

Inspection Report

Inspection ID	LBUR1_ACP78
Course provider	Leeds Beckett University
Validating body (if different)	
Course inspected	PG Cert Mental Health Practice
Mode of study	Part time
Maximum student cohort	40
Date of inspection	28 to 29 April 2026
Inspection team	Becky Madey (Education Quality Assurance Officer) Lisa Brett (Lay Inspector) LaReo Riviere (AMHP registrant Inspector)
Inspector recommendation	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	31 July 2026
Conditions	Standard 1.6 Standard 2.2 Standard 3.1
Date conditions met and approved:	

Contents

Introduction3

Summary of Inspection.....3

Inspection Findings4

Outcome13

Conditions.....14

Meeting of Conditions.....14

Findings15

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 approval standards for Approved Mental Health Professional (AMHP) courses. We approve courses against these standards to ensure that students who successfully complete an AMHP course can meet the requirements set out in the Mental Health (Approved Mental Health Professionals) (Approval) (England) Regulations 2008.
2. During the approval process, we appoint partner inspectors. This will include a registered inspector who will be a qualified AMHP, and a lay inspector who is not AMHP qualified.
3. These inspectors, along with an officer from the education quality assurance team, undertake activity to review documentary information and evidence, and carry out an inspection. This activity could include observing and asking questions about teaching, placements, facilities and learning resources; asking questions based on the evidence submitted; and meeting with staff, people with lived experience and students. The inspectors then make recommendations to us about whether a course should be approved.
4. The process we undertake is described in our legislation: The Children and Social Work Act 2017, [The Social Workers Regulations 2018 - Social Work England](#), and our [Education and Training Rules 2019](#).
5. In this document we describe Leeds Beckett University as ‘the course provider’ and we describe the PG Cert Mental Health Practice as ‘the course’.

Summary of Inspection

5. Leeds Beckett University’s PG Cert Mental Health Practice was inspected as part of Social Work England’s reapproval cycle, whereby all course providers with AMHP courses will be inspected against the new education and training approval standards for AMHP courses.
6. An on-site inspection took place from 28 to 29 April 2026.
7. As part of this process the inspection team gathered feedback from key stakeholders through meetings on the inspection. This included course staff, students, employer partners and people with lived experience.

Inspection Findings

8. In this section we set out the inspectors' findings in relation to whether the course meets the education and training approval standards for AMHP courses. We describe the inspection team in this section as 'we'.

<u>Standard 1. Admissions</u>	<u>Met or not met.</u>
1.1 Confirm on entry to the course that applicants have: i. the potential to acquire and demonstrate the competences set out in the relevant legislation governing AMHP practice; ii. the capability to meet the academic requirements of the course; and iii. the capability to use information and communication technology (ICT) methods and techniques to achieve course outcomes	<u>Met</u>
1.2 Confirm that applicants are and remain fully registered with a relevant regulatory body in line with the relevant regulations	<u>Met</u>
1.3 Ensure that the admissions processes assess the suitability of applicants, including in relation to their conduct, health and character. This includes appropriate criminal conviction checks	<u>Met</u>
1.4 Ensure that applicants have suitable prior experience of the practical application of appropriate legislation and policy, specifically including but not limited to mental health, mental capacity and human rights legislation	<u>Met</u>
1.5 Ensure that applicants have a robust level of legal literacy in appropriate legislative and policy areas	<u>Met</u>
1.6 Ensure that employers, placement providers, people with lived experience of social work, and carers are involved in student admissions	<u>Not met</u> <i>see key observations for standard 1 for further information</i>
1.7 Ensure that there are equality, diversity and inclusion policies in relation to applicants and that they are implemented and monitored	<u>Met</u>
1.8 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 information about the award level and professional qualification, course content, teaching modes, location of study, assessment methods, duration, and observation requirements including the expectations around arranging or securing placements	<u>Met</u>
1.9 Ensure that the admissions process allows candidates from any eligible profession to demonstrate their suitability to join the course	<u>Met</u>

Key observations for standard 1

9. The course team confirmed that all applicants were sponsored by their employer. We saw the course provider's online application form, which explicitly referenced all eligible professions. This included a personal statement, where applicants demonstrated their potential to meet the AMHP competencies, their prior experience of legislation and policy and level of legal literacy. We were assured that within the form, applicants confirmed their academic qualifications, relevant regulatory body registration and suitability. The course team would liaise with the applicant and employer if any suitability issues were declared. Applicants used information and communication technology (ICT) methods to submit their form. (1.1, 1.2, 1.3, 1.4, 1.5, 1.9)

10. The course provider's website provided the details of the course to applicants and employers. We heard from students that information provided at admissions stage was clear and allowed them to make an informed choice to undertake the course. (1.8)

11. We saw the course provider's equality, diversity and inclusion (EDI) policy and their admissions policy. The course team explained how they monitored EDI data and would raise any concerns with employers through the relevant forum. Applicants were able to request reasonable adjustments during the admissions process. (1.7)

12. Employers, who selected suitable candidates for application to the course, viewed the admissions process as a collaborative process. The course team offered briefing sessions to employers prior to application to provide information and expectations regarding the course. We heard examples of changes that had taken place within the admissions process following employer feedback. (1.6)

13. We heard that while people with lived experience had been briefed on student admissions, they were not yet involved in the processes. Therefore, the inspection team determined that a condition was required against standard 1.6. Full details of the condition can be found in the [proposed outcome section](#). (1.6)

<u>Standard 2. Course governance, management and quality.</u>	<u>Met or not met</u>
2.1 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	<u>Met</u>
2.2 Ensure that regular and effective monitoring, evaluation and improvement systems are in place, and that these involve employers, people with lived experience including carers, and students	<u>Not met</u> <i>see key observations for standard 2 for further information</i>

2.3 Ensure that the number of students admitted is aligned to a clear strategy, which includes consideration of: i. local and regional placement capacity; and 1. the availability of part-time or other flexible course arrangements to widen access wherever possible.	<u>Met</u>
2.4 Ensure that the person with overall professional responsibility for the course is a relevant qualified professional with appropriate experience	<u>Met</u>
2.5 Ensure that there is adequate provision of appropriately qualified and experienced staff, with relevant specialist subject knowledge and expertise	<u>Met</u>
2.6 Ensure that educators are supported to maintain their knowledge and understanding in relation to professional practice	<u>Met</u>

Key observations for standard 2.

14. The course provider outlined their management and governance structure, which included clear roles, responsibilities and lines of accountability. We understood how workload was managed to ensure the course was delivered effectively and how additional resources would be requested. (2.1)

15. We saw the CVs of the course director and course leader, who were both registered social workers and qualified AMHPs. We heard that time was built into the course team's deployment plan to attend conferences and training to maintain knowledge and understanding in relation to professional practice. The course was also supported by other university staff and a variety of visiting lecturers with relevant specialist subject knowledge and expertise. The course director and course leader were also active members of the Yorkshire AMHP Network, which provided opportunities for all educators to update their knowledge. (2.4, 2.5, 2.6)

16. We understood that applicants were only accepted onto the course if their employer confirmed sponsorship and verified access to an appropriate placement. We heard that the course provider offered flexible arrangements for students who were employed on a part-time basis. (2.3)

17. We heard examples of changes that were made following feedback within an employer forum. Student feedback is gathered and reviewed at the midpoint and end of each module through module evaluation. The course team outlined changes that had been made based on student feedback. (2.2)

18. We understood that people with lived experience had attended a briefing which outlined the details of the AMHP course. Within the briefing, the course team had explored with people with

lived experience how they would be involved in regular course reviews and involvement in design and delivery. However, we heard from people with lived experience that at the time of the inspection, they were not involved in regular monitoring, evaluation and improvement systems. Therefore, the inspection team determined that a condition was required against standard 2.2. Full details of the condition can be found in the [proposed outcome section](#). (2.2)

Standard 3. Curriculum	Met or not met
3.1 The views of employers, practitioners and people with lived experience of mental health services are incorporated into the design, ongoing development and review of the curriculum	<u>Not met</u> <i>see key observations for standard 3 for further information</i>
3.2 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, including around cross-national border issues in relation to practice in Wales, where this is appropriate	<u>Met</u>
3.3 The course is designed in accordance with equality, diversity and inclusion principles, human rights and legislative frameworks	<u>Met</u>
3.4 Course content is routinely updated as a result of developments in legislation, research, government policy, and best practice	<u>Met</u>
3.5 The integration of theory and practice is central to the course	<u>Met</u>
3.6 Students understand how the standards of the student's own professional regulator(s), apply to their specialist practice	<u>Met</u>
3.7 The course is designed to enable students to demonstrate an evidence-informed approach to AMHP practice, underpinned by skills, knowledge and understanding in relation to research and evaluation	<u>Met</u>

[Key observations for standard 3.](#)

19. The curriculum content and learning outcomes of the course had been mapped to the AMHP competencies within each module handbook. We understood that placement learning documentation set out the learning opportunities used to meet the AMHP competencies in

practice. The inspection team were assured that the content, structure and delivery of the training enabled students to demonstrate the necessary knowledge and skills. (3.2)

20. The course team outlined how theory and practice were integrated throughout the modules. Students confirmed that the course structure allowed them to embed theory within their practice during placement, offering time to reflect and consolidate learning before returning to practice. Course documentation outlined how the course design enabled students to demonstrate an evidence-informed approach to AMHP practice. (3.5, 3.7)

21. The inspection team were assured that the course team had reviewed and reflected upon all relevant professional regulator standards within the design of the course. We understood that EDI principles were embedded throughout the programme and heard examples of how the course had been made accessible to students. (3.3, 3.6)

22. We heard examples of how employers had shaped the design of the course and saw that they are involved in the ongoing development and review of the curriculum through briefing sessions. The course provider demonstrated how changes in legislation and policy raised by employers and practitioners, as well as course team reviews, led to routinely updated course content. (3.1, 3.4)

23. We heard from people with lived experience that they had delivered a session within the curriculum. However, they were not involved in the ongoing development and review of the curriculum at the time of inspection. The course team confirmed that a review was scheduled at the end of the course, which would involve people with lived experience. The inspection team determined that a condition was required against standard 3.1. Full details of the condition can be found in the [proposed outcome section](#). (3.1)

Standard 4. Practice Placements	Met or not met
4.1 Ensure practice placements are integral to the course	<u>Met</u>
4.2 Ensure that the number, duration and range of practice placements is appropriate to support the delivery of the course and the achievement of the learning outcomes	<u>Met</u>
4.3 Ensure that students, practice placement providers and educators are prepared for each placement, which will include information about: i. the learning outcomes to be met ii. the timing and duration of any placement experience iii. the records to be maintained	<u>Met</u>

iv. expectations of professional conduct v. assessment procedures including the implications of, and any action to be taken in the case of failure to progress vi. communication and lines of responsibility	
4.4 Maintain clear collaborative arrangements for planning and communication with placement providers including a thorough and effective system for approving and monitoring all placements, in order jointly to ensure: i. that practice placement settings provide a safe and supportive environment ii. that placement providers have equality, diversity and inclusion policies in place which will apply to students, and which they will implement and monitor iii. that there is an adequate number of appropriately qualified and experienced staff, with relevant specialist subject knowledge and expertise, at the practice placement setting iv. that practice placement providers support their placement staff to maintain their knowledge and understanding in relation to professional practice, including appropriate practice placement educator training v. that a range of learning and teaching methods that respect the rights and needs of people with lived experience of social work and colleagues must be in place throughout all practice placements	Met

Key observations for standard 4.

24. We understood that a mandatory 12-week practice placement was integral to the course. All placements were provided by the student's employer. Employers confirmed that the practice placement enabled students to develop their skills and knowledge across all areas of AMHP work. We saw that placement information and expectations were set out to students and employers within a placement module handbook. This included the provision and implementation of equality, diversity and inclusion policies. Expectations were reiterated during a meeting at the start of placement between the student, practice assessor and university tutor. (4.1, 4.3, 4.4)

25. A practice learning agreement was used to agree how the placement would support the achievement of the course learning outcomes and AMHP competencies. Students were supported by their employers to experience a variety of assessments, tailored to their learning needs. Placement documentation included commentary regarding student communication and

involvement with people with lived experience. Placements and student progress were monitored midway and through a final report, as well as through weekly supervision. (4.2, 4.3, 4.4)

26. All students were allocated a qualified and practice AMHP as their practice assessor. We heard that workshops and briefings were used to support practice assessors in their roles, alongside a handbook which outlined clear information and expectations regarding placement and assessment. The course team outlined how they monitored the quality of placements through collaboration with their employers and practice assessors. We heard examples that demonstrated how concerns were managed effectively. (4.3, 4.4)

Standard 5. Supporting students.	Met or not met
5.1 Ensure that students have access to resources to support their health and wellbeing including: i. confidential counselling services ii. occupational health services, where appropriate	<u>Met</u>
5.2 Ensure that students have access to a system of academic and pastoral student support for their progression, development, wellbeing and welfare	<u>Met</u>
5.3 Ensure that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health	<u>Met</u>
5.4 Make reasonable adjustments for students with health conditions or impairments to enable them to progress through their course and meet the relevant standards, in accordance with relevant legislation	<u>Met</u>
5.5 Provide timely information to students about parts of the course where attendance is mandatory and have associated monitoring mechanisms in place	<u>Met</u>
5.6 Provide timely and meaningful feedback to students on their progression and performance in assessments	<u>Met</u>
5.7 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	<u>Met</u>

Key observations for standard 5.

27. Students had access to health and wellbeing support, including counselling and occupational health services, which were promoted from induction and throughout the course. We heard that students felt supported academically and pastorally by the course team and were assigned a personal tutor. We saw webpages outlining relevant study support and disability services, as well as how adjustment plans were used to support individual needs. (5.1, 5.2, 5.4)

28. The course team outlined their fitness to practice procedure. We were assured that concerns regarding ongoing suitability of conduct, character and health would be resolved in collaboration with the student and their employer. (5.3)

29. We saw the course handbook, which confirmed mandatory attendance and the process to report absence. The course team outlined how they monitored absence and ensured that students caught up on missed learning. (5.5)

29. Students confirmed that their feedback on progression and performance in assessments was timely and meaningful. We heard from the course team that a proforma was used to ensure consistent feedback across the cohort. (5.6)

30. We were assured that processes and policies were outlined in the placement handbook related to whistleblowing, challenging unsafe behaviours and reporting concerns. (5.7)

Standard 6. Assessments	Met or not met
6.1 Ensure that the assessment strategy and design demonstrate that the assessments are robust, fair and consistent, and that those who successfully complete the course have developed the knowledge and skills necessary to meet the competencies set out in the relevant legislation and rules as set out in the guidance that accompanies these standards	<u>Met</u>
6.2 Ensure that professional aspects of practice are integral to assessments	<u>Met</u>
6.3 Use objective measures of student performance which ensure safe and effective practice as an AMHP	<u>Met</u>
6.4 Regularly monitor and evaluate assessment standards	<u>Met</u>
6.5 Clearly specify requirements for student progression and achievement within the course	<u>Met</u>

6.6 Clearly specify that any aegrotat award which may be made will not lead to eligibility to be approved as an AMHP	<u>Met</u>
6.7 Clearly specify the procedure for the right of appeal for students	<u>Met</u>
6.8 Clearly specify a process for the appointment of at least 1 external examiner who must be appropriately experienced and qualified and from the relevant part of an appropriate professional register	<u>Met</u>

Key observations for standard 6.

31. The course handbook confirmed requirements for student progression, including that students must pass all modules to complete the course. Module handbooks included information related to assessment, including how they mapped to the AMHP competencies and learning outcomes, and relevant retake opportunities. (6.1, 6.3, 6.5)

32. The course team outlined their processes for marking and moderation, demonstrating that that assessments were robust, fair and consistent. We were assured that the practice placement module ensured professional aspects of practice were integral to assessment. (6.1, 6.2)

33. The course team confirmed that they used external examiner feedback to regularly monitor and evaluate assessment standards. We heard examples of how employer feedback had led to changes to assessment. (6.4)

34. We were assured that there were no aegrotat award and this was made clear to students. We saw the webpage which specified the procedure for the right of appeal. The course team outlined the process for the appointment of an external examiner, and we were assured that the role was secured at the time of the inspection by an appropriately experienced and qualified professional. (6.6, 6.7, 6.8)

Outcome

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

The regulator decision maker agreed [with this recommendation.](#)

Conditions

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 course provider within the agreed timescales.

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	1.6	The course provider will ensure that people with lived experience are involved in student admissions	30 October 2026	Paragraph 13
2	2.2	The course provider will ensure that people with lived experience are involved in regular monitoring, evaluation and improvement systems	30 October 2026	Paragraph 18
3	3.1	The course provider will ensure that people with lived experience are involved in the ongoing development and review of the curriculum	30 October 2026	Paragraph 23

As conditions have been attached to the approval, Leeds Beckett University must provide evidence of meeting these conditions as outlined in the report and in the timescales agreed. Failure to do so may result in approval being withdrawn.

Meeting of Conditions

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

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

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

	Standard not met	Condition	Inspector recommendation
1			
2			
3			

Findings