

Inspection Report

Course provider: University of Chichester

Course approval: MA PGDip (exit route) Social Work and PGDip Social Work

Inspection dates: 8th – 10th November 2022

Report date:	14 th December 2022
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	30 th January 2023
Date conditions met and approved:	13 th October 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. As a result of the COVID 19 pandemic, inspections are currently being carried out via remote virtual arrangements, and typically last three to four days.
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 Chichester's MA Social Work and PGDip Social Work (exit route) were inspected as part of the Social Work England reapproval cycle; whereby all course providers with qualifying social work courses will be inspected against the new Education and Training Standards 2021. A new PGDip Social Work course was also inspected as part of the inspection as a qualifying route.

Inspection ID	UCHIR1
Course provider	University of Chichester
Validating body (if different)	N/A
Course inspected	MA Social Work and PGDip Social Work (exit route) and PGDip Social Work
Mode of study	Full time
Maximum student cohort	25
Date of inspection	8 th – 10 th November 2022
Inspection team	Daisy Bragadini (Education Quality Assurance Officer) Lainy Russell (Lay Inspector) Lisa Brett (Registrant Inspector)
Inspector recommendation	Approval with conditions
Approval outcome	Approval with conditions

Language

16. In this document we describe the University of Chichester as 'the education provider' or 'the university' and we describe the MA Social Work and PGDip Social Work (exit route) and PGDip Social Work as 'the course'.

Inspection

17. A remote inspection took place from 8th – 10th November 2022. This involved the reapproval of the MA Social Work and PGDip Social Work (exit route). It also included the approval of a PGDip Social Work course, which was identical to the PGDip Social Work (exit route) where students were not required to complete the Research Methods and Dissertation module as they were for the MA Social Work course. As part of this process the inspection team planned to meet with key stakeholders including students, course staff, employers and people with lived experience of social work.

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

Conflict of interest

19. No parties disclosed a conflict of interest.

Meetings with students

20. The inspection team met with 7 students; 4 from year 1 of the course and 3 from year 2. Within the group, 2 had been or remained the student representatives. Discussions included their experience of the admissions process, their experience on practice placements, curriculum content, tutorial support, learning opportunities, pastoral support and academic support.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from the pastoral and academic support services, senior managers, course teaching staff, staff involved in admissions and staff involved in practice placement learning.

Meeting with people with lived experience of social work

22. The inspection team met with people with lived experience of social work who had been involved in working alongside the course team and admissions staff, had worked to assess students for their readiness for direct practice and interviewed applicants during the admissions process. Discussions included the work they have been involved in, their ongoing work and plans for development and growth in the future.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including employer partners and Principal social workers from West Sussex County Council, Southampton and Portsmouth councils, senior practitioners and expert leads from Surrey County Council.

Findings

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

Standard one: Admissions

Standard 1.1

25. Prior to the inspection the inspection team reviewed the Chichester Admissions Policy and the Admissions Handbook. These documents illustrated the processes, requirements and rationale which guided the admissions process. During the meeting held with staff responsible for admissions the inspection team heard further detail about how applicants were assessed. This included assessment of their capability to meet academic standards and potential to meet the professional standards. A holistic assessment process was outlined to the inspection team that included the UCAS application process and written tasks at the interview stage. The inspection team noted that the process followed to assess the ICT skills of applicants was not standardised as it was informed by whether or not applicants opted for an in person or online interview. However, the inspection team agreed that this standard was met.

Standard 1.2

26. Within the documentary evidence submission, the Admissions Handbook clearly indicated the stages of the application process which involved assessment of prior relevant experience. This was corroborated during a meeting held where the inspection team requested further information. The inspection team heard that the UCAS application and 2 interviews were used to assess prior experience. Members of the people with lived experience of social work network addressed this within the interview they held, which

required prospective students to make links to social work values. The inspection team concluded that this standard was met.

Standard 1.3

27. The inspection team reviewed information within the Admissions Handbook which outlined the requirement for candidates to undergo 2 formal interviews. The first was with a person with lived experience of social work and the second was with a member from the academic team and a professional practitioner from an employer partner agency. During the meetings held with admissions staff, employer partners and people with lived experience of social work, the inspection team were able to triangulate the evidence. The inspection team heard that through informal conversations both practitioners and people with lived experience of social work had influenced the questions asked at the interview stage. The inspection team advised that this standard was met.

Standard 1.4

28. Prior to the inspection the inspection team were provided with documentary evidence which illustrated the processes followed to assess suitability of applicants. Prospective students were asked to sign a declaration at their interview confirming they had declared any criminal convictions within their application. During the meeting held with staff involved in admissions, the inspection team were told that applicants have an individual conversation with the admissions lead. In this meeting, applicants were asked about relevant declarations they had made or were provided with another opportunity to disclose issues if they hadn't already done so. Students were required to sign a consent form at registration which invited them to share information about any changes to the status of their health after their initial health screening at admissions. DBS checks were completed at the enhanced level at the point at which an offer was made on the course and employer partners were involved in an advisory capacity when required. The inspection team determined that this standard was met.

Standard 1.5

29. The inspection team were able to review the Inclusivity, Equality and Diversity Policy, which was also referred to within the Admissions Handbook. During the meeting held with the admissions staff the inspection team heard about the opportunities applicants are provided with to request additional support and reasonable adjustments. They were also provided with examples of support which had been given to applicants including ensuring rooms were accessible and providing extra time to complete set tasks.

30. The inspection team explored the training provided to those involved in admissions and interviewing and heard that coaching and shadowing were provided for new individuals involved in the process. The inspection team felt there was a lack of evidence of training in relation to equality, diversity and inclusion provided to all individuals with the responsibility of designing and delivering the admissions process, including interviewing. As a result, the inspection team concluded that this standard was not met.

31. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 1.5 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 1.6

32. The inspection team were provided with evidence to show how prospective applicants were informed about elements of the course. The website included information about the course content and structure. Open days were held, and applicants were given the opportunity to spend time with senior social work academics and experience a sample lecture. The admissions tutor held a briefing for those who attended an interview to share information about the course. The applicant portal included a list of the course team's publications and areas of research interest.

33. Information available to applicants on the course website covered information such as placements, learning content for each of the years of study and information about Social Work England. However, not all information was reflective of the current regulatory environment and was not accurate in relation to reference to the requirements of registration with the professional regulator.

34. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 1.6 in relation to the approval of 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 two: Learning environment

Standard 2.1

35. Prior to the inspection, the inspection team were able to review documentary evidence including additional information provided through request in relation to this standard. The course provider had been part of a teaching partnership with West Sussex County Council for approximately 2 years. West Sussex County Council provided the majority of the statutory placements for the course provider, usually for the final 100-day placement but some statutory placements were provided through non local authority organisations.

36. The inspection team explored the decision-making process followed to establish whether a placement fulfilled the requirements laid out by the definition of a statutory placement. Documentary evidence submitted outlined the use of the definition of a statutory placement and the expectations in relation to learning opportunities attached. However, through discussions with the staff responsible for practice placements, the inspection team heard that this process needed to be standardised and transparent for all those working with it. Staff agreed that this would enable placement providers and students to be clear about the expectations surrounding a statutory placement and the learning opportunities it would provide. One suggestion was to create a flowchart to illustrate the decision-making process to distinguish between a statutory and non-statutory placement.

37. Applicants were required to have read and signed a declaration form at the interview stage of application. This declaration stipulated, amongst other points, that students who did not have a UK driving license would not be offered a statutory placement within a local authority. During the meetings held with staff involved in practice learning, the inspection team heard that in at least 1 case they were unable to provide a statutory placement for a student who didn't drive.

38. The inspection team were provided with a timetable for the first and second years of the course, outlining the provision of skills days. This evidence presented a total of 20 skills days within the timetable, leaving a deficit of 10 days required to meet 200 days, including the 170 days students spent on their placements. Further information provided by staff assisted the inspection team in their understanding of some of the reasons behind the deficit and the action planning which had already taken place to implement the 200 days. The inspection team were also informed of the future plans in place to ensure the provision of the full 200 days required.

39. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 2.1 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that

the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 2.2

40. Inspectors explored how practice learning opportunities enabled students to gain the knowledge and skills necessary to develop and meet the professional standards. The practice learning agreement meeting was described as being critical in identifying and planning practice learning opportunities for students, in collaboration with the practice educator, academic tutor and supervisor. The midway and final point meetings were used to monitor the learning opportunities and align them with working towards meeting the professional standards.

41. However, the inspection team, during meetings held at the inspection, understood that the university was not ensuring that all students were provided with 30 skills days and at least one student had not been provided with a statutory placement as a result of not holding a diving license. This enabled the inspection team to conclude that the university were not able to ensure a consistent provision for all students when it came to providing practice learning opportunities to develop the skills and knowledge required to meet the professional standards.

42. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 2.2 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 2.3

43. Prior to the inspection the inspection team were provided with documentary evidence, including the Placement Handbook, which outlined the induction programme which was well planned and provided for within West Sussex County Council (WSCC). During the meetings held with employers from WSCC, practice educators, students and staff responsible for practice placements, the inspection team were able to triangulate this evidence. Induction programmes delivered in partnership with WSCC were described as comprehensive and embedded into the student experience.

44. The inspection team explored the provision of supervision, resources and access to a realistic workload and understood that the practice learning agreement meetings established how students would receive the support they required. The midway meeting facilitated a monitoring process by allowing issues to be raised in relation to supervision and resources, and feedback was requested from students at the end of their placement. The inspection team heard examples from students who shared how the practice learning agreement meeting provided a useful opportunity to raise questions about learning opportunities and where the academic tutor and practice educator had advocated for and supported them effectively.

45. During the meetings held with staff responsible for practice learning the inspection team heard how the planning process for the induction in the private, voluntary and independent sector and other placement organisations was not standardised. The inspection team felt that this allowed the potential for inconsistency amongst student experiences in relation to their induction and learning whilst on placement.

46. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 2.3 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 2.4

47. The inspection team were informed that all students completed a pre-placement form which supported the facilitation of a matching process with a suitable placement. During the meetings held with employer partners from local authorities, the inspection team heard how planned sessions were delivered to practice educators to discuss the range, detail and volume of work which students at particular points in their placements should be offered. Both the practice learning agreement meeting, and the midway review meeting enabled in depth discussion to be had about the nature of the work being provided to students. The inspection team agreed that this standard was met.

Standard 2.5

48. During the first semester students were required to complete and pass their Readiness for Direct Practice Interviews. Prior to the interviews, the inspection team heard that

students were required to submit a personal profile and tutorial report, including pending academic marks or those already obtained. Students were asked questions based on their submission and completed a short presentation covering 3 learning points. The assessing panel included people with lived experience of social work, and during the meeting held with employer partners and practice educators, the inspection team were assured that students were well prepared for practice learning. The inspection team were satisfied that this standard was met.

Standard 2.6

49. Prior to the inspection the inspection team were provided with the Assessed Placement Handbook which established the requirement for practice educators to be registered with Social Work England. During meetings held with staff involved in practice learning the inspection team explored how oversight is maintained of all practice educators the university works with. A form was completed annually by practice educators which required them to provide information on insurance. Information was also requested, including in relation to their registration status, although it was not clear how regularly this was updated and checked.

50. The inspection team heard about the team's plans to develop contracts for practice educators and the desire to formalise a process to oversee and monitor currency, knowledge, experience and skills. The inspection team also explored plans to reinvigorate workshops held for practice educators to support them to facilitate safe and effective learning.

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

Standard 2.7

52. Preceding the inspection, the inspection team were provided with the Assessed Placement Handbook which outlined a broad range of the policies and procedures used to help students challenge unsafe behaviours. The practice learning agreement clearly stipulated the policies and procedures required for students to have access to and

understand while on placement, including for whistleblowing. During meetings with practice educators and employer partners the inspection team were able to triangulate the evidence. They heard how the supporting documentation for the practice learning agreement meeting was used to facilitate robust discussion on the use of relevant policies. The inspection team were assured that the students were confident in their awareness of policies and how they could be implemented. The inspection team agreed that this standard was met.

Standard three: Course governance, management and quality

Standard 3.1

53. Prior to the inspection the inspection team were provided with an overview of the roles and responsibilities within the management and governance structure for the course. This evidence outlined lines of accountability and areas of responsibility held by particular individuals. The social work management team consisted of a codirector of the Institute of Education and Social Sciences and 2 heads of social work. One was the strategic head of social work and social care, and the other led on the operational functions of the course and held the role as the lead social worker. The operational head held the role of programme lead and also taught on the course. The management team included an expert by experience coordinator and administration manager, all of whom met on a weekly basis. The wider social work team convened monthly.

54. During the meeting held with the course team the inspection team were informed of the plans to hold 3 planning days throughout the year. The inspection team understood that this would enable staff to collaborate on and share development work for the course with the objective of aligning all strands of planning to synthesise elements of the course. The inspection team also heard that cohort meetings had been introduced and were held 3 times a term for all students to meet with the programme lead.

55. Through their evidence review and further meetings held with staff involved in the delivery and quality management of the course, the inspection team noted some areas where improvements could be sought to increase the efficacy of the delivery of the course team's objectives. These examples included a deficit in the number of timetabled skills days provided to students, an absence of a quality assurance process in relation to placements, and an absence of embedded mechanisms for people with lived experience of social work to impact on the content of the curriculum.

56. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 3.1 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be

suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 3.2

57. Preceding the inspection, the inspection team were able to review the memorandum of agreement between the university and West Sussex County Council. This formed part of the teaching partnership agreement and included a risk register which identified the challenges the teaching partnership were planning for in July 2021 and an action and implementation plan.

58. Within meetings held with local authority employer partners and independent practice educators, the inspection team were assured that those partners were confident in the use of university procedures to manage placement breakdown. This included provision of support to students and use of action plans.

59. The university provided placements alongside other local authority partners, including Hampshire County Council, Surrey County Council and Southampton City Council. They also provided placements within private and voluntary organisations including charities, schools and colleges. The inspection team were unable to review evidence of the placement agreements established between the university and these placement providers, including information such as setting out the induction processes for students and identifying procedures for raising concerns about how a placement was being run.

60. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 3.2 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 3.3

61. The inspection team were able to meet with placement providers, independent practice educators, staff involved in placement provision and students. During these meetings the inspection team were informed of the support available from the university for students whilst on placement. The inspection team also heard that a placement information sheet, which was completed when a placement was initially established included information

about how a placement could provide support to students. When initially established, placements were visited and induction programmes and policies in use were discussed. The practice learning agreement meeting was also used as an opportunity for policies and procedures to be highlighted to the student.

62. However, during the meeting held with staff involved in the delivery of placement provision it was acknowledged that there was a lack of a formalised mechanism for ensuring placement providers had the necessary policies and procedures in relation to students' health, wellbeing and risk. It was also acknowledged that the current process for auditing placements was principally focused on the assessment of new placement providers. Therefore, it did not ensure oversight of information relating to changes to policies and procedures required to be held by the university.

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

Standard 3.4

64. The inspection team were provided with evidence prior to the inspection which outlined the various ways employer partners were involved in different elements of the course. Evidence included the involvement of West Sussex County Council (WSCC) in the course through their work as part of the teaching partnership. The inspection team were also informed that the Programme Handbook had been coproduced with WSCC, who were also consulted on for timetabling and placement provision, which was evident with partnership's meeting minutes. The inspection team also heard how employer partners were involved in the practice assessment panels, readiness for direct practice and admissions and suitability processes. The inspection team agreed that this standard was met.

Standard 3.5

65. The inspection team heard that students attended 3 cohort meetings a semester, student representatives attended programme and examination boards and also provided feedback through tutorial sessions. The inspection team were provided with a range of examples of how students have informed changes which have been made to the course, and

students themselves felt their ideas and requests were meaningfully utilised to inform amendments. Through review of documentary evidence and discussions held at the meetings, the inspection team were satisfied that employer partners were involved in the monitoring and improvement systems in place, including through the work carried out by the teaching partnership and the Southampton, Hampshire, Isle of Wight and Portsmouth Social Work Education Network (SHIP SWEN).

66. Prior to and during the inspection the inspection team were provided with evidence in relation to the involvement of people with lived experience of social work. This included a review of the current involvement of the group and aspirations for future development, as well as its role associated with the provision of the course. The inspection team also met with one member of the expert by experience group and the coordinator which further illustrated the desire to extend and develop the work of the group, including plans for recruitment. However, it was noted that there were no formal mechanisms in place to systematically involve this group in regular and effective monitoring and improvement systems.

67. During the meetings held with the course team and staff involved in the provision of practice placements, the inspection team explored how monitoring systems assessed the quality of placements. Students and practice educators were required to complete feedback forms at the conclusion of each placement and both midway and end point assessments involved practice assessment panels. However, it was noted by the inspection team that the practice assessment panels were not necessarily generating action plans, thematic areas for development or contributing to overall improvements. During further discussion, the inspection team were informed of a process which was underway to agree a placement audit plan, which was being reviewed internally at the time of the inspection visit. The inspection team concluded that regular and effective monitoring systems in the form of audits overseen by the university for the purposes of quality assuring placements were not embedded.

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

Standard 3.6

69. Prior to the inspection the inspection team were provided with the university's strategic plan (2018-2025) which outlined the university's plan to increase student numbers across the university, incrementally. The inspection team were also provided with data which illustrated high employment rates for the graduates of the course. Work undertaken within the teaching partnership helped the university to align student numbers with numbers of available practice placements. The inspection team were provided with evidence to show how the university had increased the numbers of practice educators through the provision of practice education courses, offered to employer partners at no cost. The memorandum of agreement between the university and WSCC stipulated the commitment of the local authority to supply and maintain practice placements. Student numbers were provided to placement providers 2 or 3 years prior to agreeing the available placement capacity. During the meetings held with senior managers, the inspection team heard how student numbers were managed to ensure placement capacity was not overstretched, and that through the annual operational planning cycle, recruitment targets were set. The inspection team concluded that this standard was met.

Standard 3.7

70. Preceding the inspection, the inspection team were able to review a collection of CVs for the staff involved in the delivery of the course, including for the lead social worker. The evidence submitted confirmed the suitability including experience, qualification and registration of the lead social worker, who also led the programme and was the operational head of social work. Responsibilities of the lead social worker included, but were not limited to, spending time in professional practice, providing expert professional advice and keeping up to date with practice and policy developments. The inspection team were assured that this standard was met.

Standard 3.8

71. Documentary evidence was reviewed preceding the inspection and outlined the range of appropriately qualified and experienced staff responsible for the delivery of an effective course. The inspection team met with a wide range of staff at the university involved in admissions and curriculum design, pastoral and welfare support, teaching and learning, quality management and assessment. These meetings reassured the inspection team that the course was adequately resourced. Further assurance was provided from the students who confirmed that staff were supportive, available and responsive to their needs. The inspection team concluded that this standard was met.

Standard 3.9

72. Within evidence submitted prior to the inspection, the inspection team were able to understand how data about student outcomes and progression was collected and analysed in relation to equality, diversity and inclusion. The university used an online system called Qlikview, which the inspection team were provided a demonstration of during the inspection visit. The system allowed the university to analyse data in relation to student demographics, entry qualification profiles, progression and attainment. The inspection team were informed that the data presented through Qlikview informed the university's key performance indicators and the Access and Participation plan. Evidence provided to the inspection team included a range of examples of how the management and course team utilised the data and embedded changes into the course to support certain groups of students and improve attainment and experience. The inspection team were satisfied that this standard was met.

Standard 3.10

73. During the inspection, meetings were held with senior managers during which the inspection team were informed about the use of the Performance Review Development Plan. It was explained that during the pandemic this programme of support for staff had been limited and it was suggested that there may be improvements to be sought in its application to offer support to staff's continual development. The inspection team heard about a range of examples of current research projects being conducted by members of staff, and that staff were encouraged to complete professional doctorates. However, the inspection team felt there was an absence of a comprehensive support programme for all staff to maintain their knowledge and understanding in relation to professional practice. The inspection team felt there was a lack of evidence to suggest that the appraisal process was implemented consistently for all staff to ensure staff were able to develop in appropriate ways in relation to their role.

74. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 3.10 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 four: Curriculum assessment

Standard 4.1

75. Preceding the inspection, the inspection team reviewed the Programme Handbook which stipulated that the course was mapped to the professional standards, the Professional Capabilities Framework and the Knowledge and Skills Statements. The documentary evidence and additional mapping documents outlined how the course was designed to prepare students to meet the professional standards by the time they completed the course. However, the inspection team were also provided with a timetable outlining the skills days for both year 1 and year 2, illustrating the provision of 20 skills days. At the time of inspection there was a deficit of 10 skills days. The inspection team heard about the plans to rectify this shortfall to ensure a total of 30 were integrated into the timetable to enable students to demonstrate they have developed the knowledge and skills necessary to meet the professional standards.

76. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 4.1 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 4.2

77. Prior to the inspection, the inspection team were provided with evidence which illustrated how the views of employers and practitioners were incorporated into the curriculum. Through the work of the teaching partnership with WSCC and partnership meetings with other local authorities, employers and practitioners were able to contribute their views in relation to various aspects of the curriculum. The inspection team met with employer partners and practice educators and were able to hear more detail about their involvement in the admissions process, practice assessment panels and readiness for practice assessment.

78. The inspection team also met with one member of the expert by experience group and the coordinator of the group. The inspection team were informed that there were approximately 7 active members of the group. These members were involved in interviews at the admissions stage, assessing students for readiness for direct practice and presenting to student groups. The inspection team heard an appreciation of the informal methods of feedback which mainly occurred during the work the group carried out and at lunches held

at the university. However, the inspection team were aware of a lack of formal mechanisms and meetings which would enable coproduction to take place with the group and facilitate ongoing development and review of the curriculum.

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

Standard 4.3

80. Preceding the inspection, the inspection team were provided with the Academic Engagement Enabling Strategy 2018-2025 and a consent form which provided assurance that reasonable adjustments would be made where appropriate. Information included in the Programme Handbook outlined the module content and provision of learning about human rights, social justice and equality laws. Students were introduced to the Chichester Social Work Charter which outlined the expected behaviours and conduct of staff and students.

81. During meetings held with admissions staff, the course team and staff responsible for delivering support services, the inspection team heard how students were encouraged to declare information about physical or mental health conditions if they needed or wished to. The inspection team also heard examples of students accessing reasonable adjustments where they were required, such as additional time for an assessment. The inspection team also heard that reasonable adjustments were taken into account in relation to travel to placements.

82. Within the meeting held with staff involved in practice placements the inspection team heard an example of a student who had not received a statutory placement due to not holding a driving license. The inspection team were provided with the declaration form which students signed at the interview stage which stated that partner agencies who offered statutory placements required students to drive. The declaration stated that if a student did not hold a valid UK driving license, they would not be offered a statutory placement in a local authority.

83. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 4.3 in relation to the approval of 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 4.4

84. The inspection team were able to review evidence which illustrated numerous examples of research projects, journals, networks and collaboration projects senior leaders within the social work team were involved in. In the module descriptor for Assessed Practice 1, for example, students were recommended current publications, some of which were published by members of staff from the course. The inspection team were also made aware of the collaboration between social work and education colleagues who had delivered a series of research cafes within the institute. The course team plan to implement 3 planning meetings a year which inspectors heard will aspire to align the department's areas for development and facilitate collaboration. The inspection team reviewed the skills days' timetable for 2022-2023 and noted that it reflected developments in research, government policy and best practice. The inspection team also noted examples from their meeting with employer partners of students being given the opportunity to be updated with current practice models and methods of application. The inspection team agreed that this standard was met.

85. Following a review of the evidence, the inspection team is making a recommendation in relation to standard 4.4. Full details can be found in the [recommendations table](#).

Standard 4.5

86. Prior to the inspection the inspection team were provided with the Programme Handbook which outlined the module descriptors. This information illustrated the opportunities which were provided to students to learn about a range of theories within their course and application of them in practice. During meetings held with students the inspection team explored students' experience of integrating theory and practice. They heard that students felt supported to reflect on theory by their practice educators whilst on placement, and through the teaching they received at university. The inspection team also met with practice educators who provided assurance about students' level of preparedness for their placements which included their ability to apply theory and frameworks to their practice. The inspection team were assured that this standard was met.

Standard 4.6

87. In relation to opportunities for interprofessional learning, the inspection team were provided with documentary evidence, met with students and explored the topic further with the course team. The university has established the School of Nursing and Allied Health which will soon offer post graduate nursing training. The inspection team were provided with information about plans to enhance the opportunities for interprofessional learning through the collaboration with this department. The inspection team heard that students were taught by a range of guest lecturers which included police, play therapists, psychologists and nurses. The course team described how a health visitor lecturer and mental health professional had taught students about the interface between social work and their respective professions. The inspection team were informed of a 2 day workshop, co-delivered with the law department to teach students about skills required to work in court. This involved a local authority and private lawyer and collaboration with law school students. Staff also outlined to the inspection team how opportunities to learn with and from other professions were identified and monitored within practice placements. The inspection team were satisfied that this standard was met.

Standard 4.7

88. The inspection team were able to review the Programme Handbook and met with the course team. The inspection team were informed that students spent one day a week at university during the practice placements where they gained a proportion of their academic learning. The inspection team were satisfied that time spent in structured academic learning was sufficient to ensure that students met the required level of competence. The inspection team concluded that this standard was met.

Standard 4.8

89. Prior to the inspection, the inspection team reviewed an external examiner report and the programme team's response and action points which stemmed from the report. This evidence highlighted examples of how assessment feedback had been standardised through the use of a feedback proforma template to ensure students were provided with consistent developmental marking on their assignments. The inspection team were guided to the assessment strategy set out within the Programme Handbook which was underpinned by the university's professional suitability and student support requirements. The inspection team were also provided with the university's guidance on assessment and examinations and the marking guidance used by the social work team. The university's Academic and Quality Standards Service was used to maintain oversight of all assessment systems. The inspection team agreed that this standard was met.

Standard 4.9

90. The inspection team were supplied with the Programme Handbook which outlined clear information on assessment process and progression. The inspection team noted examples which were shared by the course team around assessment for progression through the Readiness for Practice module which involved employer partners. During the course of the meeting with students the inspection team understood that students felt well informed about how their assessment linked to progression and that it was coordinated with their level of training. The inspection team were assured that this standard was met.

Standard 4.10

91. The inspection team reviewed a range of evidence outlining how students were provided with feedback on both summative and formative assessments and their placement activities. Documentation stipulated that all feedback and marking should be provided to students within 15 days of submission and a template for standardisation purposes was used to support ongoing development. The meeting held with students provided further assurances that students felt their feedback was supportive and helpful, and they understood how they could use it to progress through their training. The inspection team were satisfied that this standard was met.

Standard 4.11

92. Documentary evidence submitted in relation to the appropriate expertise held by the assessors on the course included staff CVs. These illustrated the breadth of experience, level of qualification and areas of specialisms belonging to the course staff. The inspection team were provided with details of 2 external examiners, one of whom was about to begin a new term of office, and both were registered. Information was also submitted prior to the inspection in relation to the quality standards adhered to when recruiting an external examiner for their course. The inspection team agreed that this standard was met.

Standard 4.12

93. The inspection team reviewed evidence which illustrated how students' progression is managed, including the people who were involved in implementing these systems. Students were expected to pass their readiness for practice assessment which involved input from employer partners and people with lived experience of social work. It was made clear to students that they were required to pass all assessments and placement 1 to progress to

year 2. During placement, students were provided with a proforma template to complete which requested other professionals to convey feedback to the student on elements of their practice with reference to the Professional Capabilities Framework (PCF). Opportunity was then given for the student to reflect on the feedback before requesting their practice educator contribute also to this feedback. Practice portfolios were expected to reflect competence through direct observation reports and feedback from people with lived experience of social work. Meetings held with practice educators and employer partners assured the inspection team that there was clarity about progression, how the practice assessment panel informed this process and their role in readiness for practice decisions. The inspection team concluded that this standard was met.

Standard 4.13

94. The documentary evidence submitted ahead of the inspection included information on modules such as Practice, Research and Dissertation Skills, taught in year 1, and Research, Methods and Dissertation which commenced in semester 1 of year 2. Meetings with students assured the inspection team that they felt well prepared for their placements and confident in appropriate levels of knowledge and skills. The inspection team were provided with examples from their meeting with employers which included training in motivational interviewing for students, that supported an evidence-informed approach to practice. The inspection team were assured that this standard was met.

Standard five: Supporting students

Standard 5.1

95. The inspection team reviewed a range of evidence which illustrated the services which were provided for students to support their health and wellbeing. This included information available on the website for students to access and information within the Programme Handbook which explained how and where to find access to counselling services. The inspection team met staff responsible for designing and delivering support services which included the Lead Careers Consultant and the Director of Students, Support and Information Services. During the meetings, examples were provided about the services available to students. They also heard about an aspiration to embed careers' guidance into the curriculum and careers workshops involving principal social workers and employer partners. The inspection team heard in detail about how students could request and engage with support for wellbeing and mental health and how referrals could be made to occupational health. The inspection team agreed that this standard was met.

Standard 5.2

96. Evidence to show how students could access resources to support their academic development included the provision of the one stop shop which offered guidance to library and study skills services. The provision of personal tutors was a main source of support who offered learning and pastoral advice. The meeting held with students confirmed to the inspection team that students felt supported by their personal tutors and described responsive, timely and efficient communication with them. Other examples shared by students illustrated the bespoke and compassionate nature of the support and guidance offered to students who were facing particular and complex challenges. The inspection team were assured that this standard was met.

Standard 5.3

97. During meetings with the course team the inspection team were informed of the ways in which ongoing suitability was ensured. These included a proforma template to capture tutorial contact and highlight issues of concern, and the assessment within the Readiness for Practice which contributed to the assessment of suitability and was completed prior to progression to the first placement and the second year of study. The university's professional suitability and fitness to practice procedures underpinned the ongoing assessment of students' suitability and was outlined in the Programme Handbook. Ongoing suitability was further assessed through the midway and final points of students' practice placement. Health issues were identified within tutorial contact, reasonable adjustments were arranged, and wellbeing teams contacted where appropriate. The inspection team were satisfied that this standard was met.

98. Following a review of the evidence, the inspection team is making a recommendation in relation to standard 5.3. Full details can be found in the [recommendations table](#).

Standard 5.4

99. The inspection team met with students, the course team and staff involved in the design and delivery of support services. The students provided examples of how they had been supported on their course and expressed how they felt their physical and learning needs had been carefully considered. The course team explained the role of the tutorial sessions which helped to identify students' health needs and were used to discuss support requirements. Reasonable adjustments were organised and implemented by the wellbeing team, and during the meeting held with them, the process for referral and assessment was outlined. The Student Additional Requirement Agreement form was used to formally record the reasonable adjustments agreed for students. The Recommendations on Reasonable

Adjustments for Work Experience form was used to manage adjustments at placements. The inspection team agreed that this standard was met.

Standard 5.5

100. During the inspection the inspection team were provided with a demonstration of the university's online learning platform, Moodle, where students could find information relating to the course. This information included assessment submission dates, module content, reading lists and timetables. The inspection team reviewed evidence which highlighted details of a career's webinar held for final year students and contributed to by employer partners. Here, students were provided with the opportunity to ask questions about the Assisted and Supported Year of Employment (ASYE). The admissions, placement and programme handbooks were further sources of information for students and during the meeting held with them no concerns were raised about course information being accessible.

101. However, the Assessed Practice 1 and 2 Handbook did not reflect the current regulatory body's standards in relation to learning outcomes in the module summaries and instead provided information pertaining to the previous regulator.

102. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 5.5 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions table](#).

Standard 5.6

103. Prior to the inspection the inspection team reviewed the Assessed Practice 1 and 2 Handbook where attendance expectations were made clear, and students were made aware of the parts of the course where attendance was mandatory. Class and skills days attendance was monitored through the Student Attendance Monitoring System (SAMS) as well as online engagement. Where there were concerns about attendance, students received letters requesting they contacted tutors and where pastoral support and guidance could be offered, where necessary.

104. During the meeting with practice educators the inspection team heard that attendance of placement days was monitored alongside the supervisor. Practice educators were provided with a clear timetable to assist this process and issues relating to overtime or sickness were discussed at each meeting with the practice educator. However, the inspection team heard that there was no formal attendance record which was required by

the course provider to be completed and submitted. The inspection team agreed that this standard was met.

105. Following a review of the evidence, the inspection team is making a recommendation in relation to standard 5.6. Full details can be found in the [recommendations section](#).

Standard 5.7

106. The inspection team heard how tutorial sessions were used to support the provision of feedback for students on their progression and performance in assessment. Students were also able to request a tutorial session where additional detail around an assessment outcome was required by the student. The meeting with students provided the inspection team with assurance that feedback was provided in a timely and meaningful way which supported them to develop their work and improve results. The course team standardised the way in which they provided feedback, ensuring that developmental comments were provided for each submitted assignment. The inspection team agreed that this standard was met.

Standard 5.8

107. Prior to the inspection the inspection team were informed that students could request a second opinion on any mark they received, which would be reviewed by the programme lead or head of the institute. Students were then referred to the Director of the Academic and Standards Service, who collated evidence, followed the appeals policy, and made a recommendation. Information on how students could apply for an academic appeal and receive support from the students' union were laid out on the student union webpage. The inspection team also heard from students that they were aware of where to access information relating to the appeals process. The inspection team were satisfied that this standard was met.

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

Standard 6.1

108. As the qualifying course is an MA Social Work and PGDip Social Work (exit route) and PGDip Social Work course, the inspection team agreed that this standard was met.

Proposed outcome

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

Conditions

110. 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.

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

	Standard not currently met	Condition	Date for submission of evidence	Link
1	Standard 1.5	The education provider will provide evidence that demonstrates that all of those involved in the admissions process receive training on equality, diversity and inclusion in order that the equality, diversity and inclusion policy is implemented within admissions processes consistently.	4 months from the regulator decision.	Paragraph 29
2	Standard 1.6	The education provider will provide evidence that all information, including on the website, reflects the current regulatory environment, as it currently refers to the previous regulator. The education provider will also need to provide evidence that it presents accurate information in relation to registration with Social Work England. This will need to include stipulating that qualification leads to <i>eligibility</i> to apply to register with Social Work England.	4 months from the regulator decision.	Paragraph 32
3	Standard 2.1	The education provider will provide evidence that shows a clear, standardised and transparent process	4 months from the	Paragraph 35

		outlining how decisions are made about whether a placement is classified as statutory or non-statutory.	regulator decision.	
4	2.1	The education provider will provide evidence that shows that all students are provided with at least one statutory placement. This will be irrespective of whether they drive or not, ensuring that a student's ability to drive is not a barrier to accessing a statutory placement.	4 months from the regulator decision.	Paragraph 35
5	2.1	The education provider will provide evidence which shows that all students are being provided with 30 skills days, to make up 200 days alongside their placement days, to gain different experiences and learning in practice settings.	1 month from the regulator decision.	Paragraph 35
6	2.2	The education provider will provide evidence which shows that all students are being provided with sufficient practice learning opportunities in all learning environments which enable them to develop the knowledge and skills necessary to develop and meet the professional standards.	4 months from the regulator decision.	Paragraph 40
7	2.3	The education provider will provide evidence which shows a standardised process for induction planning for all placement providers, including provision of supervision, support, access to resources and a realistic workload.	4 months from the regulator decision.	Paragraph 43
8	2.6	The education provider will provide evidence that demonstrates they have developed systematic mechanisms which allows the education provider to have full oversight of all the practice educators they work with. This will include the monitoring of their skills and experience and currency in their	4 months from the regulator decision.	Paragraph 49

		practice and registration with Social Work England.		
9	3.1	The education provider will provide evidence which demonstrates that the management and governance plan is effective in its objectives. In particular, to deliver up to 30 skills days and agree quality assurance procedures with each provider. The education provider will provide evidence of overseeing and embedding these quality assurance procedures and mechanisms for both placement audits and effective collaboration with people with lived experience of social work. The quality assurance process should also ensure fair and equal access to providers.	4 months from the regulator decision.	Paragraph 53
10	3.2	The education provider will provide evidence which demonstrates they have agreements in place with all placement providers that meets the professional standards and education and training qualifying standards.	4 months from the regulator decision.	Paragraph 57
11	3.3	The education provider will provide evidence which demonstrates that it is ensuring placement providers have the necessary policies and procedures in relation to students' health, wellbeing and risk and support systems to underpin them. This may be included as part of the placement agreements referred to under standard 3.2 and ensured through the audit process referred to under standard 3.5.	4 months from the regulator decision.	Paragraph 61
12	3.5	The education provider will provide evidence which shows that a regular quality assurance audit and re-audit of placements process allows for the provision of practice learning opportunities that enable students to gain the knowledge and skills necessary to meet the professional standards.	4 months from the regulator decision.	Paragraph 65

		The education provider will provide evidence which shows that there are formal mechanisms which facilitate the involvement of people with lived experience of social work with the monitoring, evaluation and improvement systems.		
13	3.10	The education provider will provide evidence which shows that mechanisms to ensure and support professional development for educators are implemented comprehensively to support the maintenance of knowledge and understanding in relation to professional practice. This will include evidence of how staff are offered relevant and regular opportunities which take account the demands of their role.	4 months from the regulator decision.	Paragraph 73
14	4.1	The education provider will provide evidence which shows that all students are provided with 30 skills days to enable students to demonstrate that they have the necessary knowledge and skills to meet the professional standards.	1 month from the regulator decision.	Paragraph 75
15	4.2	The education provider will provide evidence which shows that there are formal mechanisms in place to ensure the views of people with lived experience of social work are incorporated into the design, ongoing development and review of the curriculum.	4 months from the regulator decision.	Paragraph 77
16	4.3	The education provider will provide evidence which shows that the course is designed in accordance with equality, diversity and inclusion principles to ensure that all students are provided with a statutory placement, irrespective of whether they hold a valid UK driving license. For non-drivers this may be a statutory placement outside of a local	4 months from the regulator decision.	Paragraph 80

		authority setting requiring transparent assessment of statutory tasks.		
17	5.5	The education provider will provide evidence which shows that students are provided with up to date information about their course. Handbooks and module learning outcomes will refer to the current regulatory body and the professional standards.	4 months from the regulator decision.	Paragraph 100

Recommendations

112. 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	4.4	The inspectors are recommending that the university consider standardising the review process to ensure updates to the course are consistent and reflected in current reading lists, for example.	Paragraph 84
2	5.3	The inspectors are recommending that the university consider enhancing their processes to ensure ongoing suitability by requiring students to sign a declaration at the start of each year of study.	Paragraph 97
3	5.6	The inspectors are recommending that the university consider ensuring attendance at placement days by enhancing their processes through an attendance register.	Paragraph 103

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

Approval with conditions.

Annex 2: Meeting of conditions

113. 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](#).

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

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

	Standard not met	Condition	Inspector recommendation
1	1.5	The education provider will provide evidence that demonstrates that all of those involved in the admissions process receive training on equality, diversity and inclusion in order that the equality, diversity and inclusion policy is implemented within admissions processes consistently.	Condition met.
2	1.6	The education provider will provide evidence that all information, including on the website, reflects the current regulatory environment, as it currently refers to the previous regulator. The education provider will also need to provide evidence that it presents accurate information in relation to registration with Social Work England. This will need to include stipulating that qualification leads to <i>eligibility</i> to apply to register with Social Work England.	Condition met.
3	2.1	The education provider will provide evidence that shows a clear, standardised and transparent process outlining how decisions are made about whether a placement is classified as statutory or non-statutory.	Condition met.
4	2.1	The education provider will provide evidence that shows that all students are provided with at least one	Condition met.

		statutory placement. This will be irrespective of whether they drive or not, ensuring that a student's ability to drive is not a barrier to accessing a statutory placement.	
5	2.1	The education provider will provide evidence which shows that all students are being provided with 30 skills days, to make up 200 days alongside their placement days, to gain different experiences and learning in practice settings.	Condition met.
6	2.2	The education provider will provide evidence which shows that all students are being provided with sufficient practice learning opportunities in all learning environments which enable them to develop the knowledge and skills necessary to develop and meet the professional standards.	Condition met.
7	2.3	The education provider will provide evidence which shows a standardised process for induction planning for all placement providers, including provision of supervision, support, access to resources and a realistic workload.	Condition met.
8	2.6	The education provider will provide evidence that demonstrates they have developed systematic mechanisms which allows the education provider to have full oversight of all the practice educators they work with. This will include the monitoring of their skills and experience and currency in their practice and registration with Social Work England.	Condition met.
9	3.1	The education provider will provide evidence which demonstrates that the management and governance plan is effective in its objectives. In	Condition met.

		particular, to deliver up to 30 skills days and agree quality assurance procedures with each provider. The education provider will provide evidence of overseeing and embedding these quality assurance procedures and mechanisms for both placement audits and effective collaboration with people with lived experience of social work. The quality assurance process should also ensure fair and equal access to providers.	
10	3.2	The education provider will provide evidence which demonstrates they have agreements in place with all placement providers that meets the professional standards and education and training qualifying standards.	Condition met.
11	3.3	The education provider will provide evidence which demonstrates that it is ensuring placement providers have the necessary policies and procedures in relation to students' health, wellbeing and risk and support systems to underpin them. This may be included as part of the placement agreements referred to under standard 3.2 and ensured through the audit process referred to under standard 3.5.	Condition met.
12	3.5	The education provider will provide evidence which shows that a regular quality assurance audit and re-audit of placements process allows for the provision of practice learning opportunities that enable students to gain the knowledge and skills necessary to meet the professional standards. The education provider will provide evidence which shows that there are formal mechanisms which facilitate the involvement of people with lived	Condition met.

		experience of social work with the monitoring, evaluation and improvement systems.	
13	3.10	The education provider will provide evidence which shows that mechanisms to ensure and support professional development for educators are implemented comprehensively to support the maintenance of knowledge and understanding in relation to professional practice. This will include evidence of how staff are offered relevant and regular opportunities which take account the demands of their role.	Condition met.
14	4.1	The education provider will provide evidence which shows that all students are provided with 30 skills days to enable students to demonstrate that they have the necessary knowledge and skills to meet the professional standards.	Condition met.
15	4.2	The education provider will provide evidence which shows that there are formal mechanisms in place to ensure the views of people with lived experience of social work are incorporated into the design, ongoing development and review of the curriculum.	Condition met.
16	4.3	The education provider will provide evidence which shows that the course is designed in accordance with equality, diversity and inclusion principles to ensure that all students are provided with a statutory placement, irrespective of whether they hold a valid UK driving license. For non-drivers this may be a statutory placement outside of a local authority setting requiring	Condition met.

		transparent assessment of statutory tasks.	
17	5.5	The education provider will provide evidence which shows that students are provided with up to date information about their course. Handbooks and module learning outcomes will refer to the current regulatory body and the professional standards.	Condition met.

Findings

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

117. After the review of documentary evidence, the inspection team are satisfied that the conditions set against the reapproval of the MA Social Work and PGDip (exit route) course and the approval of the PGDip Social Work course are met.

118. In relation to the condition set against standard 1.5 the course provider submitted a range of evidence which outlined the support and training provision which is now in place for individuals who are involved in the admissions process. This included a mandatory narrated PowerPoint training resource. All university staff are required to complete training which covers a range of different areas including equality and diversity, unconscious bias and white privilege training, for example. Compliance with these training resources is monitored and staff are reminded about the requirement to complete them. Access to training resources has been extended to the Experts by Experience group and a mentoring project has been developed in partnership with the Professional Association for Black and Minority Ethnic Social Workers. This standard is now met.

119. In relation to the condition set against standard 1.6 the course provider submitted revised and reviewed documentation, including information on the website, which reflects the current regulatory environment. The information provided to prospective students and students enrolled on the courses makes it clear that qualification conveys eligibility to register with Social Work England. This standard is now met.

120. In relation to the first condition set against standard 2.1 the course provider submitted a Practice Learning Overview for students, included in the placement handbook and the online learning platform, Moodle. The course provider also submitted a flow chart which outlined the decision making process followed in relation to suitable placements being

identified and quality assured. Further quality assurance documentation was also submitted which is used for the completion of audits for both new and existing placements. This now supports the decision making process in relation to identification of statutory placements and the relevant learning opportunities which are required to be provided for students on those placements. This standard is now met.

121. In relation to the second condition set against standard 2.1 the course provider submitted narrative evidence which illustrated the development work which has been undertaken to provide sufficient statutory placements for all students. The information included detail on new placement provision which has been secured with West Sussex County Council, an independent organisation and local schools. Further work is ongoing with NHS Mental Health services which would provide further placement opportunities suitable for students who do not drive, from September 2023. Additional evidence outlined the support available for students who do not drive, and suitable statutory placement provision linked to public transport routes. The course provider provided confirmation and assurances that all students were provided with a statutory placement. This standard is now met.

122. In relation to the third condition set against standard 2.1 the course provider submitted evidence which illustrated a comprehensive and complete skills days programme for the students on the course. The evidence outlined a breadth and range of facilitators and topics covered within the programme supporting students to learn and develop the skills necessary to meet the professional standards. This standard is now met.

123. In relation to the condition set against standard 2.2 the course provider submitted range of evidence which included the skills days programme and supplementary shadowing opportunities offered by West Sussex County Council. The course provider submitted a short video presentation which exemplified some of the placement opportunities which are provided to students. The course provider provided narrative evidence which assured the inspection team that all students are provided with learning opportunities within their practice placements. Evidence submitted in relation to the conditions set against standard 2.1 was reviewed in relation to this condition. This standard is now met.

124. In relation to the condition set against standard 2.3 the course provider submitted a modified Practice Learning Agreement which now has a standardised induction process embedded as part of students' start at placement. The Practice Learning Agreement clearly supports the management of students' workload and identification of learning opportunities and objectives. The Practice Learning Handbook was also submitted which clearly stipulates the roles and responsibilities of staff involved in supporting and facilitating students' learning experiences while on their placement. This provides for the supervision students receive on placement, a student wellbeing section, how to access resources, and how students are supported to manage a suitable workload. This standard is now met.

125. In relation to the condition set against standard 2.3 the course provider submitted their amended Practice Learning Agreement document and Practice Learning Handbook. The Practice Learning Agreement now contains a standardised induction process for all placements which the inspection team felt was comprehensive and contained appropriate detail. Aspects of supervision, support, wellbeing and workload is also included which provides sufficient planning support for students on their placement. The handbook outlines the roles and responsibilities for staff and students, enhancing the clarity for students about how they will be supported to receive supervision, access resources, and maintain an appropriate workload. This standard is now met.

126. In relation to the condition set against standard 2.6 the course provider submitted a new Basic Practice Educator Information Form which is used by all practice educators working with the university. This form captures and records details of qualifications, registration, and experience. The course provider also submitted a new Annual Update Form which practice educators are required to complete each year and which monitors experience and professional development. In addition, the course provider submitted evidence of the resources which have been developed to support practice educators to maintain and obtain currency in professional practice and development. These are provided through recall days and a programme of continuing professional development opportunities, 'Insights: Professional Knowledge Exchange', which was developed within the Social Work Teaching Partnership. This standard is now met.

127. In relation to the condition set against standard 3.1 the course provider submitted a range of evidence, including the amended management and governance plan which provided for oversight of the skills days, Programme Coordinators and Placement Coordination, by the Operational Head of Social Work. As part of the course provider's revised management and governance structure they have introduced A Social Work Operational Management Group. This group meets weekly and is chaired by the Operational Head and its remit includes the enhancement of management and oversight of quality assurance for the qualifying social work programmes. The procedures governing the Experts by Experience group and their handbook have been enhanced and the group's work involves assessment of students' work through the Practice Assessment Panels, Readiness for Direct Practice Panels, the selection panels for new staff and membership of the Programme Boards. The group are also involved in the work to develop new qualifying routes. This standard is now met.

128. In relation to the condition set against standard 3.2 the course provider submitted the revised Practice Learning Agreement which forms part of the placement agreement established with placement providers. The inspection team were also provided with a newly developed placement agreement document which is now used with all placement providers. This sets out roles and responsibilities of the course provider and placement provider and formalises the management agreements in place. This standard is now met.

129. In relation to the condition set against standard 3.3 the course provider submitted the revised Placement Learning Agreement which covers aspects of students' health, wellbeing, risk, and support. As referred to in relation to standards 3.2 and 3.5, the new placement agreement document and the new placement audit process now provide evidence which demonstrates that placement providers have appropriate policies and procedures in place to support students. This standard is now met.

130. In relation to the condition set against standard 3.5 the course provider submitted evidence of their placement quality assurance process now in place. Quality Assurance in Practice Learning documents are now sent to placements prior to the placement start date to facilitate the audit process. The course provider provided a range of placement audit documents including the flow chart which informs the process followed to quality assure the placements they provide to their students. The course provider also provided the placement audit documents which are used prior to a placement being established, documents used in order to monitor the efficacy of the placement, and evaluation forms required to be completed at the end of the placement by both students and placement providers.

131. As referred to under standard 3.1, the course provider also submitted evidence of their formalised mechanisms which facilitate the involvement of people with lived experience of social work and their involvement with monitoring, evaluation, and improvement systems. This standard is now met.

132. In relation to the condition set against standard 3.10 the course provider referred the inspection team to their revised management structure outlining roles and responsibilities. The course provider provided evidence of work undertaken with the Teaching Partnership to develop a programme of professional development. This involves a project worker appointed to support the development work and new shadowing opportunities in the local authority provided to academic staff. The course provider submitted a detailed overview of the current activity undertaken by staff at all levels in relation to maintaining knowledge and understanding of professional practice. In addition, and referred to in relation to standard 2.6, the course provider provided evidence of the new programme of professional development sessions, 'Insights: Professional Knowledge Exchange'. The inspection team were also made aware that the opportunities provided to staff have now been embedded into the workload allocation model. This standard is now met.

133. In relation to the condition set against standard 4.1 the course provider submitted evidence of the skills days programme provided for students on the course. Please also refer to the third condition set for standard 2.1 and standard 2.2. This standard is now met.

134. In relation to the condition set against standard 4.2 the course provider submitted their revised management and governance plan which outlines the role of the Expert by Experience Coordinator who is also a member of the Operational Management Group. The

revised handbook also now includes detail of procedure and governance for the Expert by Experience Group. The Expert by Experience group are represented at the monthly team meetings and 3 planning days a year have been developed with a remit of engagement in the planning and change management processes. Please also see further detail of the work undertaken by the Experts by Experience group referred to under standard 3.1. This standard is now met.

135. In relation to the condition set against standard 4.3 the course provider submitted evidence of the work which has been undertaken to support students who do not drive and the provision of statutory placements. Please see further detail on this under standard the second condition set for standard 2.1. This standard is now met.

136. In relation to the condition set against standard 5.5 the course provider submitted revised and updated course material and handbooks, which appropriately refer to Social Work England and the professional standards. The website for the course also reflects accurate information about the course. This standard is now met.

Regulator decision

Approval.