

Inspection Report

Course provider: University of Winchester

Course approval: Post Graduate Diploma Social Work (Step Up)

Inspection dates: 28 February to 3 March 2023

Report date:	13 April 2023
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	14 June 2023
Date conditions met and approved:	26 September 2023

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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, approval, and annual monitoring processes on our website.

What we do

5. When an education provider wants to make a change to a course, or request the approval of a new course, they are asked to consider how their course meets our education and training standards and our professional standards and provide evidence of this to us. We are also undertaking a cycle of re-approval of all currently approved social work courses in England following the introduction of the Education and Training Standards 2021.
6. The education quality assurance officer reviews all the documentary evidence provided and will contact the education provider if they have any questions about the information submitted. They also provide advice and guidance on our approval processes.
7. When we are satisfied that we have all the documentary evidence required to proceed with an inspection we assign one registrant and one lay inspector. We undertake a conflict of interest process when confirming our inspectors to ensure there is no bias or perception of bias in the approval process.
8. The inspectors complete an assessment of the evidence provided and advise the 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 to four day visit to the education provider. We then draft a report setting out what we found during the inspection and if and how our findings demonstrate that the course meets our standards.
11. The inspectors may recommend in this report that the course is approved with conditions, approved without conditions or that it does not meet the criteria for approval. Where the course has been previously approved we may also decide to withdraw approval.
12. A draft of this report is shared with the education provider, and once we have considered any comments or observations they may wish to provide, we make a final regulatory decision about the approval of the course.
13. The final decisions that we can make are as follows, that the course is approved without conditions, the course is approved with conditions or that the course does not meet the criteria for approval. The decision, and the report, are then published.
14. If the course is approved with conditions, we will write to the education provider setting out how they can demonstrate they have met the conditions, the action we will take once we decide that the conditions are met, and the action we will take if we decide the conditions are not met.

Summary of Inspection

15. The University of Winchester and Post Graduate Diploma Social Work (Step Up) course was inspected as part of the Social Work England reapproval cycle; whereby all course providers with qualifying social work courses will be inspected against the new Education and Training Standards 2021.

16. During the same week The University of Winchester's existing BSc. (Hons) and MSc. Social Work courses was also inspected by a separate inspection team. Some meetings across the week were held jointly. Details of this inspection are covered in a separate report.

Inspection ID	UWIR2
Course provider	University of Winchester
Validating body (if different)	
Course inspected	Post Graduate Diploma Social Work (Step Up)
Mode of study	Full time
Maximum student cohort	30 students
Date of inspection	28 February – 3 March 2023
Inspection team	Sam Jameson Education Quality Assurance Officer Sarah McAnulty (Lay Inspector) Frances Leddra (Registrant Inspector)
Inspector recommendation	Approved with conditions
Approval outcome	Approved with conditions

Language

17. In this document we describe University of Winchester as 'the education provider' or 'the university' and we describe the Post Graduate Diploma Social Work (Step Up) as 'the course'.

Inspection

18. A remote inspection took place from 28 February to 3 March 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.

19. These meetings formed the basis of the inspection plan, agreed with the education provider ahead of inspection. The following section provides a summary of these sessions, who participated and the topics that were discussed with the inspection team.

Conflict of interest

20. No parties disclosed a conflict of interest.

Meetings with students

21. The inspection team met with five students from the course. Discussions included their experiences of the teaching and learning within the course, their access to support services of the university, admissions process, placements and how ready they felt for practice.

Meetings with course staff

22. Over the course of the inspection, the inspection team met with university staff members of the senior leadership team, admissions team, library and academic support services, the social work course team, staff involved in practice and placement learning, disability support services and student support. The inspection team were given demonstrations of online systems and e-portfolios during these meetings, 'Inplace', 'SWAY', and 'Academic Engagement Board'.

Meeting with people with lived experience of social work

23. The inspection team met with people with lived experience of social work who have been involved in the development of the university's course, referred to as "Experts by Experience" in the documentary evidence submitted by the university. Discussions included what area(s) of the course they were involved with, how much input and feedback they had from, and were able to provide to the university, the course and what training they received in this role.

Meetings with external stakeholders

24. The inspection team met with representatives from placement partners, including members from the South Coast Partnership; Hampshire County Council, Southampton City Council, Isle of Wight Council and West Sussex Council. This included the Regional Lead for the Step Up to Social Work course.

Findings

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

Standard one: Admissions

Standard 1.1

26. The documentary evidence submitted by the university prior to the inspection provided a clear and rigorous framework for entry to the course. The admissions process was discussed during the inspection with the admissions team, course team, people with lived experience, employer partners and students. Examples were provided regarding supporting applicants with reasonable adjustments and from the student meeting regarding disability support during this process. As a result of the evidence review, meetings and discussions, the inspection team concluded that the university had a holistic approach to its admissions process. The inspectors agreed this standard was met.

Standard 1.2

27. The inspection team were satisfied with the documentary evidence provided prior to the inspection, and that it met the national requirements for entry to the Step Up to Social Work course. The university admissions team were able to explain that an applicant's prior relevant experience is considered as part of entry to the course through its interview process, face to face interview and written exercise. The inspection team were able to confirm this from discussions within the meetings with students and people with lived experience. The inspectors concluded this standard was met.

Standard 1.3

28. The documentary evidence provided by the university identified that the admissions process is laid out by the Department for Education regarding the Step-Up course. This was evidenced from employer partners through the meeting with the South Coast Partnership. Following review of documentary evidence provided and their discussions with key stakeholders, the inspection team were able to meet with people with lived experience of social work who had been involved in the admissions process and co-teaching. The inspection team were provided with examples of involvement in admissions group activities, speed interviewing techniques and candidate interviews including one example of a robust

discussion regarding the suitability of a candidate, between a member of the course team and person with lived experience which was seen as an inclusive approach which promoted equity in their involvement. The inspection team agreed this standard was met.

Standard 1.4

29. Evidence submitted in support of this standard included a pre-course Declaration of Suitability for social work form, which includes conduct, personal health and disability, and enhanced DBS check undertaken. The inspection team was satisfied that students clearly understood the process of how and why to disclose any change in this declaration. An example was given to the inspection team of a disclosure made during the admissions process and how this was worked through and supported regarding the applicant's entry to the course. The inspection team agreed that the suitability of prospective students was checked prior to starting the course. The inspectors agreed that, based on the documentary evidence provided and from discussions with the admissions team, course team and South Coast Partnership this standard was met.

Standard 1.5

30. During meetings with relevant individuals/groups at the university the inspection team were given a variety of examples regarding reasonable adjustments made for students, which covered a wide range of tailored support provided to individuals. These examples were triangulated with documentary evidence provided preceding the inspection, highlighting the appropriate equality, diversity and inclusion training for staff involved in the admissions process. The inspectors advised this standard was met.

Standard 1.6

31. The inspection team considered whether there was appropriate information made accessible and available to applicants to enable them to make an informed decision to accept an offer onto the course. Following review of documentary evidence provided and their discussions with key stakeholders, in particular students, throughout the inspection, the inspection team were able to conclude that this standard was met.

Standard two: Learning environment

Standard 2.1

32. The inspection team found that throughout the inspection, stakeholders provided examples of how the students clearly meet the required number of days in practice settings. The inspection team were able to triangulate this within their meetings with students, documentary evidence and meeting with the South Coast Partnership. The inspection team identified this as a clearly strong and productive professional relationship. The inspection team agreed that this standard was met.

Standard 2.2

33. The inspection team were satisfied with the evidence provided from the university. The inspectors were able to triangulate documentary evidence when meeting with the students. The inspectors were presented with a strong example of the supportive structure around a student regarding their learning opportunities, concerns of meeting these within a placement and how this process works in practice to ensure these opportunities are upheld to develop their knowledge and skills. The inspection team identified that the Professional Capabilities Framework (PCF) for Social Work in England (British Association of Social Workers, BASW, 2018) domains were clearly linked from documentary evidence to the learning agreement meetings, which were triangulated within meeting with key stakeholders and students during the inspection. The inspection advised this standard was met.

Standard 2.3

34. The university provided documentary evidence with clear policies and procedures identified regarding supervision and support arrangements for students whilst they are on placement, and the staff responsibilities in supporting students. Within the inspection this was discussed with practice educators, students, South Coast Partnership, and the course team who confirmed that these were in place. Students spoke positively of the support and supervision provided throughout their time on the course. The inspection team agreed that this standard was met.

Standard 2.4

35. The inspectors were able to review the Placement Learning Handbook, Draft Guidance on Case Holding across Adult and Children's services for the South Coast Partnership and the Practice Learning Agreement which identified the positioning of students' responsibilities to their stage of education and training. The inspection team met with students, practice educators and regional leads who all confirmed that student roles, responsibilities and caseloads were discussed at regular supervisions during placement and both the initial and midway placement meetings. Regional Leads identified the high rate of students transitioning from placements to roles within the placement providers. The inspection team concluded this standard was met.

Standard 2.5

36. The inspection team were provided with evidence of how the university and South Coast Partnership runs a twenty-day practice experience before direct practice in the next placement, to ensure that the student is safe to practice in a service delivery setting. An observed presentation with question-and-answer session is part of this, with underpinning of knowledge and skills from the module 'Foundations for Professional Practice'. The inspection team identified from feedback when meeting with the employer partners it was clear that they found the students were ready and safe for direct practice. The inspectors

were given a visual examples and demonstrations of SWAY and InPlace which evidenced clear links to the Professional Standards and PCF from a student's academic and placement practice. The inspection team agreed this standard was met.

Standard 2.6

37. The inspectors agreed that, based on the documentary evidence provided and from discussions with the practice educators that there are appropriate processes in place for both the university and employer partners to ensure practice educators are appropriately qualified for their role. This is checked annually. Within these meetings the inspection team were told of access to skills days and master classes for the practice educators, monthly support sessions and strong lines of communication that they have with the university and course team. One example given was of a practice educator identifying to the university that a placement a student was on was not providing the student with the required level of learning and development they needed at that stage in their study. This led to the practice educator and student working with the university and employer partner to identify and change to a more appropriate placement and learning environment. The inspection team advised this standard was met.

Standard 2.7

38. The documentary evidence provided prior to the inspection showed that there are appropriate whistleblowing policies and procedures in place. During the meeting with students, they were able to clearly identify their understanding of these procedures and how to action as/when required. The inspection team were also told of other opportunities available to ensure students are aware of how to raise concerns, for example through supervisions, tutorials, the learning agreement meeting, midway and final ending meetings. The inspection team were able to triangulate the relevant policies and procedures with the university staff involved in placements meeting, in which a member of the team spoke through this framework and its application into practice. The inspection team agreed that this standard was met.

Standard three: Course governance, management and quality

Standard 3.1

39. The inspection team was provided with documentary evidence of the university course team CVs, external examiners CVs, reports, and different mapping documents, including University Governance and Academic Structure, Faculty Quality Committee and South Coast Partnership Memorandum of Understanding. From meeting with members of the senior management team, course team and employer partners the inspection team were able to triangulate that there is a robust system for quality assurance and oversight of academic standards and clear allocation of roles and responsibilities. The inspection team were therefore satisfied that this standard was met.

Standard 3.2

40. Following review of documentary evidence provided and their discussions with key stakeholders from the South Coast Partnership during the inspection, the inspection team were able to see how suitable placements were sourced, allocated and placement breakdowns supported. The inspection team identified there appears to be a very individualised approach to this, in which accessibility and reasonable adjustments are central, a factor which the student group also reinforced. The inspection team agreed this standard was met.

Standard 3.3

41. Prior to the inspection, the university provided documentary evidence of the policies and procedures in place to ensure that students are supported on placement by a practice educator, but also with support from tutors. The inspection team heard several examples of students being supported whilst on placement, one example given of a student who was diagnosed with chronic fatigue syndrome and the support and work that was completed pre and during placement to enable the student to have a full and beneficial learning experience. The inspection team were able to triangulate this during inspection with a demonstration of risk assessment completed for a student on InPlace. This evidenced how the portal is a joint working programme which enables the student to input their needs around their health, wellbeing and highlight any risks, which are then shared with their tutor and placement provider so that a joint working approach is taken throughout. The inspection team agreed that this standard was met.

Standard 3.4

42. The inspection team received evidence during meetings with South Coast Partnership employer group, examples of skills days, residential days at start and end of course led by the Partnership. The inspection team were presented with clear examples of involvement, review, and management of the course. The Partnership spoke of a change in course design which the Partnership developed, and the university took on, as well as including an orientation day for the student on placement. Students had provided feedback about the timing of skills days and need to bring those forward to maximise benefit of learning. The University acted on this feedback but then also took on board feedback from the partnership about the need to consult with them in advance to ensure employers were not left without students on placement at short notice. Within the Partnership all expressed their equal roles in the group, identifying their applicant numbers vary but they have equity in the Partnership working. The inspection team were satisfied this condition was met.

Standard 3.5

43. The inspection team reviewed the documentary evidence submitted in support of this standard and, as part of the inspection, met with South Coast Partnership, people with lived

experience of social work and students to discuss their involvement in the monitoring, evaluation, and improvement of the course.

44. The documentary evidence indicates that there are processes for quality review including student feedback, QAPL, mid-point and annual course reviews. With involvement of people with lived experience in co-teaching of modules and providing feedback to students in their assignments. This was confirmed during the inspection. However, during the meeting with people with lived experience the inspection team were advised that they do not participate in meetings or activity associated with course management or course evaluation and could not recall changes affected from their feedback.

45. The inspection team was satisfied that the South Coast Partnership and students have an input into quality improvement processes. However, the involvement of people with lived experience is more informal, and there was insufficient documentary evidence of the impact of their input regarding monitoring and evaluation of the course's quality and effectiveness. The inspection team therefore feel it is necessary for the university to formalise the involvement of people with lived experience and ensure that they have structured input to evaluation and improvements to the course.

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

Standard 3.6

47. The inspection team were provided with documentary evidence for The South Coast Partnership Step Up to Social Work Programme. This identified that the partnership placements are split over the five local authorities of Hampshire, West Sussex, Southampton City Council, Portsmouth City Council, and Isle of Wight. Placement capacity is discussed at the regional meetings of the Southampton, Hampshire, Isle of Wight, and Portsmouth/Social Work Education Network (SHIP/SWEN). This forms part of the individual local authority and regional work-force plan for the recruitment and retention of social workers. The inspection team were able to triangulate in the inspection meetings that student numbers are reviewed across the programmes to ensure that demand does not exceed the capacity for placements. The inspection team were reassured that the university placement team is responsible for identifying and quality assuring placements from meeting with them and discussions held within the inspection. The inspection team confirmed this standard is met.

Standard 3.7

48. Prior to inspection the inspection team reviewed the CVs for the Head of Department Social Work and the Programme Lead at the university, the same person. These outlined their relevant experience and that they are a qualified social worker. The inspection team confirmed that they were on the Social Work England register following their checks. The inspection team were assured that this standard had been met.

Standard 3.8

49. The inspection team reviewed student numbers during the inspection and the CVs from the course team prior to inspection within documentary evidence provided by the university. The inspection team were satisfied from this evidence that the course team were appropriately qualified and experienced to deliver an effective course. Discussions with the Senior Management Team included the methods used to evaluate staff and other resources, such as the staffing equation and the use of visiting lecturers to cover any gaps in teaching numbers. The inspection team agreed that this standard had been met.

Standard 3.9

50. Following review of documentary evidence provided and their discussions with the course team throughout the inspection, the inspection team were able to learn that the university course analytics process had changed from Annual Evaluation Process (APE) to a Performance Improvement Plan (PIP). This gives the university more individualised data so they can evaluate student performance, providing timely assessment, intervention and support with students who may be struggling or disengaging from learning. The inspection team were told that this has been instrumental for informing diversity and equality impact, which in turn has informed the revised admissions process of the university. The inspection team concluded this standard was met.

Standard 3.10

51. The inspection team were satisfied with the evidence provided regarding the university Workload Allocation Model and Individual Review and Development Scheme Policy. They were able to triangulate within the meeting with the course team how this model supports management and promotion of continuous professional development, teaching, marking, research, and tutoring. The inspectors were given examples of research and areas of expertise, including into social work, Down's Syndrome and dignity, therapeutic/well-being work linking into university sports facility and systemic family therapy. The senior management team identified that it acknowledges retention of staff can be an issue and aim to address this through regular support and supervision with line managers, annual support and development scheme/appraisals, a staff development fund and funding streams for research and activities to upskill and retain their staff. Through narrative evidence provided during the inspection the inspectors were able to link the above-mentioned research and

areas of practice to identify how the course team uphold their currency of knowledge and understanding. The inspection team agreed this standard was met.

Standard four: Curriculum assessment

Standard 4.1

52. The inspection team were able to review the professional standards mapping form and module learning outcomes which showed consideration of design and assessment against the Professional Standards and PCF. This was further evidenced by students articulating their understanding of the professional standards in discussions with the inspection team. They heard examples of how standards are taught and embedded throughout the course in reflective assessment, which the practice educator meeting identified is encouraged daily and a focus on this from the beginning to embed into learning. This was reinforced through the demonstration of SWAY in which there were clear links throughout the students work to the PCF and professional standards. The inspection team agreed that there was evidence of how the course had been designed and structured to prepare students for professional practice as social workers, considering The Knowledge and Skills Statement for Child and Family Practitioners, Department for Education (DfE) 2018, and The Knowledge and Skills Statement for Social Workers in Adult Services DfE 2015 within documentary evidence. The inspection team agreed that the standard was met.

Standard 4.2

53. As already identified within this report there is the South Coast Partnership, made up of local authorities and the university is part of this. Documentary evidence provided prior to the inspection included minutes from their meetings and the collaborative design, development, and review from the employer partners regarding the course. The inspectors were able to triangulate this during the inspection, within the meeting with the employer partners. Their input and development of the course was evidenced through their proposal of a partnership led residential for the students and regarding the skills days being brought forward with the aim of establishing knowledge and skills before placements, both of which the university has incorporated into the course design.

54. The inspectors were able to meet with people with lived experience during the inspection, where they were given insight into their working relationship with course staff for involvement on the course. This meeting provided examples of their involvement through co-teaching and assessment feedback through comments on assignments to students. One person spoke of their involvement in the admissions process, and the inspection team given example of robust processes in which this person queried an applicant's suitability to the course and felt their views were given equity throughout this process and its conclusion. The inspection team were told of part of the admissions process that involves a "speed interviewing" technique in which younger people with lived

experience of social work are incorporated, thinking of, and asking their own questions to the applicant. The inspection team agreed this standard was met.

Standard 4.3

55. The inspection team found sufficient evidence to demonstrate that the course had been designed in accordance with appropriate equality, diversity and inclusion principles, human rights, and legislative frameworks. The inspection team agreed that this standard was met.

Standard 4.4

56. The oversight given by the Department for Education to the Step Up to Social Work course means the course content is continually updated to reflect change in legislation and government policy. The inspection team met with one of the university's senior research officers. Examples of research by the course team included social work, Down's Syndrome and dignity, therapeutic/well-being work linking into university sports facility and systemic family therapy. These areas of research and development in best practice, i.e., trauma informed practice and serious case reviews, were then integrated into the modules. Inspectors able to triangulate this within documentary evidence. The inspection team met with the library team who provided narrative evidence regarding updating resources so that current policy, research, best practice, and legislation is available and accessible for all students. This is alongside the links they have with all module leads in social work who build up their own academic library to inform modules and ensure curriculum remains relevant. The inspection team were satisfied this standard was met.

Standard 4.5

57. The inspection team met with students, heard examples of how they apply theory to practice and then apply their learning from university into their placements. Inspectors reviewed documentary evidence that demonstrated how academic university staff support the course team with their own teaching and learning skills to aid the integration of theory and practice into the course. During meetings with the course team, the inspectors were presented with examples of practice within teaching at university, with contributions from staff who have an area of research and/or specialist involvement with locality service to focus on the flying child and masterclass from this, for example. The inspection team were able to have visual evidence of how students reflected on the relevant theory they have learnt and applied to their practice from the example given within SWAY. The inspection team agreed this standard was met.

Standard 4.6

58. The inspection team reviewed documentary evidence which demonstrated opportunities for multi-disciplinary learning in course modules, from guest practitioners and people with lived experience who contribute to the course. The inspection team were told

of students learning alongside and from other interprofessional peers, as well as joint master classes and skills days. The course team acknowledged joint teaching of modules for interprofessional working, including risk assessment and safeguarding. The inspection team were also told of social work students invited to other interprofessional cohorts to support with teaching, to a nursing cohort regarding safeguarding was one example given. The inspection team were satisfied this standard was met.

Standard 4.7

59. From the documentary evidence submitted by the university the inspection team were able to examine and clearly outline the requirements of learners regarding their attendance and level of competence at the university. Within the inspection, the inspection team were provided with narrative evidence from the employer partners meeting regarding the various systems for monitoring student attendance and performance. The inspection team agreed that the standard was met.

Standard 4.8

60. The inspection team concluded that the documentary evidence, amongst which were examiners reports and TESTA Report (evidence-led approach to understanding assessment patterns), provided in advance of the inspection was able to demonstrate that this standard was met.

Standard 4.9

61. Additional documentary evidence submitted included a programme specification with mapping framework which inspectors identified appropriate for students' progression through the course. No concerns identified from the inspection team that there was insufficient space between submissions dates for assignments as a result of their meeting with students, course team and employer partners. The inspection team were satisfied that this standard was met.

Standard 4.10

62. Documentary evidence reviewed prior to inspection included external examiner report, academic feedback from practice educator, academic tutors, and programme leader. Narrative evidence received during inspection from people with lived experience of social work providing regular feedback on student assignments. The demonstration of SWAY provided the inspectors with visual evidence of how the students' academic and reflective work can be given feedback, it is a live working document that the academic team can provide timely comments and guidance on regarding student progression and performance. The inspection team agreed this standard was met.

Standard 4.11

63. Evidence submitted in support of this standard included staff CVs and the external examiner reports and CVs. The inspection team were satisfied that staff involved in the course had the appropriate qualifications, experience, and skills. From the evidence provided the inspection team were assured that this standard was met.

Standard 4.12

64. Evidence submitted in support of this standard included university Assessment Regulations and Academic Regulations for Taught Programmes. The inspection team were able to triangulate these with narrative evidence regarding the university progress and progression board (which occurs midpoint November and final in May), during which student work is seen by the external examiner. From discussions with the course team and employer partners the inspection team were assured that students progression is overseen consistently and meticulously. The inspection team concluded this standard was met.

Standard 4.13

65. The university provided documentary evidence prior to the inspection of the specific modules regarding evidence informed practice, Research for Social Work Practice and Social Work Independent Study, which addresses research skills, systematic evaluation, and literature reviews. There is also a process for feedback from people with lived experience which is included in SWAY in which people with lived experience can read through students reflective and academic work and give live feedback. The inspection team received further discussion of an evidence informed approach to practice from the course team and students. The inspection team were therefore satisfied that this standard was met.

Standard five: Supporting students

Standard 5.1

66. The documentary evidence received from the university identified the student support services available to students on the course. This included careers, occupational health, disability support service, mental health, and wellbeing service with a team of mental health advisors and counsellors. The inspection team met with university support staff and services, including senior disability advisor, equality diversity and inclusion support, mental well-being team and financial support team. From the discussions with these services the inspection team were able to triangulate the documentary evidence. Narrative evidence provided during inspection included students referring or being referred in through many avenues that provided individually focused support including specialist mentoring, ergonomic equipment and having physical and environmental needs met. The senior disability advisor gave examples of students who may have disengaged from academic work and their attendance fallen. Which is flagged to the course team and the student is signposted to support services, this is underpinned by the Support to Study policy and procedures. The inspection team met with students during the inspection who were fully

aware of these services and clear on how to refer in and access if required. The inspection team agreed this standard was met.

Standard 5.2

67. The inspection team met with the university specialist library support services, linking documentary evidence to this meeting. In discussions with students the inspection team agreed that knowledge of these services was clear and those who had used the range of services gave positive examples. The student group spoke very highly of the approach which the university has regarding all students having the same practice educator for the duration of the course, highlighting how helpful this was to build a productive professional relationship. They gave the example of the practice educator supporting them through process of addressing issues within a placement setting, to ensure that they were able to change to another more positive placement in which their development continued. From meeting with the practice educators, the inspection team heard of SWAY, a live document which is shared with their practice educator, which embeds media, interviews, and links into academic work, gives index of work, Standards and PCFs met from placements. It is used to encourage students to reflect in the document as they fill it in, used in supervision to stimulate discussion and reflection. This gives the practice educator a constant and reflective tool to assess and feedback to the student regarding their academic progress. The inspection team determined this standard was met.

Standard 5.3

68. Documentary evidence submitted in support of this standard included the university's Fitness to Practice policy, Supporting Students to Succeed policy and Programme Handbook. Discussions with the employer partners, practice educators and students throughout the inspection additionally assured inspectors that there were processes in place to ensure ongoing suitability. This was evidenced narratively through the above meetings identifying that student's suitability is assessed via student declaration, readiness for practice, placement application and risk assessments. The student completes a yearly declaration, as well as during the course for any concerns regarding conduct, health or character being raised by any stakeholders or the student themselves. The inspection team agreed that this standard was met.

Standard 5.4

69. The inspection team were provided with documentary evidence prior to the inspection including the Disability and Learning Diversity support services. The inspection team were able to triangulate this within the inspection from meeting with support services and discussions with the course team. It was identified that students can be referred in or access directly, undertake assessments of a student's needs and arrange reasonable adjustments and/or learning agreements where necessary. This can include adjustments to placements

and will form part of the practice learning agreement. During meetings with staff involved in the support services, the inspection team heard examples of appropriate funding and resourcing to meet students' individual needs and were satisfied that the university demonstrated sufficient capacity to make adjustments where needed. The Inspection team heard of one example that included University finance being provided for taxis where a student had mobility issues but did not qualify for funding through standard disability funding routes. The inspection team agreed that this standard was met.

Standard 5.5

70. The inspection team were provided with the Step-Up Programme Handbook in support of documentary evidence, and narrative evidence received during the inspection of the dedicated time in place for students to transition from student into the social work profession. Documentary evidence provided guidance for career planning, and discussions with key stakeholders within the inspection covered information provided to students and the student group was clear in their understanding of the curriculum, placements, and transition to become a registered social worker. This was triangulated within the meeting with South Coast Partnership which presented the inspection team with evidence of a partner event which is ran for students. Here, students are informed and educated regarding CV and interview skills, introduction to course and placements, registration with Social Work England including requirements for this and the Assessed Supported Year Employment (ASYE) process. The inspection team concluded this standard was met.

Standard 5.6

71. Documentary evidence indicated that all parts of the course are mandatory, and expectations are clear in the course handbook and learning agreements. The course staff identified to the inspection team that they have a process in place for students to catch up on any missed teaching or placement days, as well as use of the Academic Engagement Dashboard (AED). The AED identifies any low levels of engagement or attendance so the personal tutor can interact with the student as required and help address any issues. The inspection team were also informed of the university attendance app, so attendance can be monitored. The inspection team noted that from meeting with key stakeholders that the course has an extra level of scrutiny from the South Coast Partnership and Department for Education in relation to mandatory attendance of the course. The inspection team agreed that this standard was met.

Standard 5.7

72. Documentary evidence submitted included processes for feedback, Assessment Regulations, in which it sets out the strategy for assignments and feedback on assignments and availability for this from a variety of sources throughout the course. The inspection team received narrative evidence to triangulate this during the inspection in which the

course team and people with lived experience provide written feedback on assignments and modules they are involved in, together with live feedback for student development from their academic and reflective work within SWAY. The inspection team were informed by university support services that students have access to save and take this portfolio with them to support and build upon during their ASYE and future Continuous Professional Development. During the inspection the students confirmed that the feedback they received was helpful for improving and supporting their ongoing learning and development. The inspection team were satisfied that this standard was met.

Standard 5.8

73. Documentary evidence reviewed prior to inspection included the university Assessment Regulations and the Academic Appeals Regulations. These identified that all academic appeals are through the central university academic appeals process. The inspection team were satisfied that this process was effective and as a result this standard was met.

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

Standard 6.1

74. As the qualifying course is a Post Graduate Diploma in Social Work (Step Up), the inspection team agreed that this standard was met.

Proposed outcome

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

Conditions

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

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

	Standard not currently met	Condition	Date for submission of evidence	Link
1	Standard 3.5	Develop and implement a strategy for people with lived experience of social work that identifies processes for engagement, training and deployment in course activities including participation in monitoring, evaluation, and monitoring systems.	Friday 4 August	Paragraph 46

Annex 1: Education and training standards summary

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

Regulator decision

Approved with conditions.

Annex 2: 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. A review of the conditions evidence will be undertaken, and recommendations will be made 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	Condition	Recommendation
1	Standard 3.5	Develop and implement a strategy for people with lived experience of social work that identifies processes for engagement, training and deployment in course activities including participation in monitoring, evaluation, and monitoring systems.	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.
5. The course provider has submitted documentary evidence which highlights it has developed and started to implement a strategy for people with lived experience of social work that identifies processes for engagement, training and deployment in course activities including participation in monitoring, evaluation, and monitoring systems.
6. The inspection team was provided with documentary evidence that included the University of Winchester Social Work Strategy for Engaging with People with Lived Experience for Social Work Programmes and the Social Work Partnership Strategy for Social Work Programmes at The University of Winchester. Including, anonymised email records to demonstrate interprofessional working across the Faculty of Health and Wellbeing regarding engaging, recruitment and retainment with people with lived experience, and involvement of people with lived experience during interviews for the course. The inspection team noted that the two strategies complement each other regarding the engagement of people with lived experience of social work for the course provider, with planned summer workshops involving people with lived experience to review the programme and reinforce coproduction throughout the evaluation and development of the course, including the course annual review. The inspectors were satisfied that the documentary and narrative evidence from the

course provider demonstrated that there had been further recruitment to the people with lived experience group, to broaden their expertise, and ensure their involvement in developing, contributing, and leading at the course assessment day, was one example noted by the inspectors.

7. Additional documentary evidence provided by the course provider was an action table for the University of Winchester Social Work Strategy for Engaging with People with Lived Experience for Social Work Programmes, which provided the inspectors with dates and actions regarding aspects of implementation for this strategy and the following academic year, including who is responsible for this within the university. This provided the inspectors with insight into how the Academic Lead for People with Lived Experience has and will collaborate with colleagues, key stakeholders, and the group of experts to implement and review the aims set out in the strategy.

8. The inspectors acknowledged that whilst some of the plans, actions and dates identified within meeting this condition will clearly take longer than the allotted timescale set out by the inspection team, they are satisfied there is a more structured approach to ensuring feedback is gathered and used from people with lived experience of social work and they are involved consistently in elements of the course. The inspectors learnt of the course providers plans for further coproduction with the people with lived experience group, examples included course development days with participating local authorities, and bespoke training and support for the group to offer opportunities to develop their own skills and knowledge.

9. As identified earlier in this report, during the same week, a separate inspection team inspected the course providers BSc (Hons) and MSc Social Work courses. The condition set against standard 3.5 was across both inspection teams, the findings of the other inspection team will be recorded within a separate report. However, consultation between inspection teams has identified that there is a consensus to recommend that this condition is now met.

10. Following the review of the documentary evidence submitted, the inspection team are satisfied that the conditions set against the approval of the Post Graduate Diploma in Social Work (Step Up) is met.

Regulator decision

Conditions met.