

Inspection Report

Course provider: Goldsmiths University of London

Course approval: PG Dip Social Work Step Up

Inspection dates: Tuesday 11 to Friday 14 July 2023

Report date:	23 rd August 2023
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	7 th November 2023
Date conditions met and approved:	10 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.

16. During the same week a separate inspection team also inspected the BA and MA social work courses. Some meetings across the week were held jointly. Details of this inspection are covered in a separate report.

Inspection ID	GULR2
Course provider	Goldsmiths University of London
Validating body (if different)	
Course inspected	PG Dip Social Work Step Up
Mode of study	Full time
Maximum student cohort	30
Date of inspection	11 to 14 July 2023
Inspection team	Laura Gordon - Education Quality Assurance Officer Priscilla McGuire - Lay Inspector Stephen Stericker - Registrant Inspector

Language

17. In this document we describe Goldsmiths University of London as ‘the education provider’ or ‘the university’ and we describe the PG Dip Social Work Step Up course as ‘the course’.

Inspection

18. An onsite inspection took place from 11 to 14 July 2023 at Goldsmiths University of London. As part of this process the inspection team planned to meet with key stakeholders including students, course staff, employers and people with lived experience of social work.

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

Conflict of interest

20. No parties disclosed a conflict of interest.

Meetings with students

21. The inspection team met with thirteen graduates from the previous Step-Up Programme. Discussions included admissions, information provided to students, placements, support, feedback and involvement in the course.

Meetings with course staff

22. Over the course of the inspection, the inspection team met with university staff members from senior management, support services, admissions, the lead social worker and programme convenor and two associate lecturers who were tutors for the course.

Meeting with people with lived experience of social work

23. The inspection team met with four people with lived experience of social work who have been involved in the course. Discussions included their involvement in admissions, design and development of the curriculum, monitoring and evaluation of the course, and any training and support available to assist them.

Meetings with external stakeholders

24. The inspection team met with representatives from the Southeast London regional partnership including Royal Borough of Greenwich, Southwark council and Lewisham council.

Findings

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

Standard one: Admissions

Standard 1.1

26. The university provided documentary evidence relating to the course admissions process. The entry criteria are set by the Department for Education (DfE) and screening is carried out through Capita. The assessment centers consist of a written exercise, role play, group exercise and interview.

27. During the inspection, the inspection team heard more about the admissions process from the course team and admissions staff. They confirmed that students will demonstrate information and communication technology (ICT) skills in relation to undertaking and completing the online written test.

28. The inspection team, through meetings with the course team, admissions team and people with lived experience, were satisfied that the university had a clear and holistic approach to admission on to the courses. The inspection team agreed that this standard was met.

Standard 1.2

29. Documentary evidence provided prior to the inspection indicated that a minimum of six months direct experience of working with vulnerable children, young people and families, carers or vulnerable adults was required for entry onto the course. Evidence of this experience could be provided in a paid or voluntary setting.

30. The inspection team met with people involved in the admissions process who confirmed that they review the experience of applicants on the application form and that the assessment centre will also assess the skills and experience of applicants.

31. The inspection team were satisfied that this standard was met.

Standard 1.3

32. The university provided documentary evidence in the form of the Southeast London teaching partnership Step Up application to the DfE. This document advised that university staff and associate lecturers are involved in the selection process and marking of the written tests.

33. It also confirmed that people with lived experience are involved in assessment centres and the local authorities in the teaching partnership will ensure that their practitioners are involved in the process also.

34. During the inspection, the inspection team met with employer partners and people with lived experience who confirmed their involvement in the admissions assessment centres.

35. The people with lived experience expressed that they were involved in asking the interview questions, role play and the assessment and decision making at the end of the assessment centre. They also advised that they could provide feedback on the questions, although it was noted that these are set by the DfE.

36. The inspection team therefore agreed that this standard was met.

Standard 1.4

37. Documentary evidence was provided prior to the inspection of the fitness to train policy, the requirement for a disclosure and barring service (DBS) check, criminal declaration form and health questionnaire by all applicants.

38. Further additional evidence indicated that guidance was provided to applicants around the process if any declarations are made by the applicants and how the information is assessed. An explanation of why the information is needed is also provided in the guidance and that support will be put in place where possible.

39. The policy in place for criminal declarations detailed the process, appeals and where external consultation may be needed. It also referred to support offered to students through the Open Book project.

40. During the inspection, the admissions team provided an example of a criminal conviction which led to a further health declaration that had been made by a student. They advised of the process followed and what considerations were made, including consulting with placement providers as to whether placements would be provided.

41. The inspection team were satisfied that this standard was met.

Standard 1.5

42. Documentary evidence of the equality and diversity strategy was provided prior to the inspection.

43. During the inspection, the admissions team confirmed that applications are shortlisted blind and that reasonable adjustments can be put in place for applicants. They confirmed that the online application form asks applicants if they have any support needs and if a disability is disclosed a disability letter is sent out signposting to support.

44. The interview booking form also asks applicants if they need any reasonable adjustments and an example was given of extra time being agreed for applicants with dyslexia.

45. The inspection team met with people with lived experience who are involved in the admissions process. They confirmed that they had some training around their involvement in the admissions process but advised that this was many years ago and that any new members to the group will have an informal induction talk.

46. The inspection team agreed that this standard was met as the admissions process is robust but felt that more training and support could be provided to people involved in the admissions process.

47. Following a review of the evidence, the inspection team is therefore making a recommendation in relation to standard 1.5 that regular refresher training is provided for people involved in the admissions process and that this should include equality, diversity and inclusion (EDI). [Full details of the recommendation can be found in the proposed outcomes section of the report.](#)

Standard 1.6

48. The documentary evidence provided by the university indicated that applicants could access information regarding the course via a dedicated page on their website and through the Step-Up pages on the DfE website.

49. It was noted by the inspection team that the DfE website contained generic information relating to qualifying following completion of the programme, the length of the programme, funding and admissions. The university website at the time of the inspection indicated the module titles and number of required placement days and referred to the DfE website.

50. Further additional evidence was requested by the inspection team asking the university to confirm what information about the course is available to applicants. It was noted that the student handbook provides comprehensive information regarding the course but is not provided to applicants until enrolment.

51. During the inspection, the inspection team spoke to the course team and admissions team to clarify what information was provided to applicants. It was confirmed that once through the assessment centre they will arrange workshops and that information is gradually provided to students prior to enrolment.

52. The inspection team met with graduates from the course who advised that they did not feel that enough information was made available to them in advance of starting the course.

53. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 1.6 related to the information that is available to applicants at the point that they decide whether to take up an offer.

54. The inspection team noted that the guidance around standard 1.6 indicates information such as the role and responsibilities of a social worker, methods of assessment, structure, content and delivery of the course including placements, associated costs, and information about registration with Social Work England should be provided to applicants.

55. The inspection team agreed that the university must ensure that sufficient information is provided to applicants that allows them to make an informed choice whether to take up an offer on the course. [Full details of the condition, its monitoring and approval can be found in the proposed outcomes section of this report.](#)

Standard two: Learning environment

Standard 2.1

56. Prior to the inspection, the university provided evidence of the Southeast London regional partnership Step Up application which confirmed the number of students that each member of the regional partnership committed to train for the cohort. During the inspection, the course team confirmed that all student placements take place with the three local authorities within the partnership.

57. The inspection team spoke with members of the course team and employer partners who confirmed the process for ensuring that students receive a contrasting second placement. The inspection team agreed that both the university and the partnership have oversight of this.

58. The documentary evidence confirmed that students undertake a 70-day placement and a 100-day placement and additional evidence provided showed where the 30 skills days are incorporated into the course.

59. The inspection team asked the course team what contingency is in place if a student were to miss any of the placement days or skills days. It was confirmed that placement days will be added on to the end of the placement but that there is currently no process in place for students that miss skills days.

60. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 2.1 and 5.6. The inspection team agreed that the university must ensure that there is a process in place to enable a student that misses skills days to be able make these up, as they form part of the mandatory 200 days practice learning. [Full details of the condition, its monitoring and approval can be found in the proposed outcomes section of this report.](#)

Standard 2.2

61. Documentary evidence was provided prior to the inspection in the practice learning handbook, placement profiles and portfolio. These documents indicate that the learning outcomes are mapped to the professional capabilities framework (PCF) and consideration is made of the students' current ability, strengths and learning needs.

62. The practice educators that met with the inspection team confirmed that students are given learning opportunities that enable them to develop the necessary skills and knowledge.

63. The practice assessment panels (PAP) are a method of quality assurance of the practice learning and are held at the midway review to assess the progress of students against the PCF and at the end of placements.

64. The inspection team therefore agreed that this standard was met.

Standard 2.3

65. Prior to the inspection, the inspection team received the practice learning agreement, supervision policy and expectations document of offsite practice educators and onsite supervisors. These documents set out the expectations in relation to supervisions, support, induction, placement hours and key policies.

66. During the inspection, the inspection team spoke to graduates from the course, employer partners and practice educators who all confirmed that there are adequate inductions, shadowing arrangements and supervision in place on placement.

67. The practice educators also confirmed that when considering students workload, they will use the placement profile to consider students' previous experience.

68. The inspection team were satisfied that this standard was met.

Standard 2.4

69. The practice learning policy sets out the requirements and levels of learning for each placement and the individual practice learning agreements set out the responsibilities for students. There is also a midway review to assess the progress of students.

70. The inspection team spoke to the practice educators and graduates from the course who confirmed that the level of responsibility whilst on placement was appropriate for the individual student.

71. The preparation for practice learning workshop provides guidance for students on pre-placement meetings and the practice educators receive support through monthly meetings.

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

Standard 2.5

73. The documentary evidence indicated that students undergo a series of workshops prior to placement to prepare them for practice. The programme specification also confirms that readiness for practice is assessed through written exercise, role play and the group exercise at their admissions assessment centre.

74. A further role play is completed and assessed within six weeks of starting the course. As part of the role play students complete a self-reflective evaluation.

75. During the inspection, the inspection team spoke to graduates from the course and practice educators who both confirmed that students are prepared for placement and had received the information that they needed.

76. The inspection team were in agreement that this standard was met.

Standard 2.6

77. The documentary evidence provided prior to the inspection indicated that practice educator social work registration numbers are recorded on the practice learning agreements.

78. During the inspection, the inspection team met with members of the course team and from the Southeast London regional partnership who confirmed that the partnership lead has oversight of ensuring practice educator registration and currency is maintained.

79. The inspection team were told that all the practice educators used on placement are employed by the local authorities within the partnership and required to undergo the practice educator professional standards (PEPS) training and ongoing continuous professional development (CPD) for skills development.

80. The student's personal tutor will also check that practice educators have met the PEPS and sign this off at the end of the placement.

81. The university liaise with the partnership members regarding the recruitment and retention of practice educators and will offer inductions and workshops as CPD opportunities for practice educators.

82. The inspection team were therefore satisfied that this standard was met.

Standard 2.7

83. The university provided a copy of their procedure for complaints arising from practice-based learning and the course handbook outlines policies in place in relation to whistleblowing.

84. The inspection team spoke to graduates from the course who confirmed that they were confident raising concerns and gave examples of where they had done this during the course.

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

Standard three: Course governance, management and quality

Standard 3.1

86. The documentary evidence confirmed details of the Southeast London regional partnership and the Southeast London (Social Work) teaching partnership.

87. A request for additional evidence to provide a narrative around the roles, responsibilities and lines of accountability was made. This confirmed that the Royal Borough of Greenwich held overall responsibility for the Step-up regional partnership.

88. The university also provided some but not all the curriculum vitae (CV) for course staff. However, it was noted by the inspection team that these did not provide an overall view of the course team structure or management.

89. During the inspection, the inspection team met with four members of the course team and two members of senior management. The inspection team met two of the three personal tutors for the course who confirmed that they are associate lecturers and involved in the marking of assessments. They noted that they were not kept informed of practice updates nor did they receive attendance data for their tutees.

90. The programme convenor and the lead social worker provided an overview of the management roles and lines of accountability for the university including the internal structures around the head of school, lead social work role and programme convenor.

91. Members of the regional partnership confirmed their roles and accountability. It was also clarified to the inspection team how the different course governance groups interlinked and worked together.

92. It was noted by the inspection team that they had heard from several different groups of people during the inspection that the centralisation by the university of the administration of the course has caused disruption to the course.

93. However, the inspection team were advised of the ways in which improvements are being implemented to address the impact of this disruption and assured that temporary funding had been secured for additional administrative support.

94. The inspection team therefore agreed that this standard was met, however given the impact that the centralisation has had on various aspects of the course, the inspection team is making two recommendations in relation to standard 3.1.

95. The first recommendation is that the university ensure that appropriate administrative support is expedited to ensure that adequate support is in place for the effective running and delivery of the course. This is to ensure that the course is administered to a consistent quality and resourced sufficiently to enable Social Work England's standards to be met.

96. The second recommendation is that the personal tutors for the course be integrated into the course team and elements of the course review to ensure that they can provide appropriate and informed support for students. [Full details of the recommendations can be found in the proposed outcomes section of the report.](#)

Standard 3.2

97. The documentary evidence confirmed that the course is funded through the DfE and as such relevant contracts are in place. The DfE requires a memorandum of understanding between the Southeast London regional partnership and the university to detail the partnership arrangements, roles and responsibilities throughout the course and how funding will flow between partners.

98. The Southeast London partnership Step Up application confirms that the regional partnership agrees the provision of placements from each of the partnership local authorities at the application stage.

99. The stakeholder agreement for the stakeholder committee details targets for the development of the programme and objectives for various policies. The practice learning agreements detail the placement arrangements, how any disputes will be managed and who the back-up practice educator will be.

100. During the inspection, the course team and employer partners provided examples of placement breakdown and the process that was followed to resolve problems.

101. The inspection team were therefore satisfied that this standard was met.

Standard 3.3

102. The university provided documentary evidence of the placement learning agreement which includes checks to ensure that specific policies are in place relating to health and safety and lone working etc.

103. During the inspection, the inspection team heard examples of adjustments can be put in place during placement for students. The employer partners that the inspection team met with also confirmed the support available for students and how they work with the university to ensure this.

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

Standard 3.4

105. The documentary evidence confirmed that there is a Step-Up steering group involving the university and members from all three of the local authorities that form the Southeast London regional partnership.

106. The inspection team heard from members from each employer partner throughout the inspection and heard of the collaborative work within the steering group meetings to ensure the course was appropriately managed and monitored.

107. The group will also discuss the allocation of placements and each local authority has a placement lead who will oversee placements and feed into the steering group.

108. In addition to these meetings there is involvement of employer partners in the stakeholder committee who discuss targets for development of the programme and the Southeast London (social work) teaching partnership who is responsible for the teaching consultant programme.

109. The inspection team were agreed that this standard was met.

Standard 3.5

110. As previously advised above at standard 3.4 the Step-Up steering group has oversight of monitoring of the course.

111. Documentary evidence was provided prior to the inspection of the departmental development planning (DDP) process which focuses on retention, attainment, student satisfaction and graduate outcomes and involves consultation with students, service users and the Southeast London (social work) teaching partnership.

112. The stakeholder committee includes employer partners, academics, service users and carers and students and reports to the department of Social, Therapeutic and Community Studies (STaCS) board. It meets each academic term and considers monitoring, practice learning, reports from external examiners, the curriculum, assessments, resources, and various policies.

113. The Southeast London (social work) teaching partnership has a programme management steering group and includes workforce development leads from employer partners, service users and staff from the university.

114. The practice assessment panel (PAP) meet part way through each placement to assess midway progress and at the end of the placement cycle and fulfils a quality assurance function of the students and practice educators' performance.

115. At the end of each placement a quality assurance for practice learning (QAPL) form is completed and reviewed and discussed at the Step-Up steering group. It was noted by the inspection team that there is no systematic approach to undertaking a themed analysis of the QAPL forms for the whole cohort.

116. There are also student module evaluation forms (SMERF) which are usually completed following the end of the course cycle. It was noted by the inspection team that a SMERF had not been completed this year due to the organisational restructure, but they were assured that this would be in place going forward.

117. The documentary evidence indicated that students provide feedback on the course through staff student forums, teaching and research surveys, and module evaluations. During the inspection, the inspection team spoke with graduates from the course who confirmed that they could provide feedback about the course and gave examples of where this has resulted in changes to the course.

118. The inspection team spoke to people with lived experience who confirmed that they had previously been involved with reviews and attend the stakeholder committee meeting three to four times a year to provide feedback. They noted that involvement with the review and monitoring of the course has reduced and that the co-ordinator from the university that they would usually meet with to discuss involvement is currently unavailable due to personal issues.

119. The inspection team agreed that this standard was met, however agreed that it would be important to ensure continuing involvement of people with lived experience in the monitoring and evaluation of the course.

120. Following a review of the evidence, the inspection team is therefore making a recommendation in relation to standard 3.5 that the university look to strengthen and improve the involvement of people with lived experience in the monitoring, evaluation and improvement of the course. [Full details of the recommendation can be found in the proposed outcomes section of the report.](#)

Standard 3.6

121. The documentary evidence confirmed that the programme is funded by the DfE and that the DfE decides how many places can be offered in each cohort.

122. It is noted that each cohort a Step-Up application is made to the DfE. It was confirmed during the inspection that this is made by the Southeast London regional partnership and involves discussion by both the university and the local authorities who will confirm their individual placement offer.

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

Standard 3.7

124. Prior to the inspection the university provided documentary evidence of the lead social worker and programme convenor for the course. The inspection team were satisfied that both individuals are registered social workers and appropriately qualified and experienced.

125. During the inspection, clarification was sought around these roles and their individual responsibilities which were confirmed, and it was established that both people will remain in post for the foreseeable future.

126. The inspection team therefore concluded that this standard was met.

Standard 3.8

127. Prior to the inspection, the inspection team were provided with some, but not all the CVs for staff. The inspection team reviewed the CVs that were supplied, and it was noted that the staff members appeared to reference teaching on other courses or did not reference any involvement in teaching specifically of this course.

128. During the inspection, the inspection team met with the lead social worker, the programme convenor and two associate lecturers who were personal tutors and involved in marking but not currently involved in teaching on this course.

129. The course team representatives confirmed that they currently had six or seven staff and that they have teaching consultants who will come and deliver topic specific pieces of work and one-off sessions. They confirmed that the module leads for the next cohort had not yet been confirmed however meetings are held to consider who will teach each module considering the expertise and interests of the staff members.

130. The inspection team had concerns that they do not know who will be teaching on the course going forward and have not received CVs for all the staff or met them during the inspection. The inspection team therefore felt unable to confirm that there would be an adequate number of appropriately qualified and experienced staff to deliver the course.

131. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 3.8. The inspection team agreed that the university must evidence that there is adequate availability within the staff cohort to deliver this course. [Full details of the condition, its monitoring and approval can be found in the proposed outcomes section of this report.](#)

Standard 3.9

132. The inspection team received additional evidence prior to the inspection of student and programme data within the planning round dashboard spreadsheet. This spreadsheet contained data relating to performance, progressions and outcomes and equality, diversity and inclusion (EDI) data.

133. The university advised in the additional evidence that EDI data was reviewed as part of the DDP process and gave an example of where this has resulted in a change to the entrance requirements of the DfE to promote an increase in the diversity of applicants.

134. During the inspection, the course team advised how student progression is monitored at the exam board. However, they confirmed that the dashboard data is not systematically analysed to inform programme development or performance. They also confirmed that there is no analysis of EDI data in relation to student demographics.

135. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 3.9 to ensure that formal analysis of data is undertaken and used to inform improvements or changes to the course. [Full details of the condition, its monitoring and approval can be found in the proposed outcomes section of this report.](#)

Standard 3.10

136. The documentary evidence provided prior to the inspection indicated that staff had the opportunity to be involved in various projects through the Academics into Practice workstream.

137. Further additional evidence was also provided detailing a research and knowledge exchange hub and funding for a research writing retreat.

138. During the inspection, the inspection team spoke with the course team who confirmed that there are 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.

139. 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.

140. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 3.10, to ensure that planning and support is in place for all staff to be able to take up opportunities to ensure their currency in relation to professional practice. [Full details of the condition, its monitoring and approval can be found in the proposed outcomes section of this report.](#)

Standard four: Curriculum assessment

Standard 4.1

141. Documentary evidence was provided of the programme specification which outlines how the course provides students with the required knowledge, skills and practical experience to become qualified social workers.

142. The course is mapped to the PCF and refers students to Social Work England's professional standards as part of their induction and in the readiness for practice and placement modules.

143. During the inspection, the graduates from the course, employer partners and practice educators confirmed that students develop the necessary knowledge and skills for practice and that they are appropriately prepared for placement.

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

Standard 4.2

145. As detailed under standard 3.5 above, the university works in conjunction with the Southeast London regional partnership and the stakeholder committee to consider the review and development of the curriculum.

146. The documentary evidence provided prior to the inspection indicated that people with lived experience are also involved in various aspects of teaching and learning on the course.

147. 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 confirmed that they currently are involved only with the admissions interviews and the role play for readiness for practice.

148. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 4.2 related to the involvement of people with lived experience in the development and teaching of the curriculum. [Full details of the condition, its monitoring and approval can be found in the proposed outcomes section of this report.](#)

Standard 4.3

149. Documentary evidence referred to the disability policy and procedure in place to support students with disabilities at different points in the course such as admissions, assessment, and placements. It also refers to the disability and inclusion service and where needed a reasonable adjustment support agreement can be put in place.

150. The equality objective report, Together We Are Different, also details the EDI strategy and monitoring of progress, aims and actions.

151. During the inspection, the inspection team heard that the decolonisation of the curriculum is currently being considered and awaiting sign off, and examples were given of reasonable adjustments put in place to support students.

152. The inspection team were therefore satisfied that this standard was met.

Standard 4.4

153. The documentary evidence received prior to the inspection advised that the teaching consultant programme allows input from current practitioners in the design and delivery of

the course. It gave examples of consideration within the curriculum of research knowledge and the Independent Review of Children's Social Care 2022 and early career framework.

154. The additional evidence received also confirmed that continuous review of the curriculum takes place at stakeholder committee meetings and that the course is co-produced and co-delivered with the Southeast London (social work) teaching partnership.

155. The inspection team heard further examples of updates to the course because of developments in practice during the inspection.

156. The inspection team agreed that there was evidence of strong links with practice and as such this standard was met.

Standard 4.5

157. The university provided evidence within the course documentation of opportunities for students to consider theories and then work on practical problem-based solutions. The programme specification and module specifications detail how the content and learning outcomes reflect the embedding of theory and practice into the course.

158. The placement portfolio also references theory and practice and requires students to reflect upon their learning.

159. The inspectors therefore agreed that this standard was met.

Standard 4.6

160. Prior to the inspection the documentary evidence indicated that there are opportunities for multidisciplinary working during the placement element of the course.

161. Additional evidence was requested, and the university advised that this is an area for development and that they are looking to create dedicated sessions to address multidisciplinary working.

162. During the inspection, the course team confirmed that there are not currently any planned opportunities within the academic element of the course for multidisciplinary working.

163. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 4.6 related to ensuring that students on the course are provided with opportunities to work with and learn from other professionals to support multidisciplinary working in the academic element of the course. [Full details of the condition, its monitoring and approval can be found in the proposed outcomes section of this report.](#)

Standard 4.7

164. The documentary evidence provided prior to the inspection indicated a clear breakdown of the number of hours spent in structured academic learning on the course.

165. The notional learning hours are included within the module specifications and include a breakdown of hours spent in lectures, independent study, seminars and tutorials or any other areas of work such as observations or group work.

166. The inspection team was therefore satisfied from the documentary evidence review that this standard was met.

Standard 4.8

167. Prior to the inspection the university provided a copy of their assessment policy which confirmed that the course included both formative and summative assessments. The assessment methods included a range of exams, coursework, viva, journals and portfolio completion. The policy covers resit opportunities, extenuating circumstances and reasonable adjustments that can be put in place for students.

168. There is a moderation policy for social work in place and all summative assessments are double marked. The PAP also convenes three times per year to track and assess student progress against the PCF and learning outcomes.

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

Standard 4.9

170. The university provided a copy of the programme specification prior to the inspection which contained the mapping of assessments and considered the PCF domains and level of practice progression.

171. The readiness for practice assessments allow students to build the skills needed before placement and modules are scaffolded to prepare students as they progress through the course. Students are also unable to progress on the course without passing certain elements of the course.

172. During the inspection, the course team confirmed the support available to students regarding difficulties with assignments and gave examples of working with personal tutors to resolve these.

173. The inspection team was satisfied that this standard was met.

Standard 4.10

174. The university have an assessment feedback policy in place that provides a framework for feedback consistency and timeframes for feedback to be provided. It also recommends

that feedback contains constructive feedback to feed forward and personalised development feedback for students.

175. An example of a piece of summative feedback was provided as evidence prior to the inspection. This showed how the university feedback form allowed for strengths to be identified, recommendations to improve work and provided space for resources to be listed to help students develop and improve.

176. During the inspection, the inspection team spoke with students who provided a range of responses regarding the timeliness and consistency of feedback but confirmed that the feedback received was generally meaningful.

177. The inspection team explored feedback further with the course team who advised of mitigating circumstances beyond their control that had impacted the feedback provided to students.

178. The inspection team were assured that any issues with feedback appeared to be beyond the control of the university and did not constitute any systemic issues. The inspection team agreed that this standard was met.

Standard 4.11

179. Prior to the inspection, documentary evidence was provided that allowed the inspection team to confirm the registration and experience of the external examiner for the course.

180. The university advised that they have a pool of assessors who are social workers and that they take into consideration, where there are niche areas to be assessed, that the assessors have the appropriate expertise.

181. During the practice element of the course the practice educators are also quality assured through the QAPL and PAP processes.

182. During the inspection, the inspection team heard more about the moderation mechanisms that are in place to ensure the quality and consistency of the assessment of student's work.

183. The inspection team therefore agreed that this standard was met.

Standard 4.12

184. As previously detailed in this report, there is a system of progression in place and students must pass certain elements of the course to progress, such as the readiness for practice assessments.

185. The documentary evidence confirmed that progression during placement is monitored through the PAP review process and that the placement portfolio requires direct observations and service user feedback.

186. The inspection team heard from the course team that the Step-Up steering group consider the progression of students and personal tutors will have regular discussions with students about their progress.

187. The inspection team were satisfied that this standard was met.

Standard 4.13

188. The documentary evidence provided prior to the inspection detailed examples of opportunities for students throughout the course to develop an evidence informed approach to practice.

189. Students will undertake a small research project linking social policy and social work practice and during the inspection the course team provided more information about this.

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

Standard five: Supporting students

Standard 5.1

191. 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.

192. The student handbook signposts to academic and library support and wellbeing advisors can be provided to support students.

193. 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.

194. Students spoken to during the inspection also confirmed that they were aware of how to access support if they needed it.

195. The inspection team were satisfied that this standard was met.

Standard 5.2

196. As detailed under standard 5.1, students have access to a variety of academic support services. Step Up students have a dedicated page on the university virtual learning environment with resources to enhance learning and development.

197. The documentary evidence indicated that students can completed a personal development plan which is supported by their tutors to enable them to build skills and progress through the course.

198. During the inspection, the inspection team spoke to tutors who confirmed that they provide academic and pastoral support, attend all placement meetings, and have regular meetings to discuss general progress.

199. The inspection team therefore agreed that this standard was met.

Standard 5.3

200. The documentary evidence provided prior to the inspection detailed the fitness to study policy that is in place and includes a cause for concern process.

201. The course team confirmed that DBS checks are undertaken at the start of the course and at the end of the first year, part way through the programme.

202. They confirmed that any issues with student suitability can be picked up locally or at the Step-Up steering group meetings which are held every four to six weeks and an action plan can be put in place.

203. The course team also provided an example of issues raised about a student and how this was addressed.

204. It was noted that the fitness to practise process is currently being reviewed and updated to identify some of the gaps that are specific to the social work programme. The inspection team were satisfied that the fitness to practise process currently in place is appropriate and that they did not require sight of the updated process.

205. The inspection team therefore agreed that this standard was met.

Standard 5.4

206. 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.

207. 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.

208. During the inspection, the inspection team heard examples of support and reasonable adjustments that have been put in place for students.

209. The support services confirmed the difficulties following the centralisation of administration at the university and the delays in implementing support for students. They confirmed that improvements are ongoing and that they have now taken steps to ensure a

blanket of reasonable adjustments is put in place across the board for students, which can then be tailored to individual's needs.

210. The inspection team were satisfied that this standard was met.

Standard 5.5

211. The documentary evidence confirmed that students receive information about placements, assessments, future careers and module information through the student handbook, the programme specification and during induction.

212. During the inspection, the course team and employer partners confirmed that the members of the Southeast London regional partnership work with the university to support the career development and transition to the assessed and supported year in employment (ASYE) programme for students. They gave examples of assistance with preparation for job interviews and a careers workshop.

213. The inspection team noted that some of the information within the guidance, handbooks, policies and procedures for the course was incorrect as it referred to the previous regulator the health and care professionals council (HCPC). The inspection team were concerned that this incorrect information could lead to students misunderstanding the professional requirements of social workers and being unaware of the current registration process for social workers.

214. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 5.5, to ensure that the correct information is provided to students in relation to the current social work regulator, Social Work England, and reference to Social Work England's professional standards. [Full details of the condition, its monitoring and approval can be found in the proposed outcomes section of this report.](#)

Standard 5.6

215. The programme specification sets out clearly that all modules are compulsory and the requirements for progression through the course.

216. The student handbook also confirms the expected attendance requirements and the process for absences including a warning letter and potential referral to a suitability panel. It is made clear within the handbook that any missed placement days must be made up.

217. During the inspection, the course team confirmed that attendance is monitored through an electronic tap system and that lecturers also maintain their own registers. During placement, the attendance of students is monitored by the employer partners and any issues raised with the university.

218. As per standard 2.1, it is noted that students undertake 170 days on placement and 30 skills days.

219. The inspection team asked the course team what is in place if a student were to miss any of the placement days or skills days. It was confirmed that placement days will be added on to the end of the placement but that there is currently no process in place for students that miss skills days.

220. Following a review of the evidence, the inspection team is recommending that a condition is set against standard 2.1 and 5.6. The inspection team agreed that the university must ensure that there is a process in place to enable a student that misses skills days to be able make these up, as they form part of the mandatory 200 days practice learning. [Full details of the condition, its monitoring and approval can be found in the proposed outcomes section of this report.](#)

Standard 5.7

221. As discussed above in relation to standard 4.10, the university have an assessment feedback policy in place that provides a framework for feedback consistency and timeframes for feedback to be provided. It also recommends that feedback contains constructive feedback to feed forward and personalised development feedback for students.

222. An example of a piece of summative feedback was provided as evidence prior to the inspection which showed how the university feedback form allowed for strengths to be identified, recommendations to improve work and provided a space for resources to be listed to help students develop and improve.

223. During the inspection, the inspection team spoke with students who confirmed that feedback received was generally meaningful.

224. The inspection team were therefore agreed that this standard was met.

Standard 5.8

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

226. The inspection team therefore agreed that this standard was met.

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

Standard 6.1

227. As the qualifying course is a postgraduate diploma in social work (Step Up) the inspection team agreed that this standard was met. It was also noted that there is an option to top up the award to an MA social work with the completion of additional modules and a dissertation.

Proposed outcome

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

Conditions

229. 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.

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

	Standard not currently met	Condition	Date for submission of evidence	Link
1	Standard 1.6	The education provider will provide evidence that demonstrates that sufficient information is provided to all prospective applicants that enables them to make an informed choice whether to take up an offer on the course.	8 th December 2023	Paragraph 55
2	Standard 2.1 and 5.6	The education provider will 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 December 2023	Paragraph 60 and Paragraph 220
3	Standard 3.8	The education provider will provide evidence of the qualification and experience of the pool of available course staff to show evidence that there is adequate availability within the staff cohort to deliver this course.	8 th December 2023	Paragraph 131
4	Standard 3.9	The education provider will provide evidence that their assessment strategy is underpinned by the formal analysis of data in relation students' performance,	8 th December 2023	Paragraph 135

		progression and outcomes, and including equality and diversity data. They will also provide evidence of how this data will be used to inform improvements or changes to the course.		
5	Standard 3.10	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.	8 th December 2023	Paragraph 140
6	Standard 4.2	The education provider will provide evidence that there are planned opportunities for the involvement of people with lived experience in the development and teaching of the curriculum.	8 th December 2023	Paragraph 148
7	Standard 4.6	The education provider will provide evidence that students on the course are provided with opportunities to work with and learn from other professionals to support multidisciplinary working in the academic element of the course.	8 th December 2023	Paragraph 163
8	Standard 5.5	The education provider will provide evidence that all documentation relating to this course has been updated to reference the current social work regulator Social Work England and Social Work England's professional standards.	8 th December 2023	Paragraph 214

Recommendations

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

	Standard	Detail	Link
1	Standard 1.5	The inspectors are recommending that the university consider that regular refresher training is	Paragraph 47

		provided for people involved in the admissions process and that this includes equality, diversity and inclusion training.	
2	Standard 3.1	The inspectors are recommending that the university consider reviewing how administrative support is provided to ensure that it has the capability and capacity for the effective running and delivery of the course.	Paragraph 95
3.	Standard 3.1	The inspectors are recommending that the university consider involving personal tutors for the course in course team updates and elements of the course review to ensure that they can provide appropriate and informed support for students.	Paragraph 96
4.	Standard 3.5	The inspectors are recommending that the university consider the university look to strengthen and improve the involvement of people with lived experience in the monitoring, evaluation and improvement of the course.	Paragraph 120

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

232. Approved with conditions.

Annex 2: Meeting of conditions

233. 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](#).

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

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

	Standard not met	Condition	Recommendation
1	Standard 1.6	The education provider will provide evidence that demonstrates that sufficient information is provided to all prospective applicants that enables them to make an informed choice whether to take up an offer on the course.	Met with a recommendation
2	Standard 2.1	The education provider will 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.	Met
3	Standard 3.8	The education provider will provide evidence of the qualification and experience of the pool of available course staff to show evidence that there is adequate availability within the staff cohort to deliver this course.	Met
4	Standard 3.9	The education provider will provide evidence that their assessment strategy is underpinned by the formal analysis of data in relation students' performance, progression and outcomes, and including equality and diversity data. They will also provide evidence of how this data will be used to inform improvements or changes to the course.	Met

5	Standard 3.10	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.	Met with a recommendation
6	Standard 4.2	The education provider will provide evidence that there are planned opportunities for the involvement of people with lived experience in the development and teaching of the curriculum.	Met
7	Standard 4.6	The education provider will provide evidence that students on the course are provided with opportunities to work with and learn from other professionals to support multidisciplinary working in the academic element of the course.	Met
8	Standard 5.5	The education provider will provide evidence that all documentation relating to this course has been updated to reference the current social work regulator Social Work England and Social Work England's professional standards.	Met

Findings

236. 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 1.6

237. The inspection team were provided evidence of the information provided to applicants on the university website.

238. The inspection team agreed that the standard was met but agreed that a recommendation be made to the University to further develop their course webpage to include information about the structure of the course, a guide to timings of the different elements of the programme, and also reference the Social Work England Professional Standards.

Standard 2.1

239. The inspection team received an outline of the approach taken by the university when students have missed a skills day. The inspection team agreed that this standard was met.

Standard 3.8

240. The university provided CVs for staff members, the inspection team reviewed these and agreed that this standard was met.

Standard 3.9

241. The university provided a copy of their department development plan which evidenced that data collection and analysis is used to inform the plan.

242. The inspection team agreed that this standard was met but agreed that a recommendation be made that the university consider the evaluation of course specific data, including EDI, and that this be considered in course specific action plans.

Standard 3.10

243. The university provided commentary around the time built in to staff workloads for CPD and scholarly activities and confirmed that staff can access the research and scholarship development fund with examples of this being used by members of staff.

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

Standard 4.2

245. The inspection team were provided evidence of the university's approach to working with people with lived experience and evidence of stakeholder meeting minutes detailing discussions with people with lived experience about their involvement in the curriculum. The inspection team agreed that this standard was met.

Standard 4.6

246. The evidence submitted indicated that there are limited number of different professionals who contribute to teaching on the curriculum. The inspection team agreed that this standard was met.

Standard 5.5

247. The university provided copies of updated documentation which had been amended to include reference to the current regulator, Social Work England. The inspection team agreed that this standard was met.

248. Following the review of the documentary evidence submitted, the inspection team are satisfied that the conditions set against the approval of the PG Dip social work Step Up course are met.

Regulator decision

249. Conditions Met