



Inspection Report

Course provider: University of Chichester

Course approval: BA (Hons) Social Work (teach out), BA (Hons) Social Work, BA (Hons) Social Work Degree Apprenticeship (teach out), BA (Hons) Social Work Degree Apprenticeship

Inspection dates: 25 March – 28 March 2024

Report date:	23 May 2024
Inspector recommendation:	BA (Hons) Social Work (teach out) – approved BA (Hons) Social Work Degree Apprenticeship (teach out) – approved BA (Hons) Social Work – approved with conditions BA (Hons) Social Work Degree Apprenticeship – approved with conditions
Regulator decision:	BA (Hons) Social Work (teach out) – approved BA (Hons) Social Work Degree Apprenticeship (teach out) – approved BA (Hons) Social Work – approved with conditions BA (Hons) Social Work Degree Apprenticeship – approved with conditions
Date of Regulator decision:	8 July 2024

Date conditions met and approved:	20 December 2024
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Introduction

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

What we do

5. When an education provider wants to make a change to a course, or request the approval of a new course, they are asked to consider how their course meets our education and training standards and our professional standards, and provide evidence of this to us. We are also undertaking a cycle of re-approval of all currently approved social work courses in England following the introduction of the Education and Training Standards 2021.
6. The education quality assurance officer reviews all the documentary evidence provided and will contact the education provider if they have any questions about the information submitted. They also provide advice and guidance on our approval processes.
7. When we are satisfied that we have all the documentary evidence required to proceed with an inspection we assign one registrant and one lay inspector. We undertake a conflict of interest process when confirming our inspectors to ensure there is no bias or appearance of bias in the approval process.
8. The inspectors complete an assessment of the evidence provided and advise the officer if they have any queries that may be able to be addressed in advance of the inspection.

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

9. During this time a draft plan for the inspection is developed and shared with the education provider, to make sure it is achievable at the point of inspection.
10. Once the inspectors and officer are satisfied that an inspection can take place, this is usually undertaken over a three- or four-day visit to the education provider. We then draft a report setting out what we found during the inspection and if and how our findings demonstrate that the course meets our standards.
11. The inspectors may recommend in this report that the course is approved with conditions, without conditions or that it does not meet the criteria for approval.
12. A draft of this report is shared with the education provider, and once we have considered any comments or observations they may wish to provide, we make a final decision about the approval of the course.
13. The decisions that we can make are as follows, that the course is approved without conditions, the course is approved with conditions or that the course does not meet the criteria for approval. The decision, and the report, are then published.
14. If the course is approved with conditions, we will write to the education provider setting out how they can demonstrate they have met the conditions, the action we will take once we decide that the conditions are met, and the action we will take if we decide the conditions are not met.

Summary of Inspection

15. Course details: the University of Chichester revalidated their current provision and wished to teach out their BA (Hons) Social Work and BA (Hons) Social Work Degree Apprenticeship, to be replaced by an updated version of their 3 year Bachelor of Arts in Social Work and a three year Degree Apprenticeship in Social Work.

16. The inspection also considered the PG Dip Social Work Degree Apprenticeship which has been covered under a separate report.

Inspection ID	UCHIR2
Course provider	University of Chichester
Validating body (if different)	
Course inspected	BA (Hons) Social Work (teach out) BA (Hons) Social Work BA (Hons) Social Work Degree Apprenticeship (teach out) BA (Hons) Social Work Degree Apprenticeship
Mode of Study	Full-time
Maximum student cohort	35 students per year for any programme
Proposed first intake	BA (Hons) Social Work: 2024/25 BA (Hons) Social Work Degree Apprenticeship: 2024/25
Date of inspection	25 March – 28 March 2024
Inspection team	Nikki Steel-Bryan, Education Quality Assurance Officer Michelle Loughrey, (Lay Inspector) Mary Macdonald, (Registrant Inspector)

Language

16. In this document we describe the University of Chichester as ‘the education provider’ or ‘the university’ and we describe the BA (Hons) Social Work (teach out) and the BA (Hons) Social Work Degree Apprenticeship (teach out) as ‘the courses to be taught out’ and the BA (Hons) Social Work and the BA (Hons) Social Work Degree Apprenticeship as ‘the revalidated courses’, ‘the courses’ or ‘the new courses’. The BA (Hons) Social Work will be referred to as ‘the degree’ and the BA (Hons) Social Work Degree Apprenticeship will be referred to as ‘the apprenticeship’.

Inspection

17. A remote inspection took place from 25 March – 28 March 2024. As part of this process the inspection team planned to meet with key stakeholders including students, course staff, employers and people with lived experience of social work.

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

Conflict of interest

No parties disclosed a conflict of interest.

Meetings with students

20. The inspection team met with 7 students, 6 were enrolled on the degree programme, 5 of these were student representatives, and one was enrolled on the apprenticeship and was a student representative. Discussions included the student experience of placements, the curriculum, teaching, learning and assessment, feedback, support available through the university, the student voice and attendance monitoring.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from the course team, those involved in selection and admissions, the senior leadership team, staff involved in placement-based learning and student support services.

Meeting with people with lived experience of social work

22. The inspection team met with people with lived experience of social work, known within the institution as experts by experience, who have been involved in the degree and apprenticeship courses. Discussions included their role in the admissions processes, their contributions to curriculum development, course design and course delivery and any support they received to carry out their duties.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including West Sussex County Council, Arun and Chichester Citizens Advice and Homestart Hampshire.

Findings

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

25. In addition to documentary evidence the university also supplied two mapping documents, one for the BA (Hons) Social Work courses and one for BA (Hons) Social Work Degree Apprenticeship courses. The mapping document included narrative against the education and training standards and highlighted specific documentary evidence to be considered against each standard. This document is referred to as 'the mapping document'.

Standard one: Admissions

Standard 1.1

26. The course provider submitted documentary evidence that included links to the university web pages for all the courses, the admissions case study used as the interview task, the questions asked at interview and the institutional suitability and fitness to practice at admissions policies.

27. The narrative included on the mapping documents detailed that applicants to all courses were interviewed face-to-face, were required to undertake and pass a written test and a digital skills test and take part in a group task which considered a case study. Apprentices also underwent a selection process with their employer, however, the final decision on acceptance to the programme sat with the university. The inspection team discussed international applications with the course team and understood that, international applicants underwent the same interview process as other students; however, this was facilitated online.

28. The entry requirements for the degree programme required applicants to have a GCSE grade C / 4 or above in English language, or 7.0 overall in IELTS. Applicants to the apprenticeship were required to have achieved a minimum of level 2 in English and maths by the gateway to the end point assessment (EPA).

29. During inspection the university provided further information about the digital and written tasks undertaken as part of the interview. These tasks required applicants to demonstrate their knowledge of commonly used IT packages and produce a 500 word summary of an article of interest. Through discussion with staff involved in admissions the inspection team heard that the written task was marked using the standard assignment

marking criteria in use within the department. The inspection team agreed that this standard was met for all courses.

Standard 1.2

30. Documentary evidence submitted in support of this standard included links to the course webpages. The webpages included clear statements on the expectations for applicants to have relevant prior experience. For the degree, relevant experience was detailed as voluntary or paid work in a statutory care agency, or voluntary or private organisation providing social work or social care services. For the apprenticeship, relevant experience was considered to be employment in a social work or social care setting.

31. Through discussion with relevant stakeholders, the inspection team heard that applicants were expected to draw on their experience when responding to interview questions and during the written task. The inspection team agreed that this standard was met for all courses.

Standard 1.3

32. The university provided narrative within the mapping document that detailed that the interview panels were made up of registered social workers from partner agencies, experts by experience and academic staff and that the interview questions were co-produced with the experts by experience network. The inspection team noted that applicants to the degree, and to the apprenticeship, undertook the same interview panel process with the university. The inspectors triangulated the approach with employers and experts by experience during the inspection and agreed that this standard was met for all courses.

Standard 1.4

33. Prior to the inspection, the inspection team reviewed the course websites for the degree and the apprenticeship, and the institutional admissions policy which covered professional programme entry requirements including occupational health checks.

34. The inspection team also considered the professional suitability and fitness to practice policy and procedure which detailed that an enhanced disclosure and barring service (DBS) check was required to be carried out at the point of admission. The university also submitted a social work charter which clearly set out the expectations for behaviour and conduct for social work staff, students and apprentices, including the expectation that students should immediately notify the university of health, and other circumstances, that might impact their studies. Students and apprentices were required to sign a declaration form at interview, a consent form at registration and the social work charter during induction, which is subsequently signed each year at re-enrolment.

35. Through discussion with course staff, and via additional evidence submitted during the inspection, the inspection team understood that all applicants were required to have a new

DBS check undertaken to enrol on the courses and that the university funded these checks. International students were required to have a criminal record check from their home country and a DBS was also completed in the UK. Students and apprentices were expected, but not required, to join the DBS update service.

36. Applicants were encouraged to make any health declarations early in the process to enable reasonable adjustments to be made at interview. The inspection team agreed that this standard was met for all courses.

Standard 1.5

37. The university submitted documentary evidence that included a narrated admissions equality, diversity and inclusion (EDI) training presentation that was provided to all members of interview panels. They also supplied a link to a course website, and flyer for the bridging programme: a 12 week course commissioned by employers to support staff into higher education (HE) prior to joining the social work or occupational therapy degree.

38. Through discussion with staff involved in admissions the inspection team heard that applicants who disclosed additional needs were supported during the interview processes with reasonable adjustments. The disability team attended open days and welcome days, and applicants had access to that service if they required support or advice. Moreover, EDI data from the admissions cycle was available to the course team through the online data system, OLICview. The inspection team agreed that this standard was met for all courses.

Standard 1.6

39. The course provider shared links to the course webpages for the degree and the apprenticeship programmes, a Social Work brochure and the mapping document referenced an admissions portal available to applicants and included information on registration. Welcome letters, reading lists, up-to-date research outputs and a list of staff research interests and publications was also provided.

40. Applicants were also invited to an open day where they could view the university and city facilities and speak face to face with senior social work academics. As part of the open day applicants could also access subject specific talks including an introduction to the programme and sample lecture. Applicants to the apprenticeship were offered briefings by members of the social work team.

41. The students met by the inspection team were positive about the level of information provided to them to allow them to decide whether to take up a place on the course. They reported that the application process was smooth and that the interview felt personalised to them.

42. The inspection team agreed that this standard was met for all courses. However, they noted that the apprenticeship website referred to the health and care professions council

(HCPC) and consequently a recommendation to address this was made in relation to standard 1.6. Full details of the recommendation can be found in the [recommendations section of this report](#).

Standard two: Learning environment

Standard 2.1

43. The assessed practice 1 and 2 module handbook for students, on-site supervisors and practice educators (hereafter the practice placement handbook) was relevant to all courses and detailed that students undertook 2 practice placements. One placement of 70 days within year 2, and one placement of 100 days in year 3. The 100 day placement was documented to be undertaken with a contrasting service user group and the handbook specified that students were required to undertake one placement in a statutory setting. The inspection team triangulated practice in relation to the 170 placement days with relevant stakeholder groups and had no concerns over the availability of statutory placements.

44. In addition to the two assessed practice placements, students were also required to complete 30 skills days. The inspection team were keen to better understand how skills days were embedded into the curriculum. During the inspection the university provided a range of additional evidence in relation to skills days including a spreadsheet that indicated the skills days delivery schedule, by course, for the teach out programmes in academic year 2023-24. The inspectors noted that skills days were arranged thematically and timetabled, for the courses to be taught out. However, it was less clear to the inspectors how the skills days had been planned into the newly validated courses.

45. The inspection team agreed that the standard was met for the BA (Hons) Social Work (teach out) and the BA (Hons) Social Work Degree Apprenticeship (teach out).

46. However, 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 BA (Hons) Social Work and the BA (Hons) Social Work Degree Apprenticeship. 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 courses would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions section of this report](#).

Standard 2.2

47. Documentary evidence reviewed prior to inspection included the practice learning agreements (PLA) and the practice placement handbook. The university provided narrative on the mapping document that explained that all practice learning placements were

supported by a dedicated academic tutor, PLA meetings were carried out at the start of placements and that academic tutors kept in touch with students throughout their placements.

48. Throughout the inspection, the inspection team triangulated the ways placements supported the development of the professional standards, including the ways in which students understood they were meeting the professional standards, new placement provider audits, practice educator support and training, the practice placement portfolio and placement suitability concerns. The inspectors heard practice educators talk confidently about resolving concerns and students reported that they were clear who provided feedback to them on whether they were meeting the professional standards. The inspection team agreed that this standard was met.

Standard 2.3

49. The PLA was submitted as evidence in support of this standard which included an induction checklist, information on student well-being and set out supervision arrangements.

50. In addition, for the apprenticeship, progress reviews were understood to be conducted every 12 weeks and involved the apprentice, a university representative and the employer. The meeting monitored progress against the apprenticeship knowledge, skills and behaviours (KSBs) and it also ensured that the apprentice was being adequately supported whilst on placement.

51. The practice educators met by the inspection team reported being conscious of student workload on placement and provided examples of where they have intervened with workload allocation concerns. The students met by the inspection team did not raise any concerns over their workload, support, supervision or inductions whilst on placement and the inspection team agreed that this standard was met for all courses.

Standard 2.4

52. Documentary evidence reviewed prior to inspection for the degree programme included a student practice learning profile used to aid the matching of students to placements and the PLA. For the apprenticeship the university submitted a placement preferences form, practice placement handbook and the PLA.

53. For the degree courses the inspectors noted that the practice learning profiles covered voluntary, paid, life and previous experience, strengths and current development needs and heard from the course team that the profile was completed in advance of the 70- and the 100-day placements. For the apprenticeship the inspectors noted that progress reviews took place every 12 weeks and that apprentices undertook a self-assessment tool called the skills scan to track their progress against the KSBs. The university used a system called

MAYTAS to record and track apprentice skills scans, which was demonstrated to the inspectors. It was understood that progress against the professional standards was discussed during the tripartite review meetings.

54. Through discussion with the practice educators the inspection team heard that the 70 day placement report was used to develop the learning needs for the 100 day placement, and the 100 day placement report was used to identify development needs for the assessed and supported year in employment (ASYE). The inspection team agreed that this standard was met for all courses.

Standard 2.5

55. Documentary evidence reviewed prior to inspection included the practice placement handbook.

56. Students on the degree programme underwent a readiness for direct practice interview and delivered a presentation to a panel on an agreed brief. Students were expected to include relevant research and theory and consider any significant points of learning. If a student failed, they were able to repeat the presentation with a different panel.

57. Students on the apprenticeship programme did not undertake a formal assessment for readiness for direct practice. However, during the inspection the inspection team heard that readiness was built into the admissions processes through pre-screening and was embedded into the 12-weekly progress review meetings. Through discussion with the course team the inspection team understood that theoretical understanding was assessed during summative assessment. In addition, apprentices undertook regular skills scans to consider their practice against the KSBs and the professional capabilities framework (PCF) and that the 12-weekly review provided multidimensional feedback from a variety of sources to students on their performance. The practice educators met by the inspection teams considered apprentices to be prepared for practice. The inspection team considered that the mix of recorded activity constituted assessed readiness for direct practice and concluded that this standard was met for all courses.

Standard 2.6

58. The university submitted a practice educator information form in support of this standard. Through discussion with the staff involved in practice education, the inspection team understood that all practice educators were asked to complete the information form on an annual basis. The form collected information about qualifications and the Social Work England registration number. The university actively cross-checked the registration status of practice educators with the Social Work England register. New practice educators were required to have a new DBS check. Those who were re-engaged were required to be on the DBS update service which was checked by a university representative at reappointment. Independent practice educators were subject to the same requirements, and registration

with the update service was funded by the university for this group. The inspection team agreed that this standard was met for all courses.

Standard 2.7

59. Documentary evidence reviewed prior to inspection included the course handbooks, and the practice learning form for all programmes. The course handbooks contained information on whistleblowing, including links to the institutional policy on whistleblowing. The practice learning form included a section on university and agency whistleblowing policies and procedures. In addition, the inspectors acknowledged that organisational wrongdoing and whistleblowing was embedded in the curriculum across the course. The students met during the inspection were clear about whistleblowing, and reported feeling confident should they need to enact the policy. The inspection team agreed that this standard was met for all courses.

Standard three: Course governance, management and quality

Standard 3.1

60. Documentary evidence reviewed prior to inspection included a management and governance structure and an experts by experience handbook. In addition, for the apprenticeship, the university submitted the institutional quality handbook (section F), that provided detail on quality assurance and governance for apprenticeship programmes.

61. The inspection team were clear about the lines of accountability within the school. The programme coordinators met regularly and recorded discussions in the form of notes that fed into the social work operational management group (SWOMG). The SWOMG met fortnightly to discuss any operational, or quality assurance, issues. The group included programme directors, the experts by experience coordinator and the administrative manager, and was chaired by the lead social worker. The university also held partnership meetings with employers, programme boards, an innovations committee and a dedicated governor for apprenticeships.

62. The apprenticeship was subject to the standard quality assurance processes within the university for degree apprenticeship programmes. It was considered at the degree apprenticeship forum (DAF) that maintained oversight of the apprenticeship provision and was chaired by the deputy vice chancellor (DVC). Other aspects of compliance were monitored by an apprenticeship compliance officer within the institution's apprenticeship team.

63. Through discussion with the senior leadership team (SLT), the inspection team heard that social work was supported within the institution at a high level and was considered in university future planning. The inspection team agreed that this standard was met for all programmes.

Standard 3.2

64. Documentary evidence reviewed prior to inspection for the degree programme included the PLA, the practice placement handbook, which included the processes to follow in case of placement breakdown, and the memorandum of agreement (MoU) between the University of Chichester (social work courses) and the placement provider.

65. During the inspection, the university also supplied apprenticeship employer agreements which outlined the roles and responsibilities of the university and the employer, and included an apprenticeship training plan.

66. From the narrative provided within the mapping document the inspection team understood that the PLA was standard to all courses which covered equality principles, attendance, induction, supervision and managing difficulties. The inspection team agreed that this standard was met for all courses.

Standard 3.3

67. Evidence submitted in support of this standard included the PLA which was understood to be standard across all courses. The PLA included a clear induction checklist for social work students and referenced policies such as lone working and service user / apprentice safety issues. In addition, the PLA incorporated a risk assessment and management tool which required the placement provider to assess student well-being across a number of domains and covered experiencing challenging behaviour by a service user, lone working and maintaining health and well-being on placement. Placement providers had to clearly declare if students would have access to a workplace wellbeing scheme.

68. Through discussion with university support services the inspection team heard that wellbeing support, including counselling, continued to be available to students when on placement, and agreed that this standard was met for all courses.

Standard 3.4

69. The inspection team reviewed the documentary evidence submitted by the course provider and noted that the university was a member of a Teaching Partnership. During the inspection, the university supplied minutes from a partnership meeting that was chaired by the strategic head of social work and social policy. The partnership meeting included attendees from the university, West Sussex County Council, Surrey County Council and Southampton City Council and reported discussions on admissions, practice education and general updates. Through discussion with the course team, the inspection team heard that employers were members of the practice assessment panel (PAP) and sat on programme boards. The inspection team agreed that this standard was met for all courses.

Standard 3.5

70. Documentary evidence reviewed prior to inspection included quality assurance in practice learning (QAPL) documentation, an experts by experience handbook and section 7 of the institution's quality handbook relating to apprenticeships.

71. The inspection team noted that employers were involved in the QAPL, had been invited to comment on curriculum changes via a survey and were involved in the PAP. Experts by experience were members of the PAP, the readiness for direct practice panels, selection panels for new staff and were members of the programme boards. The experts by experience coordinator also sat on SWOMG. All students were invited to cohort meetings, to complete module evaluation and had access to staff in an informal way. Student representatives were members of the programme board and the staff student liaison committee. The inspection team agreed that this standard was met for all courses.

Standard 3.6

72. The inspection team were satisfied that the number of students admitted to the courses took into consideration the local and regional placement capacity. Through discussions with course staff the inspection team heard that the university worked with the teaching partnership to identify placement capacity for the degree course, and that for the apprenticeship programme the employer partners nominated the applicants they were able to provide placements for. The inspectors understood that there was a high level of employability at the end of the programme, that there were excess placements available to the university and that the placement coordinator was able to be discerning when selecting placement providers. The university was also reported to be contributing to the local placement capacity through PEPs training and Masters workshops. The inspection team agreed that this standard was met for all courses.

Standard 3.7

73. The evidence provided to support this standard included the CV for the lead social worker which detailed relevant qualifications, experience and a registration number. This was cross checked with the Social Work England register. The inspection team noted that the lead social worker was the same for all courses and agreed that this standard was met.

Standard 3.8

74. Documentary evidence submitted in support of this standard included CVs for the social work staff. The inspection team agreed that this standard was met, noting a broad range of experience, research interests and continued contact with practice.

Standard 3.9

75. The inspection team reviewed the staff handbook, which set out requirements for tutorial support and cohort meetings, including the frequency and recording of those sessions. The inspection team also understood that apprentices undertook 12-weekly

progress review meetings. It was noted that the social work team had a triangulated system to support students which included the completion of a spreadsheet to track student progress. The narrative included on the mapping documents explained that the university hosted an online information system where staff could access data on equality, student profiles and additional needs. Through discussion with the course team, the inspection team heard that the team record and consider some bespoke data points, for example, student extensions, and students who are taking a break from learning. The data was used to support students in individualised ways.

76. During inspection the university provided further narrative evidence and noted that the institutional annual monitoring system included scrutiny of departmental EDI data, access profession and outcomes data by a sub-committee of the university's education committee. As part of this process the sub-committee generated targeted questions that required a written departmental response at a senior level. The inspection team further acknowledged that the institutional apprenticeship team, and the degree apprenticeship forum, monitored data relating to the progress, performance and outcomes of apprentices. The inspection team agreed that this standard was met for all courses.

Standard 3.10

77. The inspection team reviewed the performance review and development (PRPD) guidance, a PRPD form, PRPD self-assessment form and an observation of teaching form, noting that formal performance review took place annually. The inspection team understood that staff had protected time within their workload to undertake practice or scholarly activity, and through discussion with the course team, the inspection team heard about a diverse range of research interests that were directly related to practice. Examples were shared of academic staff being supported to spend time back in practice, staff holding additional external professional roles, and staff new to academia being supported through the postgraduate certificate in academic practice (PG Cap). The inspection team agreed that this standard was met for all courses.

Standard four: Curriculum assessment

Standard 4.1

78. Documentary evidence submitted to support this standard included handbooks for the courses and mapping documents to the Social Work England Professional Standards. Clear mapping was provided within the two handbooks to the professional capabilities framework (PCF), the knowledge and skills statements (the KSS) and, for the apprenticeship, the KSBs required by the institute for apprenticeships and technical education (IfATE).

79. The inspection team carefully considered the mapping documents provided and noted that the programmes looked to be mapped to appropriate external frameworks. However, the inspectors reported that the mapping to the Social Work England professional standards

was not visible within the course documentation. This was further reflected in the responses of the students met by the inspection team who were not clear how, or where, they were covering or meeting the professional standards. Through discussion with the course team the inspection team heard that the professional standards were embedded within the course curriculum, that they were discussed within cohort meetings and expressly considered in the midway, and final placement reports, and for apprentices, covered in the 12-weekly progress reviews.

80. Following a review of the evidence, the inspection team concluded that the standard was met for all courses, with a recommendation that the course provider considers making the Social Work England professional standards mapping at the module level available to students. Further details of the recommendation can be found in the [recommendations section of this report](#).

Standard 4.2

81. The documentary evidence submitted prior to inspection in support of this standard for all courses included an employer survey relating to curriculum changes, an experts by experience handbook, an agenda from an experts by experience networking and innovation day which included an item on mapping the curriculum and co-production of learning, and the notes from this agenda item.

82. Experts by experience reported positively on their contributions to the development and design of the curriculum citing opportunities to review curriculum documentation. Additionally, the newly validated courses contained modules that had been co-produced in their entirety with experts by experience. Employers and practitioners were less clear about how they contributed to the development of the curriculum, highlighting the survey that was provided as the main way they had been asked to engage. The inspection team had only one set of partnership minutes available to them; however, following consideration of the evidence, they acknowledged the role of the teaching partnership as a space to discuss curriculum development with employers and practitioners.

83. The inspection team considered all the evidence and concluded that the standard was met with a recommendation that the course provider reviews the ways in which employers and practitioners are consulted on the curriculum, and, how their involvement can be made more explicit to them. Further details of the recommendation can be found in the [recommendations section of this report](#).

Standard 4.3

84. Evidence submitted in support of this standard included the university's social work charter, programme handbooks for all courses, the experts by experience handbook and notes from three student focus groups. For the degree course the skills day programme was also submitted.

85. The inspection team noted that the courses to be taught out included three 15 credit modules that embedded EDI into the curriculum; *Diversity, Difference and Society*, *Disability and Mental Health*. The newly validated courses had a different structure and each programme contained the 20 credit module *Intervention, Theories and Skills (ITS1) Diversity and Difference*.

86. Throughout the inspection, the inspectors recognised a strong commitment to EDI, including the development of a diverse assessment strategy that included EDI thinking in the assessment criteria. The skills day timetable covered a wide variety of sessions related to anti-oppressive practice. The inspectors further noted that ethical dilemmas were introduced early in the programme as part of the taught curriculum and the virtual learning environment (VLE) pages adhered to the web content accessibility guidelines (WCAG) at level AA. The inspection team agreed that this standard was met for all courses.

Standard 4.4

87. Through review of the documentary evidence the inspection team considered the currency of the programme modules and the research articles submitted in support of this standard. The inspection team noted that all staff were employed on teaching and research contracts and that the university institute the social work department was housed within had two dedicated research centres. Throughout the inspection, the inspection team heard examples of research informed practice both pedagogically and within the social work profession. The inspection team did not hear any evidence that suggested that the courses were not continually updated, or any concerns from stakeholders about the currency of the programmes. The inspection team agreed that this standard was met for all courses.

Standard 4.5

88. The inspection team reviewed the programme handbooks and the skills days programme. For the apprenticeship the university also provided day by day charts, the practice placement handbook and feedback from Schwartz Rounds.

89. Through discussion with the course team, the inspection team heard that the new intervention, theories and skills modules (ITS modules) brought a thematic approach to the development of knowledge and skills. ITS had been designed to mirror the group meeting approach used by local employer partners and had been informed by time one academic had spent back in practice. Practice educators spoke confidently about supporting students to make links between theory and practice, highlighting the tools, games and cards they used to facilitate these discussions in supervision. The inspection team agreed that this standard was met for all courses.

Standard 4.6

90. Evidence submitted in support of this standard included feedback from Schwartz Rounds held in collaboration with the institute for health and the skills day programme. Also provided was an agenda from an experts by experience day that students had been invited to attend and showcased the work of staff from the health department. Through discussion with the students met by the inspection team, the inspectors heard that a wide variety of guest speakers were built into the curriculum and that students on the degree programme had the opportunity to undertake a community project in year 1 that brought them into contact with a variety of professionals. Some apprentices reported undertaking 6 placements across the programme (two of which were assessed) noting that each placement gave them experience of different service users and different professionals. All students attended a court skills day delivered in partnership with the law department, and taught alongside law students. In addition, the inspection team noted that the lead social worker was also a qualified, registered, psychodynamic therapist. The inspection team agreed that this standard was met for all courses.

Standard 4.7

91. The inspection team reviewed the programme handbooks and noted that a standard credits accumulation and transfer system (CATS) was in place allocating 1 credit to 10 hours of notional learning time. The newly validated programmes had moved from a 15-credit programme structure, to a 20-credit programme structure and the inspection team was keen to better understand whether this impacted the learning time. Through discussion with the course team the inspection team heard that the change in modular structure was, in part, to reduce the number of assessment points, as the previous structure had been identified as potentially over-assessing. Moreover, the longer module allowed for a thematic, rather than topic, approach and prevented teaching in silos. Overall the teaching time had not been impacted. The inspection team agreed that this standard was met for all courses.

Standard 4.8

92. Prior to inspection, the inspection team reviewed the programme handbooks which included the assessment schedules. The inspection team noted a range of formative and summative assessment which were linked to practice and had a focus on case studies. Through a demonstration of the VLE, the inspectors were able to satisfy themselves that appropriate detail was provided to students regarding module assessment. The inspection team agreed that this standard was met for all courses.

Standard 4.9

93. The inspection team reviewed the programme handbooks and a marking and submission schedule for each programme. They also reviewed the day by day charts for the apprenticeship. Through discussions with students as part of the inspection, the inspection

team heard that, on occasion, feedback was not returned before the next assessment was due. The inspectors acknowledged the concern and noted that the university had already taken steps to address these operational difficulties by reducing the assessment burden within the programmes (c.f. para [91](#)). Assessments appropriately matched the student level of study with an expectation of foundational knowledge at level 1, working towards peer sharing and case study discussion by year 3. The inspection team agreed that this standard was met for all courses.

Standard 4.10

94. Evidence submitted in support of this standard included the staff handbook for qualifying programmes, the course handbooks, information on the tutorial process, templates for a tutorial, and assessment feedback, the readiness for direct practice presentation slide deck and part 7 and 8 of the institutional academic regulations which covered assessment regulations. For apprenticeship courses, the university also provided a 12-weekly progress review template.

95. Through discussions with stakeholders across the inspection, the inspection team identified that feedback was provided to students on both formative and summative assessment and from practice educators and service users during placement. Placement portfolios were understood to be moderated by academic staff and experts by experience, providing another avenue for feedback. The academic advisor system provided an additional avenue for feedback, and apprentices also received feedback from the 12-weekly progress review meetings. The inspectors further acknowledged that there was a skills day on making use of feedback as a developmental tool in order to support students to make the best use of any feedback provided.

96. Through discussion with the students, the inspection team heard that feedback was generally useful; however, it could sometimes be provided too late, and, on occasion, there was a disparity in the feedback between different markers. The inspection team noted that a reduction in assessment had already been enacted (c.f. para [91](#)) and the course team explained that a formal moderation process, with associated documentation, had been put in place to capture the discussion around moderation for transparency, which included the external examiner. The feedback forms were structured and included a templated response with a designated number of bullet points, feed forward and advice for the volume of discursive feedback provided on each assignment.

97. The inspection team considered the evidence and concluded that the standard was met for all courses.

Standard 4.11

98. The inspection team reviewed the CVs of the external examiners, section 8 of the institutional academic standards covering assessment and the programme handbooks which

included information on boards of examiners. During the inspection the university also provided the module evaluation questions, 3 moderation reports from the BA external examiner and a moderation report from the second external examiner for two modules. The inspection team also considered the staff CVs that had been submitted as evidence for standard 3.8.

99. The inspection team cross referenced the Social Work England register for both external examiners and confirmed that they were appropriately qualified and on the register. Staff were considered to have appropriate expertise to undertake assessment. It was noted that experts by experience were involved in the assessment of readiness for direct practice and the end-point assessment. Through discussions with relevant stakeholders, the inspection team heard that experts by experience were provided with training from the lead social worker to enable them to undertake assessment activities which was considered by the EBE network as rigorous. The inspection team agreed that this standard was met for all courses.

Standard 4.12

100. Evidence submitted in support of this standard included the placement handbook, the staff handbook and the briefing presentation for the readiness for direct practice interviews. For the apprenticeship, the university also submitted information about MAYTAS and information relating to the EPA.

101. The inspection team noted that a diverse range of people were involved in assessment decisions (c.f. para [95](#)) and acknowledged that the PAP included academics, practitioners and experts by experience, the midway and final review reports included practice supervisors, practice educators and service users and external examiners were involved in moderation. In addition, for the apprenticeship, DAMG monitored compliance, and, progression was considered as part of the 12-weekly review meetings. The inspection team agreed that this standard was met for all courses.

Standard 4.13

102. The inspection team reviewed interview questions and the admissions case study, the skills day programme and pages from the university library VLE submitted as evidence for this standard. The inspection team reported that the department was research based and recognised the identified links between theory and practice already reported (c.f. para [56](#) and [89](#)). Through discussion with the course team the inspection team heard examples of how evidence informed practice was embedded into the course from the start, including searching for evidence to support a theory, and reading designated articles and presenting them. The students on the degree course undertook a dissertation which had clear links to the development of research skills. The inspection team agreed that this standard was met for all courses.

Standard five: Supporting students

Standard 5.1

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

104. Central services reported that counselling, careers advice and support and occupational health services were available flexibly, on and off campus. Through discussions with central wellbeing staff the inspection team heard that professional models of practice were in place and that some services had clinical oversight from an external professional. Students spoke positively about the support they were offered. The inspection team agreed that this standard was met for all courses.

Standard 5.2

105. The inspection team met with representatives from academic support services and heard that students had access to library services, academic development and academic skills services to support academic writing. Within the department students were allocated academic advisors, and more widely, there was a team available to support international students. During the inspection a demonstration of the library web pages was provided and the inspection team noted that introduction to resources, academic databases and reading lists were easy to access. The inspection team agreed that this standard was met for all courses.

Standard 5.3

106. Prior to inspection the inspection team reviewed the Chichester social work charter, signed annually by students, which declared that students were expected to immediately notify the university of any changes to health or other circumstances that may impact their studies and required familiarity with the fitness to practice policies. Also supplied was Section 8 of the institutional academic regulations relating to fitness for professional practice, the institutional professional suitability and fitness to practice policy and the placement handbook which included information relating to fitness to practice. In addition, for the apprenticeship courses, information relating to the use of the MAYTAS system for record keeping was also supplied.

107. Through discussion with the course team the inspection team heard that students were required to sign the social work charter each year and were expected, but not required, to register with the DBS update system. It was noted that return to study interviews were completed for those who had taken a break in their studies and students spoke positively about, and provided examples, of the support provided when breaks had been required. The inspection team agreed that this standard was met for all courses.

Standard 5.4

108. The inspection team understood that learning support plans were known as a student additional requirements agreement (SARA) at the University of Chichester. They reviewed the social work departmental guidance for using a SARA which detailed the process, expectations and funding of recommendations made in the agreement; a SARA template and the template for recommendations on reasonable adjustments for work experience (RAWE) agreement form.

109. Throughout the inspection, from a variety of stakeholders, the inspection team heard that arrangements for study and placement were considered via the SARA and RAWE processes which were widely understood. The processes included staff from the disability team and the course team, and included the student and employer, where appropriate. Through discussion with the employer partners the inspection team heard that options for funding were explored to ensure that individual students were not disadvantaged. The inspection team also heard that health support plans (HSP) were put in place for students who may require a first responder.

110. Although not protected by the Equality Act (2010), the university also offered support to students with English as an additional language providing extra time in exams, and allowing access to a first language to English dictionary as standard in open book exams. The inspection team agreed that this standard was met for all courses.

Standard 5.5

111. Evidence submitted in support of this standard included the social work induction handbook, practice placement handbook, programme handbooks and, for the apprenticeship programme, submission and mark release dates for the academic year 2023-24.

112. Students reported that they felt that they had a good understanding of the role of the regulator, the need to register with Social Work England and that they were clear about what title they were able to use when on placement. Students noted having information about the ASYE that they considered to be appropriate for their level of study.

113. The inspection team noted that the handbooks for the teach out programmes were comprehensive and supported by the VLE and the MAYTAS system. However, inspectors reported that the handbooks submitted for the newly validated programmes appeared to be incomplete and that the practice placement handbook included a reference to the HCPC standard of proficiency (SoP) which was considered to be out of date.

114. The inspection team agreed that the standard was met for the BA (Hons) Social Work (teach out) and the BA (Hons) Social Work Degree Apprenticeship (teach out) with a recommendation for all courses that the practice placement handbook is reviewed and any

references to the SoP are updated. Full details of the recommendation can be found in the [recommendations section of this report](#).

115. Following a review of the evidence, the inspection team is recommending that a condition is set against 5.5 in relation to the approval of BA (Hons) Social Work and the BA (Hons) Social Work Degree Apprenticeship. 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 courses would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions section of this report](#).

Standard 5.6

116. Prior to the inspection, the inspection team reviewed the induction handbook which included a clear statement that all timetabled sessions were compulsory and that this included lectures, tutorials, seminars, practical classes, school, work experience or other activities prescribed by the student handbook. The practice placement handbook stated that skills days were a mandatory requirement of the professional qualification. From the narrative provided on the mapping documents, the inspection team understood that the university operated a swipe card system to monitor attendance and paper registers were also taken as a contingency.

117. The handbook for the degree course to be taught out provided further information on attendance stating that the expectation was that students attended 80% of the academic programme and 100% of the placement. The course handbook for the apprenticeship to be taught out noted that apprentices were required to spend 20% of their time in off the job training and missed sessions were required to be made up. Any time being made up was monitored through the action plan built into the 12-weekly progress review. The inspection team noted that, as the course handbooks submitted for the newly validated programmes seemed incomplete (c.f. para [113](#)), they were unable to assess the information provided to students about attendance on the newly validated courses.

118. The students met by the inspection team reported that they were clear about the expectations around attendance which was highlighted to them in induction, and reiterated across the programme.

119. The inspection team agreed that the standard was met for the BA (Hons) Social Work (teach out) and the BA (Hons) Social Work Degree Apprenticeship (teach out).

120. However, following a review of the evidence, the inspection team is recommending that a condition is set against standard 5.6 in relation to the approval of the BA (Hons) Social Work and the BA (Hons) Social Work Degree Apprenticeship. 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 courses would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions section of this report](#).

Standard 5.7

121. Following a review of documentary evidence provided, and through discussions with key stakeholders throughout the inspection, the inspection team were assured that students had access to satisfactory points of feedback. Feedback was provided formatively, as well as on assessments. Feedback was also provided by practice educators, on students' placement portfolios and through their academic advisor tutorials and group meetings. Students reported that feedback was useful. Concerns were raised around the timeliness and consistency of feedback; however, the inspection team were satisfied that the university had already addressed issues of over assessment and that new moderation processes had already been put in place to address this (c.f. standards [3.9](#), [4.8](#) and [4.10](#) for more information on student feedback). The inspection team agreed that this standard was met for all courses.

Standard 5.8

122. Documentary evidence reviewed prior to inspection included the institutional academic regulations on appeals and the course handbooks. The inspection team noted that the policy was available, and that some information on academic appeals was included in the handbooks for the courses to be taught out. The inspection team noted that, as the course handbooks submitted for the newly validated programmes seemed incomplete (c.f. para [113](#)), they were unable to assess the information provided to students about academic appeals on the newly validated courses.

123. The inspection team agreed that the standard was met for the BA (Hons) Social Work (teach out) and the BA (Hons) Social Work Degree Apprenticeship (teach out).

124. Following a review of the evidence, the inspection team is recommending that a condition is set against 5.8 in relation to the approval of BA (Hons) Social Work and the BA (Hons) Social Work Degree Apprenticeship. 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 courses would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [conditions section of this report](#).

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

Standard 6.1

125. The inspection team reviewed the handbooks for all courses and agreed that the awards of BA (Hons) Social Work (teach out), BA (Hons) Social Work Degree Apprenticeship (teach out), BA (Hons) Social Work and the BA (Hons) Social Work Degree Apprenticeship met the standard, noting that successful completion of 360 credits was required for the registered award.

Proposed outcome

The inspection team recommend that the BA (Hons) Social Work (teach out) and the BA (Hons) Social Work Degree Apprenticeship (teach out) be approved and that the BA (Hons) Social Work and that the BA (Hons) Social Work Degree Apprenticeship be approved with conditions. These will be monitored for completion.

Conditions

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

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

	Standard not currently met	Courses	Condition	Date for submission of evidence	Link
1	2.1	BA (Hons) Social Work BA (Hons) Social Work Degree Apprenticeship	The course provider will provide evidence of the skills day's plans for the newly validated courses.	8 October 2024	Para 44
2	5.5 5.6 5.8	BA (Hons) Social Work BA (Hons) Social Work Degree Apprenticeship	The course provider will provide the completed handbooks for the BA (Hons) Social Work and the BA (Hons) Social Work Degree Apprenticeship.	8 October 2024	Para 113 117 122

Recommendations

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

	Standard	Courses	Detail	Link
1	1.6	BA (Hons) Social Work Degree Apprenticeship	The inspectors are recommending that the course provider review and update the apprenticeship website and replace any mention of the HCPC.	Para 42
2	4.1	All courses	The inspectors are recommending that the course provider make mapping to the Social Work England professional standards at the module level available to students.	Para 79
3.	4.2	All courses	The inspectors are recommending that the course provider review the ways in which employers and practitioners are consulted on the curriculum and how their involvement can be made more explicit to them.	Para 82
4.	5.5	All courses	The inspectors are recommending that the Assessed Practice 1 and 2 Module Handbook for Students, On-Site Supervisors & Practice Educators is reviewed and any references to the SoPs are updated.	Para 113

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

Annex 1: Education and training standards summary

BA (Hons) Social Work (teach out)

BA (Hons) Social Work Degree Apprenticeship (teach out)

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	☒	☐	☐

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

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

Standard	Met	Not Met – condition applied	Recommendation given
systems are in place, and that these involve employers, people with lived experience of social work, and students.			
3.6 Ensure that the number of students admitted is aligned to a clear strategy, which includes consideration of local/regional placement capacity.	☒	☐	☐
3.7 Ensure that a lead social worker is in place to hold overall professional responsibility for the course. This person must be appropriately qualified and experienced, and on the register.	☒	☐	☐
3.8 Ensure that there is an adequate number of appropriately qualified and experienced staff, with relevant specialist subject knowledge and expertise, to deliver an effective course.	☒	☐	☐
3.9 Evaluate information about students' performance, progression and outcomes, such as the results of exams and assessments, by collecting, analysing and using student data, including data on equality and diversity.	☒	☐	☐
3.10 Ensure that educators are supported to maintain their knowledge and understanding in relation to professional practice.	☒	☐	☐
Curriculum and assessment			
4.1 Ensure that the content, structure and delivery of the training is in accordance with relevant guidance and frameworks and is designed to enable students to demonstrate that they have the necessary knowledge and skills to meet the professional standards.	☒	☐	☒
4.2 Ensure that the views of employers, practitioners and people with lived experience of social work are incorporated into the design,	☒	☐	☒

Standard	Met	Not Met – condition applied	Recommendation given
ongoing development and review of the curriculum.			
4.3 Ensure that the course is designed in accordance with equality, diversity and inclusion principles, and human rights and legislative frameworks.	☒	☐	☐
4.4 Ensure that the course is continually updated as a result of developments in research, legislation, government policy and best practice.	☒	☐	☐
4.5 Ensure that the integration of theory and practice is central to the course.	☒	☐	☐
4.6 Ensure that students are given the opportunity to work with, and learn from, other professions in order to support multidisciplinary working, including in integrated settings.	☒	☐	☐
4.7 Ensure that the number of hours spent in structured academic learning under the direction of an educator is sufficient to ensure that students meet the required level of competence.	☒	☐	☐
4.8 Ensure that the assessment strategy and design demonstrate that the assessments are robust, fair, reliable and valid, and that those who successfully complete the course have developed the knowledge and skills necessary to meet the professional standards.	☒	☐	☐
4.9 Ensure that assessments are mapped to the curriculum and are appropriately sequenced to match students' progression through the course.	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
4.10 Ensure students are provided with feedback throughout the course to support their ongoing development.	☒	☐	☐
4.11 Ensure assessments are carried out by people with appropriate expertise, and that external examiner(s) for the course are appropriately qualified and experienced and on the register.	☒	☐	☐
4.12 Ensure that there are systems to manage students' progression, with input from a range of people, to inform decisions about their progression including via direct observation of practice.	☒	☐	☐
4.13 Ensure that the course is designed to enable students to develop an evidence-informed approach to practice, underpinned by skills, knowledge and understanding in relation to research and evaluation.	☒	☐	☐
Supporting students			
5.1 Ensure that students have access to resources to support their health and wellbeing including: i. confidential counselling services; ii. careers advice and support; and iii. occupational health services	☒	☐	☐
5.2 Ensure that students have access to resources to support their academic development including, for example, personal tutors.	☒	☐	☐
5.3 Ensure that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health.	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
5.4 Make supportive and reasonable adjustments for students with health conditions or impairments to enable them to progress through their course and meet the professional standards, in accordance with relevant legislation.	☒	☐	☐
5.5 Provide information to students about their curriculum, practice placements, assessments and transition to registered social worker including information on requirements for continuing professional development.	☒	☐	☒
5.6 Provide information to students about parts of the course where attendance is mandatory.	☒	☐	☐
5.7 Provide timely and meaningful feedback to students on their progression and performance in assessments.	☒	☐	☐
5.8 Ensure there is an effective process in place for students to make academic appeals.	☒	☐	☐
Level of qualification to apply for entry onto the register			
6.1 The threshold entry route to the register will normally be a bachelor's degree with honours in social work.	☒	☐	☐

Annex 1: Education and training standards summary

BA (Hons) Social Work

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

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

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

Standard	Met	Not Met – condition applied	Recommendation given
employers, people with lived experience of social work, and students.			
3.6 Ensure that the number of students admitted is aligned to a clear strategy, which includes consideration of local/regional placement capacity.	☒	☐	☐
3.7 Ensure that a lead social worker is in place to hold overall professional responsibility for the course. This person must be appropriately qualified and experienced, and on the register.	☒	☐	☐
3.8 Ensure that there is an adequate number of appropriately qualified and experienced staff, with relevant specialist subject knowledge and expertise, to deliver an effective course.	☒	☐	☐
3.9 Evaluate information about students' performance, progression and outcomes, such as the results of exams and assessments, by collecting, analysing and using student data, including data on equality and diversity.	☒	☐	☐
3.10 Ensure that educators are supported to maintain their knowledge and understanding in relation to professional practice.	☒	☐	☐
Curriculum and assessment			
4.1 Ensure that the content, structure and delivery of the training is in accordance with relevant guidance and frameworks and is designed to enable students to demonstrate that they have the necessary knowledge and skills to meet the professional standards.	☒	☐	☒
4.2 Ensure that the views of employers, practitioners and people with lived experience of social work are incorporated into the design,	☒	☐	☒

Standard	Met	Not Met – condition applied	Recommendation given
ongoing development and review of the curriculum.			
4.3 Ensure that the course is designed in accordance with equality, diversity and inclusion principles, and human rights and legislative frameworks.	☒	☐	☐
4.4 Ensure that the course is continually updated as a result of developments in research, legislation, government policy and best practice.	☒	☐	☐
4.5 Ensure that the integration of theory and practice is central to the course.	☒	☐	☐
4.6 Ensure that students are given the opportunity to work with, and learn from, other professions in order to support multidisciplinary working, including in integrated settings.	☒	☐	☐
4.7 Ensure that the number of hours spent in structured academic learning under the direction of an educator is sufficient to ensure that students meet the required level of competence.	☒	☐	☐
4.8 Ensure that the assessment strategy and design demonstrate that the assessments are robust, fair, reliable and valid, and that those who successfully complete the course have developed the knowledge and skills necessary to meet the professional standards.	☒	☐	☐
4.9 Ensure that assessments are mapped to the curriculum and are appropriately sequenced to match students' progression through the course.	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
4.10 Ensure students are provided with feedback throughout the course to support their ongoing development.	☒	☐	☐
4.11 Ensure assessments are carried out by people with appropriate expertise, and that external examiner(s) for the course are appropriately qualified and experienced and on the register.	☒	☐	☐
4.12 Ensure that there are systems to manage students' progression, with input from a range of people, to inform decisions about their progression including via direct observation of practice.	☒	☐	☐
4.13 Ensure that the course is designed to enable students to develop an evidence-informed approach to practice, underpinned by skills, knowledge and understanding in relation to research and evaluation.	☒	☐	☐
Supporting students			
5.1 Ensure that students have access to resources to support their health and wellbeing including: iv. confidential counselling services; v. careers advice and support; and vi. occupational health services	☒	☐	☐
5.2 Ensure that students have access to resources to support their academic development including, for example, personal tutors.	☒	☐	☐
5.3 Ensure that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health.	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
5.4 Make supportive and reasonable adjustments for students with health conditions or impairments to enable them to progress through their course and meet the professional standards, in accordance with relevant legislation.	☒	☐	☐
5.5 Provide information to students about their curriculum, practice placements, assessments and transition to registered social worker including information on requirements for continuing professional development.	☐	☒	☒
5.6 Provide information to students about parts of the course where attendance is mandatory.	☐	☒	☐
5.7 Provide timely and meaningful feedback to students on their progression and performance in assessments.	☒	☐	☐
5.8 Ensure there is an effective process in place for students to make academic appeals.	☐	☒	☐
Level of qualification to apply for entry onto the register			
6.1 The threshold entry route to the register will normally be a bachelor's degree with honours in social work.	☒	☐	☐

Annex 1: Education and training standards summary

BA (Hons) Social Work Degree Apprenticeship

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

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

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

Standard	Met	Not Met – condition applied	Recommendation given
employers, people with lived experience of social work, and students.			
3.6 Ensure that the number of students admitted is aligned to a clear strategy, which includes consideration of local/regional placement capacity.	☒	☐	☐
3.7 Ensure that a lead social worker is in place to hold overall professional responsibility for the course. This person must be appropriately qualified and experienced, and on the register.	☒	☐	☐
3.8 Ensure that there is an adequate number of appropriately qualified and experienced staff, with relevant specialist subject knowledge and expertise, to deliver an effective course.	☒	☐	☐
3.9 Evaluate information about students' performance, progression and outcomes, such as the results of exams and assessments, by collecting, analysing and using student data, including data on equality and diversity.	☒	☐	☐
3.10 Ensure that educators are supported to maintain their knowledge and understanding in relation to professional practice.	☒	☐	☐
Curriculum and assessment			
4.1 Ensure that the content, structure and delivery of the training is in accordance with relevant guidance and frameworks and is designed to enable students to demonstrate that they have the necessary knowledge and skills to meet the professional standards.	☒	☐	☒
4.2 Ensure that the views of employers, practitioners and people with lived experience of social work are incorporated into the design,	☒	☐	☒

Standard	Met	Not Met – condition applied	Recommendation given
ongoing development and review of the curriculum.			
4.3 Ensure that the course is designed in accordance with equality, diversity and inclusion principles, and human rights and legislative frameworks.	☒	☐	☐
4.4 Ensure that the course is continually updated as a result of developments in research, legislation, government policy and best practice.	☒	☐	☐
4.5 Ensure that the integration of theory and practice is central to the course.	☒	☐	☐
4.6 Ensure that students are given the opportunity to work with, and learn from, other professions in order to support multidisciplinary working, including in integrated settings.	☒	☐	☐
4.7 Ensure that the number of hours spent in structured academic learning under the direction of an educator is sufficient to ensure that students meet the required level of competence.	☒	☐	☐
4.8 Ensure that the assessment strategy and design demonstrate that the assessments are robust, fair, reliable and valid, and that those who successfully complete the course have developed the knowledge and skills necessary to meet the professional standards.	☒	☐	☐
4.9 Ensure that assessments are mapped to the curriculum and are appropriately sequenced to match students' progression through the course.	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
4.10 Ensure students are provided with feedback throughout the course to support their ongoing development.	☒	☐	☐
4.11 Ensure assessments are carried out by people with appropriate expertise, and that external examiner(s) for the course are appropriately qualified and experienced and on the register.	☒	☐	☐
4.12 Ensure that there are systems to manage students' progression, with input from a range of people, to inform decisions about their progression including via direct observation of practice.	☒	☐	☐
4.13 Ensure that the course is designed to enable students to develop an evidence-informed approach to practice, underpinned by skills, knowledge and understanding in relation to research and evaluation.	☒	☐	☐
Supporting students			
5.1 Ensure that students have access to resources to support their health and wellbeing including: vii. confidential counselling services; viii. careers advice and support; and ix. occupational health services	☒	☐	☐
5.2 Ensure that students have access to resources to support their academic development including, for example, personal tutors.	☒	☐	☐
5.3 Ensure that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health.	☒	☐	☐

Standard	Met	Not Met – condition applied	Recommendation given
5.4 Make supportive and reasonable adjustments for students with health conditions or impairments to enable them to progress through their course and meet the professional standards, in accordance with relevant legislation.	☒	☐	☐
5.5 Provide information to students about their curriculum, practice placements, assessments and transition to registered social worker including information on requirements for continuing professional development.	☐	☒	☒
5.6 Provide information to students about parts of the course where attendance is mandatory.	☐	☒	☐
5.7 Provide timely and meaningful feedback to students on their progression and performance in assessments.	☒	☐	☐
5.8 Ensure there is an effective process in place for students to make academic appeals.	☐	☒	☐
Level of qualification to apply for entry onto the register			
6.1 The threshold entry route to the register will normally be a bachelor's degree with honours in social work.	☒	☐	☐

Regulator decision

BA (Hons) Social Work (teach out) – approved

BA (Hons) Social Work Degree Apprenticeship (teach out) – approved

BA (Hons) Social Work – approved with conditions

BA (Hons) Social Work Degree Apprenticeship – approved with conditions

Annex 2: Meeting of conditions

1. If conditions are applied to a course approval, Social Work England completes a conditions review to make sure education providers have complied with the conditions and are meeting all of the [education and training standards](#).
2. Inspectors will undertake the conditions review and make recommendations to Social Work England's decision maker.
3. This section of the report will be completed when the conditions review is completed.

	Standard not met	Condition	Inspector recommendation
1	2.1	Applies to: BA (Hons) Social Work BA (Hons) Social Work Degree Apprenticeship The course provider will provide evidence of the skills day's plans for the newly validated courses.	Met
2	5.5 5.6 5.8	Applies to: BA (Hons) Social Work BA (Hons) Social Work Degree Apprenticeship The course provider will provide the completed handbooks for the BA (Hons) Social Work and the BA (Hons) Social Work Degree Apprenticeship.	Met

Findings

4. The conditions review was undertaken as a result of the conditions set during the course approval as outlined in the original inspection report above.
5. In response to condition 1 the course provider submitted a programme of skills days which included the title of the session, the presenter and whether it would take place online or face-to-face. Following the review of the submitted programme of skills days the inspectors asked the course provider for additional narrative to provide clarity in the following areas:

- Whether online and face to face skills days were the same length
 - How the university would ensure the effectiveness of the skills days to develop student skills for practice
 - How online skills days were ensured to be accessible and meaningful as a learning experience
6. The inspectors understood that the majority of skills days ran over a complete day, with input from practitioners in the morning, and related activities in the afternoon. The course provider reported that students were asked to provide feedback on the skills day programme and that this feedback had led to changes in the way skills days were delivered. It was further explained that the currency, and suitability, of the skills day programme was ensured by the involvement of practitioners and other specialist knowledge.
7. In response to condition 2 the course provider submitted updated handbooks. It was reported by the course provider that the institutional handbook template the course team were required to use, had changed since the inspection. The course provider acknowledged that the new template contained less information than the previous version had. Following a review of the evidence the inspectors asked the course provider for confirmation of how students could find information about the following areas:
- Academic appeals
 - The skills day curriculum
 - Information about assessment
 - How the course mapped to the professional standards
8. As part of a secondary submission of evidence the course provider resubmitted a handbook for the BA (Hons) Social Work and the BA (Hons) Social Work Degree Apprenticeship. The updated handbooks included 3 appendices which provided information to students on academic appeals, and course mapping to the Social Work England Education and Training Standards, and the Social Work England Professional Standards.
9. The course provider also submitted narrative evidence for consideration which explained that information about assessments was available on the virtual learning environment (VLE), *Moodle*, and that hard copies of the assessment schedule were displayed on departmental notice boards.

10. The inspectors reported that information on skills days was included in both updated handbooks.
11. Following the review of the documentary evidence submitted, the inspection team are satisfied that the conditions set against the approval of the BA (Hons) Social Work and the BA (Hons) Social Work Degree Apprenticeship are met.

Regulator decision

Conditions met.