

## Inspection Report

**Course provider:** Canterbury Christ Church University with London South East Colleges

**Course approval:** BA (Hons) Social Work

**Inspection dates:** 14 – 16 May 2024

|                                   |                             |
|-----------------------------------|-----------------------------|
| Report date:                      | 19 July 2024                |
| Inspector recommendation:         | Approved with conditions    |
| Regulator decision:               | Approved with conditions    |
| Date of Regulator decision:       | 9 September 2024            |
| Date conditions met and approved: | 24 <sup>th</sup> April 2025 |

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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 2018<sup>1</sup>, 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.

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<sup>1</sup> <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: Canterbury Christ Church University with London South East Colleges wish to run a franchised (BA Hons) Social Work, based at London South East Colleges.

|                                |                                                                                                                         |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Inspection ID                  | CCCUBC_CPP471                                                                                                           |
| Course provider                | Canterbury Christ Church University with London South East Colleges                                                     |
| Validating body (if different) |                                                                                                                         |
| Course inspected               | BA (Hons) Social Work                                                                                                   |
| Mode of Study                  | Full time                                                                                                               |
| Maximum student cohort         | 20                                                                                                                      |
| Proposed first intake          | September 2024                                                                                                          |
| Date of inspection             | 14 – 16 May 2024                                                                                                        |
| Inspection team                | Sam Jameson (Education Quality Assurance Officer)<br>Lyn Westcott (Lay Inspector)<br>Jane Reeves (Registrant Inspector) |

## Language

16. In this document we describe Canterbury Christ Church University (CCCU) with London South East Colleges (LSEC) as ‘the education provider’ or ‘the course provider’ and we describe the BA (Hons) Social Work as ‘the course’ or ‘the programme’.

## Inspection

17. A remote inspection took place from 14 – 16 May 2024. As part of this process the inspection team planned to meet with key stakeholders including students, course staff, employers, and people with lived experience of social work.

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

### Conflict of interest

19. No parties disclosed a conflict of interest.

### Meetings with students

20. The inspection team met with 7 students from the course, including student representatives. Discussions included: their experiences of the application and admissions process, placements, skills days, social work theory to practice, people with lived experience of social work, teaching and learning, equality, diversity and inclusion, feedback, attendance, student and academic support and Social Work England Professional Standards.

### Meetings with course staff

21. Over the course of the inspection, the inspection team met with: staff members from the course team, senior management team, staff involved in placement learning, staff involved in admissions, disability and student support services, library, and academic support services.

### Meeting with people with lived experience of social work

22. The inspection team met with people with lived experience of social work who have been involved in the programme. Discussions included what areas of the course they were involved with, how much input and feedback they had and were able to provide, the course and what training they received in this role.

### Meetings with external stakeholders

23. The inspection team met with one practice educator and representatives from placement partners including Croydon Council, Volunteering Matters, Shining Star Fostering and MRCS Care.

## Findings

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

### Standard one: Admissions

#### Standard 1.1

25. Documentary evidence submitted in support of this standard included the course specification, special regulations document, and the course document for franchised arrangements.

26. During the inspection, the inspectors met with staff involved in selection and admissions, members of the senior management team and course team. The students transferring onto the new course have already been through the course entry process to meet the requirements of this standard, however the inspection team sought to understand how students would be supported in transferring to levels 5 and 6 of the new course.

27. The inspectors were informed that students transferring onto level 6 of the new course will have interviews and those going into level 5 will not. The inspection team sought to understand the rationale for this process and how the course provider would ensure this is equitable for all students. As a result of their discussions with the above-named key stakeholders, the inspection team were not assured that there was equity for all students in the transferring process to the new course.

28. The inspection team reflected that, at the time of inspection, they were unable to confirm if standard 1.1 was met. The inspection team requested immediate assurance from the course provider to confirm what the process will be for students transferring onto levels 5 and 6 of the new course, the rationale for the process and how the course provider will ensure this is equitable for all students.

29. In response to the request for immediate assurance, the course provider submitted information including the response to Social Work England approval inspection request for immediate assurance document.

30. The inspectors were satisfied that the information provided confirmed that all students will be interviewed and complete the same admissions process. The evidence highlighted that the current foundation degree in social care students, levels 4 and 5, will be invited to apply to enter the franchised course at either level 5, after successful completion of

foundation degree level 4 in July 2024, or at level 6, after successful completion of the foundation degree level 5 in July 2024.

31. The course provider confirmed that module assessment boards and programme assessment boards have been scheduled and students will know the outcome of those boards by the end of July 2024.

32. Information supplied by the course provider identified that the admissions process and transition to the new course will include a bespoke process for the two cohorts. The process will include an extraordinary and enhanced practice panel. The panel will review the progress of students and ensure that their current practice learning is recognised and transferable against the practice learning requirement of the new course. The admissions process will be managed by CCCU as students will be CCCU students.

33. The documentary evidence submitted by the course provider highlighted that applicants will be offered an individual interview which will be jointly arranged between CCCU and LSEC. The interview panel will consist of at least one registered social worker from CCCU or LSEC and an expert by experience, who will have undertaken the necessary training to be on interview panels.

34. The course provider explained that applicants writing skills are already known from their progress on the foundation degree and offers will be made subject to DBS, health and a suitability for social work declaration. Any causes for concern will be initially reviewed by the acting professional lead who will have access to the forms and if necessary, will be reviewed by a wider internal CCCU faculty panel consisting of the professional lead, academic link tutor and a principal lecturer from a related pathway.

35. Following a review of the documentary evidence submitted by the course provider in relation to the immediate assurance and this standard, the inspection team were satisfied that this standard is met.

### Standard 1.2

36. Prior to the inspection, the inspectors were able to review documentary evidence submitted by the course provider in support of this standard. This included the CCCU recognition of prior learning and experience policy, the faculty recognition of prior learning policy and procedures guide for staff, and a separate guide for students. The inspectors were able to triangulate information regarding how the course provider ensures that an applicant's prior relevant experience is considered as part of the admissions process. Therefore, the inspection team agreed that this standard was met.

### Standard 1.3

37. Documentary evidence reviewed prior to the inspection included the course specification, the course document for franchised arrangements and the service user

partnership strategy document. During the inspection week, the inspectors met with members of people with lived experience of social work involved at CCCU and representatives from placement providers. The inspectors were informed from both key stakeholders that they were not involved in the selection and admissions processes, this was triangulated within meeting with the course team and staff involved in selection and admissions.

38. Following a review of the evidence, the inspection team is recommending that a condition is set against 1.3 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcome](#) section.

#### Standard 1.4

39. Prior to the inspection, the inspectors were able to review documentary evidence submitted by the course provider in support of this standard. This included the course document for franchised arrangements, the course specification and a copy of the declaration of suitability: good health and good character form.

40. The inspection team learnt from speaking to the course team and staff involved in selection and admissions that all applicants must complete and sign the above forms during their application and admissions process onto the course, including the enhanced disclosure and barring service check. The inspection team were assured from discussions with the above key stakeholders and documentary evidence review that there is a process in place to assess the suitability of applicants, including in relation to their conduct, health, and character. Students confirmed that they were provided with this information at open days and interviews. The inspection team agreed that this standard was met.

#### Standard 1.5

41. Documentary evidence submitted in support of this standard included links to CCCU and LSEC webpages for equality, diversity and inclusion, documents regarding the franchised arrangements entry criteria and applicant equality diversity and inclusion data for partner institutions.

42. As identified under standard 1.1, the inspectors were informed that students transferring onto level 6 of the new course will have interviews and those going onto level 5 will not. The inspection team sought to understand the rationale for this process and how the course provider would ensure this is equitable for all students, including how the admissions processes are in line with equality, diversity, and inclusion principles. As a result of their discussions with the course team, senior management team and staff involved in

selection and admissions, the inspection team were not assured that there was equity for all students in the transferring process to the new course.

43. The inspection team requested immediate assurance from the course provider to confirm what the process will be for students transferring onto levels 5 and 6 of the new course, the rationale for the process and how the course provider will ensure this is equitable for all students.

44. In response to the request for immediate assurance, the course provider submitted information, response to Social Work England approval inspection request for immediate assurance document. The inspectors were satisfied that this confirmed that all students will be interviewed and complete the same admissions process. The evidence highlighted that current foundation degree in social care students, levels 4 and 5, will be invited to apply to enter the franchised course at either level 5, after successful completion of the foundation degree level 4 in July 2024, or at level 6, after successful completion of the foundation degree level 5 in July 2024.

45. The course provider confirmed that module assessment boards and programme assessment boards have been scheduled and students will know the outcome of those boards by the end of July 2024.

46. Information supplied by the course provider identified that the admissions process and transition to the new course will include a bespoke process for the two cohorts. The process will include an extraordinary and enhanced practice panel. The panel will review the progress of students and ensure that their current practice learning is recognised and transferable against the practice learning requirement of the new course. The admissions process will be managed by CCCU as students will be CCCU students.

47. The documentary evidence submitted by the course provider highlighted that applicants will be offered an individual interview which will be jointly arranged between CCCU and LSEC. The interview panel will consist of at least one registered social worker from CCCU or LSEC and an expert by experience, who will have undertaken the necessary training to be on interview panels.

48. The course provider explained that applicants' writing skills are already known from their progress on the foundation degree and offers will be made subject to a Disclosure and Barring Service (DBS) check, health and a suitability for social work declaration. Any causes for concern will be initially reviewed by the acting professional lead who will have access to the forms and if necessary, will be reviewed by a wider internal CCCU faculty panel consisting of the professional lead, academic link tutor and a principal lecturer from a related pathway.

49. Following a review of the documentary evidence submitted by the course provider in relation to the immediate assurance and this standard, the inspection team were satisfied that this standard is met.

### Standard 1.6

50. Prior to the inspection the course provider submitted documentary evidence that included the course webpage and course documentation for the entry criteria for the franchised arrangements. As a result of their review of documentary evidence and discussions with students, staff involved in selection and admissions and the senior management team the inspectors were unclear how students transferring onto the new course were being provided with all the information they require.

51. The inspection team sought to understand this more clearly when meeting with the senior management team and were informed of students meeting with members of the course team, and representatives from the senior management team. However, the inspectors were not assured that students were provided with all of the information they require to make an informed choice about whether to take up an offer of a place on a course.

52. The inspection team reflected that, at the time of inspection, they were unable to confirm if standard 1.6 was met. The inspection team requested immediate assurance from the course provider regarding how they are ensuring that students have all the information they require to make an informed decision about taking up a place on the course, including the structure, content, and delivery of the course, including placements, and the methods of assessment.

53. In response to the request for immediate assurance, the course provider submitted information, including the response to Social Work England approval inspection request for immediate assurance document.

54. The inspectors were satisfied that the information provided outlined the course providers plans and response to ensure that students will have all the information they require to make a decision about taking up a place on the new course.

55. The evidence highlighted that another face-to-face meeting is planned with students/applicants at their campus to update them on the new course process and to provide enhanced information about all aspects of the course. The meeting will include guidance and information regarding the curriculum, practice placements, assessments, and module content. The head of school, acting professional lead, academic link tutor, LSEC course director and other CCCU and LSEC staff will attend the meeting.

56. The course provider confirmed that they are updating a frequently asked questions document to share with all students, and the draft timetable and course handbook will be

provided to them. The course provider highlighted that module assessment boards and programme assessment boards have been scheduled and students will know the outcome of those boards by the end of July 2024. If requested, students will be provided with information regarding alternative courses.

57. Information supplied by the course provider identified that they are also working to ensure that the cohorts will have access to the same social media groups that their other social work applicants have. The social media groups are monitored by a member of social work staff and further questions can be answered through these channels.

58. The course provider explained that students will be provided with in depth information about the level 6 module leadership, professionalism and specialist knowledge in social work which is designed to teach students about ongoing learning and continuous professional development requirements as they enter the profession.

59. Following a review of the documentary evidence submitted by the course provider in relation to the immediate assurance and this standard, the inspection team were satisfied that this standard is met.

## Standard two: Learning environment

### Standard 2.1

60. The course provider was able to demonstrate that students, on completion of the new course, will have completed 30 placement days at level 4 as part of the foundation degree they were on, a 70-day placement at level 5 and 100-day placement at level 6 of the new course.

61. The inspectors were assured from their discussions with the course team and staff involved in practice-based learning that students transferring onto the new course at level 6 will have already completed their 70-day placement as part of their previous course.

62. The inspection team heard from employer partners, placement providers and staff involved in placement-based learning of the work and planning in place to ensure students have contrasting placements, including one within a statutory setting providing experience of statutory social work, tasks and appropriate decision making and interventions.

63. Following a review of the evidence and their discussions with the course team, the inspectors were unclear of the skills days provided to students. Documentary and narrative evidence received by the inspection team was contradictory regarding how skills days are provided to the students and how well attended these days are.

64. Therefore, the inspection team is making a [recommendation](#) in relation to 2.1. We recommend that the language and information provided to students regarding the skills days for the new course is clearly identified, communicated, and promoted.

## Standard 2.2

65. Prior to the inspection the inspectors were able to review documentary evidence in support of this standard. This included the practice learning handbook, placement audit form and the course document for franchised arrangements, including information regarding practice placement settings and monitoring, evaluation, and improvement.

66. The inspectors met with staff involved in placement-based learning, placement providers, employer partners and practice educators. These meetings enabled the inspectors to explore how the new course will provide practice learning opportunities that enable students to gain the knowledge and skills necessary to develop and meet the professional standards.

67. Communication and understanding between the course provider, placement providers and employer partners was evident throughout discussions during the inspection week, including the requirements and monitoring of placement settings to ensure that appropriate learning opportunities are provided.

68. The inspectors were satisfied that the course provider has documentation that sets out administrative and practical information about placements and what the students should expect to do and learn during the placement. The inspection team agreed that this standard was met.

## Standard 2.3

69. The inspection team heard from employer partners and placement providers that students have induction periods in their individual organisations. Understandably these vary in time, but the content is the same to meet the requirements of this standard. The inspectors were provided with narrative evidence of the work and processes in place to ensure that each student feels integrated to the team and understands the organisations' aims and responsibilities.

70. The inspectors were provided with examples, from both students and placement providers, of reading through policies and procedures and learning about the aims and objectives of the organisation during their inductions. Students confirmed that they had inductions, appropriate workloads, supervision, access to resources and any reasonable adjustments that they required whilst on placement.

71. The practice educator and placement providers were clear of their responsibilities regarding supervision requirements and supporting students. This highlighted to the inspection team that there is a robust working relationship with staff involved in placement-based learning from LSEC, which ensures students are appropriately supported to develop and work towards meeting the required learning outcomes and standards. The inspection team were satisfied that this standard was met.

## Standard 2.4

72. Following their review of documentary evidence submitted by the course provider, the inspection team sought to gain clarity on how the course provider ensures that on placements, students' responsibilities are appropriate for their stage of education and training.

73. The inspection team heard from placement providers and staff involved in placement-based learning of the process and work that is undertaken collaboratively to ensure that students' duties whilst on placement are appropriate. The inspection team were provided with insight into the matching process for students to placements and settings in which their individual learning and development needs are most suited.

74. As a result of their discussions with the practice educator the inspectors were assured that, under appropriate supervision and assessment, students work within a scope of practice that is suitable to their level of skills and experience. The inspection team agreed that this standard was met.

## Standard 2.5

75. As identified under standard 1.4, all students must have an enhanced DBS check complete and in place as part of their admissions process and prior to commencing any placements.

76. The inspectors heard from the course team, staff involved in practice-based learning and a practice educator how the course assesses each student's preparedness to safely undertake practice learning. The inspection team was informed that students must currently complete 5 days shadowing of a social worker, then complete a 3000-word case study on that experience. There is reflective feedback on this piece of work to the student from the social worker, which must be assessed as passed for the student to progress in the course and into placement learning and practice. The inspection team agreed that this standard was met.

77. During the inspection week the inspectors were provided with narrative evidence that there is a proposal to move the assessed preparation for direct practice to a different model than that identified above. This would involve the same format of a case study and reflective feedback but based on one day shadowing of a social worker.

78. The inspectors sought to understand the rationale for this and spoke to the course team, practice educators and staff involved in practice-based learning, hearing that this approach was in place within CCCU courses and being explored for the new course. The inspection team considered whether this new approach to assessing students' preparation for direct practice would be robust in ensuring that students are safe to carry out practice learning in a service delivery setting. Therefore, the inspection team is making a [recommendation](#) in

relation to standard 2.5. The inspectors recommend that during the review of the current approach to assessing students' readiness for direct practice, consideration is given to keeping the 5 shadowing days of a social worker for this student group.

### Standard 2.6

79. Documentary evidence submitted in support of this standard included examples of a flow chart for the collection of practice educator's qualifications and currency and practice educator qualification check. The inspectors were able to triangulate this information within their meeting with a practice educator. They confirmed the process and their experience of being asked for evidence of being on the Social Work England register and that they have the relevant and current knowledge, skills, and experience to support safe and effective learning. The practice educator spoke of providing evidence of their practice educator professional standards training and their recent continuing professional development and appropriate training they had completed.

80. The inspection team met with the course team and staff involved in practice-based learning from both LSEC and CCCU. The inspection team heard that the course provider keeps track of practice educator qualifications and currency by using a spreadsheet which is completed and updated by both LSEC and CCCU. The inspection team were informed of practice educator workshops that the course provider has previously organised. However, due to low attendance they are exploring online options to provide greater flexibility for practice educators to attend. The inspection team agreed that this standard was met.

### Standard 2.7

81. The course provider submitted information on the policies and processes in place for students regarding whistleblowing, challenging unsafe behaviours and reporting concerns. The inspection team reviewed documentary evidence, including the raising and escalating complaints and concerns within practice environments guidance, policy, and procedure. The evidence provided outlined actions students should take if they have concerns.

82. The student representatives that the inspection team met with identified that during their placements, they had the required knowledge and awareness of policies and procedures that would support them to challenge unsafe behaviours and cultures, organisational wrongdoings, and report concerns openly and safely without fear of adverse consequences. The inspectors heard from the staff involved in practice-based learning regarding the induction and teaching sessions in place for students on the process of raising concerns, to ensure students' awareness was upheld about how and where to seek support in these matters.

83. The inspection team agreed that this standard was met.

## Standard three: Course governance, management and quality

### Standard 3.1

84. The opening day presentation from the course team outlined that the course is delivered at LSEC, and day to day running of the course is managed by the team at LSEC including lesson delivery, academic and pastoral support. With the course lead based at LSEC and the professional lead based at CCCU, the inspection team were informed of the professional lead previously attending the LSEC site once a month.

85. Documentary evidence submitted by the course provider identified that the course is designed in line with, and is governed by, CCCU quality assurance and academic regulations and processes, and is franchised from and awarded by CCCU. The information contained within the validation team presentation document identified that LSEC follow CCCU quality assurance processes in relation to this course, with module and placement evaluation, course committee meetings and the board of study that feed into faculty and university quality systems.

86. Information presented to the inspection team during the inspection week highlighted the governance and running of the programme from LSEC, outlining the structure and internal quality cycle. However, the inspection team sought to gain insight into how these structures and plans would ensure that the course is governed, managed, and delivered effectively between LSEC and CCCU.

87. The inspectors spoke to the course team and senior management team representatives throughout the inspection week. Discussions included the support for academic delivery, consistency, and sustainability of the teaching at LSEC for the new course, including the monitoring of the quality and content of teaching to students.

88. The inspectors were informed that the social work teaching from CCCU is mainly online and queried how this contributes to the overall management and professional social work oversight of the quality and teaching of the course and its content. The inspection team were provided with a staffing paper for the course, but were not satisfied that this clarified the resourcing or monitoring of the quality and content of teaching for the onsite delivery and quality management of the new course between CCCU and LSEC.

89. Under standard 3.7 of this report there is information regarding an immediate assurance that was set by the inspectors. This area was also considered under this standard to ensure that the professional leads' role, responsibilities, and impact were clearly identified and understood by the whole course team and in the wider governing, delivery and quality management of the course. The immediate assurance and information submitted by the course provider is set out under standard 3.7.

90. Following a review of the evidence, the inspection team is recommending that a condition is set against 3.1 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcome](#) section.

### Standard 3.2

91. Information received from the course provider identified that there are placement and strategic agreements in place with their main statutory placement partners, Kent County Council and Medway Council.

92. The practice learning handbook provides information and outlines the process for any issues that may cause a placement to be at risk of breakdown, including guidance for the student on who they should contact if they have concerns. The inspectors heard from student representatives and placement providers that they met with of how this process has worked in practice, identifying the responsiveness, supportive manner and clear communication from the placement lead that guided any issues or risks during a placement.

93. As identified above, the inspection team were provided with details of the agreements in place with the named councils, but heard during the inspection of the work done internally by the course lead of sourcing other placement settings. The inspection team were unclear of how and where these agreements and placements were organised.

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

### Standard 3.3

95. The inspection team were provided with the practice handbook prior to the inspection that identified the necessary policies and procedures in relation to students' health, wellbeing, and risk, that all students must have access to and understand for placement practice. Student representatives spoke of the clear support and guidance from the placement team and placement providers. This ensured that they read through and had the time to discuss or check their understanding regarding these policies and procedures during their placements.

96. The inspection team heard of the varied approaches that each individual placement provider had regarding students' induction to a new placement setting. The inspection team felt there are clear and recurring themes of ensuring that students are aware of safety policies and procedures in relation to raising concerns, and that details of these are included in the placement agreement, including being checked and signed off by all those in attendance. The inspection team agreed that this standard was met.

#### Standard 3.4

97. During their discussions with the course team and senior management representatives the inspectors were informed of the board of studies. Documentary evidence submitted in support of this standard included to, but was not limited to the course specification, course documentation for franchise arrangements and examples of CCCU-LSEC course management meeting agenda and notes.

98. In their discussions with employer partners and placement provider none of those in attendance were involved in or attended these meetings, or gave details of other elements of the management or monitoring of the course that they were involved in. During the inspection, the inspectors were not provided with any further details or insight into how the course provider works collaboratively with employers and placement providers to manage and monitor the course and allocate placements.

99. Following a review of the evidence, the inspection team is recommending that a condition is set against 3.4 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcome](#) section.

#### Standard 3.5

100. Following the documentary evidence submission and during the inspection week the inspectors sought to understand how the course provider shows how they monitor and evaluate the course's quality and effectiveness and the systems that are in place. This included how these involve employers, people with lived experience of social work and students.

101. As identified within standard 3.4, the inspection team were not satisfied that employer partners and placement provider were involved in regular and effective monitoring, evaluation, and improvement systems for the course.

102. Within their meeting with people with lived experience of social work, the inspection team heard from both attendees that neither of them had been involved in the course at LSEC, or in the consultation work for the new course and were based at CCCU.

103. The inspectors noted the student charter as part of the documentary evidence and asked for further information regarding students' representation and involvement in the monitoring and evaluation of the course. Within the senior management team meeting the inspectors were informed of student representation on the board of studies, but not specifically from this course or student cohorts. No students that the inspection team met with could give any examples or insight into areas of engagement for students into the course monitoring, evaluation, and improvement processes.

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

### Standard 3.6

105. Documentary evidence submitted in support of this standard included the course specification, practice learning handbook and information regarding strategic meetings with Kent County Council and Medway Council 2022-2023. Placement providers and employer partners that the inspection team met with spoke of the positive working relationships that they have with the staff involved in placement-based learning. Employer partners and placement providers identified the open, honest, and timely communication that they have with the course provider that enables students to have quality placements in appropriate settings and in line with local placement capacity requirements.

106. The inspection team heard from student representatives that they met with that they had no issues regarding access to placements or practice educators. Staff involved in placement-based learning reported that they have had no delays in providing placements from availability or capacity issues. The inspection team were told that when the new course starts, placement allocation is moving to be based at CCCU, but the collaborative work between CCCU and LSEC staff involved in placement-based learning will continue. The inspection team were satisfied that this standard was met.

### Standard 3.7

107. The documentary evidence provided by the course team prior to the inspection enabled the inspection team to review and check that both the professional lead and the course lead are registered social workers with Social Work England. Within their meetings

with the course team and senior management team the inspectors were informed that the professional lead attends LSEC once a month.

108. Following these discussions and the documentary evidence review, the inspectors considered and discussed the possible impact of the longer-term professional lead's extended absence and the potential loss of professional leadership for the teaching team. This was considered by the inspection team to be a further area of importance given the transition for students onto a new course.

109. The inspectors considered that during this transition, the interface between the course lead and the professional lead may need to be amplified to include more professional supervision, including the discussion of curriculum delivery and any potential issues, such as managing student self-disclosure in the classroom. This was an area identified within the meeting with the course team and queried by the inspection team, of its appropriateness, how students were supported, potential triggering impact this may have for students and whether greater professional oversight and support would aid areas such as this. The student representatives that the inspection team met with did not identify any issues or concerns, but it was an area the inspection team noted to inform the course provider and professional lead of.

110. The inspection team reflected that, at the time of inspection, they were unable to confirm if standard 3.7 was met. The inspection team requested immediate assurance from the course provider regarding confirmation of who will be the named professional lead during the extended absence of the longer-term professional lead.

111. The course provider was asked to provide confirmation on what their responsibilities will be regarding the onboarding process to the new course, including the management and professional social work oversight of the teaching and quality requirements of the new course.

112. In response to the request for immediate assurance, the course provider submitted information, including the response to Social Work England approval inspection request for immediate assurance document.

113. The evidence provided highlighted the roles and responsibilities of the acting professional lead and identified other staff that will have direct involvement with the course. The course provider explained that they have enhanced CCCU involvement by having two separate members of staff to cover the acting professional lead role and the academic link tutor role, including that they would be able to cover for each other during any absences.

114. The documentary evidence submitted by the course provider highlighted other CCCU staff that will be involved in the delivery of the modules, readiness for direct practice and placement organisation and support, teaching, research supervision and assessment.

115. The inspectors were satisfied that this information met the requirements of the immediate assurance, subject to the staff CVs being provided by the course provider to Social Work England.

116. Following a review of the evidence, the inspection team is recommending that a condition is set against 3.7, links to standard 3.8, in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcome](#) section.

### Standard 3.8

117. The inspection team were satisfied from the meetings with student support services and senior management team that the course has adequate support from human resources, finance and information and communication technology to deliver the course.

118. Prior to the inspection the course provider submitted documentary evidence in support of meeting this standard. This included, but was not limited to the course performance plan, staff CVs, with further staff members CVs provided during the inspection week and, where appropriate, registration details for members of the course team with Social Work England. The information identified that between the staff at CCCU and LSEC there is an adequate number of appropriately qualified and experienced social workers available to be involved in delivering the course.

119. However, during the inspection week, the inspectors learnt that more than half of the teaching time at LSEC is delivered by staff who are not registered social workers. This includes modules delivered by CCCU staff online rather than face to face. The inspection team queried whether this meant that the staff team at LSEC have limited opportunities to interact with a social work peer group onsite, and the impact this could have upon students learning about professional practice from those who have direct experience of delivering social work services. That, coupled with the immediate assurance set under standard 3.7, regarding professional lead oversight and involvement, flagged the potential impact these issues could have upon the course. This included the course provider's ability to 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.

120. Following a review of the evidence, the inspection team is recommending that a condition is set against 3.8, links to standard 3.7, in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to

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

### Standard 3.9

121. The inspection team were informed through their documentary evidence review and discussions with the senior management and course teams that all social work courses participate in CCCU school board of study, which evaluates information about student performance, progression, and outcomes.

122. Information contained with the course education and training standards mapping form identified that all module leads complete a report after the completion of each module which reviews student marks and achievement on the module. These reports are reviewed at the board of study, with a PowerBI student information system which provides an overview of student surveys, student awards and progression.

123. The inspection team heard that equality, diversity, and inclusion data is also monitored at faculty level with specific oversight of attainment and awarding gaps. However, the inspectors sought further clarity and were not satisfied from both the documentary evidence submission and discussions during the inspection week that there was evidence that the course evaluates information about students' performance. There was uncertainty regarding how student data is collected, analysed, and applied within the course, including equality and diversity information in relation to student performance.

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

### Standard 3.10

125. Documentary evidence submitted in support of this standard identified that academic staff act as placement tutors for students on placements. The education and training standards mapping form submitted by the course provider identified this process supports the academic staff's knowledge and understanding of current practice. The inspection team were informed of an agreement between CCCU, Kent Medway and the South East Teaching Partnership, for academics to spend time shadowing social work practitioners in practice.

126. During the inspection week, the inspectors sought to triangulate this information. Within their meetings with the course team, the inspection team were informed by the representatives they met with that none of them had been part of the 'academics in practice' scheme. The inspection team were provided with information that staff at LSEC have access to local training resources, and the teaching, learning and continuous professional development opportunities at CCCU. The course team provided insight into the training completed at LSEC for the mandatory requirement for safeguarding, equality, diversity and inclusion, reflective work, and the integration of social work podcasts and social work forums that they attend.

127. However, during their discussions with the course team the inspectors were not provided with any examples of staff from LSEC attending any of the development opportunities at CCCU, including academic staff spending time in social work practice, social work mentoring or development opportunities. The inspectors considered whether these areas impact upon the development of specialist subject knowledge to deliver an effective and contemporary pre-registration social work course.

128. As identified under standard 3.7 and 3.8 of this report the inspection team have set conditions in relation to the professional leads oversight and involvement in the course, including the support and management of the course teaching team. Conditions attached to those standards also link into the requirements of meeting this standard and were discussed by the inspection team within their review of the education and training standards and guidance to form the inspector's recommendation as part of the inspection process.

129. Therefore, following a review of the evidence, the inspection team is recommending that a condition is set against 3.10 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcome](#) section.

## Standard four: Curriculum assessment

### Standard 4.1

130. Documentary evidence submitted by the course provider in support of this standard included the course specification, mapping document for professional capabilities framework, Social Work England professional standards and the practice learning handbook. The inspection team concluded that the documentary evidence provided in advance of the inspection was able to demonstrate that this standard was met.

### Standard 4.2

131. Prior to the inspection the course provider submitted documentary evidence in support of this standard. This information included the course document for franchise arrangements, service user partnership strategy, reapproval consultations summary, an example of a course meeting agenda and notes with external stakeholders.

132. Within the education and training standards mapping form the course provided identified that they had included recent examples of consulting with stakeholders, which has fed into the approval process. The consultations were regarding the BA (Hons) Social Work Studies, which is now replaced by the BA (Hons) Social Work. The course provider included that the issues raised are relevant to the validation of the BA (Hons) Social Work and have been incorporated into the course development.

133. As identified in standards 1.3 and 3.5 within this report, the inspectors were not satisfied that placement providers, social work practitioners or people with lived experience of social work are involved in collaboratively shaping the course. This was due to a lack of clarity throughout the inspection process of where these key stakeholder's views and feedback were considered or incorporated into the design, ongoing development, and review of the curriculum.

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

#### Standard 4.3

135. Documentary evidence provided in advance of the inspection included, but was not limited to, information and links to the course providers access and participation plan, equality, diversity and inclusion policy and the equality and diversity committee. The inspectors were able to triangulate this information within their discussions with student representatives, the course team and student support services.

136. The inspection team concluded that the course is designed in accordance with equality, diversity and inclusion principles, and human rights and legislative frameworks. The inspection team agreed that this standard was met.

#### Standard 4.4

137. The inspectors sought to understand how recent developments in social work research, legislation, government policy, and best practice have informed the design of the curriculum

and course content. Documentary evidence included the course specification, modules descriptors, reading lists and staff CVs.

138. As referenced in standard 3.10, the course team has access to professional development opportunities and training. During the inspection, the inspection team met with members of the course team and were not provided with instances of being involved or having undertaken these opportunities. The inspection team were not provided with any examples of current research or social work practice being utilised or brought in to enhance the currency of the course and teaching to students.

139. As identified in standard 4.2 the inspection team were not satisfied with the current involvement from key stakeholders in the design, development, or review of the curriculum. The evidence provided both in documentary and narrative form did not provide the inspection team with substance as to how the course team were working to ensure that the design of the curriculum predicts or reflects changes in practice or services. This includes any recent developments in the profession's research and evidence base, advances in technology, changes in the law, and changes in people with lived experience of social work's needs and expectations.

140. Following a review of the evidence, the inspection team is recommending that a condition is set against 4.4 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcome](#) section.

#### Standard 4.5

141. Documentary evidence provided in advance of the inspection included, but was not limited to, information and guidance on the feedback and marking rubric, theory and practice links in the practice learning handbook and the leadership, professionalism, and specialist knowledge module. The inspectors were able to triangulate this information within their discussions with student representatives, practice educator, placement providers and the course team.

142. The inspection team concluded that students have the opportunity to learn theory and understand why it is important, and also learn to reflect on and how to apply theoretical frameworks in practice. The inspection team agreed that this standard was met.

#### Standard 4.6

143. Prior to the inspection, the inspectors were able to review documentary evidence submitted by the course provider to meet the requirements of this standard. The inspection

team were able to review information regarding the safeguarding and interprofessional working module, CCCU social work practice education strategy, and placement structure within the practice learning handbook.

144. Following their review of the documentary evidence, the inspectors were able to meet with and speak to student representatives and the course team during the inspection week. The students that the inspectors met with spoke of the varied professions that they had the opportunity to work with and learn from within their practice settings. Some of the examples given were of working alongside solicitors, the police, health and medical professions within hospital settings.

145. The inspection team were satisfied that students are given the opportunity to work with, and learn from, other professions to support multidisciplinary working including in integrated settings. Therefore, this standard was met.

146. During the inspection, the inspectors sought to understand how the teaching and curriculum supports interprofessional learning within placement settings. The inspection team were informed of plans for students to work with peers from educational child studies course, including a conference with occupational therapy involvement that will focus upon case studies and collaborative work. There are also further plans for students from the course to attend a multi-disciplinary team workshop regarding domestic abuse, as well as supporting students to make use of the Hydra training facilities at CCCU.

147. Following a review of the evidence, the inspection team is making a [recommendation](#) in relation to 4.6. We recommend that the education provider reviews the academic curriculum to integrate greater opportunities for students at LSEC to learn alongside other CCCU students and professionals that are relevant to social work, in a way that can be audited.

#### Standard 4.7

148. The inspectors heard from the course team and student representatives that they met with that students attend teaching sessions for two days a week and that their attendance is monitored. The learning is delivered in person at LSEC, with classroom learning and group-based work, and online from the social work teaching team involved from CCCU.

149. The students that the inspection team met with spoke of the good level of support they receive from the teaching team and the balance the course structure has with their personal requirements. Employer partners and placement providers informed the inspection team that students begin placement with the level of learning and knowledge that is appropriate to their stage in the course. The inspection team were satisfied that this standard was met.

#### Standard 4.8

150. Leading up to the inspection the course provider submitted documentary evidence in support of this standard. This information included the course specification, course document for franchise arrangements, modules descriptors, the mapping document for professional capabilities framework and Social Work England professional standards. The inspection team concluded that through the documentary evidence provided, and discussions with the course team, students and placement providers, they were able to demonstrate that this standard was met.

#### Standard 4.9

151. In relation to the requirements of this standard the inspection team were referred to the course specification, course handbook and the course structure for learning, teaching, and assessment strategy. The inspectors were satisfied this information highlighted how assessments are carried out at appropriate stages during the course to match students expected progression. As identified in standard 4.7, employer partners and placement providers informed the inspection team that students start placement with the level of learning and knowledge that is appropriate to their stage in the course.

152. The inspectors heard from student representatives that they met with that the assessments were suitably challenging as they progressed through the course, and the support and preparation they received was useful and timely. Students identified that there are busier times of the course schedule and academic requirements, but they receive tutorials for each assignment and know they can seek support as they require. The inspection team agreed that this standard was met.

#### Standard 4.10

153. The course provider was able to demonstrate that students are provided with feedback from different sources. This includes tutorials, formative and summative feedback, and within placements from practice educators. Students can access further input and feedback from the course team within individual tutorials. There is also information and guidance within the student course handbook regarding the 15-day turnaround for providing feedback on Turnitin, and links to CCCU webpage for students' assessment and reassessment support.

154. Within their meeting with student support services, the inspection team heard of the library and academic services that can provide support regarding academic development for students. The student representatives that the inspection team met with spoke of the feedback being provided in a timely manner and said this was helpful in relation to their progression and how they have performed. The inspection team were satisfied that this standard was met.

155. Following a review of the evidence, the inspection team is making a [recommendation](#) in relation to standard 4.10. We recommend that the professional lead oversees the

feedback provided to students from staff who are not qualified social workers when making comments on the practice and development of social work.

#### Standard 4.11

156. As a result of the initial and the additional evidence submission the inspectors were able to triangulate information to confirm that the external examiner is registered with Social Work England and meets the requirements of this standard.

157. As part of the documentary evidence submitted, the inspectors were able to review the CVs of the course team and staff involved in assessment. Following their review of documentary evidence and discussions with the course team and senior management team, the inspection team were unclear where and who carried out internal moderation between LSEC and CCCU, and their specific experience or training for this role.

158. Documentary evidence and discussions with the course team did not provide greater clarity on how the course provider ensures that all staff who carry out assessments and marking on the course are suitably experienced, skilled and are appropriately trained and supported to carry out their role.

159. Following a review of the evidence, the inspection team is recommending that a condition is set against 4.11 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcome](#) section.

#### Standard 4.12

160. Documentary evidence submitted in support of this standard included CCCU assessment procedures, with links to the course assessment procedures and guidance. The inspection team were able to review the practice learning handbook regarding the process for direct observations and hear from student representatives, practice educator and placement providers regarding how these work in practice. Students spoke through their experience of needing to retake assessments, extenuating circumstances and the support systems in place that guided them through this process.

161. The inspection team were satisfied that the supplied documentary evidence and discussions with key stakeholders outlined the arrangements for overseeing and managing students' progression through the course. The inspection team agreed that this standard was met.

#### Standard 4.13

162. During the inspection, the inspectors were able to meet with student representatives, the course team, and a practice educator. This allowed them to triangulate documentary evidence reviewed prior to the inspection, which included module descriptors, learning outcomes for the dissertation, and research mindedness in social work modules.

163. The inspectors were satisfied that the material highlighted the importance of developing students' ability to develop a critical, evidenced based approach to their future practice as social workers as they progress through the academic levels of the course. The inspection team were satisfied that this standard was met.

164. Following a review of the evidence, the inspection team is making a [recommendation](#) in relation to standard 4.13. We recommend that the course team seeks greater engagement with people with lived experience of social work to inform how the course is designed to enable students to develop an evidence-informed approach to practice.

## Standard five: Supporting students

### Standard 5.1

165. Prior to the inspection, the inspectors were able to review documentary evidence submitted by the course provider regarding the access to support services that students have in relation to supporting their health and wellbeing. This satisfied the inspectors that students have access to a variety of services including, but not limited to confidential counselling services, careers advice and support, and occupational health services.

166. During the inspection, the inspectors met with representatives from the course providers range of academic and pastoral support services. This enabled the inspectors to triangulate documentary evidence submitted in support of this standard, that highlighted the range of student support services on offer to students. The inspection team agreed that this standard was met.

### Standard 5.2

167. Documentary evidence submitted in support of this standard included details of the course specific approach to student engagement and course management, and the LSEC student support website. Information also included web links to CCCU student support and personal academic tutor guidance on the CCCU website.

168. The inspectors were assured from their discussions with student support services that students have support and guidance from library and academic development services to support their academic progress.

169. Within their meetings with the course team the inspectors sought to gain clarity on how the role of personal tutor is organised for students on the course. Students spoke of having 3 meetings over the course of an academic year with their personal tutor to focus

upon their personal and academic development and can also request further meetings if required.

170. The inspection team heard within their meetings that there is one personal tutor across the LSEC site and were uncertain how this role feeds into and supports the academic development for students. Within the meeting with the course team, the examples of the personal tutor role were more based upon pastoral support and guidance for students.

171. Following a review of the evidence, the inspection team is recommending that a condition is set against 5.2 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. Full details of the condition, its monitoring and approval can be found in the [proposed outcome](#) section.

### Standard 5.3

172. As identified in standard 1.4, the inspectors were able to review documentary evidence submitted by the course provider in support of this standard. This included the course document for franchised arrangements, course specification and copy of the declaration of suitability: good health and good character form. The inspection team were informed that students must sign this, and have it checked before they can progress and start onto the next level of the course.

173. The inspection team were assured from discussions with the course team and documentary evidence review that there is an ongoing process in place to assess the suitability of applicants. This included checking their conduct, health, character and any fitness to practice issues that may arise during the course. Students confirmed that they were provided with this information at open days and interviews. The inspection team agreed that this standard was met.

### Standard 5.4

174. Information provided within documentary evidence, reasonable adjustments guidance in the practice learning handbook, and the LSEC student support website identified that students could access support and assessment for reasonable adjustments via a learning support plan. The inspection team were provided with information within the evidence submission of this process, and guidance via CCCU and LSEC websites.

175. The inspectors were able to triangulate this information within their meetings with the course team, student representatives and student support services, hearing from students on the course of adjustments put in place to support them. Some of the examples given included an assessment and diagnosis for dyslexia and a lift and ground floor working

organised to support accessibility. The inspection team were satisfied that this standard was met.

176. Within their inspection meetings the inspectors heard of examples of how funding through disabled students' allowance is used to fund any specialist equipment within the placement setting. The inspectors queried whether, under the new course specifications, this funding may not be provided and the impact this may have upon the funding for future adaptations and adjustments. Therefore, the inspection team is making a [recommendation](#) in relation to standard 5.4. We recommend that the course provider considers and plans for how this potential change may impact upon students and the adaptations and adjustments that they may require.

### Standard 5.5

177. Prior to the inspection the course provider submitted documentary evidence that included the course webpage and course documentation for the franchised arrangements. As a result of their review of documentary evidence and discussions with students, the course team and the senior management team, the inspectors were unclear how students transferring onto the new course were being provided with all the information they require.

178. The inspection team sought to understand this more clearly when meeting with the senior management team and were informed of students meeting with members of the course team and representatives from the senior management team. However, the inspectors were not assured that students were provided with all the information they require about their curriculum, practice placements, assessments, and transition to registered social worker including information on requirements for continuing professional development.

179. The inspection team reflected that, at the time of inspection, they were unable to confirm if standard 5.5 was met. The inspection team requested immediate assurance from the course provider regarding how they are ensuring that students have all the information they require about their curriculum, practice placements, assessments, and transition to registered social worker including information on requirements for continuing professional development.

180. In response to the request for immediate assurance, the course provider submitted information, including the response to Social Work England approval inspection request for immediate assurance document.

181. The evidence highlighted that another face-to-face meeting is planned with students/applicants at their campus to update them on the new course process and to provide enhanced information about all aspects of the course including about the curriculum, practice placements, assessments, and module content. With the head of

school, acting professional lead, academic link tutor, LSEC course director and other CCCU and LSEC staff in attendance.

182. The course provider confirmed that they are updating a frequently asked questions document to share with all students, and the draft timetable and course handbook will be provided to them. The course provider highlighted that module assessment boards and programme assessment boards have been scheduled and students will know the outcome of those boards by the end of July 2024. If requested, the course provider will be provided students with information regarding alternative courses.

183. Information supplied by the course provider identified that they are also working to ensure these cohorts will have access to the same social media groups that their other social work applicants have. The social media groups are monitored by a member of social work staff and further questions can be answered through these channels.

184. The course provider explained that students will be provided with in depth information about the level 6 module leadership, professionalism and specialist knowledge in social work which is designed to teach students about ongoing learning and continuous professional development requirements as they enter the profession.

185. The documentary evidence submitted by the course provider highlighted that all students would undergo the readiness for direct practice process. This will be prior to the first week of the course, or during the first semester prior to their next practice placement. This requires confirmation of a successful completion by a practice panel prior to students undertaking their next placement. The course provider identified guidance for students regarding this assessment will be contained within the course handbook.

186. The inspectors were satisfied that the information provided outlined the course providers plans and response to ensure that students will have all the information they require to make a decision about taking up a place on the new course.

187. Following a review of the documentary evidence submitted by the course provider in relation to the immediate assurance and this standard, the inspection team were satisfied that this standard is met.

### Standard 5.6

188. Documentary evidence submitted in support of this standard included key dates and timetabling for students in the course handbook, attendance, and hours of work information in the practice learning handbook. Information reviewed prior to the inspection also included the student engagement in learning policy.

189. The inspection team were informed that placement and skills days are mandatory, and students must complete 200 days of practice placement, including up to 30 skills days, to complete the course. Student representatives that the inspection team met with were

aware of the attendance requirements for the course. It was heard that there was a process in place for making up any missed assignments or work, this involved a 1 to 1 meeting with a member of academic staff to discuss and plan how to catch up. The inspection team agreed that this standard was met.

#### Standard 5.7

190. Please see standard 4.10 for further information regarding timely and meaningful feedback to students on their progression and performance in assessments. As identified within that standard, the inspection team were satisfied that the requirements of this standard were met.

#### Standard 5.8

191. Through its documentary evidence submission, the course provider demonstrated that it has an academic appeals procedure, this included clear guidance in relation to how to make an appeal or complaint and the process for its resolution. The inspection team agreed that this standard was met.

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

#### Standard 6.1

192. As the qualifying course is a BA (Hons) Social Work course, the inspection team agreed that this standard was met.

## Proposed outcome

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

### Conditions

Conditions for approval are set if there are areas of a course that do not currently meet our standards. Conditions 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 | Condition                                                                                                                                                                                                                                                                          | Date for submission of evidence | Link                         |
|---|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|------------------------------|
| 1 | Standard 1.3               | The education provider will provide evidence that employers, placement providers and people with lived experience of social work are involved in the process for all students transferring onto levels 5 and 6 of the new course.                                                  | 9 December 2024                 | <a href="#">Paragraph 37</a> |
| 2 | Standard 3.1               | The education provider will provide an action plan, identifying the support in place for the academic growth and sustainability of the teaching at LSEC, including the monitoring of the quality and content of teaching for the onsite delivery and management of the new course. | 9 December 2024                 | <a href="#">Paragraph 84</a> |
| 3 | Standard 3.2               | The education provider will submit evidence of the agreements in place with placements providers, outside of Kent County Council and Medway Council.                                                                                                                               | 9 December 2024                 | <a href="#">Paragraph 91</a> |
| 4 | Standard 3.4               | The education provider will provide evidence of how employers are involved in elements of the course, including but not limited to the                                                                                                                                             | 9 December 2024                 | <a href="#">Paragraph 97</a> |

|   |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                 |                                                                |
|---|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------|
|   |                      | management and monitoring of courses and the allocation of practice education.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |                                                                |
| 5 | Standard 3.5         | The education provider will provide evidence of how it ensures that regular and effective monitoring, evaluation, and improvement systems are in place, and that these involve employers, people with lived experience of social work, and students.                                                                                                                                                                                                                                                                                                                           | 9 December 2024 | <a href="#">Paragraph 100</a>                                  |
| 6 | Standard 3.7 and 3.8 | The education provider will provide evidence of the professional lead's oversight and review of the teaching and leads for modules at both levels, including how students are learning about professional practice from those who have direct experience and relevant specialist subject knowledge and expertise to deliver an effective course.<br>The professional leads oversight must also include how the course manages and supports students' self-disclosure within classroom settings, including the appropriateness of these disclosures within a classroom setting. | 9 December 2024 | <a href="#">Paragraph 107</a><br><a href="#">Paragraph 117</a> |
| 7 | Standard 3.9         | The education provider will provide evidence that their course is informed by the formal analysis of data in relation to students' performance, progression, and outcomes, and including equality and diversity data. They will also provide evidence of how this data will be used to inform improvements or changes to the course.                                                                                                                                                                                                                                           | 9 December 2024 | <a href="#">Paragraph 121</a>                                  |
| 8 | Standard 3.10        | The education provider will provide evidence of a plan for the development and continued support for educators to develop and maintain their currency of knowledge and understanding regarding professional social work practice.                                                                                                                                                                                                                                                                                                                                              | 9 December 2024 | <a href="#">Paragraph 125</a>                                  |

|    |               |                                                                                                                                                                                                                                 |                 |                               |
|----|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------------|
| 9  | Standard 4.2  | The education provider will provide evidence that demonstrates that employers, practitioners, and people with lived experience have input into the design, ongoing development, and review of the curriculum.                   | 9 December 2024 | <a href="#">Paragraph 131</a> |
| 10 | Standard 4.4  | The education provider will provide evidence that demonstrates how the course is continually updated as a result of developments in research, legislation, government policy and best practice.                                 | 9 December 2024 | <a href="#">Paragraph 137</a> |
| 11 | Standard 4.11 | The education provider will provide evidence of how it ensures that staff who carry out its assessments and marking are appropriately trained, suitably experienced, skilled, and how they are supported to do so.              | 9 December 2024 | <a href="#">Paragraph 156</a> |
| 12 | Standard 5.2  | The education provider will provide details to evidence how the role of personal tutors will be organised and implemented for the new course, including how this role will support students' academic progress and development. | 9 December 2024 | <a href="#">Paragraph 167</a> |

## Recommendations

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

|   | Standard     | Detail                                                                                                                                                                                                              | Link                         |
|---|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 1 | Standard 2.1 | The inspectors are recommending that the university consider that the language and information provided to students regarding the skills days for the new course is clearly identified, communicated, and promoted. | <a href="#">Paragraph 60</a> |

|    |               |                                                                                                                                                                                                                                                                       |                               |
|----|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 2  | Standard 2.5. | The inspectors recommend that during the review of the current approach to assessing students' readiness for direct practice consideration is given to keeping the 5 shadowing days of a social worker for this student group.                                        | <a href="#">Paragraph 75</a>  |
| 3. | Standard 4.6  | The inspectors recommend that the education provider reviews the academic curriculum to integrate greater opportunities for students at LSEC to learn alongside other CCCU students and professionals that are relevant to social work, in a way that can be audited. | <a href="#">Paragraph 143</a> |
| 4  | Standard 4.10 | The inspectors recommend that the professional lead oversees the feedback provided to students from staff who are not qualified social workers when making comments on the practice and development of social work.                                                   | <a href="#">Paragraph 153</a> |
| 5  | Standard 4.13 | The inspectors recommend that the course team seeks greater engagement with people with lived experience of social work to inform how the course is designed to enabled students to develop an evidence-informed approach to practice.                                | <a href="#">Paragraph 162</a> |
| 6  | Standard 5.4  | The inspectors recommend that the course provider considers and plans for how this potential change may impact upon students and the adaptations and adjustments that they may require.                                                                               | <a href="#">Paragraph 174</a> |

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

| Standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Met                                 | Not Met – condition applied         | Recommendation given     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| <b>Admissions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                     |                                     |                          |
| 1.1 Confirm on entry to the course, via a holistic/multi-dimensional assessment process, that applicants:<br><br>i. have the potential to develop the knowledge and skills necessary to meet the professional standards<br>ii. can demonstrate that they have a good command of English<br>iii. have the capability to meet academic standards; and<br>iv. have the capability to use information and communication technology (ICT) methods and techniques to achieve course outcomes. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 1.2 Ensure that applicants' prior relevant experience is considered as part of the admissions processes.                                                                                                                                                                                                                                                                                                                                                                                | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 1.3 Ensure that employers, placement providers and people with lived experience of social work are involved in admissions processes.                                                                                                                                                                                                                                                                                                                                                    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 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.                                                                                                                                                                                                                                                                                                  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 1.5 Ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored.                                                                                                                                                                                                                                                                                                                                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 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                                                                                                                                                                                                                                                                                             | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |

| Standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Met                                 | Not Met – condition applied | Recommendation given                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------|-------------------------------------|
| information about the professional standards, research interests and placement opportunities.                                                                                                                                                                                                                                                                                                                                                                                              |                                     |                             |                                     |
| <b>Learning environment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                     |                             |                                     |
| 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:<br><br>i) placements in at least two practice settings providing contrasting experiences; and<br>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. | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input checked="" type="checkbox"/> |
| 2.2 Provide practice learning opportunities that enable students to gain the knowledge and skills necessary to develop and meet the professional standards.                                                                                                                                                                                                                                                                                                                                | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>            |
| 2.3 Ensure that while on placements, students have appropriate induction, supervision, support, access to resources and a realistic workload.                                                                                                                                                                                                                                                                                                                                              | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>            |
| 2.4 Ensure that on placements, students' responsibilities are appropriate for their stage of education and training.                                                                                                                                                                                                                                                                                                                                                                       | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>            |
| 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.                                                                                                                                                                                                                                                                                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input checked="" type="checkbox"/> |
| 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.                                                                                                                                                                                                                                                                                                                | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>            |

| 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.                                                                                  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>Course governance, management and quality</b>                                                                                                                                                                                                                                                                                        |                                     |                                     |                          |
| 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.                                                                                        | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 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. | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 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.                                                                                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 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.                                                                                                                                                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3.5 Ensure that regular and effective monitoring, evaluation and improvement systems are in place, and that these involve                                                                                                                                                                                                               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| 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.                                                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 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.                                                                     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 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.                                                                            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 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.                                           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3.10 Ensure that educators are supported to maintain their knowledge and understanding in relation to professional practice.                                                                                                                                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Curriculum and assessment</b>                                                                                                                                                                                                                                   |                                     |                                     |                          |
| 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. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4.2 Ensure that the views of employers, practitioners and people with lived experience of social work are incorporated into the design,                                                                                                                            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| 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.                                                                                                                | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 4.4 Ensure that the course is continually updated as a result of developments in research, legislation, government policy and best practice.                                                                                                                        | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 4.5 Ensure that the integration of theory and practice is central to the course.                                                                                                                                                                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 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.                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 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.                                                                           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 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. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 4.9 Ensure that assessments are mapped to the curriculum and are appropriately sequenced to match students' progression through the course.                                                                                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |

| Standard                                                                                                                                                                                                                    | Met                                 | Not Met – condition applied         | Recommendation given                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 4.10 Ensure students are provided with feedback throughout the course to support their ongoing development.                                                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 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.                                 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 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.                            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 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.                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>Supporting students</b>                                                                                                                                                                                                  |                                     |                                     |                                     |
| 5.1 Ensure that students have access to resources to support their health and wellbeing including:<br><br>i. confidential counselling services;<br>ii. careers advice and support; and<br>iii. occupational health services | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 5.2 Ensure that students have access to resources to support their academic development including, for example, personal tutors.                                                                                            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 5.3 Ensure that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health.                                                                                  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |

| 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. | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input checked="" type="checkbox"/> |
| 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.          | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>            |
| 5.6 Provide information to students about parts of the course where attendance is mandatory.                                                                                                                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>            |
| 5.7 Provide timely and meaningful feedback to students on their progression and performance in assessments.                                                                                                                     | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>            |
| 5.8 Ensure there is an effective process in place for students to make academic appeals.                                                                                                                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>            |
| <b>Level of qualification to apply for entry onto the register</b>                                                                                                                                                              |                                     |                             |                                     |
| 6.1 The threshold entry route to the register will normally be a bachelor's degree with honours in social work.                                                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>            |

## Regulator decision

Approved with conditions.

### Annex 2: Meeting of conditions

If conditions are applied to a course approval, Social Work England completes a conditions review to make sure education providers have complied with the conditions and are meeting all of the [education and training standards](#).

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

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

|   | Standard not met | Condition                                                                                                                                                                                                                                                                          | Inspector recommendation |
|---|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 1 | Standard 1.3     | The education provider will provide evidence that employers, placement providers and people with lived experience of social work are involved in the process for all students transferring onto levels 5 and 6 of the new course.                                                  | Met                      |
| 2 | Standard 3.1     | The education provider will provide an action plan, identifying the support in place for the academic growth and sustainability of the teaching at LSEC, including the monitoring of the quality and content of teaching for the onsite delivery and management of the new course. | Met                      |
| 3 | Standard 3.2     | The education provider will submit evidence of the agreements in place with placements providers, outside of                                                                                                                                                                       | Met                      |

|   |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |     |
|---|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|   |                      | Kent County Council and Medway Council.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |     |
| 4 | Standard 3.4         | The education provider will provide evidence of how 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.                                                                                                                                                                                                                                                                                                                                                                     | Met |
| 5 | Standard 3.5         | The education provider will provide evidence of how it ensures that regular and effective monitoring, evaluation, and improvement systems are in place, and that these involve employers, people with lived experience of social work, and students.                                                                                                                                                                                                                                                                                                                                      | Met |
| 6 | Standard 3.7 and 3.8 | <p>The education provider will provide evidence of the professional lead's oversight and review of the teaching and leads for modules at both levels, including how students are learning about professional practice from those who have direct experience and relevant specialist subject knowledge and expertise to deliver an effective course.</p> <p>The professional leads oversight must also include how the course manages and supports students' self-disclosure within classroom settings, including the appropriateness of these disclosures within a classroom setting.</p> | Met |
| 7 | Standard 3.9         | The education provider will provide evidence that their course is informed by the formal analysis of data in relation to students' performance, progression, and outcomes, and including equality and diversity data. They will also provide evidence of how this data will be used to inform improvements or changes to the course.                                                                                                                                                                                                                                                      | Met |
| 8 | Standard 3.10        | The education provider will provide evidence of a plan for the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Met |

|    |               |                                                                                                                                                                                                                                 |     |
|----|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|    |               | development and continued support for educators to develop and maintain their currency of knowledge and understanding regarding professional social work practice.                                                              |     |
| 9  | Standard 4.2  | The education provider will provide evidence that demonstrates that employers, practitioners, and people with lived experience have input into the design, ongoing development, and review of the curriculum.                   | Met |
| 10 | Standard 4.4  | The education provider will provide evidence that demonstrates how the course is continually updated as a result of developments in research, legislation, government policy and best practice.                                 | Met |
| 11 | Standard 4.11 | The education provider will provide evidence of how it ensures that staff who carry out its assessments and marking are appropriately trained, suitably experienced, skilled, and how they are supported to do so.              | Met |
| 12 | Standard 5.2  | The education provider will provide details to evidence how the role of personal tutors will be organised and implemented for the new course, including how this role will support students' academic progress and development. | Met |

## Findings

193. The conditions review was undertaken as a result of the conditions set during the course approval as outlined in the original inspection report above.

194. The course provider submitted the conditions monitoring mapping form, and additional requests for further evidence, within the timescales identified by the inspectors. The mapping form contained narrative evidence and supporting documentary evidence that was reviewed by the inspectors.

195. In relation to the condition set for standard 1.3 the course provider submitted documentary evidence in the form of Social Work Remote Interview Question Sets, Interviews Bank of Questions Experts By Experience (EBE), BA Placement Panel – Placements LSEC and EBE Interview Questions Review Responses. The inspectors were

assured from this information and narrative provided within the conditions mapping form from the course provider that employers and placement providers were involved in the process of students transferring onto the course. Information submitted by the course provider identified that people with lived experience of social work had co-designed the interview questions and been invited to a panel (which was organised to assess and decide on students transferring to the new course) but were unable to attend this. The inspectors identified that they would have liked to have seen a have a greater level of involvement from people with lived experience in the practice panel and it was unfortunate the person identified to attend was unable. However, the inspection team were satisfied that the evidence met the condition, and the standard is now met.

196. In relation to the condition set for standard 3.1 the course provider submitted documentary evidence that outlined the dedicated roles, academic oversight, boards, partnership sub-committee, meetings, reviews, partner forums and periodic review that are in place for the course. The inspectors were satisfied that the cumulative information identified the support in place for the academic growth and sustainability of the teaching at LSEC, including the monitoring of the quality and content of teaching for the onsite delivery and management of the course. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

197. Documentary evidence submitted in support of the condition set for standard 3.2 included but was not limited to, LSEC Placement Compliance, Placement Mapping and Compliance Spreadsheet, including further information of the range of placements in different areas available for students on the course. The evidence included the audit procedures and placement agreements for these placement areas and settings. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

198. In relation to the condition set for standard 3.4 the course provider submitted documentary evidence including the Leadership Module Timetable LSEC and Social Work Practice Learning Handbook. Information contained within the conditions mapping form identified that employer partners are involved in the Course Committee Meetings, teaching within modules and practice-based learning and assessment. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

199. In relation to the conditions set for standards 3.5 and 4.2 the inspectors were provided with additional documentary and narrative evidence to further understand the involvement of EBE specifically on the course at London South East College. Information submitted by the course provider satisfied the inspectors of employers and social work practitioners' involvement in the course. The course provider submitted a plan with clear intentions, dates and timescales detailing the involvement of EBE, including examples of module timetables, Placement Panel EBE Membership and Role Description and an LSEC Social Work Team

Operational Meeting. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

200. Information submitted by the course provider in relation to the conditions set for standard 3.7 and 3.8 provided the inspectors with clarity regarding the Professional Lead and Academic Link Tutor roles and how the two roles will support staff and students at LSEC and be part of the quality assurance process. Documentary evidence and information contained within the conditions mapping form outlined that there is now greater oversight of the LSEC course by the Professional Lead and Academic Link Tutor and that there is increased involvement of CCCU staff, including staff workshop sessions and feedback from students is sought more regularly. The inspectors were assured that these mechanisms offer the opportunity for discussion of cultural changes of strategy within the classroom for the staff team. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

201. In relation to the condition set for standard 3.9 the course provider submitted documentary evidence which included the CCCU School Module Leader Report Template, Closing Our Gap Webpage, Continuous Course Monitoring Improvement Updates, Decolonising the Curriculum – A Health Check and Partnership Performance Dashboard Training. The inspectors were satisfied that this information, and details within the mapping form, gives a comprehensive overview of the evidence and features designed to capture student performance, progression and outcomes, including the Course Performance Plan framework, Course Action Plan and Closing the Attainment Gap. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

202. Documentary evidence submitted in relation to the condition set for standard 3.10 included CCCU Professional Workshops and LSEC Copy of All Training Courses. The inspectors were assured that the narrative information within the mapping form and documentary evidence sets out a robust response to the condition. The course provider has organised specific workshops and team meetings for the LSEC staff which will identify and cover relevant contemporary social work topics with the Academic Link Tutor, Professional Lead and LSEC Course Director. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

203. In relation to the condition set for standard 4.4 the course provider submitted documentary evidence, including example of a Case Study Case Conference November, CCCU Library Resources Correspondence and LSEC Dissertation Supervisors Double Markers. Following their review of the evidence, and narrative information within the mapping form, the inspectors identified that there are numerous opportunities for the course to be updated via the staff team, internal processes and external input to the course. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

204. The course provider submitted a range of documentary evidence and information contained within the conditions mapping form in relation to the condition set for standard 4.11. Following their review of the evidence the inspectors were assured that there are a number of processes in place, including a pre-marking standardisation exercise for marking dissertations, training for LSEC staff when policy and/or practice changes from CCCU and moderation of LSEC marking by CCCU staff, that support the requirements of the standard and condition. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

205. In relation to the condition set for standard 5.2, the course provider submitted documentary evidence, BA Social Work LSEC Handbook and the course Learning Skills Page in support of meeting the conditions requirements. Information contained within the conditions mapping form outlined the system for students to access a personal tutor and how this system works at LSEC, including how this will support their academic progress and development. The inspection team were satisfied that the evidence met the condition, and the standard is now met.

206. 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 is met.

## Regulator decision

Conditions met.