

Inspection Report

Course provider: Goldsmiths, University of London

Course approval: BA(Hons) Social Work and MA Social Work

Inspection dates: 11 to 14 July 2023

Report date:	6 th November 2023
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	28 th February 2024
Date conditions met and approved:	25 th July 2024

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Introduction

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

What we do

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

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

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

Summary of Inspection

15. Goldsmiths, University of London was inspected as part of the Social Work England reapproval cycle; whereby all course providers with qualifying social work courses will be inspected against the new Education and Training Standards 2021.

Inspection ID	GULR1
Course provider	Goldsmiths, University of London
Validating body (if different)	University of London
Course inspected	BA(Hons) Social Work MA Social Work
Mode of study	Full time
Maximum student cohort	BA Social Work: 20 MA Social Work: 20
Date of inspection	11 to 14 July 2023
Inspection team	John Armitage, Education Quality Assurance Officer Lainy Russell, Lay Inspector Kevin Stone, Registrant Inspector

Language

16. In this document we describe Goldsmiths, University of London as ‘the education provider’ or ‘the university’ and we describe the BA(Hons) Social Work and MA Social Work as ‘the courses’.

Inspection

17. An onsite inspection took place from 11 July to 14 July 2023 in several locations across the campus in New Cross, London where Goldsmiths, University of London is based. 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. Due to individual commitments, some staff members and other meeting attendees were unable to attend in person for meetings after the first day, and so attended remotely, with these conducted in a hybrid manner.

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 BA(Hons) and MA Social Work students across three years of study, including a student representative for the MA course. Discussions included students' experience of applying for the course, teaching and learning, readiness for practice placement, academic and pastoral support services, health and wellbeing issues, experiences of interprofessional learning and the processes and structures in place to aid their development.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff members from course teams, placement team, central support teams and senior staff members in the Department of Social, Therapeutic and Community Studies.

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 courses, who refer to themselves as a group as the Experts by Experience. Discussions included their experiences of working with the course team and students, activities and assessments they have been involved in on the current courses, opportunities to provide feedback to the university, and their experiences of support, training and development in their activities.

Meetings with external stakeholders

23. The inspection team met with representatives from placement partners including Local Authority representatives from Lewisham and Greenwich.

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. The university and course admissions team policy and processes were provided by the university which described the applicant assessment process as consideration of the applicants' UCAS personal statement, a written test, and individual interview including a roleplay scenario. The central university admissions policy requires applicants to hold GCSE grade C or equivalent, and English language requirements are clearly defined.

26. Applicants' ICT skills are considered in the manner of the systems they need to use for the application process, via their UCAS application and their use of a virtual platform to conduct the written admissions test.

27. In conversation with course staff and students from the BA and MA course, the inspection team was able to confirm the admissions process operates as described. Students expressed that the admissions process had been informative and rigorous.

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

Standard 1.2

29. The university stated a requirement of 4 months' full-time (or part-time equivalent) prior relevant experience, normally within the last two years, for the BA and 12 months for the MA. Course staff provided further detail that half of this experience must have been gained by the time of application and the other half by the start of the degree.

30. These requirements and the types of relevant experience considered are suitably outlined to social work applicants on the BA and MA course websites, and inspectors confirmed with students that they were clearly aware of the requirements before applying for the course.

31. However, inspectors were not able to ascertain enough detail from documentation or during relevant meetings of how this experience is consistently assessed at the application and interview stage, and the processes in place if applicants have not completed their expected level of experience at the commencement of the course.

32. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 1.2 in relation to the approval of this course. Consideration

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

Standard 1.3

33. The inspection team met with the Experts by Experience (EBE) group of people with lived experience of social work. Members of this group are involved in the admissions process and described their role in the interview process and expressed their positive working relationships with the course team for this process.

34. The employers and practitioners that met with the inspection team confirmed that the university involves these other groups in the admissions interviewing process. They advised that opportunities for these different groups to provide feedback and input into the admissions process has not been consistently regular over recent years since the COVID-19 pandemic, but the employers and the EBE group stated that they do have formal opportunities to provide input into the admissions process via the Stakeholders Group meetings.

35. The inspection team agreed this standard was met.

Standard 1.4

36. The university provided documentary evidence that demonstrated the process to assess the suitability of an applicant's character, conduct and health. This included evidence of DBS checks, health and conduct checks, declarations and a clear suitability process. There is clear, straightforward policy information on the university website and the process described is clear for both the BA and MA. Offers are conditional based on health and DBS suitability checks. Students have to sign a suitability declaration which asks questions about any disciplinary action against them previously or pending or if they have ever been barred by a professional body.

37. The inspectors confirmed details of the policy and processes in place for the assessment of health during the inspection visit. Students confirmed their awareness of support available during the process for applicants who may have particular health or learning needs, including an opportunity for students to enquire about health and additional learning needs during the admissions process.

38. The inspection team agreed this standard was met.

Standard 1.5

39. The course provider provided documentary evidence for university policies regarding equality, diversity and inclusion (EDI) matters for applicants prior to inspection which was reviewed by the inspection team.

40. The inspection team met with admissions staff who confirmed these processes and described in further detail how specific requests or concerns raised during an application would be followed up with suitable support for applicants. The inspection team confirmed with admissions team staff that EDI training relevant to the assessment process has been undertaken by staff involved in admissions, although regular refresher training is yet to be organised following the COVID-19 pandemic period.

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

Standard 1.6

42. The inspectors reviewed the university's course documentation available to students and the webpages for the BA and MA courses. These highlighted entry requirements and additional information such as DBS and health checks, and the inspection team was informed by staff and students of additional methods by which applicants could obtain information from the university and course team prior to the inspection visit.

43. The inspection team agreed that this standard was met. However, some MA students that the inspectors met with described a misunderstanding of a bursary eligibility, leading to those students experiencing unexpected financial difficulties during the course.

44. The inspectors agreed that the university could consider improving how it provides clarity and communication of differences of eligibility for bursary support at BA and MA study levels.

45. Following a review of the evidence, the inspection team is making a recommendation in relation to Standard 1.6. [Full details of the recommendation can be found in the recommendations section of the report.](#)

Standard two: Learning environment

Standard 2.1

46. The university provided evidence of planning and monitoring the statutory task elements of placement environments, from documents including their Placement Chart and Practice Assessment Panel (PAP) minutes. The majority of placements are statutory, and inspectors confirmed from discussion with staff and students that first and second placements are at a minimum 70 and 100 days in length, and suitably contrasting in experience.

47. The inspection team reviewed documentation and heard from students, staff and partners about skills days. Practitioner teaching consultants are invited to attend skills days

and are involved in delivering sessions. Skills practiced are assessed with roleplay work involving practitioners and members of the EBE group of people with lived experience of social work. BA and MA students spoke positively about their experiences gained from skills days.

48. The majority of students spoken to raised an issue regarding the attendance of their fellow students at some of these skills days. Inspectors identified a lack of evidence regarding staff and students' clarity regarding the number of skills days in place, and how attendance issues at these skills days were being addressed by the programme teams. As such, inspectors could not be confident that all students were completing 30 skills days and therefore the required 200 days of practice learning and experience for this standard.

49. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 2.1 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. [Full details of the condition, its monitoring and approval can be found in the conditions section of the report.](#)

Standard 2.2

50. The university provided relevant documentary evidence including PAP meeting minutes for each cohort, where each student's ability to pass the Professional Standards is considered and recorded. Students are provided with information regarding the process for securing a placement and what learning opportunities they should expect on placement. Agreements are in place that set out expectations of the student, tutor, practice educator and placement provider for induction and throughout the placement.

51. Inspectors spoke to course staff and employers and confirmed that there were processes in place for inducting students and responding to issues on placement. Staff involved in placement development and coordination have had effective personal relationships with course providers.

52. Inspectors were able to review a full list of partner agencies including private and voluntary agencies and confirmed with employer representatives that required learning outcomes are defined within the Placement Learning Agreement.

53. At the time of inspection, a new placement coordinator had been recently appointed who identified to inspectors their priorities in maintaining and developing existing processes to monitor the quality of student learning experiences.

54. Although inspectors were satisfied with the processes and documentation for this standard, their discussions with students, practice educators and employer partners all raised an issue regarding the consistent use of QAPL forms to assess and feed back to students and for students to raise issues to feed back to the university. Inspectors heard from these different sources that QAPL forms were not consistently completed by practice educators or requested by the university, raising the risk that aspects of the PLA agreements are not being consistently carried out, and this issue had not been identified by university staff from their quality assurance processes.

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

Standard 2.3

56. The inspection team spoke to staff, students and employers about the Placement Learning Agreement, which sets out for students and placement providers the areas of induction, placement hours, awareness of policies and procedures, equality arrangements, and working together arrangements.

57. As well as discussing with course and admissions staff, inspectors were able to review information on the PAP meetings to understand how the processes of induction and supervision operate. Workload expectations are further set out in the Preparation for Practice Student Workshop.

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

Standard 2.4

59. Placement handbook and a skills workshop session documentation provides information to students about their learning and development responsibilities on their first and final placements. Inspectors confirmed with students their awareness of the milestones in placements to determine their progress and competency including the placement learning agreement meeting and midpoint and final reviews. Comprehensive information on the professional frameworks used to assess students is provided to all parties involved in the placement settings.

60. The inspection team confirmed with the course team the practice learning agreement process for students commencing placements. Employers and practice educators gave clear

examples to the inspection team of these processes working as described. Long term relationships with partner agencies and practice educators have helped the university have a detailed understanding of the placement settings for students to ensure responsibilities are appropriate and placements are matched to students' needs.

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

Standard 2.5

62. The inspection team reviewed Readiness for Direct Practice (RDP) module information within the BA and MA course handbooks. Module and workshop information describes involvement from employers and people with lived experience of social work in activities and assessment.

63. Students described to the inspectors that their learning prepared them for their practice experiences particularly valuing the input from visiting practitioners in their role as teaching coordinators.

64. Members from the EBE group confirmed their involvement in RDP activities. Employers and practice educators expressed confidence with Goldsmith's students regarding their preparation for practice.

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

Standard 2.6

66. The course provider provided information prior to the inspection visit that practice educator registration status is recorded on each student's Practice Learning Agreement document and that this information is checked by staff involved in placement arrangements.

67. Inspectors met with the new placement coordinator who had only recently began the role at the time of inspection and was unable to confirm who completed these checks on registration status and practice educator currency of skills and experience.

68. The inspection team heard from other university staff that the previous placement coordinator had developed effective relationships with placement providers and practice educators, and these good relationships were confirmed in meetings with these groups. However, inspectors determined that there were no formal processes or auditing in place for the university to assure themselves that practice educators' currency, skills and registration status are suitable for working with students.

69. Though students did not express any concerns regarding the skills of and support from their assigned practice educators, for this standard to be met the inspectors expected to see evidence of suitable quality assurance procedures and policies in place, and to know where and how they capture this information.

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

Standard 2.7

71. Relevant documentation about challenging unsafe behaviours was submitted to inspectors by the university and included the whistleblowing policy, complaints process in the wider department handbook, and information conveyed to students in preparation for practice workshops.

72. Students that the inspectors spoke to were unclear on these processes, including whistleblowing. Students stated they had seen whistleblowing information and the university's 'support and report' process in email correspondence but none of the BA or MA students studying at different levels of these courses could recall this topic being covered in a session. Several students expressed that they were not confident about the process, or their issues being listened to if they raised concerns.

73. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 2.7 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 conditions section of the report.](#)

Standard three: Course governance, management and quality

Standard 3.1

74. Governance information submitted to the inspection team prior to the inspection visit was clear regarding top-level university governance. Regarding the governance structure at the Social Work courses level, the university explained that a recent upheaval to internal structures across the university meant that the current structure for Social Work and the wider department was still being reestablished, reflected in a period of high staff turnover at different roles and levels.

75. Inspectors determined that quality assurance processes are not substantial enough due to this period of organisational change and new staff often lack clear information and guidance on formal processes and do not appear to be updated regularly on changes, or monitored on their adherence, particularly regarding quality assurance of practice placements.

76. An example of this is that the inspection team determined from practice educators, employers and students that QAPL forms were not consistently being completed by relevant individuals or requested by the university. The inspection team heard from the Quality Assurance lead that they were not aware of this issue since they had not been specifically informed it was happening.

77. Inspectors agreed that there is a need to enhance processes and proactive checks regarding different information sources to feed into assurance processes and effective management information decision making.

78. Some new leaders at the course and department level did not have the organisational experience to describe the structures and department plans to inspectors. Staffing gaps and changes to individual roles were being addressed at the time of inspection. All staff spoken to were open and honest to inspectors regarding the current situation and challenges of the recent period of change and had already identified their own improvement needs regarding this standard.

79. All course leadership identified an ongoing need for additional administrative support on an ongoing basis to meet the support needs of course staff to develop process improvements.

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

Standard 3.2

81. The university provided documentation regarding Practice Learning Agreements in place as a process for students starting a placement, and information regarding the Stakeholder Agreement for the Social Work Consortium at Goldsmiths, which all agencies within the stakeholder group sign up to when they formally join the stakeholder group. This included reference to agreements to provide a named back up practice educator to promptly resolve

issues of a student requiring a new practice educator to be assigned to them during placement.

82. During the inspection meetings, inspectors were unable to determine that this Stakeholder Agreement addressed all the expected requirements of this standard. The Placement Learning Agreement documentation effectively established the requirements for each student starting a placement with an employer provider, but there were no initial agreements in place with individual placement providers overall.

83. Inspectors were informed that because of the small student cohorts and established relationships with current providers, this meant that it was rare for them to seek an entirely new placement provider. However, staff agreed that this meant uncertainty regarding formal documentation processes to establish relevant agreements between the university and a new placement provider. The new placement coordination lead had identified formal agreement policies as one of their priorities to ascertain and develop if necessary.

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

Standard 3.3

85. Prior to the inspection visit, the university provided documentary evidence of the placement learning agreement. The inspection team did not receive any further information during the inspection to support the documentation submitted as evidence.

86. The inspection team were unable to establish if there was an auditing process in place or how the university ensured that each placement provider had safety policies and procedures in place to ensure the health and wellbeing of students.

87. The inspection team met with employer partners who confirmed that their relationship with the university is based on relationships without any formal agreements in place.

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

[the condition, its monitoring and approval can be found in the conditions section of the report.](#)

Standard 3.4

89. Employers are involved in placement allocation through the teaching partnership, and frequently involved as teaching consultants.

90. However, employers that met with the inspection team advised that their involvement in course management and monitoring was not meaningful and performed ad hoc rather than through structured meetings or other formal channels.

91. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 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 conditions section of the report.](#)

Standard 3.5

92. The documentary evidence indicated that there are opportunities for employer partners, students and people with lived experience to be involved in the quality assurance of the course, but that this is not a formal process nor is it occurring regularly.

93. The inspection team met with employer partners who confirmed that processes that are supposed to be in place for monitoring and review such as the QAPL are not taking place consistently and have not always been completed.

94. The course team confirmed that currently module evaluations take place via completion by students of an evaluation form (SMURF). They confirmed that they are looking to implement a new system next year.

95. The inspection team agreed that regular quality assurance processes are not effectively in place to ensure monitoring and improvement to the course.

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

[the condition, its monitoring and approval can be found in the conditions section of the report.](#)

Standard 3.6

97. The documentary evidence indicated that there are no issues regarding student placement capacity because of long term relationships with a limited number of placement providers and that it is a small cohort for the BA and MA.

98. However, the inspectors agreed that a condition is needed regarding strategic planning as it was indicated that student numbers planning was currently being dictated by staffing and university resource issues rather than a long-term plan.

99. The inspection team heard that the maximum capacity is currently very limited due to the current staffing constraints and that there was a desire to grow numbers but without suitable planning to get there.

100. The inspection team agreed that there had been no evidence provided of employer involvement in numbers planning.

101. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 3.6 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. [Full details of the condition, its monitoring and approval can be found in the conditions section of the report.](#)

Standard 3.7

102. Prior to the inspection, the university provided details of the lead social worker for the courses who was a qualified and experienced practitioner and whom it was confirmed is registered with Social Work England.

103. During the inspection, the inspection team heard from the senior management team that the course leads would be changing. Further clarification was sought by the inspection team but at the time of the inspection it remained unclear as to who will be the lead social worker for the BA and MA courses.

104. Following a review of the evidence, the inspection team is recommending that a condition is set against 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 conditions section of the report.](#)

Standard 3.8

105. The inspection team met with members of the leadership team who advised that there is a yearly departmental plan. This is considered twice a year, and the planning process includes looking at the budget and student staff ratio. They explained that they utilise associate lecturers to meet the student staff ratio due to difficulties planning for exact cohort numbers but that it also provides the benefit of a wider range of staff demographics.

106. They also advised that they are working on career coaching and mentoring with associate lecturers.

107. The inspection team were made aware of gaps in the current staffing of the courses but were unclear what the university strategy and timelines for resolving these was.

108. Following a review of the evidence, the inspection team is recommending that a condition is set against 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 conditions section of the report.](#)

Standard 3.9

109. The documentary evidence submitted prior to the inspection indicated that there is a moderation policy in place and provided some examples of university wide summative feedback, policies and assessment strategies but not specifically in relation to social work.

110. The senior leadership team confirmed that there is a departmental plan completed annually which considers any issues or improvements.

111. They advised that there is a comprehensive dashboard that provides data and advised that as an example they were aware of an award gap with black students and that there was an issue with minority students accessing support systems. The school has introduced a part time role for supporting student engagement, careers and student voice.

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

Standard 3.10

113. The documentary evidence indicated that social work academics are invited to participate in paid opportunities through the Academics into Practice workstream of the Southeast London (social work) teaching partnership.

114. During the inspection, the inspection team spoke with the course team who confirmed that there are some opportunities available to them to maintain their knowledge and understanding of professional practice. However, they noted that the practicalities of taking time away from their usual responsibilities may prevent them from taking these up and there is a lack of support with CPD.

115. The inspection team agreed that it was important for staff to be fully supported to maintain their currency and have the time to allow them to take up opportunities for development.

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

Standard four: Curriculum assessment

Standard 4.1

117. It was noted from the initial documentation received that course changes were being considered, however the inspectors noted that the only change information they had received related to a change to the dissertation date. The inspectors were therefore agreed that this did not impact upon the education and training standards.

118. The additional documentary evidence indicated that development areas focused on creating different summative assignment formats and how the university would respond to recruitment challenges.

119. During the inspection, the course team advised that there was a new dedicated safeguarding lead in place for fitness to practise panels. They also advised that in response to student feedback updates were made to course work.

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

Standard 4.2

121. The course team advised the inspection team that people with lived experience are involved in workshop delivery, role plays, and role play assessment panels. They also were involved in the curriculum review and attend stakeholder meetings.

122. However, during the inspection, the people with lived experience that the inspection team met with confirmed that their involvement in the course has reduced. They were able to provide examples of being involved in workshops that they designed themselves, but this was pre-covid and has not taken place since. They confirmed that they are currently involved in role play assessment and admissions with some other opportunities to be involved in inductions that are only provided at short notice.

123. It was noted by the people with lived experience present at the meeting that there was not currently provision for debriefing after sessions or consideration of wellbeing in preparation for their involvement in the course.

124. During the inspection, the course team advised that student feedback is sought in a number of ways, including student representatives, a staff student forum, departmental student co-ordinator, programme and end of year evaluations and a stakeholder committee.

125. The inspection team were advised that due to student and employer input the university have made changes to what topics they are involved in. An example was given of students wanting more contact with people with lived experience and as a result the modules were reviewed. Employer partners are also directly consulted with regarding applicant suitability and suitability panels.

126. The course team provided further detail of how the teaching partnership works with the university on improvements and developments and detailed projects such as the black mentoring career project.

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

Standard 4.3

128. The University provided documentary evidence of the equality and diversity policies and various initiatives. The module specifications indicated that EDI themes are picked up in

some of the modules, and equality impact assessments were conducted as part of the development of the Goldsmiths Recovery Programme.

129. The inspection team spoke to the course team, who confirmed that personal tutors can provide students with support with additional needs. They advised of a system of one-on-one time, and that personal tutors could assist with obtaining appointments for considering reasonable adjustments.

130. The course team did note that there have been some issues with implementing adjustments for students in lectures and that there have been delays in adjustments being in place for placement.

131. Members from the senior management team met with the inspection team and advised that there are university wide courses on EDI training that staff can attend and that there is mandatory training for every new member of staff.

132. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 4.3 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. [Full details of the condition, its monitoring and approval can be found in the conditions section of the report.](#)

Standard 4.4

133. The documentary evidence received prior to the inspection indicated that the social work course team are research active. There are workshops delivered by visiting professionals such as lawyers and other partnership colleagues who could bring their currency to the teaching.

134. During the course of the inspection, the course team confirmed that there are teaching partnership representatives who deliver sessions on current issues such as gender diversity and cuckooing issues.

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

Standard 4.5

136. The documentary evidence on the website advises that during the courses students are encouraged to make links between anti-oppressive practice, the social work values, the legal framework, theories, methods and skills of intervention, and social work practice throughout the programme.

137. During the inspection, the inspection team spoke to practice educators who confirmed that there is a relationship between theory and practice within the course.

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

Standard 4.6

139. During the inspection, the course team advised that there are community studies with other professionals and that some of the teaching partnership consultants can be from other professions.

140. The inspection team spoke with students on both the BA and MA course who advised that in the academic side of the course they had not had experiences of sessions being delivered by non-social work professionals nor of working with students from other professions.

141. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 4.6 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. [Full details of the condition, its monitoring and approval can be found in the conditions section of the report.](#)

Standard 4.7

142. The documentary evidence submitted prior to the inspection indicated that the amount of structured academic learning was being audited.

143. During the inspection, the course team confirmed that they have now identified minimum and maximums, however at the time of the inspection this was not in place and was expected to be implemented in September 2023.

144. The students that met with the course team advised that there had been attendance issues with poor attendance from the MA cohort, but that attendance was generally good in the BA cohort.

145. The inspection team agreed that this standard was met for the BA course. However, a condition was needed for the MA course.

146. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 4.7 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 conditions section of the report.](#)

Standard 4.8

147. Assessments are framed by Goldsmiths overarching assessment policies and procedures: the disability policies and procedure, Learning, Teaching and Assessment Strategy and their reasonable adjustments policy. A variety of assessment methods are used to help students develop, through the provision of constructive feedback.

148. The programme specification outlines the maximum number of attempts each student has for each assessment and the maximum timeframe for completion of the programme.

149. The assessment policies and procedures detail the opportunities for re-sits and attempts and includes information about appeals and complaints, and reasonable adjustments and extenuating circumstances.

150. During the inspection, the course team advised that assessments could take the form of exams, extended essays, role play and is largely formed of assignments. During the placement assessment is formed of two written work summaries for each of the PCF domains.

151. The course team confirmed that assessments are marked by individuals and then borderline marks are considered by a moderator who looks across all the markers. There are two to three markers and one moderator for each assessment.

152. An external examiner looks across all of the assessments and is invited to attend the exam board.

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

Standard 4.9

154. The programme specifications confirm that assessments are mapped to the PCF and are logically sequenced and cover appropriate topics. The module documentation also shows an overview of their delivery and there is a process of moderation in place.

155. The students that met with the inspection team advised that they had experienced difficulties with the timing of some of the assessments particularly over holidays and breaks.

156. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 4.9 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 conditions section of the report.](#)

Standard 4.10

157. The documentary evidence stated that a consistent framework for feedback is used across the social work courses, and examples of feedback were provided prior to the inspection.

158. There is an internal and external moderation process in place. The documentary evidence indicates that the university offer a four-week turnaround from the date of submission of assignments.

159. The inspection team spoke with students on the BA and MA course who advised that there were some examples of good feedback being given. However, there were students who had not received feedback on their portfolio, and examples of students who received poor feedback that they were then not able to speak to the marker to seek feedback to support their development.

160. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 4.10 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. [Full details of the condition, its monitoring and approval can be found in the conditions section of the report.](#)

Standard 4.11

161. During the inspection, the inspection team were advised that teaching consultants are used to co-deliver teaching for the courses and that the university works with lecturers to deliver content on contemporary topics.

162. The inspection team did not receive confirmation of who the external examiners were for either the BA nor MA course and as such were unable to confirm if they were appropriately qualified and experienced and on the register.

163. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 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 conditions section of the report.](#)

Standard 4.12

164. The module documentation provided prior to the inspection was clear and specific about what will be achieved in the modules. There are opportunities for students to evaluate the progress of their project and how it has contributed to their understanding of the module.

165. There is a critical self-evaluation and students receive feedback from other professionals.

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

Standard 4.13

167. The module specifications, handbooks and portfolio provide evidence of the inclusion of evidence informed approaches to practice. The community needs and services module in the first year is research based.

168. The students will undertake a group research project and an individual extended literature review.

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

Standard five: Supporting students

Standard 5.1

170. The documentary evidence provided prior to the inspection detailed the support available to students from the disability and wellbeing services, the careers service, and academic skills centre. The university website also provides resources for counselling services, and occupational health services.

171. During the inspection, the inspection team met with people from a variety of support services who were able to provide further information about the range and accessibility of the support available to students.

172. The inspection team met with students from the BA and MA course who advised of various issues with accessing and receiving support, with examples of no response or delayed responses to requests, support not being in place in time for placement and issues with the systems in place being admin led.

173. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 5.1 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be

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

Standard 5.2

174. As detailed under Standard 5.1, students have access to a variety of academic support services.

175. There is a personal tutor system in place for students during the academic and placement elements of the course. The documentary evidence indicated that students could complete a personal development plan which is supported by their tutors to enable them to build skills and progress through the course. Each student has a personal tutor.

176. There is a dedicated social work librarian and IT team which includes support with the virtual learning environment.

177. The students that the inspection team met with advised that they had issues with responses being delayed from personal tutors who were part time, and personal tutors being unable to answer questions and support them and advising them to speak to other people about issues.

178. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 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 conditions section of the report.](#)

Standard 5.3

178. The documentary evidence provided prior to the inspection detailed the fitness to study policy that is in place and includes a cause for concern stage, continuing concerns stage and serious concerns stage. There is also an appeals procedure in place.

179. The inspection team were informed that the fitness to practise policy is currently undergoing review and that the intention of this is to ensure that it is more reflective of social work practise.

180. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 5.3 in relation to the approval of this course. Consideration

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

Standard 5.4

181. The documentary evidence confirmed that the university has a disability policy and procedure in place which details different areas of support that are available at different stages of the course.

182. Students can apply for a reasonable adjustment support agreement and will meet with a disability advisor who will work to create a plan for support.

183. During the inspection, the inspection team met with people involved in the practice placements. They confirmed that there have been issues with support for students not being transferred across to placement in relation to delays with IT systems and that they have worked on obtaining additional funding for this.

184. The inspection team also met with employer partners who confirmed that there had been issues with students starting placement without the appropriate support being in place. The employer partners referenced the impact that the centralised university wide changes to processes and administration had on their working relationships with the university.

185. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 5.4 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 conditions section of the report.](#)

Standard 5.5

186. The documentary evidence received confirmed that course information is available to students in various forms and reference was made to a one-day career event in 2023.

187. The students that met with the inspection team advised that they had a lecture about the transition to becoming a registered social worker and CPD requirements.

188. The inspection team agreed that this standard was met. However, the inspector's recommendation is that clearer information be given to students about the curriculum, practice placements, assessments and the transition to registered social worker including information on the requirements for continuing professional development.

189. Following a review of the evidence, the inspection team is making a recommendation in relation to Standard 5.5 [Full details of the recommendation can be found in the recommendations section of the report.](#)

Standard 5.6

190. The course handbooks and module documentation clearly state that placement days are compulsory and the attendance requirements for the course. Students are given information on attendance locally and from centralised information available on the website.

191. The inspection team met with students from the BA and MA course who confirmed that the attendance requirements were clear. The practice educators that met with the inspection team also confirmed that whilst on placement they record attendance in supervision and review it with personal tutors.

192. As discussed under standard 4.7, the students that met with the course team advised that there had been attendance issues with poor attendance from the MA cohort, but that attendance was generally good in the BA cohort. The inspection team agreed that a condition was needed for the monitoring of attendance on the MA course.

193. As discussed under standard 2.1, there is no process in place on either course for any student that misses skills days to be able make these up to ensure that each student has completed the mandatory 200 days practice learning.

194. Following a review of the evidence, the inspection team is recommending that two conditions are set against Standard 5.6 in relation to the approval of this course. Consideration was given as to whether the finding identified would mean that the course would not be suitable for approval. However, it is deemed that a condition is appropriate to ensure that the course would be able to meet the relevant standard, and we are confident that once this standard is met, a further inspection of the course would not be required. [Full details of the condition, its monitoring and approval can be found in the conditions section of the report.](#)

Standard 5.7

195. The documentary evidence stated that a consistent framework for feedback is used across the social work courses, and examples of feedback were provided prior to the inspection.

196. There is an internal and external moderation process in place.

197. The inspection team spoke with students on the BA and MA course who advised that there were some examples of good feedback being given. However, there were students who had not received feedback on their portfolio, and examples of students who received poor feedback who were then not able to speak to the marker to seek feedback to support their development.

198. Following a review of the evidence, the inspection team is recommending that a condition is set against Standard 5.7 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 conditions section of the report.](#)

Standard 5.8

199. The university provided evidence prior to the inspection of the academic appeals process which the inspection team agreed appears to be robust and clear.

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

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

Standard 6.1

201. As the qualifying courses are BA(Hons) Social Work at undergraduate level and MA Social Work at postgraduate level with appropriate credits, the inspection team agreed that this standard was met.

Proposed outcome

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

Conditions

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

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

	Standard not currently met	Condition	Date for submission of evidence	Link
1	1.2	The education provider will provide evidence that demonstrates how an applicant's prior relevant experience is assessed during the admissions process. The education provider will also provide evidence of the process in place if a student does not meet their requirements for relevant experience before starting the course. This applies to both the BA and MA courses.	8 th April 2024	Paragraph 32
2	2.1 and 5.6	The education provider will provide evidence to confirm the number of skills days and an overview of the skills day content in the current version of the BA and MA courses. The education provider will also provide evidence that there is a process in place for any student that misses skills days to be able make these up to ensure that each student has completed the mandatory 200 days practice learning.	8 th April 2024	Paragraph 49 and Paragraph 194

		This applies to both the BA and MA courses.		
3	2.2	The education provider will provide evidence that there is a consistent process for the quality assurance and review of all placements to ensure that students are provided with sufficient practice learning opportunities. This applies to both the BA and MA courses.	8 th April 2024	Paragraph 55
4	2.6	The education provider will provide evidence that there is a robust formal system in place for ongoing checks of practice educators to ensure their currency and ongoing registration. This applies to both the BA and MA courses.	8 th April 2024	Paragraph 70
5	2.7	The education provider will provide evidence that students receive sufficient information and support to enable them to report concerns openly and safely without fear of adverse consequences. This applies to both the BA and MA courses.	8 th April 2024	Paragraph 73
6	3.1	The education provider will provide evidence of the following: • A clear description of the BA and MA courses management and senior management structure. • An outline of the internal quality assurance processes, including who has responsibility for ensuring these processes take place. • Confirmation of the administrative support that is	8 th April 2024	Paragraph 80

		available for the social work courses. This applies to both the BA and MA courses.		
7	3.2	The education provider will provide evidence of formal documentary processes in place to ensure that relevant agreements between the university and placement providers are in place for the provision of placements. This applies to both the BA and MA courses.	8 th April 2024	Paragraph 84
8	3.3	The education provider will provide evidence of a formal process in place to ensure that all placement providers have adequate policies, procedures and systems in place to ensure the health and wellbeing of students. This applies to both the BA and MA courses.	8 th April 2024	Paragraph 88
9	3.4	The education provider will provide evidence that employer partners have a formal, structured and meaningful involvement in the course. This applies to both the BA and MA courses.	8 th April 2024	Paragraph 91
10	3.5	The education provider will provide evidence that there is a consistent process for the quality assurance and review of all placements including any potential new placements. The education provider will provide evidence that there is a structured formal process to ensure the	8 th April 2024	Paragraph 96

		involvement of people with lived experience and employer partners in monitoring, evaluation and improvements to the course. This applies to both the BA and MA courses.		
11	3.6	The education provider will provide evidence of the intended student recruitment numbers and rationale for these, for the BA and MA courses for September 2023 and details of how they will manage the strategy for student number planning for future cohorts. This applies to both the BA and MA courses.	8 th April 2024	Paragraph 101
12	3.7	The education provider will provide evidence to clarify the role and responsibilities of the lead social worker. This applies to both the BA and MA courses.	8 th April 2024	Paragraph 104
13	3.8	The education provider will provide evidence of the names and CVs of the BA and MA course staff involved in the teaching of both programmes. The education provider should also confirm if there are any remaining gaps in staffing and if so the strategy and timelines for resolving these. This applies to both the BA and MA courses.	8 th April 2024	Paragraph 108

14	3.10	The education provider will provide evidence of the training and support received by new staff. The education provider will provide evidence that there is adequate planning and support for all staff to be able to take up opportunities of development to ensure their currency in relation to professional practice. This applies to both the BA and MA courses.	8 th April 2024	Paragraph 116
15	4.2	The education provider will provide evidence that there is a structured formal process to ensure the involvement of people with lived experience in the design, ongoing development and review of the curriculum. The education provider will provide evidence that there is an adequate system of support in place for people with lived experience in relation to their involvement in the course. This applies to both the BA and MA courses.	8 th April 2024	Paragraph 127
16	4.3	The education provider will provide evidence that there is a clear procedure in place for ensuring that reasonable adjustments can be implemented in a timely manner for all students. This applies to both the BA and MA courses.	8 th April 2024	Paragraph 132
17	4.6	The education provider will provide evidence that students are given opportunities to both work with and learn from other professions in order to	8 th April 2024	Paragraph 141

		support multidisciplinary learning and that these opportunities are available to all student cohorts consistently and form part of the curriculum. This applies to both the BA and MA courses.		
18	4.7 and 5.6	The education provider will provide evidence of where and how attendance expectations are communicated to students. The education provider must also evidence how student attendance is monitored and in the event of non-attendance the formal process in place. This applies to the MA course only.	8 th April 2024	Paragraph 146 and Paragraph 194
19	4.9	The education provider will provide evidence that assessments are appropriately scheduled and sequenced throughout the course to support student progression. This applies to both the BA and MA courses.	8 th April 2024	Paragraph 156
20	4.10	The education provider will provide evidence of the process in place to ensure that students receive timely, accurate and meaningful feedback about their progression. This applies to both the BA and MA courses.	8 th April 2024	Paragraph 160
21	4.11	The education provider will provide evidence of the names of the external examiners for both the BA and MA courses.	8 th April 2024	Paragraph 163

22	5.1	The education provider will provide evidence of the systems and/or process in place to ensure that students can access support services and resources. This applies to both the BA and MA courses.	8 th April 2024	Paragraph 173
23	5.2	The education provider will provide evidence that all students have access to consistent academic support, and that personal tutors have the knowledge and resources to support academic development. This applies to both the BA and MA courses.	8 th April 2024	Paragraph 178
24	5.3	The education provider will provide evidence of the amended fitness to practise policy. This applies to both the BA and MA courses.	8 th April 2024	Paragraph 180
25	5.4	The education provider will provide evidence that there is a system of wellbeing and support in place for students across all elements of the course. To include a robust system for ensuring the timely implementation of reasonable adjustments. This applies to both the BA and MA courses.	8 th April 2024	Paragraph 185
26	5.7	The education provider will provide evidence of the process in place to ensure that all feedback provided to students supports their ongoing development.	8 th April 2024	Paragraph 198

		This applies to both the BA and MA courses.		
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Recommendations

205. 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	1.6	The inspectors are recommending that the university consider improving how it provides clarity and communication of differences of eligibility for bursary support at BA and MA study levels.	Paragraph 45
2	5.5	The inspectors are recommending that the university consider providing clearer information to students about the curriculum, practice placements, assessments and the transition to registered social worker including information on the requirements for continuing professional development.	Paragraph 188

Annex 1: Education and training standards summary

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

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

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

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

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

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

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

Regulator decision

206. Approved with conditions.

Annex 2: Meeting of conditions

207. 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](#).

208. A review of the conditions evidence will be undertaken, and recommendations will be made to Social Work England's decision maker.

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

	Standard not met	Condition	Recommendation
1	1.2	The education provider will provide evidence that demonstrates how an applicant's prior relevant experience is assessed during the admissions process. The education provider will also provide evidence of the process in place if a student does not meet their requirements for relevant experience before starting the course. This applies to both the BA and MA courses.	Met
2	2.1 and 5.6	The education provider will provide evidence to confirm the number of skills days and an overview of the skills day content in the current version of the BA and MA courses. The education provider will also provide evidence that there is a process in place for any student that misses skills days to be able make these up to ensure that each student has completed the mandatory 200 days practice learning. This applies to both the BA and MA courses.	Met
3	2.2	The education provider will provide evidence that there is a consistent	Met

		process for the quality assurance and review of all placements to ensure that students are provided with sufficient practice learning opportunities. This applies to both the BA and MA courses.	
4	2.6	The education provider will provide evidence that there is a robust formal system in place for ongoing checks of practice educators to ensure their currency and ongoing registration. This applies to both the BA and MA courses.	Met
5	2.7	The education provider will provide evidence that students receive sufficient information and support to enable them to report concerns openly and safely without fear of adverse consequences. This applies to both the BA and MA courses.	Met with a recommendation
6	3.1	The education provider will provide evidence of the following: • A clear description of the BA and MA courses management and senior management structure. • An outline of the internal quality assurance processes, including who has responsibility for ensuring these processes take place. • Confirmation of the administrative support that is available for the social work courses.	Met

		This applies to both the BA and MA courses.	
7	3.2	The education provider will provide evidence of formal documentary processes in place to ensure that relevant agreements between the university and placement providers are in place for the provision of placements. This applies to both the BA and MA courses.	Met
8	3.3	The education provider will provide evidence of a formal process in place to ensure that all placement providers have adequate policies, procedures and systems in place to ensure the health and wellbeing of students. This applies to both the BA and MA courses.	Met
9	3.4	The education provider will provide evidence that employer partners have a formal, structured and meaningful involvement in the course. This applies to both the BA and MA courses.	Met
10	3.5	The education provider will provide evidence that there is a consistent process for the quality assurance and review of all placements including any potential new placements. The education provider will provide evidence that there is a structured formal process to ensure the involvement of people with lived experience and employer partners in	Met

		monitoring, evaluation and improvements to the course. This applies to both the BA and MA courses.	
11	3.6	The education provider will provide evidence of the intended student recruitment numbers and rationale for these, for the BA and MA courses for September 2023 and details of how they will manage the strategy for student number planning for future cohorts. This applies to both the BA and MA courses.	Met
12	3.7	The education provider will provide evidence to clarify the role and responsibilities of the lead social worker. This applies to both the BA and MA courses.	Met
13	3.8	The education provider will provide evidence of the names and CVs of the BA and MA course staff involved in the teaching of both programmes. The education provider should also confirm if there are any remaining gaps in staffing and if so the strategy and timelines for resolving these. This applies to both the BA and MA courses.	Met
14	3.10	The education provider will provide evidence of the training and support received by new staff.	Met

		The education provider will provide evidence that there is adequate planning and support for all staff to be able to take up opportunities of development to ensure their currency in relation to professional practice. This applies to both the BA and MA courses.	
15	4.2	The education provider will provide evidence that there is a structured formal process to ensure the involvement of people with lived experience in the design, ongoing development and review of the curriculum. The education provider will provide evidence that there is an adequate system of support in place for people with lived experience in relation to their involvement in the course. This applies to both the BA and MA courses.	Met
16	4.3	The education provider will provide evidence that there is a clear procedure in place for ensuring that reasonable adjustments can be implemented in a timely manner for all students. This applies to both the BA and MA courses.	Met with a recommendation
17	4.6	The education provider will provide evidence that students are given opportunities to both work with and learn from other professions in order to support multidisciplinary learning and that these opportunities are available to all student cohorts	Met

		consistently and form part of the curriculum. This applies to both the BA and MA courses.	
18	4.7 and 5.6	The education provider will provide evidence of where and how attendance expectations are communicated to students. The education provider must also evidence how student attendance is monitored and in the event of non-attendance the formal process in place. This applies to the MA course only.	Met
19	4.9	The education provider will provide evidence that assessments are appropriately scheduled and sequenced throughout the course to support student progression. This applies to both the BA and MA courses.	Met
20	4.10	The education provider will provide evidence of the process in place to ensure that students receive timely, accurate and meaningful feedback about their progression. This applies to both the BA and MA courses.	Met
21	4.11	The education provider will provide evidence of the names of the external examiners for both the BA and MA courses.	Met

22	5.1	The education provider will provide evidence of the systems and/or process in place to ensure that students can access support services and resources. This applies to both the BA and MA courses.	Met with a recommendation
23	5.2	The education provider will provide evidence that all students have access to consistent academic support, and that personal tutors have the knowledge and resources to support academic development. This applies to both the BA and MA courses.	Met with a recommendation
24	5.3	The education provider will provide evidence of the amended fitness to practise policy. This applies to both the BA and MA courses.	Met
25	5.4	The education provider will provide evidence that there is a system of wellbeing and support in place for students across all elements of the course. To include a robust system for ensuring the timely implementation of reasonable adjustments. This applies to both the BA and MA courses.	Met with a recommendation
26	5.7	The education provider will provide evidence of the process in place to ensure that all feedback provided to students supports their ongoing development.	Met

		This applies to both the BA and MA courses.	
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Findings

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

Standard 1.2

211. The university supplied information about their requirements for prior experience and the assessment of this via a panel, as part of the admissions process. Further information was available to applicants via the website detailing the types of experience that would be accepted.

212. Applicants who receive an offer letter must provide an updated account of their work experience. They must verify this by providing professional references before they are able to enroll on the courses. The inspection team agreed that on balance this standard was met.

Standard 2.1 and 5.6

213. The conditions evidence included a breakdown of the skills day topics, confirmed how attendance is monitored and where these days take place throughout the courses.

214. The university supplied a copy of the revised module schedule, detailing where skills days are highlighted in the timetable to ensure they are easily identifiable. Further information about the requirements of students to make up any missed days was also provided. If students miss 5 skills days across the programme, a practice support meeting will be held to review the student's progress and consider any additional support the student may require.

215. The inspection team agreed that these standards were met.

Standard 2.2

216. The conditions evidence provided details of a number of quality assurance mechanisms in place to ensure the quality of learning for students on placement. This included the setting of responsibilities within the partnership agreement, the review of the practice assessment panel and feedback forms, and various regular meetings with employer partners. The inspection team agreed that this standard was met.

Standard 2.6

217. The university confirmed that each year the placement co-ordinator sends a registration form to practice educators to complete to confirm their training and currency. The university also advised that a refresher training session will be held for practice educators prior to placement. The inspection team agreed that this standard was met.

Standard 2.7

218. The conditions evidence provided links to the support and report process, which is on the university wellbeing support webpages. There is a specific student complaints process and a separate mediation process that students can use to resolve issues before making a complaint. The information available to students with concerns is available within the placement handbook for both practice educators and students.

219. The inspection team agreed that the standard was met as there are processes in place. However, they noted that they had not received evidence that students were now confident to raise concerns. The inspection team therefore recommends that the university reviews how students are supported through the process of raising and reporting any concerns.

Standard 3.1

220. The university supplied further clarification about their management structures and lines of responsibility. This included detail about their quality assurance processes and confirmation of the current administrative support that is available within the school. They also gave assurances that they will continue to review administrative support. The inspection team agreed that this standard was met.

Standard 3.2

221. The university confirmed the process for new placement providers, including meeting with them to explore the potential for partnership. The evidence also contained an example of the partnership agreement that is in place with existing placement providers. The inspection team agreed that this standard was met.

Standard 3.3

222. The partnership agreement confirms the responsibilities of placement providers. The specific requirements to ensure the safety of students are also covered within the practice learning agreement. The inspection team agreed that this standard was met.

Standard 3.4

223. The university confirmed that they have a diverse pool of teaching consultants from a variety of disciplines that co-deliver teaching sessions. They also supplied evidence of minutes from their stakeholder meetings which contained clear discussions with employer partners. The inspection team agreed that this standard was met.

Standard 3.5

224. As stated above, minutes of the stakeholder meetings were provided as evidence of the involvement of a range of stakeholders, including people with lived experience and employer partners. The university confirmed that a co-ordinator had been appointed to their experts by experience group. The group is also being given access to the virtual learning environment and regular meetings are being set up with the group.

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

Standard 3.6

226. The university confirmed that they now have a full time admissions tutor in place and provided the course numbers as requested. They confirmed how targets have been considered and agreed and how they have addressed any issues. The inspection team agreed that this standard was met.

Standard 3.7

227. A job description and narrative were provided for the lead social worker along with confirmation of their identity which verified their social work registration. The inspection team agreed that this standard was met.

Standard 3.8

228. The university provided CVs for the course team for both the BA and MA courses and confirmed that there were currently no staffing gaps. The inspection team agreed that this standard was met.

Standard 3.10

229. The conditions evidence provided details of the induction programme for new staff as well as a mentoring programme and various CPD opportunities available. It confirmed that staff are allocated 35 hours per annum and have access to a research and scholarship development fund.

230. The university also provided examples of staff within the course teams that have been able to undertake various opportunities. The inspection team agreed that this standard was met.

Standard 4.2

231. As detailed above under standards 3.4 and 3.5, evidence has been provided of stakeholder involvement in meetings and with the delivery of teaching on the courses. The inspection team agreed that this standard was met.

Standard 4.3

232. The conditions evidence detailed the process in place for reasonable adjustments including support from a disability advisor even before starting the courses. There are a number of universal reasonable adjustments that can be put in place for students. They do not need to make any appointments and these will usually be automatically applied once reviewed.

233. There is also a process for requesting additional reasonable adjustments by creating a reasonable adjustment support agreement with a disability advisors support.

234. The inspection team agreed that this standard was met as there was a clear procedure in place. The inspection team noted that during the inspection they were advised that there had been issues implementing reasonable adjustments and that the evidence provided did not confirm students current experiences.

235. The inspection team therefore recommends that the university closely monitor how social work students are accessing and receiving support and raise any concerns identified within the wider university.

Standard 4.6

236. The university provided examples of the opportunities that students have for multi-agency working on placement through work alongside various partner agencies.

237. They also confirmed that through their teaching consultants they are able to provide teaching from a variety of settings and disciplines across both children and adult services, as well as through a diverse pool of academic staff from other disciplines and departments.

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

Standard 4.7 and 5.6

239. The university's college has recently implemented a software management system for monitoring attendance. This will be used by both courses and includes processes for monitoring and flagging attendance issues.

240. Attendance information is provided to students within the programme specification. Attendance requirements are also communicated during the offer holder welcome events and induction, and reminders are sent via VLE announcements.

241. The inspection team agreed that these standards were met.

Standard 4.9

242. The conditions evidence contained the assessment schedules for both courses. Additional commentary from the university advised of how they have considered the variety and progressive complexity of assessments across the courses. The inspection team agreed that this standard was met.

Standard 4.10

243. The conditions evidence contains the university policies for assessments and feedback. The university has also provided commentary on how they ensure the quality of feedback and the channels for feedback to be provided to students. The inspection team agreed that this standard was met.

Standard 4.11

244. The university provided details of the external examiners for the course. The inspection team agreed that this standard was met.

Standard 5.1

245. The university provided links to the webpages for various support services including counselling, careers and wellbeing. These contain information about the processes for obtaining support and different methods of contact.

246. The inspection team agreed that this standard was met as processes are in place to support students. The inspection team noted that during the inspection students had raised issues accessing support and that the evidence provided did not confirm students' current experiences.

247. The inspection team therefore recommends that the university closely monitor how social work students are accessing and receiving support and raise any concerns identified within the wider university.

Standard 5.2

248. The university provided evidence of their personal tutoring policy and guide for supporting staff to support students. The policy details the responsibilities of the tutor and expectations around communication and contact with students.

249. The inspection team agreed that this standard was met as processes are in place to provide personal tutor support to students. The inspection team noted that during the inspection students had raised issues regarding communication with tutors and that the evidence provided did not confirm students' current experiences.

250. The inspection team therefore recommends that the university closely monitor how social work students are accessing and receiving support from personal tutors and raise any concerns identified within the wider university.

Standard 5.3

251. The inspection team were supplied a copy of the updated fitness to practise policy and were therefore satisfied that this standard was met.

Standard 5.4

252. As stated above under standard 4.3, the university provided details of their processes for reasonable adjustments.

253. The inspection team agreed that this standard was met as there is a clear procedure in place. The inspection team noted that during the inspection they were advised that there had been issues implementing reasonable adjustments and that the evidence provided did not confirm students current experiences.

254. The inspection team therefore recommends that the university closely monitor how social work students are accessing and receiving support and raise any concerns identified within the wider university.

Standard 5.7

255. As stated above under standard 4.10, the conditions evidence contains the university policies for assessments and feedback. The university has also provided commentary on how they ensure ongoing feedback is provided to students in a timely manner. The inspection team agreed that this standard was met.

256. Following the review of the documentary evidence submitted, the inspection team are satisfied that the conditions set against the approval of the BA (Hons) social work and MA social work courses are met.

Regulator decision

257. Conditions Met.