

Inspection Report

Course provider: Buckinghamshire New University

Course approval: Pg Dip Approved Mental Health Professional

Inspection dates: 12/04/2022 – 14/04/2022

Report date:	17 June 2022
Inspector recommendation:	Approved with conditions
Regulator decision:	Approved with conditions
Date of Regulator decision:	18 July 2022
Date conditions met and approved:	08 December 2022

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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 [AMHP processes and procedures](#) (Approved Mental Health Professional) and ensure that students successfully completing these courses can meet our AMHP knowledge and skills criteria (based on Schedule 2 to the Mental Health (Approved Mental Health Professionals) (Approval) (England) Regulations 2008).
2. During the approval process, we appoint partner inspectors. One inspector is a social worker registered with us or an AMHP 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 the AMHP processes and procedures and knowledge and skills criteria, and provide evidence of this to us.
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/AMHP 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 two to three-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. As a result of the COVID 19 pandemic, some inspections are still being carried out via remote virtual arrangements, and typically last three to four days.

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. Buckinghamshire New University was inspected as part of the Social Work England's new approval cycle; whereby all course providers with qualifying social work courses will be inspected against the new Education and Training Standards 2021.

Inspection ID	BNUCPP347
Course provider	Buckinghamshire New University
Validating body (if different)	
Course inspected	Pg Dip Approved Mental Health Professional
Mode of study	Work based
Maximum student cohort	20
Date of inspection	12 April to 14 April 2022
Inspection team	John Armitage (Education Quality Assurance Officer) Jill Hemmington (Registrant Inspector) Priscilla McGuire (Lay Inspector) Zoe Burke (Education Quality Assurance Operations Manager)
Inspector recommendation	Approved with conditions
Approval outcome	Approved with conditions

Language

16. In this document we describe Buckinghamshire New University as 'the education provider' or 'the university' and we describe the Postgraduate Diploma Approved Mental Health Professional as 'the course'.

Inspection

17. A remote inspection took place from 12 April to 14 April 2022. As part of this process the inspection team planned to meet or met with key stakeholders including students, course staff, employers and people with lived experience of social work.

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

Conflict of interest

19. No parties disclosed a conflict of interest.

Meetings with students

20. The inspection team met with second and third year undergraduate students enrolled on other Social Work courses at the university: on the full time BA Social Work and on the Degree Apprenticeship, one of whom was a student representative for their year group. Discussions included students' experience of applying for their courses, course resources, teaching and learning, assessment and feedback, and student support services.

Meetings with course staff

21. Over the course of the inspection, the inspection team met with university staff, members from course team, central support teams and senior staff members involved in the management of the School of Health Care and Social Work.

Meeting with people with lived experience of social work

22. The inspection team met with people with lived experience of social work and mental health interventions who have been involved in the course. Discussions included their experiences of working with the School of Health Care and Social Work team and students, the activities they have been directly involved in for the other Social Work courses at the university, and how they expect to be involved in the AMHP course.

Meetings with external stakeholders

23. The inspection team met with representatives from two placement partners: Buckinghamshire County Council and the London Borough of Hillingdon.

Findings

24. In this section we set out the inspectors' findings in relation to whether the education provider has demonstrated that it meets the [AMHP processes and procedures](#) and that the course will ensure that students who successfully complete the course are able to meet the AMHP knowledge and skills criteria.

Standard one: Course admissions

Standard 1.1

25. The inspection team was provided with documentary evidence relating to the School's specific admissions process and the university's centralised admissions processes. The inspection team met with members of the course team involved in admissions as well as the primary Local Authority partner involved in the course provision. The inspection team did not find evidence of substantial course information available to potential students either drafted or currently published.

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

Standard 1.2

27. The inspection team was provided documentary evidence relating to the admissions process and the wider university support for these processes. The inspection team heard from people with lived experience of social work how they were involved in a structured interview process with the university's other social work courses and how they expected to be involved in a similar manner with this course.

28. The inspection team met with members of the course team involved in admissions as well as the primary Local Authority partner involved in the course provision, who described the specific process planned for the AMHP course. However, the inspection team was unable to find evidence that this process was documented or assurance that selection and entry criteria would be applied in a consistent manner by the staff involved.

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

Standard 1.3

30. The inspection team was provided documentary evidence relating to the admissions process and the wider university support for these processes, including the wider university accreditation of prior learning (APL) policy and procedure and guidance for applicants.

31. The inspection team met with members of the course team involved in admissions as well as the primary Local Authority partner involved in the course provision, who described the specific process planned for the AMHP course. However as in 1.2 above, the inspection team was unable to find evidence that this process was documented or evidence that selection and entry criteria regarding prior learning would be applied in a consistent manner.

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

Standard 1.4

33. The inspection team reviewed University documentation pertaining to Equality, Diversity and Inclusion of applicants prior to the inspection visit. Annual monitoring documentation for the university's social work courses described the monitoring and evaluation of applicants' progress and achievement including a focus on attainment gaps between students from different backgrounds.

34. Course team and central support staff explained how queries from applicants with additional needs would be processed and how applicants will be signposted and supported. Staff also gave examples of how similar queries are dealt with on social work courses. They heard from the management team how the structured governance and auditing of placement provider partner policies applied identically to their social work courses and the intention to include this course. The inspection team agreed this standard was met.

Standard two: Course management and resources

Standard 2.1

35. In the documentation provided by the university as well as the initial presentation provided by the course team the university provided evidence of a clear strategic plan which outlined plans, priorities, new markets and resources. From discussions with the course team and the course management team the inspection team agreed that the university demonstrated clarity of sustainable planning.

36. The inspection team also met with employer partners: the main employer partner initially involved in the development of the course and a potential future partner employer, who provided assurance of planning in partnership. The inspection team agreed this standard was met.

Standard 2.2

37. Over several different meetings the course team described to the inspection team the management and staffing structure of the course and the precise roles and responsibilities of these staff including their background experience in developing a course of this nature. Discussion with the senior management of the course provided evidence of quality assurance and employer partner relationship and management processes.

38. The inspection team questioned the management of recruitment plans given that there were unfilled roles in the staff team. Senior management provided assurance about the implementation of recruitment plans. The inspection team agreed this standard was met.

Standard 2.3

39. The inspectors reviewed documentation around annual monitoring and formal student feedback processes and spoke to the course senior management team about how these processes and this information fed into wider School quality assurance auditing and evaluation activities.

40. The inspection team spoke to students from other social work courses at the university who confirmed details about feedback processes and gave several examples of how student feedback and concerns had resulted in improvements being made to their courses. The inspection team agreed this standard was met.

Standard 2.4

41. After reviewing staff CVs the inspection team questioned the course team to confirm who had overall professional responsibility of the course and that they had appropriate qualifications and experience. The inspection team agreed this standard was met.

Standard 2.5

42. The inspection team reviewed the CVs of the course team and discussed their backgrounds and AMHP experience when meeting with the team. As per standards 2.1 and 2.2 the inspection team agreed that the plans and management of staff resources to predicted student admissions were clear. However, the course plans included the appointment of a 0.6 FTE post to cover additional staff resources required for the AMHP course, who was yet to be recruited.

43. Consideration was given as to whether the findings would mean that the course would not be suitable for approval. However, it is deemed that conditions are appropriate to

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

Standard 2.6

44. As with standard 2.5 the inspection team found from a review of documentary evidence and meetings with staff, that the course team had relevant expertise and knowledge. Inspectors also spoke with the course team about the plans to involve external specialists in the course: the course team provided details about how external specialists are involved in other courses across the School, including the experience requirements of guest lecturers and how students complete evaluations on new guest speakers. The inspection team agreed this standard was met.

Standard 2.7

45. The inspection team reviewed the university learning and development policy for staff ahead of the inspection visit. Inspectors met with the course team to discuss the level of personal and professional support and development opportunities were available to them. The course team will have personal tutor and placement tutor responsibilities as a comprehensive pastoral role, which carries protected time for personal tutor and placement tutor sessions apart from other responsibilities; tutor time allocation is based on their teaching hours.

46. Inspectors were informed that course staff for all courses within the School have their CPD managed to involve some scholarly research and direct practice opportunities each year. Examples were provided of the range of external practitioners who will be involved in this course, from whom the course team will identify their own learning opportunities alongside those of their students. The inspection team agreed this standard was met.

Standard 2.8

47. The inspection team met with the course team to discuss the details of course resources in addition to reviewing documentary evidence about module learning materials. The course team provided further information about teaching and learning materials and how assessments would be used to enhance student learning. In addition, their role as personal tutor and practice tutor will help to support students' understanding and use of available learning resources.

48. The course team explained the practice placement visit structure including the use of competency criteria to assess student progression on placement and documentation to identify placement learning needs. Practice educators described how these resources were used effectively with students on the university's social work courses. The inspection team agreed this standard was met.

Standard 2.9

49. As in standard 2.8, the inspection team met with the course team to discuss the details of course resources after reviewing documentary evidence about module learning materials. The inspection team also reviewed the information on the university website regarding student support processes.

50. Central support staff, the course team, students and practice educators, provided inspectors with examples of how students with specific learning needs are signposted to additional support services. Students and practice educators described how learning resources for social work courses run by the university were clear and helpful for both the students and those supporting their learning needs.

51. Practice educators were complimentary about the preparedness for practice of Buckinghamshire New University students and how course resources helped this and were confident this would be the case for the resources for the AMHP course. The inspection team agreed this standard was met.

Standard 2.10

52. As with standard 2.8 and 2.9 the inspection team met with the course team to discuss the details of course resources after reviewing documentary evidence provided about module learning materials.

53. The inspection team met with the course team to discuss the use of the Blackboard Virtual Learning Environment used by students to access course resources and by staff to monitor student usage of these resources. All course materials are available through the Blackboard system. This has all course materials students can catch up on if sessions are missed. The My BNU app is the system students use to register attendance and it enables the course team to monitor student attendance and intervene if needed. Students described these systems as useful and effective for their learning. The inspection team agreed this standard was met.

Standard 2.11

54. The inspection team was provided with documentary evidence and university website links prior to inspection of the university-wide pastoral support services. The university described how there is a recently appointed Dean for Students and Associate Pro-Vice-Chancellor for Student experience who have a specific remit to ensure the welfare and wellbeing of students.

55. The inspection team were provided with details of central support services with student support staff who offer a range of advice and support services which are designed to meet both the academic and pastoral needs of all students. As well as the roles of personal tutors and practice educators, these services include confidential counselling services, student

wellbeing and safeguarding, careers advice, disability support, and student finance and funding. Students can also access support outside of their timetabled hours.

56. The support staff described to the inspection team how students on this course would have equal access and support to any other student. Different student groups are monitored to identify engagement trends or opportunities for more immediate course team intervention. The inspection team agreed this standard was met.

Standard 2.12

57. The inspection team was provided with documentary evidence and university website links prior to inspection of the university personal tutoring policy. As in standard 2.12, the inspection team confirmed details of these services with student support staff and the course team who will fulfil the personal tutor role for students on the course.

58. The inspection team met with students on other courses who shared their knowledge and positive experiences of using these services. The inspection team agreed this standard was met. A student on the Degree Apprenticeship course provided a specific example of completing a formative assessment on their course that provided them with confidence and experience in preparing for further assessment. The inspection team agreed that the range of assessments on the AMHP course would benefit from similar formative assessment opportunities for students. Further information on this can be found in the [recommendations section](#) of this document.

Standard 2.13

59. The university provided evidence of a student complaints process in place ahead of the inspection visit. From discussion with students the inspectors confirmed students' awareness of a complaints process. The inspection team agreed this standard was met.

Standard 2.14

60. Prior to the inspection the inspection team were provided with documentary evidence including attendance requirements and monitoring policy which was outlined in the programme handbook. From this and from further discussion with the course team the inspection team agreed that it was clear that students are required to attend all classes. Attendance monitoring is in place and support is available for students who have issues with non-attendance.

61. The inspection team were informed by the course team that provision was in place to ensure students were able to catch up with any learning missed. The inspection team agreed that this standard was met. However, inspectors also agreed that due to the mandatory nature of all elements of the course, the university could consider further clarity to students of the expectation of activities they need to evidence to make up their learning

needs. Further information on this can be found in the [recommendations section](#) of this document.

Standard 2.15

62. The inspection team met with the course team who described how the School has individual arrangements with a specific group of people with lived experience who are involved in different elements of social work courses. This includes participating in interview panels and in course tuition sessions. The inspection team were assured that the same arrangements would apply to the AMHP course.

63. When meeting with people with lived experience, the inspection team heard further details as to how individuals were involved in the admissions interviews for social work courses as well as being part of a panel assessing students final year presentations. All the individuals described good working relationships with the university and thought that their feedback and opinions were sought and appreciated. One person described their involvement in the development of a social work course at the university, but none expressed any involvement in the development of the AMHP course.

64. The inspectors agreed that this standard was met. However, the inspection team noted that the group of people with lived experience stated that they had been trained for their activities a long time ago and that coordination of training and group discussion had stopped since the previous person administering their activities left their role. The inspection team therefore agreed that the course team should consider whether people with lived experience of mental health services or AMHP work should receive any additional training for the activities they are involved in. Full details of the recommendation can be found in the [recommendations section](#) of this report.

Standard three: Curriculum

Standard 3.1

65. Prior to the inspection, inspectors reviewed documentation regarding course content mapping to learning outcomes, individual module descriptors, AMHP standards mapping and summative assessment documents. During the inspection the course team described the modes of assessment of the course in the taught modules and for the practice placement.

66. The inspection team were unable to determine evidence for this standard regarding the practice placement, since the course practice placement handbook was being drafted and not available to review at the time of inspection. Inspectors were instead provided with a copy of the BSc(Hons) Social Work Degree Apprenticeship work based learning handbook, which the team agreed to be a detailed document which described how placement learning outcomes met requirements for that course. Because similar documentation was not

available for inspectors to review for the AMHP course, inspectors were not fully assured about the arrangements in place to prepare students, practice placement providers and practice placement educators for placements.

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

Standard 3.2

68. The inspection team reviewed course material and programme handbook information prior to the inspection visit. The course team provided information in their initial presentation to inspectors and in further meetings about how the course was developed to meet the current professional needs of the local authorities in their region with up to date requirements and materials. The course team and senior management team articulated the wider values of the course in a values-based professional context and with regards to the wider university strategy.

69. The inspection team agreed this standard was met. However, inspectors agreed that course documents emphasised statute over the wider AMHP professional perspective, and that course information would therefore benefit from more information reflecting the AMHP value base rather than focusing on the legal aspect of the role. Full details of the recommendation can be found in the [recommendations section](#) of this report.

Standard 3.3

70. The inspection team reviewed course material before the inspection visit including the Programme Specification and the summative assessment regimes of the module descriptors. Learning and teaching strategies demonstrated how students would be able to make links to practice, and the assessment strategy was defined to enable students to make links between theory and practice.

71. Inspectors met with the course team who further described the rationale for module development and arrangement to enable student understanding of how their learning would apply to their practice. Students on social work courses run by the university described their satisfaction with how their learning prepared them for practice. The inspection team agreed this standard was met.

Standard 3.4

72. As described in standard 2.7 the inspection team was provided with information about arrangements for staff involvement in CPD activities such as research and direct practice opportunities. As in standard 2.6, the course team have plans in place to involve external

guest lecturers to provide students with a range of perspectives of current practice examples of their curriculum content. The course has been designed in close partnership with a local authority partner so that the relevant practical needs of the employer will be met by students who complete this course and progress to work as a qualified AMHP with them.

73. The inspectors agreed this standard was met. Some course content evidence intended for students contained outdated information including the reading list and references to statute, so the inspection team agreed that the university should consider updating these to ensure students are directed to more current resources. Full details of the recommendation can be found in the [recommendations section](#) of this report.

Standard 3.5

74. As well as evidence of mapping the course learning outcomes to the AMHP statutory competencies, the university provided evidence in the programme mapping document of an induction session on the professional standards. When speaking to students on social work courses run by the university, students expressed a strong awareness of the professional standards and explained how they were continually reminded of the standards in different academic work and learning needs assessments.

75. The inspection team discussed with the course team the ambition to enrol students from professional backgrounds other than social work on the course in the future: this induction session and relevant curriculum mapping would be updated and reviewed to suitably reflect the professions of the students on the course. The inspection team agreed this standard was met.

Standard 3.6

76. The inspection team reviewed documentary evidence including the programme specification and programme handbook. Further discussion with the course team confirmed to the inspection team that the development of reflective thinking was contained in the assessment strategy and the tasks that students will be required to undertake.

77. The programme aims, programme learning outcomes and module learning outcomes demonstrated that the course promotes the development of students' skills of analysis and critical reflection. The inspection team agreed this standard was met.

Standard 3.7

78. As in standard 3.6 the inspection team discussed with the course team the information provided in the programme specification. Inspectors agreed that the programme aims and learning outcomes demonstrated plans for evidence-based practice in the course delivery. The inspection team agreed this standard was met.

Standard 3.8

79. The programme specification document reviewed by inspectors in advance of the inspection outlined the learning and teaching approaches planned to be used on the course. The inspection team met with the course team to discuss how teaching and learning will be conducted after the COVID-19 pandemic, and further details of the range of activities planned.

80. The course team precisely described some of these planned activities such as involving a Judge as an external guest to conduct sessions of mock hearings. The inspection team agreed this standard was met.

Standard four: Practice placements

Standard 4.1

81. The inspection team was provided with evidence of the practice placement module with learning outcomes mapped to the AMHP statutory competencies. From meeting with the course team, senior management and the main partner local authority placement provider, the inspection team learnt how the practice placement would be structured and assessed, designed in a partnership arrangement with that particular local authority.

82. Inspectors were unable to review specific documented details about student preparation, and progression and how these learning outcomes would be consistently assessed. The university provided the inspection team with a comprehensive practice handbook for one of their social work courses but the handbook for the course inspected was not yet written and could not be reviewed by the inspection team. As such the inspection team agreed that the evidence available could not meet this standard.

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

Standard 4.2

84. As described in standard 4.1, the inspection team reviewed available documentary evidence regarding practice placements and outlined planned details of placements on this course with the course team, senior management team and employer partners. Discussions were also held with students and practice educators about the appropriateness of practice placement arrangements of social work courses run by the university. Inspectors did not find evidence of documentation that outlined administrative and practical information or placement-specific activities and learning expectations for students.

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

Standard 4.3

86. The inspection team reviewed the evidence provided by the university prior to the inspection visit and spoke to different groups about the practice setting environment. A letter was provided by the main local authority partner involved in the course development mentioning their own audit processes. Inspectors discussed the placement audit process and documentation and how this was used with senior management and the main local authority partner provider.

87. Inspectors did not find sufficient evidence of the quality of information found in the placement handbooks of the university's social work courses that clearly outlined the responsibilities of the relevant parties to ensure a safe and supportive practice environment. In addition, inspectors agreed that there was not enough evidence that there was a clear quality assurance process set up by the university to assess and monitor the practice environment of AMHP placement providers, particularly considering the health and wellbeing risks specific to the AMHP role.

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

Standard 4.4

89. The inspection team reviewed the evidence provided by the university prior to the inspection visit and spoke to different groups about the practice setting environment. As per standard 4.3, inspectors discussed the placement audit process and documentation and how this was used with senior management and the main local authority partner provider.

90. Inspectors spoke to the course team, students and practice educators who provided examples of how feedback from students, practice educators and employers contributed to the improvements of approval and monitoring of practice placement experiences for students on social work courses run by the university. However, inspectors did not find enough evidence of a thorough system of approval and monitoring of practice placements yet in place for the AMHP course.

91. As in previous standards, inspectors did not find sufficient evidence of the quality of information found in the placement handbooks of the university's social work courses which document staff responsibilities and specific processes in relation to responding to incidents on placement.

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

Standard 4.5

93. As per standards 4.3 and 4.4, the university provided documentation regarding the placement audit process as well as a link to the general Equality, Diversity and Inclusion statement of the main local authority placement partner for the course. As with the previous two standards, inspectors agreed that the documentary evidence did not suffice to meet this standard. Discussions with the course senior management and with the employer partner themselves did not provide the inspection team with enough evidence of how the application of relevant placement provider policies to AMHP students would be monitored by the university.

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

Standard 4.6

95. The university provided information from Buckinghamshire Council, the main placement partner involved in the course, that all practice educators assigned to AMHP students will be qualified to PEPS 2 level or equivalent, all will be registered social workers and qualified AMHP practitioners.

96. The course team confirmed to inspectors that the university needs a guarantee from employers of a practice placement and practice educator for the university before offering a place on the programme. The inspection team were satisfied with these arrangements but agreed that this should be documented by the university and applicable to potential future placement partners.

97. Consideration was given as to whether the findings would mean that the course would not be suitable for approval. However, it is deemed that conditions are appropriate to ensure that the course would be able to meet the relevant standards, and we are confident

that once this standard is met, a further inspection of the course would not be required. Full details of the conditions, monitoring and approval can be found in the [conditions section](#).

Standard 4.7

98. As mentioned in standard 4.6, the university provided information from a local authority about their AMHP practice educators for placements. The university provided inspectors with the placement handbook of their undergraduate degree apprenticeship course in the absence of a completed handbook for the AMHP course.

99. As with previous standards, the handbook for another course contained precise documented details about placement requirements: in this case, the role requirements of practice educators were made clear. The inspection team agreed that though they were informed by the course team that this detail would be included in the course AMHP placement handbook, without this handbook available to inspectors at the time of this inspection there was not sufficient evidence for this standard to be met.

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

Standard 4.8

101. The inspection team reviewed documentary evidence regarding practice educator training. The inspection team met with practice educators who described a strong relationship with university staff. There are regular training sessions run by the university including mandatory training sessions. Practice educators are provided with all necessary information about their allocated students and the university placement documentation and corresponding processes.

102. The course team further described the training sessions for practice educators run by the university which reduced during the pandemic but will be becoming more regular and frequent again from the new academic year. The inspectors agreed this standard was met.

Standard 4.9

103. The inspection team reviewed evidence provided by the university regarding practice educator professional registration. In addition to information provided by the course team about quality assurance checks of practice educator registration, the inspectors agreed this standard was met.

Standard 4.10

104. Prior to the inspection, the university provided information about the regular meeting structure between staff and the main employer partner for the AMHP course. The course team and the employer confirmed this information during discussion meetings. The university and the local authority are partners in the Buckinghamshire Health and Social Care Academy providing further structure and wider involvement to collaboration regarding the different social work courses run by the university.

105. Further details were provided during inspection meetings of how Buckinghamshire council had been involved in the development of the course. The course team are planning to develop their student intake with other local authorities and inspectors met with another local authority who were in initial meetings with the team about future provision. The inspectors agreed this standard was met.

Standard 4.11

106. The inspection team reviewed evidence provided including the relevant module descriptors, the programme mapping document and programme handbook and discussed elements of these with the course team. The detailed nature of placement documentation for social work courses run by the university was expressed by students and practice educators.

107. As per previous standards, inspectors agreed that without a completed placement handbook for the AMHP course ready to review at the time of inspection to provide similar details for these placements there was not enough evidence to consider this standard met.

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

Standard 4.12

109. The inspection team reviewed evidence provided including the programme handbook and mapping documents, and discussed elements of this and the university's social work courses with the course team, students and practice educators.

110. As per previous standards, inspectors agreed that without a completed placement handbook for the AMHP course ready to review at the time of inspection to provide similar details for these placements there was not enough evidence to consider this standard met.

111. Consideration was given as to whether the findings would mean that the course would not be suitable for approval. However, it is deemed that conditions are appropriate to ensure that the course would be able to meet the relevant standards, and we are confident

that once this standard is met, a further inspection of the course would not be required. Full details of the conditions, monitoring and approval can be found in the [conditions section](#).

Standard 4.13

112. The inspection team reviewed evidence provided including the programme handbook and mapping documents and discussed elements of this and the university's social work courses within various meetings.

113. As per previous standards, inspectors agreed that without a completed placement handbook for the AMHP course ready to review at the time of inspection to provide similar details for these placements, there was not enough evidence to consider this standard met.

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

Standard five: Assessment

Standard 5.1

115. The inspection team reviewed documentation prior to the inspection visit. This included the Programme Handbook which set out the overall assessment strategy, designed to complement learning in practice with learning within the university. Evidence was provided of the course assessment strategy mapped to the Social Work England competencies.

116. As with other standards the inspection team was provided with the placement handbook from a social work course run by the university to demonstrate an example of the detail around practice placement assessments. Since the placement handbook for the AMHP course was not yet available for this course, the inspection team agreed this standard was not met.

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

Standard 5.2

118. The inspection team reviewed documentation provided by the university prior to attending, including the university's external examiner policy and both external examiner

reports. As in standard 5.1, evidence was provided of an overall assessment strategy and with reference to the Social Work England competency framework.

119. Inspectors were informed that as with the university's social work courses, people with lived experience would be involved in quality assurance of assessments in the practice standards panel in which student practice portfolios are assessed. Some of the people with lived experience of social work and mental health services that the inspection team spoke with mentioned their role in these assessments.

120. As with other standards the inspection team was provided with the placement handbook from a social work course run by the university which included examples of practice placement assessments. Since the placement handbook for the AMHP course was not yet available for this course, the inspection team agreed this standard was not met.

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

Standard 5.3

122. The university provided documentary evidence to the inspection team of summative assessment methods to be used throughout the course and that course modules identified competencies that will be measured via practice placement.

123. Following discussion with the course team, inspectors were provided further information about how the academic modules have assessment strategies based on a case scenario where students are required to apply academic learning. The inspection team agreed this standard was met.

Standard 5.4

124. Inspectors reviewed documentary evidence regarding the range of assessment methods used within the course. Meetings were held with the course team during which inspectors were able to confirm the precise nature of the assessments and how these were designed to measure learning outcomes. People with lived experience that the inspection team spoke with described some of the assessment methods they were involved in across the range of social work courses at the university.

125. The inspection team met with students on the university's social work courses who described their experiences of assessment and feedback mechanisms. The inspection team agreed that this standard was met. As in 2.12, a student on the Degree Apprenticeship course provided a specific example of completing a formative assessment on their course that provided them with confidence and experience in preparing for further assessment.

The inspection team agreed that the range of assessments on the AMHP course would benefit from similar formative assessment opportunities for students. Further information on this can be found in the [recommendations section](#) of this document.

Standard 5.5

126. As with previous standards the inspection team reviewed the evidence of the course assessment strategy and confirmed details from meeting the course team. Inspectors discussed this information when meeting with students and practice educators of their experiences of assessment on social work courses run by the university. The inspection team agreed this standard was met.

Standard 5.6

127. The inspection team reviewed documentary evidence relating to course assessment. The programme handbook outlined the weighting of assessments, and support mechanisms in place for students needing intervention to support their progression. Inspectors confirmed assessment details from the course team, as well as considering information from meeting with students and practice educators of their experiences of assessment on social work courses run by the university. The inspection team agreed this standard was met.

Standard 5.7

128. The inspection team reviewed documentary evidence relating to course assessment. The programme handbook provided clear evidence of the requirements for students to progress through the course. Inspectors confirmed details from meeting the course team as well as considering information from meeting with students of their experiences of assessment on social work courses run by the university. The inspection team agreed this standard was met.

Standard 5.8

129. The inspection team confirmed the specific nature of the course through documentation review and meeting with the course team. Since the qualifying course is a Postgraduate Diploma, the inspection team agreed that this standard was met.

Standard 5.9

130. Inspectors reviewed evidence from the programme handbook of the right of appeal procedure for students and confirmed the details of this in discussion with the course team. The inspection team agreed this standard was met.

Standard 5.10

131. The inspection team reviewed the university's external examining policy prior to the inspection visit. The course team informed the inspection team that an external examiner for this course is yet to be recruited and therefore this standard was not met.

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

Proposed outcome

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

Conditions

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

Having considered whether approval with conditions or a refusal of approval was an appropriate course of action, 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	1.1	The education provider will provide evidence that course information is made clearly available to prospective applicants and which provides sufficient information to enable them to make an informed choice about whether or not to take up a place on the course. Existing website references to HCPC as the current regulator for Social Workers in England must be accurately updated to refer to Social Work England.	16 September 2022	Paragraph 26
2	1.2, 1.3	The education provider will provide evidence that the admission processes of applying selection and entry criteria to applicants are documented, including how appropriate qualifications and prior experiential learning are assessed.	16 September 2022	Paragraphs 29 & 32
3	2.5	The education provider will provide evidence of the appointment of the planned additional member of the teaching staff on the course.	16 September 2022	Paragraph 43
4	3.1, 4.1, 4.2, 4.3, 4.4, 4.7, 4.11, 4.12, 4.13, 5.1, 5.2	The education provider will provide evidence as to how specific administrative and practical information about placements will be provided to students, as well as completed practice placement	16 September 2022	Paragraphs 67, 83, 85, 88, 92, 100, 108, 111, 114, 117 & 121

		documentation for the AMHP course that contains information regarding all elements of the following: 1. How the practice placement ensures students meet relevant learning outcomes, including how the needs of people with lived experience mental health services/AMHP are included. 2. How students will be prepared for placement and what will be expected of them. 3. expectations of staff from the university and placement provider, including the knowledge and skills of practice educators. 4. Details of and when and how student progress throughout the placement is monitored and assessed and how this is part of the overall course assessment plan 5. Processes in place for staff to assess, monitor and respond to concerns, difficulties or incidents that could prevent a student's success during a practice placement		
5	4.3, 4.4, 4.5	The education provider will provide evidence of processes that demonstrate how they assess and will continue to monitor the practice environment of placement provider organisations with regards to practical safety and wellbeing issues in relation to the AMHP role. This monitoring must include how EDI policies of placement providers are applied to AMHP students.	16 September 2022	Paragraphs 88, 92 & 94
6	4.6	The education provider will provide evidence that AMHP students will be allocated an appropriately qualified and experienced practice educator during their practice placement.	16 September 2022	Paragraph 97

7	5.10	The education provider will provide evidence that the external examiner role for this course has been appointed.	16 September 2022	Paragraph 132
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Recommendations

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

	Standard	Detail	Link
1	2.12, 5.4	The inspectors are recommending that the university consider formalising the formative assessment strategy and expectations of the course in the initial module with clear details in module documentation.	Paragraphs 58 & 125
2	2.14	The inspectors are recommending that the university consider outlining in the programme handbook a process for students to demonstrate learning achieved if mandatory learning sessions are missed.	Paragraph 61
3	2.15	The inspectors are recommending that the university should consider whether people with lived experience of s mental health services/AMHP interventions should receive regular training sessions for the activities they are involved in.	Paragraph 64
4	3.2	The inspectors are recommending that the course provider consider updating the course handbook to better reflect the philosophy, social perspectives and values of the AMHP role.	Paragraph 69
5	3.4	The inspectors are recommending that the course provider consider updating course materials including the reading list and references to statute to ensure students are directed to more current resources.	Paragraph 73

Annex 1: Education and training standards summary

Table breakdown of standards met during preapproval and inspection.

Standard	Met	Met with conditions	Recommendations
Admissions			
1.1 The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a course.	☐	☒	☐
1.2 The admissions procedures must apply selection and entry criteria, including appropriate academic and professional entry standards.	☐	☒	☐
1.3 The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.	☐	☒	☐
1.4 The admissions procedures must ensure that the education provider has equality and diversity policies in relation to applicants and students, together with an indication of how these will be implemented and monitored.	☒	☐	☐
Course management and resources			
2.1 The course must have a secure place in the education provider's business plan.	☒	☐	☐
2.2 The course must be effectively managed.	☒	☐	☐
2.3 The course must have regular monitoring and evaluation systems in place.	☒	☐	☐
2.4 There must be a named person who has overall professional responsibility for the course who must be appropriately qualified and experienced and, unless other arrangements are	☒	☐	☐

Standard	Met	Met with conditions	Recommendations
agreed, be on the relevant part of an appropriate professional register.			
2.5 There must be an adequate number of appropriately qualified, experienced and, where required, registered staff in place to deliver an effective course.	☐	☒	☐
2.6 Subject areas must be taught by staff with relevant specialist expertise and knowledge.	☒	☐	☐
2.7 A programme for staff development must be in place to ensure continuing professional and research development.	☒	☐	☐
2.8 The resources to support student learning in all settings must be effectively used.	☒	☐	☐
2.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the course.	☒	☐	☐
2.10 The learning resources, including IT facilities, must be appropriate to the curriculum and must be readily available to students and staff.	☒	☐	☐
2.11 There must be adequate and accessible facilities to support the welfare and wellbeing of students in all settings.	☒	☐	☐
2.12 There must be a system of academic and pastoral student support in place.	☒	☐	☒
2.13 There must be a student complaints process in place.	☒	☐	☐
2.14 Throughout the duration of the course, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.	☒	☐	☒

Standard	Met	Met with conditions	Recommendations
2.15 Service users and carers must be involved in the course.	☒	☐	☒
Curriculum			
3.1 The learning outcomes must ensure that those who successfully complete the course meet the criteria in part 2.	☐	☒	☐
3.2 The course must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.	☒	☐	☒
3.3 Integration of theory and practice must be central to the curriculum.	☒	☐	☐
3.4 The curriculum must remain relevant to current practice.	☒	☐	☒
3.5 The curriculum must make sure that students understand the implications of Social Work England's professional standards and / or the NMC's code: standards of conduct, performance and ethics for nurses and midwives on their practice as an AMHP.	☒	☐	☐
3.6 The delivery of the course must support and develop autonomous and reflective thinking.	☒	☐	☐
3.7 The delivery of the course must encourage evidence-based practice.	☒	☐	☐
3.8 The range of learning and teaching approaches used must be appropriate to the effective delivery of the curriculum.	☒	☐	☐
Practice placements			
4.1 Practice placements must be integral to the course.	☐	☒	☐
4.2 The number, duration and range of practice placements must be appropriate to support the	☐	☒	☐

Standard	Met	Met with conditions	Recommendations
delivery of the course and the achievement of the learning outcomes.			
4.3 The practice placement settings must provide a safe and supportive environment.	☐	☒	☐
4.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements.	☐	☒	☐
4.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.	☐	☒	☐
4.6 There must be an adequate number of appropriately qualified, experienced and, where required, registered staff at the practice placement setting.	☐	☒	☐
4.7 Practice placement educators must have relevant knowledge, skills and experience.	☐	☒	☐
4.8 Practice placement educators must undertake appropriate practice placement educator training.	☒	☐	☐
4.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.	☒	☐	☐
4.10 There must be regular and effective collaboration between the education provider and the practice placement provider.	☒	☐	☐
4.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of: – the learning outcomes to be achieved;	☐	☒	☐

Standard	Met	Met with conditions	Recommendations
– the timings and the duration of any placement experience and associated records to be maintained; – expectations of professional conduct; – the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and – communication and lines of responsibility.			
4.12 Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct.	☐	☒	☐
4.13 A range of learning and teaching methods that respect the rights and needs of service users and colleagues must be in place throughout practice placements.	☐	☒	☐
Assessment			
5.1 The assessment strategy and design must ensure that the student who successfully completes the course has met the competencies set out in part 2 of the criteria.	☐	☒	☐
5.2 All assessments must provide a rigorous and effective process by which compliance with external-reference frameworks can be measured.	☐	☒	☐
5.3 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement setting.	☒	☐	☐
5.4 Assessment methods must be employed that measure the learning outcomes.	☒	☐	☒

Standard	Met	Met with conditions	Recommendations
5.5 The measurement of student performance must be objective and ensure safe and effective practice as an AMHP.	☐	☒	☐
5.6 There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment.	☒	☐	☐
5.7 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.	☒	☐	☐
5.8 Assessment regulations must clearly specify that any requirements for an aegrotat award which may be made will not lead to eligibility to be approved as an AMHP.	☒	☐	☐
5.9 Assessment regulations must clearly specify requirements for a procedure for the right of appeal for students.	☒	☐	☐
5.10 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of an appropriate professional register.	☐	☒	☐

Regulator decision

Approved with conditions

Annex 2: Meeting of conditions

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

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

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

	Standard not currently met	Condition	Inspector recommendation
1	1.1	The education provider will provide evidence that course information is made clearly available to prospective applicants and which provides sufficient information to enable them to make an informed choice about whether or not to take up a place on the course. Existing website references to HCPC as the current regulator for Social Workers in England must be accurately updated to refer to Social Work England.	Condition met
2	1.2, 1.3	The education provider will provide evidence that the admission processes of applying selection and entry criteria to applicants are documented, including how appropriate qualifications and prior experiential learning are assessed.	Condition met
3	2.5	The education provider will provide evidence of the appointment of the planned additional member of the teaching staff on the course.	Condition met
4	3.1, 4.1, 4.2, 4.3, 4.4, 4.7, 4.11, 4.12, 4.13, 5.1, 5.2	The education provider will provide evidence as to how specific administrative and practical information about placements will be provided to students, as well as completed practice placement documentation for the AMHP course that contains information regarding all elements of the following:	Condition met

		1. How the practice placement ensures students meet relevant learning outcomes, including how the needs of people with lived experience mental health services/AMHP are included. 2. How students will be prepared for placement and what will be expected of them. 3. expectations of staff from the university and placement provider, including the knowledge and skills of practice educators. 4. Details of and when and how student progress throughout the placement is monitored and assessed and how this is part of the overall course assessment plan 5. Processes in place for staff to assess, monitor and respond to concerns, difficulties or incidents that could prevent a student's success during a practice placement	
5	4.3, 4.4, 4.5	The education provider will provide evidence of processes that demonstrate how they assess and will continue to monitor the practice environment of placement provider organisations with regards to practical safety and wellbeing issues in relation to the AMHP role. This monitoring must include how EDI policies of placement providers are applied to AMHP students.	Condition met
6	4.6	The education provider will provide evidence that AMHP students will be allocated an appropriately qualified and experienced practice educator during their practice placement.	Condition met
7	5.10	The education provider will provide evidence that the external examiner role for this course has been appointed.	Condition met

Findings

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

After the review of the documentary evidence, the recommendation is that the conditions set against the approval of the course are met.

Standard 1.1 The university website has been updated to remove reference to the HCPC. The education provider submitted a draft course information document outlining the information that would be provided to potential candidates for the course. They were asked to provide additional information with respect to the following points:

- What the university role would be in the process and;
- What specific information would they be provided with
- Who the course was open to.

In response to the above the course provider updated draft course information document responding to each of the points raised.

Standard 1.2 and 1.3 The draft course information document outlines the admissions process and selection and entry criteria and the Accreditation of prior learning process is documented on the website.

Standard 2.5 The university have successfully recruited 1.6 FTE posts in September 2022. The 1 FTE post started in role on 1st November 2022 and the other 0.6 has a start date of 1st February 2023.

Standards 3.1, 4.1, 4.2, 4.3, 4.4, 4.7, 4.11, 4.12, 4.13, 5.1, 5.2 Information to meet this condition is provided in the placement handbook.

Standard 4.3, 4.4, 4.5 The placement handbook was submitted as evidence against this standard. Following a review of the handbook, additional information was requested with respect to the approval and monitoring of placement provision. The handbook was updated and resubmitted with the inclusion of information about this process.

Standard 4.6 Information to meet this condition is provided in the placement handbook.

Standard 5.10 Details of an advert for an External Examiner were submitted as evidence against this standard but recruitment has not occurred. The university are going out to advert again and will inform Social Work England once the vacancy has been filled. As the start date of the course has been delayed since this condition was set, this has been considered acceptable evidence to recommend the condition is met.

Regulator decision

Conditions met.