Scottish
Social Services
Council

REVIEW OF THE MENTAL HEALTH
SOCIAL WORK AWARD

MARCH 2008

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INTRODUCTION

At its meeting on 13 March 2007 the Scottish Social Services Council (SSSC) agreed that the delivery of the Mental Health Social Work Award (MHSWA) be extended to 2009 to enable a new programme to be developed. To satisfy the rules under which programmes continue to be approved it is required that current programmes undergo a formal review during 2007/2008. The review will consider particular issues of consistency between the existing programmes.

The MHSWA was introduced by the Central Council for Education and Training in Social Work (CCETSW) in 1996. The SSSC was established by the Regulation of Care (Scotland) Act 2001 with significantly different responsibilities to the predecessor body CCETSW but with continuing responsibility for the approval, quality assurance and certification of the MHSWA.

Due to recent changes in mental health legislation and the closure of the Scottish Post Qualifying Consortium for Social Work the time is right for the introduction of a new award for Social Workers wanting to undertake Mental Health Officer (MHO) responsibilities. This work is being progressed by the SSSC at this time.

There are currently three employer led programmes and one Higher Education Institution (HEI)/employer partnership delivering the MHSWA in Scotland. Each operates in a discrete geographic location. The programmes are:

> ➢ North of Scotland
> ➢ West of Scotland
> ➢ South East Scotland
> ➢ Tayforth.

Each programme has its own structure and management arrangements suitable to their local situation.

The primary purpose of the review is to consider the consistency and variations between the four MHSWA programmes currently operating in Scotland. The specific areas for review include:

> ➢ approaches to teaching
> ➢ programme content
> ➢ assessment processes and procedures
> ➢ what internal quality assurance is applied in the respective programmes
> ➢ sampling of programme partners perspective on the above.

It is acknowledged that the above areas are not exclusive and the review will in addition cover the core activities of the programmes including those areas addressed in the Annual Quality Assurance Returns (AQAR) by the programmes to the SSSC and the External Assessor Annual Reports carried out by the SSSC.

At the point of commissioning the review the SSSC agreed that, informed by the experience of the existing courses, there would be merit in the reviewer drawing out some areas for the consideration of the new programme partnerships.

The reviewer wishes to thank the programmes for providing all the information requested in advance of the visits, for the patience shown during the visits and for the attention to detail in helping to compile the report. In addition, to the SSSC for creating a brief which allowed the review to be conducted and also afforded the opportunity to inform the new award.

METHODOLOGY

The brief from the SSSC incorporated "…..initial research to understand the context of delivery and face to face interviews (where practicable) with the following individuals:

- ➤ personnel coordinating delivery of the programme
- ➤ individuals involved in teaching and assessing on the programme
- ➤ at least two (2) partner organisations in the delivery of the programme
- ➤ service users and/or carers involved in programme delivery (where applicable)."

The review was undertaken from October 2007 to March 2008. The final report was delivered to the SSSC on 31 March 2008.

The review comprised:

- ➤ desk research including the MHSWA standards, awarding body specifications, history and context of delivery, relevant legislation and current policy drives

- ➤ initial meeting with SSSC and external assessors to scope the review and gauge the critical issues

- ➤ design and preparation of survey/questionnaire/report framework and sampling frame; request of specific information in advance of visits

- ➤ visits to each of the four MHSWA programme providers. These were conducted within the agreed sample frame and comprised a series of interviews with key stakeholders. These included programme coordinators; partnership local authority line managers, service managers and learning & development staff involved in the governance and operation of the programmes; tutors; practice assessors; guest speakers; members of the assessment/quality assurance processes; service user and carer representatives (as applicable); university representative (as applicable); candidates; and external assessors (see Appendix 2)

- ➤ collation of draft report across programmes, including comparisons/variations; summary/conclusions; and considerations for new award

- ➤ draft report out to programmes for accuracy and to SSSC for comment

- ➤ Final report to SSSC.

SECTION ONE

DESCRIPTION OF PROGRAMME METHODS, PROCESSES AND COMPARISONS

This section considers the range of ways in which the four programmes operate the Mental Health Social Work Award. It is intended to be a factual account. The summary at the end of each draws some salient issues together and may offer comment.

1.1 Course partnership arrangements and governance of programme

North: Partnership of 7 local authorities (Highland, Aberdeen City, Aberdeenshire, Moray, Orkney Islands, Shetland Islands, Comhairle nan Eilean Siar); and Robert Gordon University (RGU)

Programme is governed by Programme Management Group (PMG) comprising representatives from partner local authorities, tutors, practice assessors, RGU, Highland Users Group (HUG) and Learning Network development officer

The PMG is concerned with the operational management of the programme, meeting 4 times per year

Tayforth: Partnership of 7 local authorities (Angus, Perth and Kinross, Dundee, Fife, Falkirk, Stirling and Clackmannanshire)

Programme is governed by a Management Group (MG) comprising the 7 partners, a mixture of operational team leaders and learning and development staff

The MG is concerned with the operational management of the programme, meeting 5 times per year

South East: Partnership of 5 local authorities (Edinburgh, West Lothian, Midlothian, East Lothian, Scottish Borders)

The programme governance includes a Stakeholders' Group (SG) with strategic and financial overview of the programme. This has representatives of the partnership authorities, with the intention that that there is an operational and learning & development representative from each of the partnership authorities. This has not always been possible, but for key decision making purposes both parties are consulted. The programme coordinator attends. The coordinator of the South East Learning Network chairs the SG but has undertaken this as a continuation of the role established when South East Scotland Training consortium was responsible for the programme

The programme is operationally governed by a Programme

Management Group (PMG) comprising representatives from partners involved in the programme, a mixture of operational and learning & development staff. The PMG meets 2/3 times per year

West: Partnership of 13 local authorities (Glasgow, Dumfries & Galloway, South Ayrshire, East Ayrshire, North Ayrshire, South Lanarkshire, North Lanarkshire, Argyll & Bute, East Dunbartonshire, West Dunbartonshire, East Renfrewshire, West Renfrewshire, Inverclyde)

The programme is governed by a Monitoring and Development Group (MDG) comprising the 13 partners, mainly operational managers. There is also the Programme Management Group (PMG) comprising the programme coordinator and all nominated course tutors

The MDG advises and directs the PMG, acts as the communication link between the programme and the partner authorities and manages complaints and appeals. It also deals with some wider mental health learning and development matters outwith the MHSWA programme e.g. Mentally Disordered Offender (MDO) training.   The PMG also contributes to and oversees the overall development of the programme

Summary:
1. Reasonable consistency in the nature of partnerships and in the management processes
2. The partnership which is most significantly different is North in the sense that it is a formal partnership of local authorities and a university and also that a users group is part of the governance structure, being in the PMG
3. Where managers are part of the PMGs they are typically (but not always) first line managers of operational teams rather than service sections
4. Attendance and commitment at meetings vary, the reasons are different for each programme
5. Budgets for the programme and the per capita costs are typically discussed at governance meetings but are not necessarily in the control of those present
6. Each partnership has a system which manages the MHSWA, but the West extends that to other mental health training activities (e.g. MDO training)

1.2   Resources (staff, administration, facilities)

North: 0.5 programme manager/coordinator with 0.3 administrator. Office space together from Highland Council. RGU provide assessment and administrative resources in the quantity of 0.25 course leader and 0.2 administrator. Facilities for the programme are purchased commercially

Tayforth: 0.3 programme coordinator with 0.5 clerical assistant. Office space together from Dundee Council. Facilities for the programme are purchased commercially

South 0.6 programme coordinator with 0.4 administrative support.

East: Office space together from Edinburgh Council. Facilities for the programme are made available from Edinburgh Council and also purchased commercially

West: 1.0 programme coordinator (comprising 2 job share) with 0.5 administrative support (additional hours available as required). Office space together from Learning Network West. Facilities for the programme are made available from the Learning Network

Summary: Whereas there are some overall consistencies in the resources given to each of the programmes, there are anomalies considering the candidates in each of the programmes (Appendix 1):
  - Tayforth has half the coordinator time in relation to the comparable programme size of South East
  - although there are additional resources due to the inclusion of RGU in the partnership, the split site of the North programme places an additional burden on resources
  - the large candidate numbers of the West programme and its operation twice per annum, even with its greater resources, places a significant burden on resources

1.3   Equal opportunities

Comment: There is a distinction between prospective and actual candidates being treated in a non-discriminatory manner and the teaching on the programme having an equality focus. This section only addresses the former

North: There is a specific statement about equality and diversity in the handbook

The programme does not issue an Equal Opportunities (EOPs) Monitoring Form on application to the course

The Annual Quality Assurance Return (AQAR) by the programme does address the range of local authorities included in the programme and makes a commitment to offering an equal opportunity to all eligible candidates within participating councils, showing how it is actioning this. There is said to be a 'strong commitment to anti-discriminatory education and practice' throughout the processes of the programme (External Assessor (EA) report 2007)

Tayforth: There is no specific statement about equality and diversity in the handbook

An EOPs Monitoring Form is included as part of the application for candidates but it is not used subsequently in any evaluation of the programme

There is no comment in the AQAR or the EA report in respect of this aspect of equal opportunities

South East: There is no specific statement about equality and diversity in the handbook

An EOPs Monitoring Form is included as part of the application for candidates but it is not used subsequently in any evaluation of the programme

In the AQAR there is monitoring of the figures of candidates through registration, progression and achievement on the programme, though it does not comment beyond this. The EA comments on "the clear and standardised selection process for all candidates"

West: There is no specific statement about equality and diversity in the handbook although the programme does use the Learning Network's Equality and Diversity Policy Statement

An EOPs Monitoring Form is included as part of the application for candidates but it is not used subsequently in any evaluation of the programme

The AQAR does address the demand for registration being on local operational needs and that candidates with disabilities have received support from the programme to both attend and progress through course assessment requirements. An increase has in particular been noted of the number of candidates who have dyslexia and a policy for candidates who have dyslexia has been developed and actioned for some candidates. There is no comment in the EA report in respect of this aspect of equal opportunities

Summary: 1. With all programmes it is the local authority which selects each candidate in the first place. Therefore, it is their equal opportunities policies which are applied initially
2. Each programme then selects according to criteria which are solely determined by the candidate's suitability to undertake the course and these criteria are always spelt out. Where an EOPs Monitoring From is completed, typically the programme records it but does necessarily make use of it in the AQAR or any other monitoring or evaluative process
3. The application of equal opportunities in the context of the programme is usually focused on ensuring that candidates skills, knowledge and attitudes are consistent with good practice

1.4   Selection, induction, role, preparation of tutors/trainers/guest speakers

Comment: The structure of the courses vary in the respect that the candidates are supported to learn and be assessed by a range of people in different roles

North: The programme has a training team which comprises the candidate, tutor, practice assessor and line manager

Tutors are nominated by local authorities and undergo a formal interview by the programme to a person specification. Their role is clearly detailed and it is to coordinate and facilitate the

learning of 1 or 2 candidates, mentor and manage the group learning process. He/she must be a Mental Health Officer (MHO)

New tutors are mentored by an experienced tutor and they attend a tutor meeting once per module (4) with a focus on tutor support and development

Practice assessors are appointed by each council to offer supervision and observation of the candidate's practice on the course and submit reports for modules 2/3/4. The reports provide corroborative evidence on the candidate, they are not judgements on competence. Practice assessors are normally experienced MHOs. Practice assessors are given a briefing on the programme and their role within it

The line manager's role with the candidate is to allocate cases, monitor the candidate's workload, supervise the work, attend training team meetings, contribute to the working agreement and write a report to provide evidence-based substantiation on the candidate's claims of competence

Guest speakers are usually briefed by the programme coordinator or tutors verbally and in writing

Tayforth: Each council appoints a training representative to support the authority's candidates, placement supervisors and mentors through the programme. This includes the preparation of candidates in advance of the programme and the facilitation of support meetings with candidate and placement supervisor

The placement supervisor provides observational and practice experience for the candidate. The placement supervisor provides a report on the observed practice including the incorporation of values. The report does not count directly to the awarding of competences. The placement supervisor is an MHO

A mentor may be allocated by each council to the candidate for advice and general support. In practice most candidates do not have a mentor. The mentor should be an MHO

As the candidate is out of the workplace during the programme there is no direct role for the line manager

Preparation for the training representative, placement supervisor and mentor takes the form of a development day

Guest speakers are usually briefed in advance of in inputs

South East: The programme is structured using course tutors, practice assessors and line managers

Tutors do not normally go through a formal selection process. Their role is to give inputs, provide group tutorials and support practice assessors. A tutor has to be an experienced MHO. They are given a briefing in advance of the programme

Practice assessors are appointed by each local authority to co-

ordinate the candidate's learning on the programme through helping the candidate identify learning needs, ensuring a learning plan is completed, supervising and observing the candidate's practice. There is no formal preparation for the role, though they do meet during the programme.   The practice assessor has to be an experienced, practising MHO

The line manager's role with the candidate is to provide workload relief, participate in meetings to facilitate the candidate's learning, assist in allocation of suitable cases, give feedback on the candidate's development through the programme

Guest speakers are briefed on their input

West: The programme is structured using a tutor group, a named MHO and the line manager

Tutors are nominated by local authorities who consider their level of expertise and experience as appropriate to the role. The tutor provides the main support to the candidate through the programme. The role includes participating in candidate selection, course planning and delivery, support and monitoring of individual candidates, engaging with the employing authorities and placement agencies, assessing competence, monitoring and reviewing the process of programme delivery. A tutor has to be an experienced MHO or an experienced trainer with an appropriate background. There is no formal selection by the programme. Tutors have 1 day induction training and are supported throughout the course by regular tutors' meetings. They are also supported by being part of the PMG

The named MHO, selected by the local authority, provides a 'shadowing' experience for the candidate and reports on the totality of the placement experience. Comments are invited in terms of observed knowledge, values and practice, but not formal evidence of competence against the standards. The candidate can make use of the MHO report to claim competence

The line manager's role with the candidate is to allocate cases, supervise the work, observe, arrange placement days and provide a report including an expression of satisfaction/dissatisfaction with the candidate's ability to be an MHO. Line managers are also asked to verify that the portfolio is the candidate's own work. The candidate, again, can use this report to claim competence

Guest speakers are briefed on their input and also given feedback on it

Summary: 1. Within each programme, the same functions of selection, planning, input, assessment and support of candidates, links and accountability to the local authority, monitoring and review are carried out by the contributors, but within different operational structures to select and support them
2. Some programmes 'receive' contributors from the employers with little ability to affect the process of their selection and

other programmes are more able to select according to the skills required

3. Preparation for the role and support during it varies. However, overall, those undertaking the roles are satisfied that, by whatever means, they understood the task and feel included and supported during the process

1.5   Application, selection and induction of candidates

Comment: All candidates are selected by a detailed application process

North: Application is made to the programme. There are set criteria and a written task. Interview is conducted by the PMG and tutors to a specification. Prior to commencing the programme there is a pre-course (post selection) meeting between candidate and tutor. Candidates with little relevant experience undertake 1-2 weeks in mental health settings before commencing the programme. They are also directed to the NHS Education Scotland (NES) e-learning material

Candidates attend a one day introductory session at RGU. There is then an introductory session with candidates, line managers and practice assessors. Early meetings of the candidate with the training team are also part of the induction process

Tayforth: Candidate application and selection is the responsibility of each participating local authority according to set selection criteria

Pre-course preparation/induction of candidates is the responsibility of the respective local authorities through the training representative and completion of the learning plan

South East: Open session is run for prospective candidates and line managers prior to application

Application is made to the programme. Selection is made by sub-group of Practice Assessment Board (PAB). Interviews are carried out if required

Induction is carried out as part of the taught programme

West: Application is made to the programme

Selection is made by representatives from the partnership authorities. From this, 2 readers mark each application using a set screening form and each application is decided on by the whole panel

Places are allocated from successful candidates according to the council's ability to provide tutors. A credit system is maintained so that councils do not have to always provide a tutor for each course

Applicants from outwith the west of Scotland area are also access places on the programme through negotiation with the

coordinator

Candidate induction is included in first week of the programme

Summary: 1. Apart from Tayforth, candidate selection is tightly controlled by the programme itself
2. Selection has been raised by the external assessors and the programmes themselves as key to the success of the new award format in the respect that the difficulties many candidates currently experience on the course may be due to issues around selection and, in part, preparation for the programme

1.6 Structure and timetable of course

Comment: All the programmes are governed by set PQ guidelines, requiring them to be of at least 600 hours learning effort with a minimum of 150 hours for the taught element

North: The course is structured around 4 modules over approximately 14 months, totalling 86 days (600 hours)

It is run out of 2 sites, in Inverness and in Aberdeen

It comprises induction (1), group study days (17), two 3 day residential 'teaching' blocks, seminar days (2)

In addition, candidates are asked to ensure they have time throughout each module for private study, shadowing of MHOs/relevant others, visits to resources, preparation for teaching blocks, seminars, preparation for group study days and residential blocks and practice. A record of relevant days are kept and are reviewed at training team meetings

Tayforth: This is a course of 6 weeks (30 days) block taught programme followed by 12 weeks (60 days) practice placement, totalling 90 days (630 hours)

The taught component comprises ½ day sessions including input (30 over 6 block weeks including 6 for individual study), group study (5), skills practice (12), law assessment (1), individual study sessions (12). Also, placement days (45 over 9 weeks) and study days (15)

The placement is flexible, from a 12 week block following the taught component to a more spread out period. There are 4 set dates for portfolio submission spanning approximately 7 months. So, the programme can last (commencement to assessment panel) between 7 and 14 months

South East: The course is structured around 4 modules over approximately 12 months, totalling 90 days (630 hours)

It comprises modular taught sessions (28), casework (30), individual tutorials/observation with practice assessor (5), placement/resource visits (20), individual study/portfolio preparation (7)

West: The course is structured around 6 formal taught weeks at one per month over 6 months and 20 days placement over 9-12 months depending on the successful submission date of the portfolio, totalling 93 days (651 hours)

It comprises a taught course (30), individual study days (10), direct case work practice (22), reading/research/reflection/writing (7), application forms/statement/preparation/interview (2), placement activity (20 including 10 days MHO shadowing, 10 days observational visits to resources), portfolio development (2)

Summary:
1. Each course, within the PQ guidelines, has evolved to satisfy local partnership arrangements. Each, essentially, comprises the same components differently organised, with emphasis and location in the programme to suit
2. Due to the taught programme of Tayforth being full-time over 6 weeks and the possibility of a full-time 12 week placement, this model removes the pressure on the candidate from the employer in relation to workload. It also allows the candidate to focus more on the learning and assessment process
3. The North places more responsibility on the candidate, within the context of the training team, to manage time and personal resources, the others are more structured in this respect

1.7   Course content

Comment: The course content is laid out in the course manuals and in a range of materials accompanying the course. They are extensive. It was agreed with the SSSC that an outline of content is sufficient for this exercise. Content changes are made each year due to changes in legislation, policy, good practice, candidate feedback and so on. The new programmes will determine afresh the content of the course and the introduction of higher education establishments into two of the programmes will create a new aspect to this. Below reflects the current or most recent programmes

North: *Module 1 – knowledge base*: legislation and its application; models of mental disorder; impact of mental disorder on service users, families and carers

Module 2 – Making informed decisions: legislation and its application; range of models of treatment for mental disorder; implications of different treatments on people with mental disorder, their families and carers; theory and practice of risk assessment and risk management

Module 3 – Collaborative working: legislation and its application; approaches to multi-disciplinary/inter-agency working; knowledge and understanding of a range of mental disorders, including dementia, learning disability, brain injury, autistic spectrum disorders; impact of mental disorder on capacity; impact of capacity on individuals, families and carers

Module 4 – Specialisation, consolidation and evaluation of learning practice: self-directed study or research into a specialist aspect of MHO work (for example, with people with learning disability, mental disorder and substance misuse issues); legislation and its application; developing practice in complex and/or specialist settings

Tayforth: This programme is more integrated, threading knowledge, theory, legislation, practice and application, models of mental disorder, through the 6 weeks of the taught programme:

Week 1 – introduction to mental health law; role of MHO; legislation; origins and treatment of mental disorder; affective disorders

Week 2 – Emergency and short-term detention orders; Compulsory Treatment Orders (CTOs); interviewing skills for MHOs; preparation for skills practice; skills practice

Week 3 – models of mental disorder; legislation; learning disabilities; older people and mental health; preparation for skills practice; skills practice

Week 4 – personality disorders; service user perspectives; guardianship and intervention orders; mental disorder and the criminal justice system; preparation for skills practice; skills practice

Week 5 – clinical psychology and substance misuse; ethnic minorities; suicide and self-harm; risk assessment; preparation for skills practice; skills practice

Week 6 – mental health of children and young people; open book law assessment; pharmacology; Mental Welfare Commission; forensic psychiatry; portfolio preparation

South East: Induction module: values; code of conduct; programme components; module content; individual learning agreements; teaching and assessment methods; anti-discriminatory practice; background to service user movement

Knowledge module 1: mental disorder and associated perspectives; major mental illnesses and treatments

Legislation module: the key Acts; associated matters including the role of the Mental Welfare Commission, advocacy, the public guardian, tribunal procedures, SCRs, CTOs; role and function of MHO and related practice issues

Knowledge module 2: learning disability; risk assessment and management; adolescent mental health; suicide and addictions

Skills module: application of knowledge of legislation and development of practice skills with service users and carers

West: This programme is more integrated, threading knowledge, theory, legislation, practice and application, models of mental disorder, through the 6 weeks of the taught programme. It is appropriate to characterise the programme by its stated themes rather than the content of each week

Induction: administration; establishing working groups; setting out award and course requirements, process and expectations; hearing from previous candidates; introduction to core legislation and different approaches to mental disorder

Context: legislative and practice context of mental health social work; value base; rights, issues and perspectives of service users and carers; human rights legislation

Statutory functions: all key legislation

Clinical aspects: diagnosis and treatment; psychosis; affective disorders; old age psychiatry; dementia; suicide and self-harm; mental health and young people; mentally disordered offenders; learning disability; alcohol and drugs misuse

Other aspects: tribunal and court craft; multi disciplinary work; role and contribution of the voluntary sector; care programme approach; risk assessment and management; health and safety, Mental Welfare Commission and Mental Health Tribunal

Summary: Although the structures, approaches and the weight given to some subjects and issues varies, the evidence shows that, in the main, the content is reasonably consistent within the programmes

1.8 Learning and teaching methods and materials

North: Methods used include a range of exercises, knowledge quizzes, presentations, lectures, direct practice, observation of practice, simulated practice with actors (during residential block), observation of settings, discussion with service users and carers, group discussion, case study work, individual study, individual tutorials, practice assessment & supervision, film, personal testimony, e-learning (e.g. through NES & development of Moodle site)

Tayforth: Methods used include formal didactic inputs, group study, individual study, and facilitated skills practice. Inputs are supported by handouts which may be accessed electronically. There is no provision for distance and e-learning

South East: Methods used include inputs from course tutors, experiential exercises and videos, specialist presentations, case studies, non-assessed legislation tests, small group discussions and exercises, group tutorials. There is no provision for distance and e-learning

West: Learning is facilitated through formal informational taught sessions, small group research seminar projects, supervised practice, individual practice based case study submissions, participation in weekly role play and both individual and group tutorial support

There is an emphasis on participative learning with candidates being involved in small group practice case studies following each formal taught input

Candidates are provided with all relevant legislation. Other teaching materials have been developed over recent years and include role play scenarios, legal guidance from the Legal Services Agency and case study material. There is no provision for distance and e-learning

Summary:: 1. All comprise an induction phase, taught input, group discussion, individual and group study
2. There is a difference in the way e-learning is utilised. The North are developing a significant e-learning capacity. In part this is due to the presence of a university in the process
3. There is difference in the emphasis programmes place on the various types of learning and teaching, from a more traditional input approach to a more experiential, interactive and group based model. However, positive feedback from candidates is not so much determined by the method of delivery per se as by a range of other attributes (see Sections 1.15 and 2.6)
4. The role of the service user is discussed elsewhere (see Sections 1.14 and 2.7)

1.9 Support given to candidates from employer (during and post-course) and MHSWA programme

North: At the point of application for the programme, the candidate is asked to obtain a letter from the line manager to include a comment on arrangements for reducing work and the provision of learning opportunities on the course (including cases)

The main support offered the candidate is through the training team, comprising the candidate, tutor, practice assessor and line manager. They compile the working agreement and monitor the candidate's progress and development throughout the programme. They meet a minimum of once per module. The tutor organises the training team. At the training team, workloads and study days are discussed and reviewed

Highland Council provides 45 days of staff cover for its own MHO candidates (approx 50% of the course), if the cover can be found

In addition to the training team, the course requires that

candidates receive formal tutorials from their course tutor a minimum of once per module in addition to the required practice supervision sessions from their practice assessor

Although there is not a formal statement from line management on post-course support to a new MHO, it is expected that councils will put a mentor in place immediately

Tayforth: At the point of agreeing for the candidate to be released for the course the employing local authority line manger signs "I agree to release the above named candidate for all elements of the MHO training programme." The elements are clearly detailed

The obligations on the candidate's workplace to support the candidate whilst on the course are removed and the pressures on the candidate are reduced as the candidate is away from the workplace whilst on the course

The training representative provides the main support to the candidate through the programme, linking with the placement supervisor and mentor (if applicable). The candidate is supported through a learning plan prepared prior to the programme, through discussion between the candidate, training representative and operational staff. There are also on average 2/3 support meetings with the training representative and placement supervisor to review progress of the learning plan

Post-course support to a new MHO is a matter for each partner local authority. It is common practice for a new MHO to "shadow" an experienced MHO for the first one or two periods of duty, although the programme does not create a formal expectation that this should happen

South East: At the point of application for the programme, a reference is provided by the line manager which includes a statement on the arrangements within the agency and team to support the candidate through the programme and the availability of workload relief

In addition, at the point of agreeing for the candidate to be released for the course the employing local authority gives a range of formal undertakings relating to the support of the candidate including release from duties, identification of practice assessor, assistance in securing suitable placement experiences, identification of appropriate cases and that post-course access will be given to practice, supervision and continuing professional development (CPD) opportunities as an MHO. This is signed by the line manager

A statement is made that the candidate will be provided with relevant opportunities to gain experience of working with mental disorder prior to commencement of the programme and that the council is able to arrange for a practice assessor

The practice assessor provides the main support to the candidate through the programme. The candidate is supported through a

learning plan prepared with the practice assessor and line manager. This is augmented by a mid-point review. There are also 2/3 meetings with the line manager, practice assessor and candidate to review progress of the learning plan

The senior manager responsible for the unit in which the candidate works or the designated manager for the service to the care group, comments on how the council will deploy a newly designated MHO and the support arrangements in the authority for MHOs

West: At the point of agreeing for the candidate to be released for the course the employing local authority gives a range of formal undertakings relating to release from duties, assistance in securing suitable placement experiences, identification of appropriate cases and that post-course access will be given to practice and learning opportunities in mental health social work. This is signed by the line manager. A nomination form is also completed which is signed by an area or operational manager

The tutor provides the main support to the candidate through the programme and has responsibility to facilitate the learning of candidates, providing monthly individual and group tutorials and links with the line manager

Summary: 1. Support to candidates from the employer during the course varies. Irrespective of any formal undertaking by the employer, candidates typically comment that they do not get sufficiently released from existing work, though there is usually some protection from new work being allocated
2. As the Tayforth programme is full-time for the duration of the programme there is not the requirement for the level and type of support needed for the other programmes
3. Support to engage in MHO duties post-course varies. It partly depends on the location of the practitioner, in the respect that greater support is provided in dedicated mental health teams and in such settings there is also more access to MHO duties

1.10 Support given to tutors or other contributors from course and employer

North: All authorities providing tutors receive a payment from the course in partial recognition of the time commitment involved and the contribution to the learning of candidates

Each local authority is expected to consider the workload implications/workload management for tutors and practice assessors

The course holds a tutor group meeting once per module with a range of functions including tutor support and development

The course runs practice assessor meetings

Tayforth: There is no formalised or structured support for contributors

However, there is regular "ad hoc" support and guidance provided on any specific issue or difficulty to augment the development day briefings for the training representative, placement supervisor and mentor. In addition, there is also informal support for training representatives at management group meetings. Similarly, some members of the assessment panel are also placement supervisors and this meeting acts as a support and information mechanism for them

South East: Practice assessors meet at least twice during programme

Practice assessors are normally specialist MHOs whose job description includes taking on the practice assessor role. They also arrange informal support from other practice assessors. The programme coordinator offers advice, guidance and support by phone, email and in person to practice assessors

West: There are regular meeting with tutors, in the week prior to each taught week on the course and at least one meeting on each week of the course to discuss issues that arise with candidates and any issues emerging from the taught element

There are standardisation meetings with tutors prior to each assessment event to ensure a consistent approach to the marking process. Tutors are encouraged to use the coordinators as a resource for advice and assistance at any time over the course and coordinators will meet with individual tutors as requested or where the need arises

Tutors commitment to the course is currently set at approximately 70 days and this is a long standing agreement with local authorities within the partnership. It is expected that tutors will have a reduced workload while undertaking the tasks required of the role. However, in recent years this has been an issue for an increasing number of tutors, given the increased demand on MHOs within the workplace brought about by changes in legislation. This has been discussed with the MDG and it has been agreed that a letter of undertaking will be requested from local authorities to further reinforce the time allocation and demands on tutors in relation to the role as a means of supporting them when issues arise

Summary:
1. The formality of release and support varies between programmes. Irrespective, tutors and other contributors speak very positively about the support received from all the programme during their own contribution to it
2. The issue of release from duties and support for tutors, practice assessors and other contributors from the employer is important as they (as well as candidates) still have to manage a workload as well as their role within the programme

1.11 Practice experience arrangements

North: Modules 2, 3 and 4 contain an assessed practice component, with 3 cases reflecting a balance between different aspects of mental disorder. Cases are usually identified by the members of the training team. The practice assessor provides the observation and MHO supervision of the cases

The programme does not have formal placement periods during the course and leaves it to candidates and the training team meetings to identify the resource visits, additional observations and research candidates require to support their direct practice and/or knowledge development during a particular module

Tayforth: Candidates submit 3 'extended practice studies' across a range of practice sufficient to demonstrate the candidate's knowledge and ability to apply the legislation

Individual placement arrangements are the responsibility of each participating authority. The placement supervisor provides opportunities for the candidate to undertake practice experience and carries out observation of the practice. The placement arrangements are also supervised and supported by the training representative

South East: Candidates are required to undertake statutory casework experience in the areas of mental illness, learning disability and dementia during the programme

Casework experiences are negotiated between the line manager and/or practice assessor and the practice assessor. The practice assessor provides the observation of the work

West: Placements are divided into 10 days practice shadowing of an MHO and 10 days exploration of available resources

Placements are arranged through discussion between candidate, line manager and the tutor. Candidates also have access to a 'named MHO' who will assist in obtaining and provide shadowing experience. Tutors discuss, monitor and review placement activity with candidates at each tutorial

Summary: 1. The procedures, mechanisms and accountabilities for placements are well practiced by each of the programmes
2. Programmes express that difficulties sometimes arise where the more popular placements or observational visits are over demanded
3. Coordinators indicate that problems can occur in obtaining cases which are wholly appropriate to enable the candidate to achieve the competences for the award
4. With the exception of the Tayforth programme, the candidate's normal workload pressures are said to sometimes impact on the candidate's ability to fully engage in the placement and to complete the work arising from it

Candidate's reflect that the programmes do provide positive and

flexible support as much as it is within their gift to do so

1.12   Assessment methods & quality assurance arrangements

Comment: All candidates for the MHSWA develop a portfolio or 'virtual' portfolio through the course of the programme

North: Stages of assessment: there is an assessed task as part of each of the 4 modules of the programme:

Module 1 comprises a candidate evaluation of own learning from the module against the competences for the module, in the framework of the knowledge base for the module; a given case study for analysis based on a person with a mental disorder; and a Compulsory Treatment Order (CTO) application related to the case study

Modules 2, 3 and 4 each comprise a candidate evaluation of own learning from the module against the competences for the module, in the framework of the knowledge base for the module; a description of practice undertaken with a service user; and a knowledge based analysis of practice, which should demonstrate competence. This submission must include the perspective of the service user and how practice has been influenced by him/her. Module 2 also requires the candidate to write a Social Circumstances Report (SCR)

Each assessment is carried out independently by an RGU reader and a course tutor. Following discussion, a joint decision is agreed. A markers' meeting is held after each module where readers and markers discuss submissions and candidates are then informed of the recommendations

Each module submission assessed at the markers' meetings forms part of the 'virtual' portfolio presented to the Programme Assessment Board (PAB), convened by RGU, at the end of the programme. The PAB considers the recommendations from all modules and makes a final decision. This prompts the issue of the MHSWA by the SSSC. RGU then awards a Certificate in Professional Practice (60 credits at SCQF Level 11)

The markers' meeting comprises the RGU course leader, the RGU readers, the programme coordinator, the course tutors and the external assessor. The PAB membership conforms to RGU regulations. It is chaired by the Head of the School of Applied Social Studies and membership comprises the course leader (RGU), the programme coordinator, the external examiner and representation from tutors on the course

Practice assessors are responsible for the supervision and observation of candidates' practice and for the completion of a report at the end of Modules 2, 3 & 4, which contribute to the assessment process. The line manager is encouraged to contribute to the report if not completing a separate one. The report confirms and corroborates practice but the candidate must still provide evidence of competence in a written form

Tayforth: The candidate portfolio is submitted at the end of the programme. Its assessed components comprise three practice studies plus additional accounts of practice which demonstrate the required competences; a self-evaluation report demonstrating how the candidate has applied knowledge acquired during the taught programme to his/her practice experience; an SCR; a law assessment from an open book law exercise; and a practice supervisor report

Each portfolio is read by two of the members of the Assessment Panel (AP) and the AP then convenes to discuss the readers' recommendations and make a decision regarding the competence of the candidate

The assessment panel comprises training representatives, representatives from operational staff with the local authorities, independent representatives and the external assessor

South East: The competence requirements are divided into two parts for submission purposes. Part 1 and 2 are submitted and assessed at separate points in the programme and on each occasion the following process is followed:

➢ Part 1 assessment by the practice assessor: the candidate submits work including the following assessable components – mental health practice through supervision of cases; understanding and application of practice; feedback from link placement supervisors (where appropriate); 2 SCRs; contribution to an application for a CTO (part 2); drafts and final version of candidate's part 1 and 2 self-evaluation reports

The practice assessor, from the presented work, evaluates the candidate's development towards competent MHO practice and the quality of the written evidence in the submission. The practice assessor decides whether the work reaches an adequate standard for submission to the Programme Assessment Board (PAB). If the practice assessor decides the candidate's performance is inadequate in specific areas, he/she will take steps to remediate this with the candidate before the submission date. If this proves inadequate, the practice assessor may advise on a deferment of submission in order to gain additional experience or to provide further written evidence or to withdraw from programme

➢ Part 2 assessment by the PAB: members comprise individuals who are knowledgeable and skilled in the mental health field and have experience of evaluating and assessing competence-based writing at PQ level. Two members of the PAB independently read the portfolio submission against the competences prior to the PAB. The PAB meet to discuss the portfolio and a decision is made regarding the competence of the candidate. The external assessor is present at the PAB

West: Assessment is a 2 stage process:

> Stage 1: The candidate submits a 'shadow' SCR, 2 case studies and an open book law examination at different points during the course and these are marked by the candidate's tutor

An Assessment Panel (AP) is held for each of the above submissions, where they are second read by another tutor or external marker. Each submission is then discussed by the AP and agreement regarding competency or work still required is reached. If the assessment and discussion does not reach a consensus opinion the submission is read by a third tutor/external marker and a further discussion held. Candidates are provided with detailed feedback regarding each aspect of their submission

The AP comprises the tutor group, the programme coordinator, at least one co-opted experienced MHO and or/trainer not part of the PMG and the external assessor

> Stage 2: The full portfolio of evidence (which includes the above in a revised form following remedial work undertaken by the candidate) is submitted upon completion of the programme. This, in addition, comprises a workshop presentation, completed CTO application, completed Adults with Incapacity (AWI) application, placement diary, self-evaluation, competences claim and reports from the line manager, the named MHO and the tutor

The portfolio marking process is the same as described above for SCRs and case studies. If a candidate's SCR and/or case studies have achieved competency at the initial assessment panel they are not re-read at this stage

> Named MHOs provide a report regarding the completion of the 'shadow' SCR and shadow placement activity using standard proforma. They are invited to attend a meeting at the beginning of the course to gain information about their role and additional support is available from the coordinators as required

Summary: 1. Overall, there is significant consistency between the programmes: marking is usually confined to the candidate's written work measured against the competences; the process of marking is by two people, with varying degrees of independence from the candidate; and each recommendation is discussed in some detail by the programme's assessment panel or equivalent. The North add another dimension in the shape of the PAB following an earlier meeting of markers
2. The programmes in essence assess the same things, that is the assignments they are assessing are very similar (e.g. case studies, SCRs and so on)
3. The role of practice assessors, line managers, MHOs, tutors varies by programme but the functions they carry out are consistent. They include the writing of reports on the

candidate, although they do not contribute to the acquiring of competence by the candidate, except in the West where the candidate can claim evidence of competence from these reports

4. The question is raised about the role of the practice assessor if he/she is not actually assessing the candidate

5. the anonymity of candidates varies from the use of a code numbers to depict a candidate at the point of assessment of material to the actual name of the candidate being known throughout

6. As indicated in item 1 above, there is a variation in programmes with regard to who assesses the work of candidates, from tutors who know the candidate well to independent persons who do not know the candidate

7. The use of vivas varies, but the reflection of programmes is that, if used judiciously, they are of assistance in deciding on the competence of candidates

1.13   Complaints and Appeals

Comment: There are various grounds for appeal and these are fully documented by the programmes. These include not gaining a place on the programme, the programme deciding a candidate is not yet competent and when a candidate's place on the programme is terminated

North: The RGU regulations regarding academic appeals apply to this programme, post the PAB:

> ➢ Section A: "that the student's performance was adversely affected by illness or other factors which he/she was unable or, for valid reasons, unwilling to divulge to his/her Head of School/Assistant Dean prior to the decision being made <u>or</u> that there had been a material administrative error, or that the assessment was not conducted in accordance with the current regulations governing the course/programme or that some other irregularity which materially affected the assessment had occurred" <u>or</u>

> ➢ Section B: "that an error was identified by the School which materially affected the decision of the PAB"

> ➢ A re-convened PAB makes the decision to uphold or reject the appeal. There is no further right of appeal beyond this

> ➢ The available appeals information is only from 2005. During this time there has been 3 appeals, all of which were upheld

> ➢ Complaints are dealt with by the PMG. There have been no complaints to date

Tayforth: The grounds for appeal are that:

> ➢ the assessment procedures have not been carried out properly or
> ➢ the candidate has further evidence which was not available

when the assessment was undertaken

The course correspondent requests the setting up of an appeals panel comprising people who have had no role in any decisions regarding the assessment of the candidate. The appeals panel informs the assessment panel of its decision and there is no right of appeal beyond this. There have been 2 appeals since the current programme commenced in 2001, neither of which were upheld

In relation to complaints, a member of the MG will investigate firstly, and if unresolved a complaints panel is convened with the same protocol for membership and decision making as the appeals panel. There have been no complaints to date

South East:

The grounds for appeal are that:

➢ the assessment procedures have not been carried out properly or
➢ the candidate has further evidence which was not available when the assessment was undertaken

The programme coordinator sets up an appeals panel comprising people who have had no role in any decisions regarding the assessment of the candidate. The appeals panel informs the AB of its recommendations and the AB makes the final decision. There have been 4 appeals since the current programme commenced in 2001, of which 1 was upheld

In relation to complaints, the PMG is the formal route for these and a complaints sub-committee is set up, if appropriate, to decide on the complaint. There is no right of appeal beyond this. There have been no complaints to date

West:

The grounds for appeal are that:

➢ the assessment procedures have not been carried out properly or
➢ the candidate has further evidence which was not available when the assessment was undertaken

The MDG convenes an appeals panel comprising people who have had no role in any decisions regarding the assessment of the candidate. The appeals panel makes a decision, conveys this to the MDG for action by the PMG or AP. There is no right of appeal beyond this. There have been 4 appeals since the current programme commenced in 2001, of which 3 were upheld

In relation to complaints, the MDG convenes a complaints panel comprising people who have had no role with the candidate. The complaints panel makes a decision, conveys this to the monitoring and development group for action by the PMG. There is no right of appeal beyond this. There have been no complaints to date

Summary: 1. There is a high degree of consistency between the programmes procedures for appeals and complaints, the only significant variation being that where additional features exist in the academic appeals process of RGU
2. The level of appeals has been relatively low in the programmes in comparison to the throughput of candidates. The programmes do vary in the success of appeals by candidates but little can be drawn from this
3. All programmes attempt to resolve complaints at an early stage in the process and there have been no complaints since the inception of the current courses

1.14 User and carer involvement in management of programme, course content and assessment of candidates

North: Highland User Group (HUG) are part of the PMG

HUG participates in material development, briefing of actors, provision of training sessions, testimonies, reports and film. Testimony and film is used during group study days in either Highland or Aberdeen sites and HUG have contributed to both residential blocks with all course candidates and tutors. HUG have also met with the Aberdeen based group in order to help and support the less developed service user contact in the Aberdeen area

As yet there are no formal arrangements which involve service users and carers in the assessment of candidates. Through the partnership with HUG, the programme is looking at developments in this area

Tayforth: Service users and carers are not involved in management of programme

Service users contribute to the taught programme, at present delivering a half day session

Service users and carers provide feedback on candidates performance on placement (where appropriate) and this is included in the practice supervisor reports

South East: Service users and carers are not part of management of programme

Service users and carers provide inputs to various aspects of the programme

Service users or carers are not involved in the assessment of candidates

West: Service users and carers are not part of management of programme

A Service user from the Hearing Voices Network (previously SAMH and the Recovery Network) attends each week of the

taught programme. He provides inputs on subjects such as the history of mental health, recovery, hearing voices and an alternative view of schizophrenia. He also participates in inputs from psychiatrists etc and is available at other times to answer queries from candidates. Various carers also provide inputs to the course regarding their role

Service users or carers are not involved in the assessment of candidates (except where they are either in their non-professional lives)

Summary: There is variation in the part played by service users and carers in the programmes:
  ➢ only the North has a users group on the PMG
  ➢ all programmes involve users and carers in the programme, with North and West embracing this the most
  ➢ users or carers are not normally involved in the assessment of candidates although Tayforth has a system of incorporating user feedback on candidates who are on placement

1.15   Candidate feedback and review

Comment: This section focuses on the use of candidate evaluation and feedback on the programme. Each programme completes an Annual Quality Assurance Return (AQAR) in relation to the overall development of the programme and the various governance arrangements which make decisions on monitoring and reviewing the course. Within this, specific reference is made to candidate evaluations of the programme

North: Each session is evaluated by the candidates on proforma and these are collated per module. They inform the development of the programme

Tayforth: Development of the course is specifically informed by weekly candidate evaluation and is subject to ongoing monitoring by the MG

South East: Candidates are asked to complete questionnaires during the taught modules and after the final assessment has been completed by the PAB

West: Detailed feedback is requested from each candidate at the end of each taught week. Each candidate also completes a more detailed feedback document at the end of the programme. Guest speakers are given feedback on their inputs. These are taken into account in future course planning

Summary: Candidate feedback is fully integrated in the development of the programmes and clearly impacts on amendments to the course. Each programme uses candidate feedback to review the content of the course, the placement experience and the assessment process. In all programmes this affects the content and structure of the course year by year

1.16   SSSC external assessment and audit reports

Comment: It is useful to summarise the range of comments made by the SSSC appointed external assessors to the 4 programmes. The comments are extracted from the annual report of the external assessor in 2007. They are presented in order to contrast the programmes and not as judgements of them

North: The external assessor for this programme also acts as the external examiner for RGU in respect of their audit requirements in relation to the award

Evidence of Assessment Requirements
- Recognition that many candidates struggle to describe their mental health practice and link it to the competences, despite attempts by the programme to strengthen the selection and interview process. Critical thinking, reflective writing and analysis of work linked to theory are issues
- Values, including anti-discriminatory practice are well evidenced
- Some evidence that candidates struggle to understand the legal role of MHOs

Assessment Methods and Process
- "There is a need to develop clearer assessment processes which reflect the academic standards required by the RGU"

A well structured modular programme
- It will be a challenge to harmonise assessment and marking processes
- The viva system, adopted in 2007, was successful in its limited application
- The modular programme gave candidates clear, efficient and detailed feedback in relation to progress and the new assessment requirements of RGU

Level of Assessment
- Standard and consistency is high

Practice Assessor/Supervisor Reports
- Robust arrangements to quality assure reports provided by practice assessors and line managers

- As programme has changed to meet the RGU academic standards, the role of the practice assessor has required to be considered as it does not contribute to the formal assessment of the candidate

Assessment Structures and Systems
- Assessment works well in the context of a competency framework
- Issues in relation to the 'not yet competent' model of vocational programmes set against the pass/fail model of marking in higher education

Equal Opportunities and Values
- ➢ Strong commitment to this area in the 4 modules and in the evidence of candidates
- ➢ Service user is part of PMG

Programme Actions Arising from previous External Assessor recommendations
- ➢ Development of service user role in programme
- ➢ Increase of mentally disordered offender work in module 4
- ➢ Strengthened selection process

Recommendations to the programme arising from this year's External Assessor activity
- ➢ SSSC needs to provide clear framework for assessment for programmes in relation to incorporation of HEIs

Tayforth: Evidence of Assessment Requirements
- ➢ The overall quality of evidence in the final outcome is of an acceptable range from good-enough to high
- ➢ only a minority of candidates seem to have opportunity to work with mentally disordered offenders. Evidence is also based upon high quality teaching and learning from the taught components of the programme
- ➢ the area of policy is still one in which evidence tends to be very thin or superficial, with a heavy reliance upon the Care Programme Approach as a subject in which to evidence policy
- ➢ the central structure of the programme has made trade-offs between fast progression and the candidate experience which is improved by block teaching and the freeing-up of the candidate from work-based pressures while on the course

Assessment Methods and Process
- ➢ The assessment panel is conducted as a rigorous process
- ➢ the use of vivas is a strength, provided it is sufficiently regulated
- ➢ the full-time course is very labour intensive of the readers
- ➢ The 100% resubmission rate is a huge loss of efficiency and the assessors' time and commitment is a considerable loss
- ➢ The quality of feedback is good, for the most part. This is reflected in the high turn-around rate from first to second submission

Level of Assessment
- ➢ The programme's standards remain consistent with the 60 PQ Credits. Considering recent debates about how current levels would fit with the new programme, it is consistent with academic level 11, with minor adjustments

Practice Assessor/Supervisor Reports
- ➢ There are instances of drift between the practice supervisor's report and the assessment of portfolio. It is not uncommon for the readers and panel to be left reading between the lines of a practice supervisor's report in order to find explanation for poor quality evidence in the paper submission. This reflects a range of complicated issues: assessment of practice is not strongly embraced in the structure of the current curriculum of

the award at a national level. Few practice assessors hold the Practice Learning Qualification (PLQ) or similar award. Practice assessors may have a view on assessing colleagues which is different from their view of assessing students of social work

Assessment Structures and Systems
➢ The frequency of meetings is very labour intensive

Equal Opportunities and Values
➢ As reflected in the quality of evidence, the programme has put considerable efforts into this area. The taught programme delivers both discrete sessions on these elements and it threads anti-discriminatory practice considerations throughout
➢ Not every candidate can be guaranteed first-hand practice experience in all aspects of age, gender, cultural and racially diverse practice upon which to evidence anti-discriminatory practice. However, candidates are encouraged to think wider in terms of attributes of difference upon which individuals may be discriminated

Programme Actions Arising from previous External Assessor recommendations
➢ This year, with a specific candidate"…….if I had ever harboured private misgivings that it may not be possible for a candidate to fail a viva, this case proved me wrong. It introduced a new dynamic, that a viva can both positively and negatively affirm the assessment process"
➢ Concerns previously expressed about affording candidate's more continuous assessment against which to shape their work in line with the assessors' expectations has not been achieved this year

Recommendations to the programme arising from this year's External Assessor activity
➢ Recommend that the programme considers drafting some clearer guidance on the use of vivas, including the purpose of viva as a tool for eliciting oral evidence; the process of vivas; and the extent to which they are an opportunity for candidates to be heard and they may be an opportunity for the panel to ask further questions of clarity on any aspect of a submission
➢ There has been an issue of readers not being bold enough in initial recommendations to the panel, remitting their clear recommendation to "ask the panel". While there are circumstances in which it is legitimate to seek clarity of the panel, there is also an expectation that, in this way of running an assessment process, readers will usually arrive at a clear recommendation before the panel meets. There is a risk that the external assessor is cast as a third reader if those who read the work are unable to arrive at a clear decision. Readers should be bolder in their judgements

South East: Evidence of Assessment Requirement
➢ For the most part candidates continue to provide well-ordered portfolios increasingly making good use of relevant literature
➢ Demonstrating competence for all evidenced areas through one submission remains difficult

➢ Many submissions considered to be 'not yet competent' relate to not demonstrating a satisfactory level of critical understanding. More recently readers have also noted an inconsistent use of SCR writing across portfolios

Assessment Methods and Process
➢ The programme continues to provide strong assessment of candidate submissions supported by direct feedback throughout this process. Those portfolios considered to have minor problems can also be progressed by viva with the agreement of the PAB. It is rare for portfolios to achieve full competency on their first submission

Level of Assessment
➢ The PAB remains committed to maintaining a consistent level of assessment

Practice Assessor/Supervisor Reports
➢ Practice assessor's draw on a range of assessment methods to maintain appropriate quality within the programme. This includes the review of candidate's reflective writing, supervision of casework, feedback from placement supervisors/relevant others and direct observation

Assessment Structures and Systems
➢ The programme's assessment panel continues to work effectively

Equal Opportunities and Values
➢ The programme promotes equal opportunities with a clear and standardised selection process for all candidates. Candidates are also expected to demonstrate evidence of competent practice and learning in this area. The practice assessors and PAB expect candidates to work within appropriate ethnical and legal principles relevant to registered social workers and the MHO role

Programme Actions Arising from previous External Assessor recommendations
➢ The programme continues to recognise the need to maintain and develop its framework for ensuring that appropriate standards are in place. The PAB reviews the balance of evidence expected from candidates and it has agreed to consider ways to improve the use of SCRs

Recommendations to the programme arising from this year's External Assessor activity
➢ Significant changes have taken place in the legislative expectations for MHO practice during recent years. The demands, which these have placed upon.....training programmes and MHO trainees.....have been considerable. Overall, it is evident from submitted portfolios that the range of learning opportunities within the programme is appropriate

Additional Comment
➢ A clear commitment to maintaining a consistent level of assessment remains evident from all staff. The quality of

evidence provided by candidates to demonstrate their competence is on the whole good. The PMG approach their work in an organised and diligent manner. The PAB works very well together to reach corporate decisions on very difficult cases. It also keeps a careful eye on how past decisions inform present ones to ensure fairness

West: Evidence of Assessment Requirements
➢ Weakness in knowledge and theory to practice continues for some candidates
➢ This programme does its best to get candidates through in good time. There is a trend towards more extensions to portfolios submissions and these are based on sound reasons and linked to illness and stress in the workplace. Course staff and the external assessor have reflected on these trends and agree that the complexity of the new Act and its allied procedures and ongoing issues of stress in the workplace are the chief reasons for candidates struggling to meet the competences first time round

Assessment Methods and Process
➢ No concerns about the overall standard of assessment. The coordinators skilfully balance the need for evidencing each competence with a proportionate request for further evidence

Level of Assessment
➢ The coordinators are the lynch pin in ensuring standard and consistency. As the complexity of MHO work increases so does the assessment of the MHO competences. Getting to grips with these will be a challenge to new tutors

Practice Assessor/Supervisor Reports
➢ These continue to vary in quality. Quality and consistency will only improve if the new course requires an increased level of accountability possibly similar to practice teachers

Assessment Structures and Systems
➢ The coordinators have maintained and this year improved some aspects of the systems and structures, despite extensive demands on their time and resources
➢ The new office space offers a better environment for teaching and assessment
➢ Running two courses per year stretches the resources of the course team and external assessor

Equal Opportunities and Values
➢ This continues to be strength of the course team, if not the individual candidates. Candidates are requested to do more work if this is not evidenced

➢ There appears to be a national trend, apparent in social work students, as well as MHOs to look more at the inter-personal nature of values and neglect structural aspects of oppression. Also it seems easier for candidates to criticise psychiatric practice than look at social work's inbuilt discrimination

Programme Actions Arising from previous External Assessor recommendations
➢ Minor issues

Recommendations to the programme arising from this year's External Assessor activity
➢ Review of work demands and assessment processes by coordinators and external assessor in preparation for the new course

Additional comment
➢ The national working group and new local partnerships will need to consider the how and what of candidates' evidence; the work demands on MHO candidates whilst undertaking the course; how the 'procedural' and the 'professional' nature of MHO work is reflected in teaching and assessment; and the implications of the above for assessment processes

Summary: The trends, commonalities and key comments within the external assessor reports are presented in the sections on Conclusions and Summary and Considerations for New Award

SECTION TWO

CONCLUSIONS

This section draws on information gathered during the review, including the materials provided by the programmes and the visits to each programme. It is intended to offer conclusions on some of the key aspects of the management and operation of the programme.

2.1. GOVERNANCE AND RESOURCES

2.1.1 Partnerships and Management Structure
Each programme operates successfully within its current partnership structure. At the core of each are the local authorities whose candidates engage in the programme.

The North, with the RGU in partnership have evolved a successful way of operating. The partnership attempts to keep it simple with clearly delineated accountabilities and boundaries. The role of the university in the Programme Management Group, but operationally focussed on the assessment function, allows the running of the day to day programme to be more straightforward and driven largely by the need to produce competent MHOs.

User group presence in the governance of the programme is only in the North, being part of the Programme Management Group, and the impact is significant although at an early stage of development. It is clear that the participation of the user group sets a different culture to the programme and challenges the thinking of all contributors in the management process. However, the user group itself critically queries its role in the management of the programme. This will require ongoing discussion and it has implications for the way in which other programmes choose to manage governance of the new award.

With exceptions, in relation to the management process of each programme the employers often contribute staff from human resources (i.e. learning and development) to the management group(s) and this is said to facilitate the most accessible and productive way to support candidates through the process. However, where this is the case it may also have the effect of potentially diluting the relationship between the strategic or operational management of the services and the programme which is charged to produce workers with the appropriate skills and knowledge to carry out the services.

Some programmes have several tiers of management and coordination and they do seem to work for each. However, a re-thinking of the most cost-effective way to set this up for each programme would be beneficial and in particular a streamlining of the processes may be advantageous as the picture is about to be complicated by the introduction of the higher education sector in two of the programmes.

2.1.2 Costs

It is important that there has been an exercise in relation to analysing the full costs of the current programmes as this will assist the process of determining the actual costs of providing it for the new award. Hopefully, this will bring about an evidence based resourcing of the programme.

Another key feature in the costings for the future is the role which will be finally determined in the new award structure for the higher education institutions.

In part, but not necessarily driven by the likely cost increase of the new award, local authorities will require to seriously re-appraise the requirement for MHOs, the nature of commitment to the programme and the time and resources assigned to it and to each candidate.

2.2 CANDIDATE SELECTION, PREPARATION, SUPPORT AND ACHIEVEMENT

The integrity of the selection process becomes more acute when the award is accredited at SCQF level 11 and the standards, if anything are raised. The generally higher number of withdrawals or 'not yet competent' candidates in the last three or so years has in part been due to selection and preparation matters, either pre-course or in the way the course has been structured to facilitate candidate achievement.

A matter of concern is in the ability of many candidates to write reflectively, think critically, link theory or research to practice and understand how to write to competences. If a candidate is selected who has the capacity to undertake these processes then the learning and preparation must prepare for the content of the course and the application of these skills. Social work training in itself, nor the role of a social worker thereafter, seems necessarily to produce a candidate who can manage the specific aptitudes to progress easily through an MHO programme. In addition, if the candidate has minimal experiences of working in a mental health or learning disability context there is an added potential disadvantage towards success or an equal opportunity to succeed on the course.

Whether preparation is undertaking by the candidate, with support, pre-course and/or is managed during the course itself, the evidence seems to show that the earlier the identification of learning need the more likely appropriate support can be built in to facilitate a candidate's successful progression through the programme. All the current programmes have been moving towards a more robust selection and preparation process and this will likely require to be enhanced for the new award.

Another feature of the candidate's ability to successfully provide sufficient evidence of competence is the point at which and the way in which the standards to be achieved (the competences) are introduced into the learning programme. The reality would appear to be that which ever way this is done it will not suit some candidates. Through discussion with candidates, one view is that "if I knew all about the competences and the way I would have to evidence them from the beginning then I would have a mind set to consider these things in the taught programme and in the practice experiences." Another view is that "I was glad the main focus was on the knowledge of legislation, clinical models and mental health practice because to have thrown the competences at me would have been overwhelming." So, a balance requires to be struck in the new programme in the way the standards are introduced and embedded in the approach of the candidate.

In relation to the support of candidates, employers and MHSWA programmes have a number of functions to carry out for prospective MHO candidates. They have to be selected, prepared for the course, taught, supported to learn and develop appropriate skills, knowledge and values, be assessed and facilitated to complete the programme and be supported into the role of an MHO. Programmes use a number of people to do this and may continue to do so.

The model which appears to offer the most integrated approach is where the candidate has an individual who provides the main support through the programme and also where there is an overt 'team' approach to the process.

2.3   SELECTION, PREPARATION AND SUPPORT TO CONTRIBUTORS

Each programme uses a range of 'contributors' to facilitate the programme, including the course coordinator, tutor, mentor, practice assessor, placement supervisor, line manager, training representative, user groups, guest speakers and so on.

The programmes significantly vary in the way in which some of these key people are selected and supported in their role.

For example, for the programmes which have the designated role of tutor, this person <u>may</u> simply be nominated by the local authority and not go through any formal selection process. Therefore, although their role may be critical to the progress of the candidate, possibly including an assessment function, their skills and experience to undertake the task may not be assessed. However, by various mechanisms tutors are usually well supported to deliver their role in the programme and this is positive for the candidate.

To retain the integrity of the programme and its function to deliver a post-graduate award, the programmes themselves have to provide the final filter in the selection of appropriate individuals. Their preparation and support are directly linked to the quality of the course and a successful outcome for candidates.

2.4   STRUCTURE OF PROGRAMME

Whereas the more integrated, holistic, 'seamless' programmes of West and Tayforth have evolved as tight, considered models of delivering the award, amended through the years by candidate feedback, legislation and good practice, it is a more modular provision which is currently being discussed in the context of the new award. In early discussion with the new prospective award partnerships it is understood that the programme will be modular with each module attracting a number of credits towards the award, and assessment therefore being facilitated at each module.

The structure of the programmes vary from a more intensive blocked 'taught' and placement experience where the candidate can be away from the pressures of the workplace and be absorbed in the course, to a longer programme where the candidate still has the daily pressures of a workload. There was no doubt in discussion with the candidates that the formal undertaking of their employer to relieve them appropriately of work usually did not materialise and this mitigated against good performance on the course. On the other hand, the experience of being away from the workplace was viewed positively. The geographic spread of the North programme, however, would make concentrated blocks of teaching problematic in relation to candidates travel and domestic commitments. Another feature is that a candidate who is away from the workplace for any time may require the work to be back-filled, and this has the concomitant cost implications for the employer.

2.5   ASSESSMENT

2.5.1 Assessment approaches

The models of assessment practised by the current programmes vary in a number of respects:

➢ one of the programmes does not conduct any summative assessment until the end of the course and another formally assesses from the first of the 4 discrete assessable modules

➢ in three of the programmes the evidence which is written by the candidate through e.g. self-evaluations of practice, law exercises, SCR, contribution to a CTO is used as the only determinant to specifically measure against the competences, with comments or reports by others only counting to collaborate or augment the candidate's evidence. The West programme allows the candidate to use other sources of evidence from the portfolio to claim competence, in effect from the reports provided by the named MHO or line manager

   The latter approach is the norm in vocational competence based assessment, where the candidate can use evidence from a range of sources e.g. Recognition of Prior Learning (RPL), products (e.g. records and reports which demonstrate related competence) and witness statements to support competence against the standards. It is the assessor who then makes a decision on competence with the quality assurance of an internal verifier. Clearly the assessment of the new award will be governed by the assessment methods of higher education. This will require a re-think on the role of the practice assessor to ensure a relevance to the process

➢ one programme wholly separates out the marking or reading of assessable candidate evidence from those who directly contribute to the programme and where the portfolios are coded so as to make the candidate anonymous to the reader. Should the assessment of a candidate be maintained separate from the tutor or mentor role?

2.5.2 Qualifications for Practice Assessors

Depending on the role which the new programmes chooses to create for the current practice assessor function, if it is to incorporate an 'assessment' function, an aspiration might be to have the role aligned to the Practice Learning Qualification, likely at Stage 3. It would seem to be the natural route to take and it will equate with the award for practice teachers. Irrespective, the learning and development function attached to any role at this level in supporting, mentoring, tutoring an individual through a Masters level award should require a skill level commensurate with the tasks, as in other award assessment strategies.

2.5.3 Competence or pass/fail

Currently, the candidate undertaking the MHSWA is part of the competence based model of being shown to be 'competent' or 'not yet competent' which varies from the 'pass/fail' model of higher education examination boards. The North programme has this issue of the difference in language applied to the same award. Is it merely semantic and is there a significant distinction beyond an attitudinal one for the candidate? Irrespective, this issue should be resolved for the new programme and there should be consideration of a consistency in terms for the new programme.

2.5.4 Vocational and academic levels

It is an expressed fear from programmes that the need is for the local authorities to be provided with competent MHO practitioners, not necessarily SCQF 11 Masters level achievers. There is strong evidence to suggest that candidates struggle with the academic level in relation to reflective writing, critical thinking and the ability to relate theory and research to practice at an appropriate level. This is not going to be easy to resolve with the new award in the new partnerships. The universities will apply the normal academic standards which apply to a Masters level programme. The implications would seem to rest partly in the selection, preparation and support of the candidate and in the structure of the award. The danger might be that the candidate's development of the specific skills to practice as an MHO are diluted or subsumed in the process of achieving the award.

It is noted that, whereas the new SCQF levelling raises the competence threshold in the above abilities, qualified and experienced social workers should be used to the skills of reflective writing, critical thinking and the ability to relate theory and research to practice. It will be interesting to see, over time, if the new social work honours degree and postgraduate programmes provide candidates more immediately equipped to enter and progress in the new award.

2.6   LEARNING & TEACHING METHODS AND CANDIDATE FEEDBACK

2.6.1   Methods

As stated earlier in the report, it was agreed that content itself would not be focussed on in the review. To cover this properly would extend beyond the resources of the review and the prospective usefulness of other aspects of the review might be greater. However, from a brief overview, the programmes cover a similar and consistent range of content, with different emphasis on various aspects and differently packaged. The new award

providers will determine their own content based on the knowledge and skills needs arising from the competences and the requirements of the academic framework.

The programmes currently offer a wide range of methods for candidates to learn and acquire the competences. The programmes variously makes use of direct teaching, group discussion, individual and group study, simulation (with or without actors), video, exercises, specialist presentations, small group and individual research projects, case study and so on.

All programmes use specialist speakers including psychiatrists and other health specialists, academics, lawyers, Mental Welfare Commission officers, users and carers, local authority MHOs and tutors on the programme and so on.

2.6.2   Candidate feedback

Feedback from candidates is diligently gathered by all programmes and it significantly determines subsequent methods and content. Candidates prefer a variety of learning methods throughout the programme as it stimulates engagement and commitment. However, there is no particular pattern in relation to what is well received by the candidates, with drier, didactic, straight inputs potentially gaining the same level of positive comment as more dynamic, enthusiastic, interactive sessions. Content, clarity, currency, engagement, relationship to practice (with case studies and exercises), values and good use of visual aids and handouts, were the hallmarks of positive feedback. User contributions varied significantly in candidate feedback. Typically, those viewed most positively were users whose input challenged and sometimes 'shocked' the candidates to reflect on their own practice and that of their service.

2.6.3   Developments

It is acknowledged that e-learning will play a significant role in the future and the role of the Learning Exchange will facilitate this process. It is also noted that the NHS Education (NES) resources are considerable and there is a practice based relationship between the mental health programme and the content of the NES resource. Attachment to a university will bring about significant and positive changes and growth in this area, as is already evident in the North partnership with RGU and the Learning Network.

In much of current teaching and learning processes use is made of 'learning objects' which may be defined as "any digital resource that can be reused to support learning." The current programmes are not set up to do this, although there are significant developments in the North programme which are clearly moving in this direction.

Programmes currenty do not offer a distance approach to the course and the current delivery strucures do not lend themselves to this model. Within the new award framework there will unlikely be a need to offer an alternative delivery mode except potentially in the West and North with the geographic spread of workplaces.

2.7   ROLE OF USERS AND CARERS

The inclusion of users' groups in the programmes has brought a richness and challenge to the process and the dynamic between candidates and their learning. However, this varies in the level of involvement and integration into the programme.

It may solely be contributions to the course inputs on a range of topics and issues, testimonies and experiences; or it may extend to support during sessions where others give an input, participation in small group events, facilitation of actors and observation of simulations.

Involvement in the assessment of candidates is another area of potential development, although whether users would wish to be part of the assessment process should not be taken for granted. In addition, the place of users in assessment of candidates is a relatively complex issue and

requires skill on the part of those who might support and enable users to play this role.

The use of actors and simulated activities are valued by the programmes which use them and particularly if these can be supported by users of the service.

Another feature is the 'maturity' of the users group, in the sense of the level of confidence and skill the members possess to advocate for users and to deliver training and learning opportunities for MHO candidates.

There is less involvement of carers groups in the programmes generally and their role is more likely to be limited to inputs. The new programmes may wish to consider the differences between carers and users and the different roles they might play in delivering the new award.

2.8   EMPLOYER ACCOUNTABILITY

There are a number of aspects of the programmes which are critically affected by the position which the employer chooses to take. In conventional courses the candidate may be full-time or be released on a day/evening basis as the course progresses. The MHSWA is different and the programmes structure the course according to local needs. But the demands of the current 86+ day learning processes places significant demands on the candidate and the employer alike. It is intensive and is likely to become more intensive with the new award.

Employers will require to be fully appraised of the time and financial commitments to the new award and not to underestimate the impact on the member of staff undertaking the course. To do so will likely result in poor performance and drop out from candidates. Investment must be made in robust selection and preparation of the candidate and in adhering to an agreed workload, so as to maximise the likelihood of candidate achievement.

Another feature is the support given to the candidate on return to work and the MHO role. One of the current programmes may finish for the candidate in October, but due to the process of the assessment panel he/she may not be in position to practice until March/April. If this is not accompanied by appropriate support then the quality of the practitioner's Mental Health Officer work may suffer as a consequence.

SECTION THREE

SUMMARY OF CONSIDERATIONS FOR THE NEW AWARD

This section is intended to summarise the conclusions from the report and pose considerations for those developing the new award for Mental Health Officers. It will apply variously to the programmes as each are at a different stage of development. On the one hand, the new award should be able to move relatively seamlessly into place as there is an existing course running in partnership between local authorities and a university; and on the other there are many challenges to meet as neither the local authority partnership not that with the higher education institution has yet been formally established (at the time of writing).

3.1   GOVERNANCE AND RESOURCES

3.1.1   Partnerships and Management Structure
The addition of a higher education institution to a programme partnership creates an added complexity. The model evolved by the North programme, and the division of functions, responsibilities and resources, should be considered as a cost-effective way of delivering the programme.

The impact of user group presence in the governance of a programme can be highly significant and should be considered. Where it currently exists within a Programme Management Group, the user group itself critically queries its role in the management of the programme and this serves to further enhance the discussion.

Some programmes have several tiers of management and coordination. This is made more complex with the addition of a university. A re-thinking of the most cost-effective way to set this up for each programme and in particular a streamlining of the processes may be advantageous.

3.1.2 Costs
A key feature in the costings for the future is the need to establish an evidence based resourcing of the programme, particularly in the context of the role which will be finally determined for the higher education institutions.

In part, but not necessarily driven by the likely cost increase of the new award, local authorities will require to seriously appraise the requirement for MHOs, the nature of commitment to the programme and the time and resources assigned to it and to each candidate.

3.2   CANDIDATE SELECTION, PREPARATION, SUPPORT AND ACHIEVEMENT
If a candidate is selected who has the capacity to write reflectively, think critically, link theory or research to practice and understand how to write to competences, the learning and preparation in advance of the course must

prepare him/her for the content of the course and the application of these skills.

If a candidate has minimal experiences of working in a mental health or learning disability context there is an added potential disadvantage towards success or an equal opportunity to succeed on the course, unless sufficient pre-course preparation is afforded.

The evidence seems to show that the earlier the identification of learning need the more likely appropriate support can be built in to facilitate a candidate's successful progression through the programme.

A balance requires to be struck in the new programme in the way the competences are introduced and embedded in the approach of the candidate.

The model which appears to offer the most integrated approach in supporting a candidate to achievement is where the candidate has an individual who provides the main support through the programme and also where there is an overt 'team' approach to the process.

3.3   SELECTION, PREPARATION AND SUPPORT TO CONTRIBUTORS

To retain the integrity of the programme and its function to deliver a post-graduate award, the programmes themselves have to provide the final filter in the selection of appropriate contributors to it. As stated, their preparation and support are directly linked to the quality of the course and a successful outcome for candidates.

3.4   STRUCTURE OF PROGRAMME

With the likelihood of the new award being offered in a modular format, with each module attracting a number of credits towards the award and assessment at each module, the balance in relation to the structure of the award requires discussion to achieve the best outcomes for both the candidate and the employer. This is with regard to the length and 'intensity' of the programme, its learning and teaching processes and its effects on performance of the candidate and cost to the employer.

Whereas it is clear that the primary demand and drive for the new award is to supply Mental Health Officers, consideration might be giving to the broader applicability of the new modules in relation to continuing professional development for other professionals.

3.5   ASSESSMENT

3.5.1 Assessment approaches

There should be consideration of whether the only acceptable evidence of competence should be that of the candidate through the written submission of a portfolio of material, or whether other prospective sources of evidence should count towards the assessment of the candidate.

Is the role of the practice assessor primarily to be facilitative, supportive and 'corroborative' rather than, for example, the role played by a practice teacher for the social work student? This will require a re-think of the role of the practice assessor to ensure a relevance to the process.

Should the assessment of a candidate be maintained separate from the tutor or mentor role?

3.5.2 Qualifications for Practice Assessors

Depending on the role which the new programmes choose to create for the current practice assessor function, if it is to incorporate an 'assessment' function, an aspiration might be to have the role aligned to the Practice Learning Qualification at Stage 3, for example.

The leaning and development function attached to any role at his level in supporting, mentoring, tutoring an individual through a Masters level award should require a skill level commensurate with the tasks.

3.5.3 Competence or pass/fail

There should be consideration given to a consistency of language in the new programme in relation to the competence based model of being shown to be 'competent' or 'not yet competent' which varies from the 'pass/fail' model of higher education examination boards.

3.5.4 Vocational and academic levels

There is a tension between the need for the local authorities to be provided with competent MHO practitioners and the academic requirements of a Masters level award at SCQF Level 11.

The implications would seem to rest partly in the selection, preparation and support of the candidate and in the structure of the award to maximise achievement.

3.6   LEARNING & TEACHING METHODS AND CANDIDATE FEEDBACK

The new award provides the evolving programmes with an opportunity to think afresh about the methods and content of learning and teaching for the award based on the competences, within the requirements of an academic framework and in the context of 'producing' a Mental Health Officer.

Feedback from candidates is gathered by all programmes and it significantly determines subsequent content and methods. This can be built on for the new award.

In relation to candidate feedback on user contributions to the programme, typically those viewed most positively were users whose input challenged and sometimes 'shocked' the candidates to reflect on their own practice and that of their service.

The new award partnerships, incorporating universities, will bring about significant and positive changes and growth offering the opportunity to develop, as appropriate, the use of e-learning, distance models and alternative delivery modes including the use of digital learning objects.

3.7   ROLE OF USERS AND CARERS

The participation of users and carers in some way in the governance of the programme would seem to be a natural developmental step in evolving a 'fit for purpose' programme.

The involvement of users and carers in the assessment of candidates is an area of potential growth, although whether users and carers would wish to be part of the assessment process should not be taken for granted. There is also an element of relative complexity in the methodology to ensure assessment is applied in an appropriate and consistent way.

The new programmes may wish to consider the differences between carers and users and the varying roles they might play in delivering the new award.

3.8   EMPLOYER ACCOUNTABILITY

Noting that the current award is intensive for candidates and that the new award is likely to be more so, employers will require to be fully appraised of the time and financial commitments to the new award and not to underestimate the impact on the member of staff undertaking the course. Again, the implications are in robust selection and preparation and in adhering to agreed workload limits whilst on the programme, so as to maximise the likelihood of candidate achievement.

An important feature of producing a competent MHO is the support given to the social worker on return to work in the MHO role. If the return is not accompanied by appropriate support then the quality of the practitioner's Mental Health Officer work may suffer as a consequence.

COURSE NUMBERS, COMPLETIONS AND APPEALS

NORTH						
YEAR	NUMBER	WITHDRAWN	COMPLETED	FAILED	APPEALS	NOTES & OUTCOMES OF APPEALS
2002						Information not available for 2002
2003						Information not available for 2003
2004	13	1	12	0	0	
2005	14	3	11	0	1	Appeal upheld
2006	14	3	9	5	2	Appeals: 1 had 3rd opportunity to submit – successful; 1 had 3rd opportunity to submit - failed
2007	15	2				Programme still in process

TAYFORTH						
YEAR	NUMBER	WITHDRAWN	COMPLETED	FAILED	APPEALS	NOTES & OUTCOMES OF APPEALS
2002	12	2	8	2	0	
2003	17	1	16	0	0	
2004	19	3	15	1	1	Appeal not upheld
2005	16	4	11	1	1	Appeal not upheld
2006	11	0	4 (to date)	1	0	
2007	12					Programme still in process

SOUTH EAST						
YEAR	NUMBER	WITHDRAWN	COMPLETED	FAILED	APPEALS	NOTES & OUTCOMES OF APPEALS
2001/2	18	3	14	1	0	
2003/4	12	2	8	2	2	Both appeals not upheld
2004/5	12	0	9	2	1	Appeal not upheld
2005/6	12	2	9	1	1	Pass at March 2008
2006/7	10	1	6	0	0	3 in process of re-assessment
2007/8	12					Programme still in process

WEST						
YEAR	**NUMBER**	**WITHDRAWN**	**COMPLETED**	**FAILED**	**APPEALS**	**NOTES & OUTCOMES OF APPEALS**
2002	22	5	17	0	0	
2003	28	3	24	1	0	
2004	31	4	26	0	1	Appeal upheld; 1 participant was on long term sick – still to complete
2005 (G)	24	5	19	0	1	Appeal not upheld
2005/6 (I)	18	2	14	0	1	1 ongoing (appeal upheld); 1 ongoing
2006 (G)	16	7	4	0	1	3 ongoing (health); 1 ongoing (appeal upheld); 1 ongoing
2006/7 (I)	24					Assessments now being completed
2007 (G)	24					Currently being assessed

SOUTH EAST			
NAME	**EMPLOYER**	**JOB TITLE**	**ROLE WITHIN THE MHSWA PROGRAMME**
Laura Potter	City of Edinburgh Council	MHO Coordinator	Coordinator, PMG, PAB, Stakeholders' Group
Esther Mitchell	City of Edinburgh Council	Social Worker	Candidate
Elizabeth Stirling	City of Edinburgh Council	Social Worker	Candidate
Colin Beck	City of Edinburgh Council	Service Manager, MH & & Vulnerable Adults	Chair of PAB, Stakeholders' Group
Dolores Nelson	City of Edinburgh Council	MHO, MHO Team	Tutor, contributor, reader, PMG, PAB
Mark Kinghorn	City of Edinburgh Council	MHO, MHO Team	Practice Assessor, PMG
Chris Sutton	West Lothian Council	Manager MHO and AWI Team	Stakeholders' Group, reader, PAB

WEST			
NAME	**EMPLOYER**	**JOB TITLE**	**ROLE WITHIN THE MHSWA PROGRAMME**
Marion Sandilands	South Lanarkshire Council	MHO Coordinator	Coordinator, MDG, PMG, AP
Stuart Lennox	Glasgow City Council	Principal Officer Mental Health	Chair Monitoring and Development Group
William Ellis	Hearing Voices Network	Trainer	Contributor & service user representative
Wilma McDonald	Glasgow City Council	Social Worker, MHO	Tutor
Ian Catteral	North Ayrshire Council	Social Worker, MHO	Tutor
Martin McGavin	South Lanarkshire Council	Social Worker	Candidate
Roddy Ringland	Glasgow City Council	Practice Team Leader	Tutor
Lynette McGuffy	East Ayrshire Council	Senior Social Worker	Tutor
Dorothy Ann Cairns Smith		Independent	Tutor

GLOSSARY

Acronyms used in Review

Adults with Incapacity	(AWI)
Annual Quality Assurance Return	(AQAR)
Assessment Panel	(AP)
Central Council for Education and Training in Social Work	(CCETSW)
Compulsory Treatment Order	(CTO)
Continuing Professional Development	(CPD)
Equal Opportunities	(EOPs)
External Assessor	(EA)
Higher Education Institution	(HEI)
Highland Users' Group	(HUG)
Management Group	(MG)
Mental Health Officer	(MHO)
Mental Health Social Work Award	(MHSWA)
Mentally Disordered Offender	(MDO)
Monitoring & Development Group	(MDG)
NHS Education Scotland	(NES)
Post-Qualifying	(PQ)
Practice Assessment Board	(PAB)
Practice Learning Qualification	(PLQ)
Programme Management Group	(PMG)
Recognition of Prior Learning	(RPL)
Robert Gordon University	(RGU)
Scottish Association for Mental Health	(SAMH)
Scottish Credit and Qualification Framework	(SCQF)
Scottish Social Services Council	(SSSC)
Social Circumstances Report	(SCR)
Stakeholders' Group	(SG)