills days, and that they were involved in bi-monthly partnership boards where they were involved in reviewing the curriculum. In addition, they reported that they had been invited to validation meetings to contribute to the curriculum development activity that had occurred prior to the inspection. The inspection team considered the evidence and agreed that this standard was met.

Standard 3.5

74. Documentary evidence reviewed prior to inspection included evidence of the Module Evaluation process via a module report, student voice meetings, the placement evaluation process, the external examining process, the programme committee and the CME Plan process. The inspection team heard from people with lived experience that they were involved in all aspects of the course, citing the programme committee and the workshops to look at the curriculum in advance of the revalidation of the course. Employers noted that they had been involved in curriculum development activities for the revalidation and students reported how the student representatives had discussed the course changes at student voice meetings.

75. The inspection team noted that the evidence provided against this standard demonstrated that monitoring and evaluation activities were taking place. However, it was unclear how feedback was drawn together across the courses to monitor, review and enhance the curriculum across the apprenticeship, including for the courses due to be taught out (c.f. [paras 66-67](#))

76. Following a review of the evidence, the inspection team is recommending that a condition and a recommendation are set against Standard 3.5 for all courses. Consideration was given as to whether the findings 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 condition is met, a further inspection of the course would not be required. Full details of the condition and their monitoring and approval can be found in the [conditions section of this report](#).

Standard 3.6

77. Initially the inspection team were not provided with any documentary evidence to support this standard. However, the university submitted Apprenticeship Partnership Board Minutes applying to the Shrewsbury course, Social Work Partnership Board minutes applying to the Shrewsbury course, and a placement capacity table relating to the Warrington course as part of a supplementary submission. It was unclear to the inspection team in which forum the university and regional employment partners considered any admissions strategy or the workforce planning strategy. Through discussion with stakeholders, the inspection team understood that the course team worked to a minimum number of 14 apprentices for the course to be viable. Admissions numbers were managed as part of the teaching partnership for the Warrington course. This was considered to be satisfactory as it involved employer partners and other regional course providers to ensure local placement capacity. However, it remained unclear to inspectors how this was managed in Shrewsbury, as the course was not involved in a teaching partnership. The inspection team agreed that this standard was met for the Warrington courses.

78. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 3.6 for both the Shrewsbury courses. Consideration was given as to whether the findings 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 condition is met, a further inspection of the courses would not be required. Full details of the condition and their monitoring and approval can be found in the [conditions section of this report](#).

Standard 3.7

79. The evidence provided to support this standard included an abridged staff profile document that detailed team members' relevant social work qualifications, teaching and research interests and esteem indicators for the lead social worker. The inspection team checked that the lead social worker was registered at the time of inspection. The inspection team noted that the lead social worker was the same for both courses and agreed that this standard was met.

Standard 3.8

80. Documentary evidence submitted in support of this standard included a document detailing the abridged staff profiles. This detailed the 12 members of teaching staff (with this providing a whole-time equivalence of 11 staff) of whom all, but one, were registered social workers. Full CVs were submitted as part of a secondary supplementary submission. During the inspection, the inspection team received documented staff student ratios (SSR) of 1:20 at Shrewsbury and 1:21 at Warrington. The inspection team agreed that this standard was met, with a recommendation that the university is cognisant of the staff resource required to teach out the current course while the new one is started on both sites. Full details of the recommendation can be found in the [recommendations section of this report](#).

Standard 3.9

81. The inspection team reviewed the social work degree apprenticeship programme committee agenda template, the CME plan, the module assessment board agenda and the university's education planning process prior to inspection.

82. Through discussions with the senior leadership team (SLT), the course team heard that the faculty receives a data package from the university in October of each year, covering certain characteristics such as ethnicity, POLAR, age and disability. However, this centrally generated data had not been supplied for apprenticeship provision to date. The understanding was that it would be supplied going forward with the introduction of a PowerBI dashboard.

83. The course team further noted that the learning mentors had recently started to be provided with apprenticeship data on a monthly basis. The SLT confirmed that, when received, EDI data was generally considered as part of the CME Plan, and that there was an access and student success group within the faculty chaired by the Faculty Associate Dean. The inspection team also heard that, previously, the social work course team had identified an awarding gap for students with disabilities which they had successfully eliminated.

84. The inspection team noted that, although the CME had been highlighted as the way in which attainment and progression was considered, including trends from an EDI perspective, this was not clearly evident in the submission of evidence. The inspection team acknowledged that the monitoring of individual apprentices was evident and occurred

within the regular meeting structures. However, they remained unclear where the evaluation of trends and issues occurred across the courses.

85. The course team had recently been through university processes to validate a new version of the BA (Hons) Social Work Degree Apprenticeship and the inspectors heard through discussion with the course team these changes had been made to provide more flexibility to address the wellbeing needs of the apprentices who had reported to them that the courses were challenging. The course team further explained that they based the course updates on contextualised feedback and student need, rather than any specific data.

86. The inspectors noted that, as there were two courses that were due to be taught out (c.f. [para 26](#)), they were keen for the university to remain mindful that monitoring the data relating to performance, progression, outcomes and wellbeing, of these cohorts was integral to the governance of the teach out courses.

87. Following a review of the evidence, the inspection team is recommending that a condition and a recommendation are set against Standard 3.9 for all courses. Consideration was given as to whether the findings 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 condition is met, a further inspection of the course would not be required. Full details of the condition and their monitoring and approval can be found in the [conditions section of this report](#).

Standard 3.10

88. Prior to inspection, the inspection team reviewed the evidence submitted in support of this standard which included information on the practice-based roles that staff were involved in, the faculty mentoring procedure where new staff were allocated a mentor for their first 12 months in post, and the work that staff undertook to develop and deliver professional development training for students, academics and practitioners. Through discussion with the SLT, the inspection team heard that course staff were supported to maintain their knowledge and understanding of professional practice and that, as a faculty, they operated a flexible approach to the way in which staff undertook this. They reported that some staff were research-active, some sat on national panels, some were still active in practice part-time and that professional development was managed via the university's PDP process and was individualised.

89. The course team noted that they felt supported to pursue developmental opportunities, including undertaking practice-based roles such as acting as a practice educator for another course provider, and reported that they could apply for 25 days' study leave each academic year. The course team also provided some insight into the research activities within the

team and discussed being supported to undertake the PGCert HE and gain HEA fellowship. The inspection team agreed that this standard was met.

Standard four: Curriculum assessment

Standard 4.1

90. Documentary evidence submitted to support this standard included the programme specification, programme handbook, the *Skills for Social Work* and the *Placement 1 and 2* module descriptors, within which students were required to demonstrate proficiency against the PCFs across the course. Students were introduced to the PCF in the first week of teaching and undertook an assessment comprising a direct observation of practice and a workbook requiring them to provide evidence of capability against the PCF at Readiness to Practise level. The programme specification noted that the programme had been developed alongside the QAA benchmark statement (2019) and the Social Work England Education and Training Standards (2021), while the Social Work England Professional Standards were mapped at a modular level within the Social Work Degree Apprenticeship Programme Handbook. The inspection team agreed that this standard was met for the BA (Hons) Social Work Degree Apprenticeship (Warrington) and the BA (Hons) Social Work Degree Apprenticeship (Shrewsbury).

91. For the BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) and the BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019), the inspection team was unclear which cohorts were due to undertake which End Point Assessment (EPA) and how they would be supported and prepared for this. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 4.1 for all courses. Consideration was given as to whether the findings 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 BA (Hons) SWDA (W, 2019) and the BA (Hons) SWDA (S, 2019) would be able to meet the relevant standard, and we are confident that once this condition is met, a further inspection of the courses would not be required. Full details of the condition and their monitoring and approval can be found in the [conditions section of this report](#).

Standard 4.2

92. The programme committee terms of reference, submitted in support of this standard, documented membership from stakeholder groups, including people with lived experience, students, and representatives from practice. The inspection team noted receiving stakeholder feedback as a key function of the committee which reported to the Quality and Governance Committee.

93. The inspection team found that, throughout the inspection, stakeholders provided examples of how they were involved in course design, development and review activities. People with lived experience, practice educators and employer partners reported being

involved in the revalidation curriculum development work, the employer partners at Shrewsbury specifically described their relationship with the university as a partnership, noting that they could influence teaching and share delivery, while employer partners at Warrington cited the regular meetings of the teaching partnership as being a vehicle to feedback on the curriculum.

94. Practice educators, people with lived experience and employer partners all provided examples of how they were involved in the delivery of the curriculum. People with lived experience reported being engaged in activities like marking poster presentations, role plays and workshops. Practice educators noted being involved in delivering sessions based on case studies, while employers discussed being involved in the delivery of skills days.

95. The inspection team acknowledged that the people with lived experience group were self-reflective and that they questioned whether their experience remained relevant for students, recognising that it was the quality of the experience for apprentices that was important. They were keen to receive student feedback on the sessions they were involved in. The inspection team agreed that this standard was met.

Standard 4.3

96. Evidence submitted in support of this standard included the university's Equality Policy and the university's Equality and Diversity Charter. The inspection team heard from the university central student support services that apprentices had access to a wide variety of academic and pastoral support, with this made available to them on and off campus (c.f. [para 119](#)), and acknowledged an intentional institutional language of support and inclusion. During the inspection, the course team provided examples of reasonable adjustments that had been made for students with disabilities and noted that the process for reasonable adjustments was embedded within the wider inclusion plan process within the university. The inspection team agreed that this standard was met.

Standard 4.4

97. Through review of the documentary evidence, the inspection team considered the module descriptors for *Skills for Social Work Practice, Placement 1, Advanced Skills for Professional Practice, Placement 2, Social Work Values and Ethics, Applied Social Work Theory and Methods, Critical Perspectives in Social Work Practice* and *Trans-professional Research and Innovation*, alongside Staff CVs. They noted that the range of knowledge, and the number of registered social workers on the staff team, indicated an up to date understanding and application of social work-related developments, practice and legal requirements. The inspection team acknowledged that the course team undertook annual planning days which fed curriculum development into the Programme Committee for discussion and onto the Faculty Quality and Governance Committee via the Module Modification forms. Through discussions with the course team, the inspection team heard

that staff felt supported to maintain their sector knowledge through research or practice-based roles (c.f. paras [88-89](#) and [116](#)) and noted that, as a consequence staff, were well placed to assess the currency of the courses. The inspection team agreed that this standard was met, with a recommendation that the university ensures that currency is maintained on the modules on the courses due to be taught out. Full details of the recommendation can be found in the [recommendations section of this report](#).

Standard 4.5

98. For the new courses the inspection team reviewed the educational aims and learning outcome of the courses detailed within the programme specification and noted that the integration of theory to practice was evident in the module specifications for *Social Work Values and Ethics*, *Applied Social Work Theory and Methods*, *Placement 1*, *Placement 2* and *Critical perspectives in Social Work Practice*. Evidence submitted in support of this standard for the courses due to be taught out included the programme specification and the module descriptors for *Social Work Values and Ethics*, *Social Work Theory and Methods*, *Placement 1*, *Critical Social Work Practice* and *Placement 2*. These similarly demonstrated the integration of theory to practice. Students met during the inspection also discussed putting into practice what they had learnt at university each week while working in their substantive roles. The inspection team agreed that this standard was met.

Standard 4.6

99. Evidence submitted in support of this standard included teaching resources demonstrating scenario-based teaching, for example the multidisciplinary team meeting role play day; interprofessional team sessions, such as those delivered by the youth offending team; and the electronic PARE Placement Portfolio, where specific opportunities for learning from other professionals or in other disciplines were recorded at the Placement Learning Agreement meeting. In addition, the programme specification indicated that social work apprentices on the new courses would undertake a compulsory module at Level 5 entitled *Trans-professional Research and Innovation* that would include assessed learning outcomes in problem-solving within a trans-professional context.

100. Through discussions with the course team, the inspection team heard that mental health nurses delivered sessions on the compulsory Level 5 module *Working with Adults* and that safeguarding professionals delivered sessions on the compulsory Level 5 module *Working with Children, Young People and their families*. Although the module examples provided appeared in the structure for the new courses the inspectors were satisfied that this practice applied to the courses due to be taught out as they were drawn from current pedagogical practice and the new courses had not yet enrolled at the time of inspection.

101. The inspection team acknowledged that some staff were mental health first aiders and that apprentices worked alongside social workers and other professionals as part of their

substantive roles and on placement. The inspection team agreed that this standard was met.

Standard 4.7

102. The inspection team reviewed the university's Quality and Standards Manual, section 2.2, submitted as evidence against this standard and noted that the university had a 20-credit modular structure where 'a module at undergraduate level is normally defined as one-sixth of the notional academic session's work for a full-time student. The learning activity for a student within a 20-credit module is contained within 200 hours'. Each module of the course was housed within the 20-credit modular structure. The inspection team were keen to understand how apprentices managed this within the standard academic year and the course team confirmed that the academic session for apprentices was longer, at 43 weeks of the year, than for standard degrees which usually covered circa. 34 weeks.

103. The inspection team noted that the programme handbook included information on notional learning, but felt that the direction provided was inconsistent with the institutional modular structure as the documented 200 hours at each academic level/year seemed incorrect. Following a review of the evidence, the inspection team concluded that this standard was met, with a recommendation that the university check the notional learning hours within the programme handbook. Full details of the recommendation can be found in the [recommendations section of this report](#).

Standard 4.8

104. Prior to inspection, the inspection team reviewed the university's Quality and Standards Manual, Handbook F, which covered all aspects of the institutional assessment policies including *Requirements for Reasonable Adjustments to Assessment*, *Requirements for the Marking of Assessed Work*, *Exceptional Circumstances*, *Assessment Boards*, *Requirements for the Disclosure of Assessment Results*, *Academic Appeals Procedure* and *External Examiners*. Other documentary evidence submitted in support of this standard included an assessment grid that detailed a variety of summative assessment methods, including interviews, leaflets, essays, presentations, exams and portfolios. Assessments were designed to ensure that students could demonstrate the learning outcomes of the module, which had been mapped to professional standards (c.f. [para 90](#)) while changes to assessment required approval from the external examiner at programme validation and during routine curriculum development.

105. Students on all iterations of the course had to pass all modules in order to qualify, and all courses had a recorded exception to university regulations (known as derogation from university regulations) to prevent compensation between modules. In addition, a supplementary derogation from regulations was evident on the BA (Hons) SWDA (W) and the BA (Hons) SWDA (S) to ensure that all elements of *Skills for Social Work Practice* were

passed at 40%, preventing compensation between assessment components where readiness for practice was assessed. The same requirement was evident in the programme regulations for *Readiness for Direct Practice* on the BA (Hons) SWDA (W, 2019) and the BA (Hons) SWDA (S, 2019).

106. As part of a supplementary second submission, the university provided a programme management document which included the assessment schedule and information on the EPA following changes to the Institute of Apprenticeships and Technical Education (IATE) standard and the EPA Plan from the IATE.

107. The inspection team noted that students had previously provided feedback that the course was challenging (c.f. [para 85](#)) and they heard through discussions with the course team that the newly validated version of the Social Work Degree Apprenticeship built in extra space for apprentices in the course structure as a result. However, those apprentices remaining on the courses due to be taught out would not benefit from improvements to the structure.

108. Through discussion with employer partners, the inspection team heard that there were no concerns over employing graduates from the university, with some partners describing them as invaluable to the workforce, indicating that the assessment strategy within university teaching, and on placement, ensured that graduates of the apprenticeship were suitable to enter the profession.

109. The inspection team noted that the placement handbook included an *Assessment 2a* at Level 6 and were keen to better understand whether this was an additional placement, reporting that they felt it was unclear. Through discussion with the course team, it was explained that Assessment 2a referred to an academic piece of work that students submitted for assessment of the 20 credits attached to the module. Following a review of the evidence, the inspection team concluded that this standard was met, with two recommendations that the university consider whether Assessment 2a is communicated clearly enough to students, and that the apprentices enrolled on the course due to be taught out are given the appropriate support within the documentation. Full details of the recommendation can be found in the [recommendations section of this report](#).

Standard 4.9

110. Documentary evidence submitted in support of this standard included the degree apprenticeship assessment grid that detailed the form of assessment and the submission month illustrating a reasonable spread of assessment. Assessments were mapped to module learning outcomes within the module specification documentation (c.f. paragraph that discusses this above) and the inspection team acknowledged that the assessment schedule appeared to match student progression through the course. The inspection team agreed that this standard was met.

Standard 4.10

111. The inspection team reviewed the university's Quality and Standards Manual, 5.11, *Feedback on Assessed Work*, noting a 20 working day turnaround from the submission deadline, the Faculty of Health and Social Care *Drafts Policy* that detailed the arrangements for formative feedback on essay drafts and plans, and information relating to feedback on placement via a daily reflective record that was shared with the practice educator and feedback as part of the mid-point review. Through discussions with students, the inspection team heard that feedback was provided to them via Turnitin and that this was helpful for future submissions. The inspection team agreed that this standard was met.

Standard 4.11

112. The inspection team reviewed the course staff CVs submitted as a supplementary second submission and information relating to the induction programme for new academics that included a session on the assessment cycle and the quality arrangements for new markers under the university's Quality and Standards Manual, 5.6, *New First Markers*. The inspection team confirmed that the external examiners were on the register and noted that assessments were undertaken by individuals with appropriate expertise, both within the university and whilst on placement. The inspection team agreed that this standard was met.

Standard 4.12

113. Evidence submitted in support of this standard included the university's Quality and Standards Manual, 8.1, *Assessment Board Structure and Operation* detailing a two-tier system of assessment board where a module assessment board considered module outcomes and an awards assessment board considered awards, progression, re-assessment and third assessment attempts. Students were not able to 'trail fails' as the course team had approved derogation for condonement of failed modules, compensation between modules and compensation between assessment components on *Skills for Social Work* (c.f. [para 105](#)), while students must complete 120 credits at each level to receive the award of BA (Hons) Social Work. The inspection team agreed that this standard was met for the BA (Hons) Social Work Degree Apprenticeship (Warrington) and the BA (Hons) Social Work Degree Apprenticeship (Shrewsbury).

114. However, as Skills for Social Work was a new module for the revalidated course, the inspection team were keen to ensure that the module *Readiness for Direct Practice* has the same derogation from the regulations. The course specification provided by the university detailed that compensation was not permitted between modules, students were required to pass all modules and that, within the *Readiness for Direct Practice* module, students were required to pass all elements of assessment. The inspection team agreed that this standard was met for the BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) and the BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019).

Standard 4.13

115. The inspection team reviewed the university's Citizen Student Education Plan which detailed research-informed teaching as one of three key pillars and defined research-informed teaching as *'programmes, modules and learning activities are informed by relevant research and practice. Students develop as researchers and engage in research, learning design and delivery methods are informed by pedagogic research'*, as well as the learning outcomes within the submitted module descriptors in advance of the inspection.

116. The inspection team were keen to better understand how the course was underpinned by research, evaluation and evidence-based approaches as students did not undertake a dissertation. Through discussion with the course team, the inspection team heard that the research culture within the team was strong and that a number of members of academic staff were research-active and encouraged students to become involved in live research. The university made provision for all staff, and employer partners, to have access to the library to support a research-led teaching culture, and the learning mentors reported discussing research with students, identifying the potential for research-related career opportunities, and encouraging them to see themselves as a member of staff within their organisation who engaged in research.

117. It was clear from meeting with people with lived experience that the group was self-aware and critical. They were keen to better understand their value to the students, ensure that they had the most up to date training and that they remained relevant for students, suggesting an evidence-based reflective culture within the team more broadly. The inspection team agreed that this standard was met.

Standard five: Supporting students

Standard 5.1

118. The inspection team found that, throughout the inspection, both within the documentary evidence submitted prior to inspection and through discussion with stakeholders, that student support was articulated clearly.

119. Central wellbeing services reported clearly on the forms of support on offer to students, which included counselling and occupational health. The university provided a system for learning support plans, known as Inclusion Plans, which detailed any reasonable adjustments or learning needs a student might have. These were shared with students' personal academic tutor (PAT) and the disability-link tutor within the faculty.

120. The inspection team were keen to better understand how apprentices could access services as they were working and if the services were equitable across both the Warrington and Shrewsbury sites. The mental health service was confirmed to be based in Chester, but could provide 1-2-1 counselling remotely, or face to face on each site if required, while a

duty officer was available every day in the service for students in crisis. Other services were deemed to be equitable, with inspectors noting that the university took steps to provide services in Warrington and Shrewsbury on the days that apprentices were in university and some services had a strong online presence that provided resources and information to students outside office hours. The inspection team agreed that this standard was met.

Standard 5.2

121. In advance of the inspection, the inspection team reviewed the university's Role of the Personal Academic Tutor (PAT) Handbook, the Apprenticeship Learner Mentor Job Description, and weblinks to central academic support, financial support, and available support packages. It was noted that the expectation was that the PAT stayed with the student for the duration of their studies, that students had a minimum of four PAT meetings per year, and that the PAT would attend their students' pre-placement meetings and mid-placement reviews.

122. Through discussions with the SLT, the inspection team heard that full-time staff had a maximum of 30 PAT students per year, that this was usually lower for Social Work staff, and that time for PAT responsibilities was included in the staff workload model. Students reported that their PATs were supportive and proactive when approached with challenges, including when they were on placement.

123. The central university services provided academic support via the library service and the academic skills service. The library skills sessions were provided via an embedded model, occurring within normal modular teaching and Level 4, 5 and 6 of the apprenticeship. However, they also provided 1-2-1 support when needed, as well as a bank of online videos on how to access resources available outside standard hours. The academic skills service worked with teaching staff and learning mentors to ensure that reading and writing support was contextualised within modules and geared towards specific assignments or tasks to support students to understand the expectations around criticality, referencing and the relevant HEFCE level descriptors. Students could opt into extra-curricular support, and the service had trialled a drop-in pilot on the Warrington site. It was reported that evidence from the pilot would be considered to develop the drop-in provision more widely. The inspection team agreed that this standard was met.

Standard 5.3

124. Prior to inspection, the inspection team reviewed the Changes to Conduct, Change to Health forms and the university's Professional Suitability Procedures. They further requested to see the DBS and Health Clearance for Social Work Degree Apprentices forms, which were provided as a supplementary second submission. The inspection team noted that the entry requirements, required applicants to have occupational health confirmation and to complete a satisfactory Enhanced Disclosure and Barring Service (DBS) check.

Students were also required to continue to complete declarations in relation to their health and conduct as part of the re-enrolment procedures at Level 5 and 6. Where a student's conduct or health was at risk of impacting their ability to meet professional standards or practise safely, the Professional Suitability Procedures were implemented.

125. The course team reported that, where declarations were made to the university, these were shared with employers (c.f. [para 59](#)), while the fitness to practise policy was enabled via the university's compliance team who managed the Suitability Panel process. This could be enacted if necessary and was considered to be satisfactory. The suitability panel included the Head of the Legal Service, Associate Deans for Teaching and Learning, Lead for Social Work and a Senior Manager from a Partner Employer other than the apprentice's employer. The inspection team agreed that this standard was met.

Standard 5.4

126. The inspection team reviewed an anonymised inclusion plan, which included a section for placement learning, the Reasonable Adjustment Placement Plan (RAPP) form, the Provider Handbook Professional Placement developed by the Disability and Inclusion team to support providers to meet reasonable adjustments, and institutional webpages providing information on the Disability and Inclusion service and the way in which support was accessed and provided.

127. Through discussion with practice educators, inspectors heard that they felt well supported by the university when working with students with inclusion plans, and provided examples both where students came to placement knowing they needed support, as well as examples where students' need for reasonable adjustments was identified after their placement had commenced. Employer Partners also reported positive experiences working with the university to support students with inclusion plans, including the creative thinking by the university to enable employers to meet the needs of apprentices, support for students to access funding from the DWP and access being provided to additional courses for employer staff. Through discussions with the course team, the inspection team heard that students' reasonable adjustment needs were discussed in pre-placement meetings and noted the university's positive use of language in the terminology 'inclusion plan'. The inspection team agreed that this standard was met.

Standard 5.5

128. Evidence submitted in support of this standard included the induction day presentation, in which information on the course curriculum and timing of assessment, information on the university's Career and Employability Service and information on the virtual learning environment (VLE) Moodle was provided to students. The Social Work Degree Apprenticeship Programme Handbook; and the Module Handbook for *SW7029/SW6016: Final Placement*, which introduced a Critical Analysis of Practice (CAP)

assignment based on the Assessed and Supported Year in Employment (ASYE) requirements for newly-qualified social workers was also provided.

129. However, through discussions with apprentices the inspection team heard that apprentices did not feel fully informed about the ASYE, or the post-qualifying steps such as registration with Social Work England and the CPD requirements. One apprentice reported that all the knowledge they had, had come from work colleagues, and one reported that they did not realise that there was an additional year of supported activity after the apprenticeship, until quite late on in the process. The inspection team heard from the central careers service that they were not involved in supporting students to prepare for the ASYE and that they had no way to disaggregate their data by course. They therefore could not comment on whether Social Work apprentices were using the careers services, or in what capacity support had been sought by Social Work apprentices.

130. The inspection team noted that, at the time of the inspection, the institutional webpage for the course was not displaying the newly revalidated course, and, that the modules listed referred to the previous iteration of the course. Furthermore, as the course handbooks were difficult to contextualise to a cohort, as they did not include a date, it was difficult to ascertain what information had been provided to each cohort of students.

131. Following a review of the evidence, the inspection team is recommending that three conditions are set against Standard 5.5 for all courses, including those due to be taught out. Consideration was given as to whether the findings 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 condition is met, a further inspection of the courses would not be required. Full details of the condition and their monitoring and approval can be found in the [conditions section of this report](#).

Standard 5.6

132. Prior to the inspection, the inspection team reviewed an induction day presentation which included a slide on attendance, the programme handbook, the practice learning handbook and the Missed Skills Days Procedure. The inspection team noted that students recorded attendance via an app-based reporting tool, that it was clear that attendance was monitored, and that the programme handbook covered attendance, stating '*attendance at taught sessions / for learning activities is a fundamental part of your learning on the SW Degree Apprenticeship*'. The inspection team received no evidence that there were any issues with apprentice attendance on the course and concluded that this standard was met.

Standard 5.7

133. Following a review of the documentary evidence provided, and through discussion with key stakeholders throughout the inspection, the inspection team were assured that

students had access to satisfactory points of feedback. Feedback was provided formatively via the Faculty Drafts Policy as well as on assessments. Feedback was also provided by practice educators as part of the tripartite review meetings and during the mid-way placement review. Students reported that feedback was timely and helpful (c.f. [paras 63](#) and [111](#) for further reported items including student feedback). The inspection team agreed that this standard was met.

Standard 5.8

134. Documentary evidence reviewed prior to inspection included the university's Quality and Standards manual, Section 10, *Academic Appeal Procedure*, an Academic Appeal Flowchart and the programme handbook which included a link to the institutional webpages on Academic Appeals. Through discussion with the course team, the inspection team heard that there had been no academic appeals on the apprenticeship. However, the course team reported that, should a student make an appeal, they would be supported through that process. The inspection team agreed that this standard was met.

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

Standard 6.1

135. The inspection team reviewed the programme specification and agreed that the award of BA (Hons) Social Work met the standard, noting that other exit awards were clearly distinguished from the registered award.

Proposed outcome

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

Conditions

Conditions for approval are set if there are areas of a course that do not currently meet our standards. Conditions are binding and 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, we are proposing the following condition for this course at this time.

	Standard not currently met	Course/s condition applies to	Condition	Date for submission of evidence	Link
1	Standard 1.4	BA (Hons) Social Work Degree Apprenticeship (Warrington) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the education provider will review the admissions and selections processes for all courses and ensure that applicants are given the opportunity to declare whether they have had lived experience of social work and provide documentary evidence of the resulting change(s) to relevant processes, course documents and forms.	30 November 2023	Para 31-32
2	Standard 1.6 5.5	BA (Hons) Social Work Degree Apprenticeship (Warrington) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the education provider will ensure that the webpage is updated with the correct module information for the 2023/24 intake and ensure that any references to the HCPC are removed.	30 November 2023	Para 38 130
3	Standard 1.6	BA (Hons) Social Work Degree Apprenticeship (Warrington)	That the education provider will consider the course name, ensures that it is used consistently in all documentation and the	30 November 2023	Para 38

		BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	webpage, and advise Social Work England of the award name.		
4	Standard 1.6	BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the education provider will provide the equivalent of the Employer and Applicant Briefing Session Presentation.	30 November 2023	Para 38
5	Standard 2.1	BA (Hons) Social Work Degree Apprenticeship (Warrington) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the education provider will provide evidence to demonstrate that a mechanism has been put in place to ensure that the learning needs of the apprentice are matched appropriately to the placement offered and that the university has oversight of this process for all employer partners.	30 November 2023	Para 43-44
6	Standard 2.1	BA (Hons) Social Work Degree Apprenticeship (Warrington)	That the education provider will provide evidence to demonstrate that a mechanism has been put in place to ensure that	30 November 2023	Para 43-44

		BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	apprentices undertake contrasting placements and that the university has oversight of this process for all employer partners.		
7	Standard 2.2 2.3	BA (Hons) Social Work Degree Apprenticeship (Warrington) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the education provider will develop a practical approach to providing support to employer partners to ensure that information is cascaded to line managers so that they understand the apprenticeship and how to support an apprentice.	30 November 2023	Para 49 53 54
8	Standard 2.1 2.2 2.3 2.6 3.2	BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the education provider will provide a copy of the portfolio in use on the Shrewsbury course.	30 November 2023	Para 46 48 52 61 69-70
9	Standard 2.3	BA (Hons) Social Work Degree Apprenticeship (Warrington)	That the education provider will provide clarity and distinction between the tripartite meetings and the placement review	30 November 2023	Para 55

		BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	meetings, developing a clear approach to the purpose of each meeting and assessing the attendance list accordingly.		
10	Standard 2.6	BA (Hons) Social Work Degree Apprenticeship (Warrington) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the education provider will develop a quality assurance process to ensure that they have suitable oversight of the qualifications, currency and registration status of Practice Educators	30 November 2023	Para 61
11	Standard 3.1 3.5	BA (Hons) Social Work Degree Apprenticeship (Warrington) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019)	That the education provider will provide evidence of the course management and governance structures, making it clear where monitoring activities take place, how they relate to each site, and where there is oversight across all the courses, including those on teach out.	30 November 2023	Para 64-67 74-75

		BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)			
12	Standard 3.1	BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the education provider will provide a plan that details how the courses being taught out will be actively managed and governed and making it clear who is responsible for maintaining the quality of the courses until they complete.	30 November 2023	Para 67
13	Standard 3.2	BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the education provider will provide the relevant placement agreement documentation for the two courses delivered in Shrewsbury.	30 November 2023	Para 69-70
14	Standard 3.6	BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the education provider will provide evidence that clearly demonstrates strategic workforce discussions with employer partners, including how account is taken of other local demand on placements.	30 November 2023	Para 77

15	Standard 1.5 3.9	BA (Hons) Social Work Degree Apprenticeship (Warrington) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the education provider will provide evidence that there is a process in place to consider data on apprentice performance, progression and outcomes, including from EDI perspectives.	30 November 2023	Para 36 81-86
16	Standard 4.1	BA (Hons) Social Work Degree Apprenticeship (Warrington) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the education provider will provide clarity over which cohorts will complete which EPA and the plan to support and prepare students for that assessment.	30 November 2023	Para 91
17	Standard 5.5	BA (Hons) Social Work Degree Apprenticeship (Warrington) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury)	That the education provider will consider how and when information around registration, CPD and the ASYE is delivered to students so that they are clear about social work post-qualifying professional registration requirements.	30 November 2023	Para 129

		BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019)			
		BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)			
18	Standard 5.5	BA (Hons) Social Work Degree Apprenticeship (Warrington) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the course provider will ensure that student handbooks are differentiated between courses and cohorts.	30 November 2023	Para 130

Recommendations

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

	Standard	Detail	Link
1.	Standard 1.4	The inspectors are recommending that the education provider considers whether any action is required to ensure that students are receiving appropriate support as the opportunity to disclose lived experience of social work at the point of admission may have been missed.	Para 32
2.	Standard 1.5	The inspectors are recommending that the education provider considers checking and maintaining a record of the EDI training undertaken by people with lived	Para 35

		experience and employer partners involved in interviews to ensure parity and fairness for applicants.	
3.	Standard 1.6	The inspectors are recommending that the education provider considers the ways in which prospective applicants are prepared for the demands of the course.	Para 39
4.	Standard 2.1	The inspectors are recommending that the education provider considers the ways in which apprentices can gain experiences of Social Work outside of statutory settings.	Para 41
5.	Standard 2.1	The inspectors are recommending that the education provider considers whether it is possible for apprentices to undertake placements across local authorities and 'swap' placements between apprentices.	Para 44
6.	Standard 2.4	The inspectors are recommending that the parity of experience between the Shrewsbury and Warrington students is considered in relation to the way in which their substantive apprentice roles are filled during placement.	Para 57
7.	Standard 2.5	The inspectors are recommending that the education provider reviews the module specification for the <i>Readiness for Direct Practice</i> module and ensures that the assessment information is correct in line with any institutional curriculum development policies.	Para 60
8.	Standard 3.5	The inspectors are recommending that the education provider ensures that the external examiners consider the teach out courses separately to the new provision.	Para 74-75
9.	Standard 3.8	The inspectors are recommending that the education provider is mindful of the additional demands on the social work staff resource required to successfully teach out a course while launching a new one.	Para 80
10.	Standard 3.9 Standard 4.8	As the courses due to be taught out were updated following student feedback that they were challenging, the inspectors are recommending that the education provider ensures that there is adequate support for apprentices who are remaining on the courses.	Para/s 85 107
11.	Standard 4.4	The inspectors are recommending that the education provider has a clear plan to ensure that the currency of	Para 97

		the discontinued modules on the courses due to be taught out is maintained throughout the teach out process.	
12.	Standard 4.7	The inspectors are recommending that the education provider checks the notional learning hours provided in the programme handbook as the figure seems inconsistent with the institutional modular structure.	Para 103
13.	Standard 4.8	The inspectors are recommending that the information provided to students regarding Assessment 2a is reviewed to ensure that it is clear.	Para 109

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: BA (Hons) Social Work Degree Apprenticeship (Warrington)

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 take up an offer of a place on a course. This will include	☐	☒	☒

Standard	Met	Not Met – condition applied	Recommendation given
information about the professional standards, research interests and placement opportunities.			
Learning environment			
2.1 Ensure that students spend at least 200 days (including up to 30 skills days) gaining different experiences and learning in practice settings. Each student will have: i) placements in at least two practice settings providing contrasting experiences; and ii) a minimum of one placement taking place within a statutory setting, providing experience of sufficient numbers of statutory social work tasks involving high risk decision making and legal interventions.	☐	☒	☒
2.2 Provide practice learning opportunities that enable students to gain the knowledge and skills necessary to develop and meet the professional standards.	☐	☒	☐
2.3 Ensure that while on placements, students have appropriate induction, supervision, support, access to resources and a realistic workload.	☐	☒	☐
2.4 Ensure that on placements, students' responsibilities are appropriate for their stage of education and training.	☒	☐	☒
2.5 Ensure that students undergo assessed preparation for direct practice to make sure they are safe to carry out practice learning in a service delivery setting.	☒	☐	☐
2.6 Ensure that practice educators are on the register and that they have the relevant and current knowledge, skills and experience to support safe and effective learning.	☐	☒	☐

Standard	Met	Not Met – condition applied	Recommendation given
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.	☒	☐	☐
3.5 Ensure that regular and effective monitoring, evaluation and improvement systems are in place, and that these involve	☐	☒	☒

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

Standard	Met	Not Met – condition applied	Recommendation given
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.	☒	☐	☒
4.9 Ensure that assessments are mapped to the curriculum and are appropriately sequenced to match students' progression through the course.	☒	☐	☐

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

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

Annex 2: Education and training standards summary: BA (Hons) Social Work Degree Apprenticeship (Shrewsbury)

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: v. have the potential to develop the knowledge and skills necessary to meet the professional standards vi. can demonstrate that they have a good command of English vii. have the capability to meet academic standards; and viii. 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 take up an offer of a place on a course. This will include	☐	☒	☒

Standard	Met	Not Met – condition applied	Recommendation given
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: iii) placements in at least two practice settings providing contrasting experiences; and iv) a minimum of one placement taking place within a statutory setting, providing experience of sufficient numbers of statutory social work tasks involving high risk decision making and legal interventions.	☐	☒	☒
2.2 Provide practice learning opportunities that enable students to gain the knowledge and skills necessary to develop and meet the professional standards.	☐	☒	☐
2.3 Ensure that while on placements, students have appropriate induction, supervision, support, access to resources and a realistic workload.	☐	☒	☐
2.4 Ensure that on placements, students' responsibilities are appropriate for their stage of education and training.	☒	☐	☒
2.5 Ensure that students undergo assessed preparation for direct practice to make sure they are safe to carry out practice learning in a service delivery setting.	☒	☐	☐
2.6 Ensure that practice educators are on the register and that they have the relevant and current knowledge, skills and experience to support safe and effective learning.	☐	☒	☐

Standard	Met	Not Met – condition applied	Recommendation given
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.	☒	☐	☐
3.5 Ensure that regular and effective monitoring, evaluation and improvement systems are in place, and that these involve	☐	☒	☒

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

Standard	Met	Not Met – condition applied	Recommendation given
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.	☒	☐	☒
4.9 Ensure that assessments are mapped to the curriculum and are appropriately sequenced to match students' progression through the course.	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
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: IV. confidential counselling services; V. careers advice and support; and VI. occupational health services	☒	☐	☐
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.	☒	☐	☐

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

Annex 3: Education and training standards summary: BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019)

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: ix. have the potential to develop the knowledge and skills necessary to meet the professional standards x. can demonstrate that they have a good command of English xi. have the capability to meet academic standards; and xii. 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 take up an offer of a place on a course. This will include	☐	☒	☒

Standard	Met	Not Met – condition applied	Recommendation given
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: v) placements in at least two practice settings providing contrasting experiences; and vi) a minimum of one placement taking place within a statutory setting, providing experience of sufficient numbers of statutory social work tasks involving high risk decision making and legal interventions.	☐	☒	☒
2.2 Provide practice learning opportunities that enable students to gain the knowledge and skills necessary to develop and meet the professional standards.	☐	☒	☐
2.3 Ensure that while on placements, students have appropriate induction, supervision, support, access to resources and a realistic workload.	☐	☒	☐
2.4 Ensure that on placements, students' responsibilities are appropriate for their stage of education and training.	☒	☐	☒
2.5 Ensure that students undergo assessed preparation for direct practice to make sure they are safe to carry out practice learning in a service delivery setting.	☒	☐	☒
2.6 Ensure that practice educators are on the register and that they have the relevant and current knowledge, skills and experience to support safe and effective learning.	☐	☒	☐

Standard	Met	Not Met – condition applied	Recommendation given
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.	☒	☐	☐
3.5 Ensure that regular and effective monitoring, evaluation and improvement systems are in place, and that these involve	☐	☒	☒

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

Standard	Met	Not Met – condition applied	Recommendation given
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.	☒	☐	☒
4.9 Ensure that assessments are mapped to the curriculum and are appropriately sequenced to match students' progression through the course.	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
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: VII. confidential counselling services; VIII. careers advice and support; and IX. occupational health services	☒	☐	☐
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.	☒	☐	☐

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

Annex 4: Education and training standards summary: BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)

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: xiii. have the potential to develop the knowledge and skills necessary to meet the professional standards xiv. can demonstrate that they have a good command of English xv. have the capability to meet academic standards; and xvi. 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 take up an offer of a place on a course. This will include	☐	☒	☒

Standard	Met	Not Met – condition applied	Recommendation given
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: vii) placements in at least two practice settings providing contrasting experiences; and viii) a minimum of one placement taking place within a statutory setting, providing experience of sufficient numbers of statutory social work tasks involving high risk decision making and legal interventions.	☐	☒	☒
2.2 Provide practice learning opportunities that enable students to gain the knowledge and skills necessary to develop and meet the professional standards.	☐	☒	☐
2.3 Ensure that while on placements, students have appropriate induction, supervision, support, access to resources and a realistic workload.	☐	☒	☐
2.4 Ensure that on placements, students' responsibilities are appropriate for their stage of education and training.	☒	☐	☒
2.5 Ensure that students undergo assessed preparation for direct practice to make sure they are safe to carry out practice learning in a service delivery setting.	☒	☐	☒
2.6 Ensure that practice educators are on the register and that they have the relevant and current knowledge, skills and experience to support safe and effective learning.	☐	☒	☐

Standard	Met	Not Met – condition applied	Recommendation given
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.	☒	☐	☐
3.5 Ensure that regular and effective monitoring, evaluation and improvement systems are in place, and that these involve	☐	☒	☒

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

Standard	Met	Not Met – condition applied	Recommendation given
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.	☒	☐	☒
4.9 Ensure that assessments are mapped to the curriculum and are appropriately sequenced to match students' progression through the course.	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
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: X. confidential counselling services; XI. careers advice and support; and XII. occupational health services	☒	☐	☐
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.	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
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 5: Meeting of conditions

1. 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](#).
2. Inspectors will undertake the conditions review and make recommendations to Social Work England's decision maker.
3. This section of the report will be completed when the conditions review is completed.

	Standard not met	Course/s condition applies to	Condition	Inspector recommendation
1	Standard 1.4	BA (Hons) Social Work Degree Apprenticeship (Warrington) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the education provider will review the admissions and selections processes for all courses and ensure that applicants are given the opportunity to declare whether they have had lived experience of social work and provide documentary evidence of the resulting change(s) to relevant processes, course documents and forms.	Condition met
2	Standard 1.6 5.5	BA (Hons) Social Work Degree Apprenticeship (Warrington) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the education provider will ensure that the webpage is updated with the correct module information for the 2023/24 intake and ensure that any references to the HCPC are removed.	Condition met

3	Standard 1.6	BA (Hons) Social Work Degree Apprenticeship (Warrington) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the education provider will consider the course name, ensures that it is used consistently in all documentation and the webpage, and advise Social Work England of the award name.	Condition met
4	Standard 1.6	BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the education provider will provide the equivalent of the Employer and Applicant Briefing Session Presentation.	Condition met
5	Standard 2.1	BA (Hons) Social Work Degree Apprenticeship (Warrington) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the education provider will provide evidence to demonstrate that a mechanism has been put in place to ensure that the learning needs of the apprentice are matched appropriately to the placement offered and that the university has oversight of this process for all employer partners.	Condition met
6	Standard 2.1	BA (Hons) Social Work Degree Apprenticeship (Warrington) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019)	That the education provider will provide evidence to demonstrate that a mechanism has been put in place to ensure that apprentices undertake contrasting placements and that the university has oversight	Condition met

		BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	of this process for all employer partners.	
7	Standard 2.2 2.3	BA (Hons) Social Work Degree Apprenticeship (Warrington) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the education provider will develop a practical approach to providing support to employer partners to ensure that information is cascaded to line managers so that they understand the apprenticeship and how to support an apprentice.	Condition met
8	Standard 2.1 2.2 2.3 2.6 3.2	BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the education provider will provide a copy of the portfolio in use on the Shrewsbury course.	Condition met
9	Standard 2.3	BA (Hons) Social Work Degree Apprenticeship (Warrington) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the education provider will provide clarity and distinction between the tripartite meetings and the placement review meetings, developing a clear approach to the purpose of each meeting and assessing the attendance list accordingly.	Condition met
10	Standard 2.6	BA (Hons) Social Work Degree Apprenticeship (Warrington) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury)	That the education provider will develop a quality assurance process to ensure that they have suitable oversight of the qualifications, currency	Condition met

		BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019)	and registration status of Practice Educators	
		BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)		
11	Standard 3.1 3.5	BA (Hons) Social Work Degree Apprenticeship (Warrington) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the education provider will provide evidence of the course management and governance structures, making it clear where monitoring activities take place, how they relate to each site, and where there is oversight across all the courses, including those on teach out.	Condition met
12	Standard 3.1	BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the education provider will provide a plan that details how the courses being taught out will be actively managed and governed and making it clear who is responsible for maintaining the quality of the courses until they complete.	Condition met
13	Standard 3.2	BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the education provider will provide the relevant placement agreement documentation for the two courses delivered in Shrewsbury.	Condition met
14	Standard 3.6	BA (Hons) Social Work Degree Apprenticeship (Shrewsbury)	That the education provider will provide evidence that clearly demonstrates strategic workforce discussions	Condition met

		BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	with employer partners, including how account is taken of other local demand on placements.	
15	Standard 1.5 3.9	BA (Hons) Social Work Degree Apprenticeship (Warrington) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the education provider will provide evidence that there is a process in place to consider data on apprentice performance, progression and outcomes, including from EDI perspectives.	Condition met
16	Standard 4.1	BA (Hons) Social Work Degree Apprenticeship (Warrington) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the education provider will provide clarity over which cohorts will complete which EPA and the plan to support and prepare students for that assessment.	Condition met
17	Standard 5.5	BA (Hons) Social Work Degree Apprenticeship (Warrington) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019)	That the education provider will consider how and when information around registration, CPD and the ASYE is delivered to students so that they are clear about social work post-qualifying professional registration requirements.	Condition met

		BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)		
18	Standard 5.5	BA (Hons) Social Work Degree Apprenticeship (Warrington) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019) BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019)	That the course provider will ensure that student handbooks are differentiated between courses and cohorts.	Condition met

Findings

4. The conditions review was undertaken as a result of the conditions set during the course approval as outlined in the original inspection report above. In response to the conditions, the course provider submitted a range of evidence, and a mapping document that included additional explanatory narrative. Following the review of the conditions evidence provided the course provider was requested to submit secondary evidence against some conditions and third and final opportunity was offered to resolve any concluding aspects. These submissions are referred to as 'secondary' or 'tertiary' evidence, respectfully.

5. In response to condition one, recorded against standard 1.4, the course provider submitted a skill scan document. The narrative within the mapping document noted that candidates for the social work degree apprenticeship programmes completed a skill scan with their employer that identified existing capabilities and relevant skills knowledge and behaviours. It was confirmed that an additional question had been added to the skills scan that asked applicants to indicate if they had any lived experience of engagement with social work services. As part of a secondary submission of evidence, the university provided additional clarity that applicants were invited to disclose experience with social care services however were not required to. Where applicants chose to disclose, sensitive support processes were in place and safeguarding procedures were enacted if required. The inspection team agreed that this condition was met.

6. In response to condition 2, recorded against standards 1.6 and 5.5, the course provider submitted a link to the website. Following a review of the website the inspection team

identified that, while most of the information had been updated, a reference to the Health and Care Professions Council (HCPC) standards of proficiency remained in the information provided for placement 2A. Additionally, the inspectors reported that the website indicated successful completion of the degree apprenticeship led to eligibility to register with Social Work England, rather than, completion of the course led to graduates having the eligibility to *apply to* register with Social Work England.

7. Secondary evidence confirmed that the website had been updated to read '*successful completion leads to eligibility to apply to register with Social Work England*' and the tertiary evidence included a screenshot that demonstrated that the wording had been updated to refer to Social Work England professional standards and the inspection team agreed that this condition was met.

8. In response to condition 3, recorded against standard 1.6, the course provider submitted two programme specification documents (PSDs), one dated 2019 and one dated 2022. The narrative submitted on the mapping document confirmed that the programme title had been standardised across documentation and that the courses were consistently referred to as '*Social Work Degree Apprenticeship*'. Following a review of the initial evidence the inspectors reported continued inconsistency within the documents, a lack of clarity around whether the course awarded an ordinary degree, or a BA (Hons) and that it was unclear which version of the course the PSD submitted as document 2 (dated 2019) referred to.

9. As part of the secondary evidence submission the course provider resubmitted the PSD documents and provided narrative confirming that document 2 referred to the teach out versions of the programmes. Further information was provided that explained that the awarded academic qualification was a BA (Hons) Social Work and that the route name for student records system's purposes was '*Social Work Degree Apprenticeship*'. The course provider also reported that the resubmitted PSDs included a statement detailing that on successful completion of the programme, graduates were eligible to apply to register with Social Work England. The inspection team agreed that this condition was met.

10. In response to condition 4, recorded against standard 1.6, the course provider submitted the slide deck from an employer briefing for the Shrewsbury delivery of the programme. The inspection team agreed that this condition was met.

11. In response to condition 5, recorded against standard 2.1, the course provider submitted a placement information form (PIF). The inspection team acknowledged that the rubric in the PIF had been developed to ensure compliance with Social Work England requirements and that the PIF made it clear that employers held responsibility for identifying appropriate placements for students and for ensuring that those placements met the Social Work England requirements. As part of the secondary submission the university provided additional clarity over the use of the PIF as an oversight tool and resubmitted an updated version of the form, with an additional section for the recording of university endorsement

of the employer suggested placement. The inspection team agreed that this condition was met.

12. In response to condition 6, recorded against standard 2.1, the course provider submitted the PIF. As part of the secondary submission of evidence the course provider resubmitted the updated PIF form and reported that the placement coordinator was required to confirm that the employer proposed contrasting placement would meet the standard for a contrasting experience within the new section of the updated form. The inspection team agreed that this condition had been met.

13. In response to condition 7, recorded against standard 2.2 and 2.3, the course provider submitted a programme management document (PMD). The inspectors reported that roles and responsibilities and lines of communication were clearly articulated within the PMD. However, the PMD appeared to apply only two the programmes delivered on the Shrewsbury campus and it was not clear to inspectors how information was disseminated.

14. Within the secondary submission of evidence the university submitted an employer information leaflet and provided narrative within the mapping document that detailed the expectation that the employer lead would be responsible for liaising with the university and for cascading information to line managers. The course provider further confirmed that the programme management document was relevant to all social work degree apprenticeship programmes, delivered on both the Shrewsbury and Warrington campuses, and that the cover sheet had been updated to reflect this. However, the inspection team noted that the updated PMD was not submitted with the secondary evidence.

15. As part of the tertiary evidence the university were asked to provide the PMD. Following a review of the evidence it was reported by inspectors that the PMD detailed the expectations of the university in terms of communication and engagement and that this condition had been met.

16. In response to condition 8, recorded against standards 2.1, 2.2, 2.3, 2.6 and 3.2, the university provided the placement portfolio in use on the Shrewsbury campus. Following consideration of the evidence the inspection team reported that the portfolio clarified arrangements in place on the Shrewsbury version of the course and that it contained the learning agreement template for students on these programmes. The portfolio and the PIF provided evidence that practice educator registration and qualification status' were recorded and that the necessary arrangements were in place for student's placement learning. The inspection team agreed that this condition was met.

In response to condition 9, recorded against standard 2.3, the university submitted the PMD, a copy of the apprenticeship progress review form and the slide deck from an employer practice mentor role presentation. The narrative supplied within the mapping document reported that the tripartite meeting took place every 12 weeks and reviewed

progress against the apprenticeship KSBs, and, that the placement progress review took place at the start- and mid-point of each placement and identified progress against the PCF. Following a review of the evidence the inspection team reported clear distinction between the different meetings and agreed that this condition was met.

17. In response to condition 10, recorded against standard 2.6, the course provider submitted the PIF. Following a review of the evidence the inspectors reported that the PIF collected information on the qualification and registration status of practice educators. The inspection team agreed that this condition was met.

18. In response to condition 11, recorded against standard 3.1, the course provider submitted the programme management document and an external examiner policy. The narrative supplied within the mapping document indicated that quality and governance processes in place related to all the social work degree apprenticeship courses. The inspection team highlighted that, similarly to condition 7 it was unclear if the PMD related to both delivery sites and although this was confirmed in the secondary submission the PMD was not included with that submission and was supplied later as tertiary evidence (c.f. paras [13-15](#)). Following consideration of the PMD the inspection team reported that information was included on how cross site management and quality assurance was conducted and agreed that this condition was met.

19. In response to condition 12, recorded against standard 3.1, the university submitted the social work degree apprenticeship teach out plan and a cohort mapping document for the 2022/23 Warrington intake. The inspection team reported that the materials provided included information on how the 2019 and 2022 versions of the curriculum applied to the different student cohorts in each of the delivery locations. It also covered how the changes made to the end point assessment at a national level had been reflected in the updated curriculum and the updated module SW6020. The inspectors agreed that this condition had been met.

20. In response to condition 13, recorded against standard 3.2, and relating only to delivery in Shrewsbury, the course provider submitted Shrewsbury specific documentation that included a training plan, an apprenticeship agreement document, the placement handbook, an audit tool and the placement provider agreement contract. The inspection team acknowledged that in addition to the evidence mapped to condition 13, the team had also reviewed relevant information in other submitted documents. For example the PIF, and the Shrewsbury portfolio, provided additional contextual information including the placement agreement. The inspection team agreed that this condition was met.

21. In response to condition 14 recorded against standard 3.6 and relating only to delivery in Shrewsbury, the course provider submitted an outline of the recruitment process as an example of a recent tender document specific to the Shrewsbury delivery. The narrative within the mapping document explained that recruitment to the social work degree

apprenticeship differed from the wider portfolio of programmes as each local authority engaged in workforce development analysis to determine if they wished to host an apprenticeship route and the university responded to calls to tender. The inspection team agreed that this condition was met.

22. In response to condition 15, recorded against standards 1.5 and 3.9, the course provider submitted the social work degree apprenticeship progress review RAG rating template, EDI data and a spreadsheet detailing the current data position of the apprenticeship for academic year 2022/23. The inspectors reported that the information provided demonstrated how the university kept individual student progression performance and outcomes under review. It also indicated that there was an annual process for receiving and reviewing data on student progress performance and outcomes from an EDI perspective. The inspection team agreed that this condition was met.

23. In response to condition 16, recorded against standard 1.4, the university submitted information on the EPA arrangements, the module descriptor for module SW6020 which included the updated version of the EPA, confirmation of validation of the programme change and the institutional EPA assessment policy. The inspection team reported that the submitted documentary evidence provided clarity on the EPA and agreed that this condition was met.

24. In response to condition 17, recorded against standard 5.5, the course provider submitted the module descriptor for SW6103, flyers from the university careers service and documentation that demonstrated how careers guidance was embedded at each level of the programme. The table included in this document provided mapping of careers guidance at the module level, including information and preparation for the ASYE. The inspection team agreed that this condition was met.

25. In response to condition 18, recorded against standard 5.5, the university submitted five programme handbooks. Following review the inspection team reported confusion over the cohorts and locations the handbooks were applicable to. The course provider was asked to provide some additional clarity in relation to the cohort and location relevant for each handbook, which were resubmitted with updated cover pages as part of the secondary evidence. The inspectors reported that the updated handbooks had clearly labelled front sheets that indicated the site, cohort and academic year to which they related and agreed that this condition was met.

26. Following the review of the documentary evidence submitted, the inspection team are satisfied that the conditions set against the approval of the BA (Hons) Social Work Degree Apprenticeship (Warrington, 2019), BA (Hons) Social Work Degree Apprenticeship (Shrewsbury, 2019), BA (Hons) Social Work Degree Apprenticeship (Warrington) and BA (Hons) Social Work Degree Apprenticeship (Shrewsbury) are met.

Regulator decision

Conditions met.