Course Handbook

Post Graduate Certificate in Mental Health Practice
Including
Approved Mental Health Professional (AMHP) Training
2020/21

Course Leader: Jill Hemmington

School of Social Work, Care and Community

Please read this Handbook in conjunction with the University’s Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Head of School. This applies to the materials in their entirety and to any part of the materials.
1. Welcome to the course

We would like to take this opportunity to welcome you as you begin your AMHP course with us. The course team are Jill Hemmington (Course leader), Phil O’Hare, Matt Graham and Simon Rogerson. Our backgrounds are in mental health work and we have extensive experience of working as ASWs or AMHPs as well as extensive teaching experience in mental health law and practice. We hope that you will actively engage with us, each other, service users, carers and agency staff during your programme of learning here. We acknowledge there may be times when you may struggle with the complexity associated with developing your professional knowledge and skills within the demands from your working lives. However we will offer you support and guidance in association with your employers to create a valuable and rewarding learning experience.

We hope you find the course stimulating and most importantly that it prepares you to demonstrate your competence in AMHP practice. Working with people is endlessly rewarding and challenging and the development of your knowledge, skills and value base for practice is essential if you are to deliver high quality services to service users and carers. Academic study and learning from practice should allow you to demonstrate your specialist competence by the end of the course. Finally, we acknowledge that you will bring a range of knowledge, experience and skills with you, which you can usefully build on through completing this course.

We wish you every success over your period of study with us. Good luck!

Jill Hemmington, Course Leader AMHP Programme

1.1 Rationale, aims and learning outcomes of the course

This course handbook will provide you with valuable information to enable you to participate in the course. It should be read in conjunction with the following documents:

- Module Handbooks
- School Assessment Handbook
- Practice Learning Handbook

Subject Benchmarking

This programme has been developed in accordance with:

- HCPC benchmarks & regulations inc. HCPC (2013) Approval criteria for approved mental health professional (AMHP) programmes
- Professional Codes of Practice and Regulations for Social Work, Nursing, Occupational Therapy and Psychology

- The National Occupational Standards for Mental Health (Skills for Health 2005)
- The NHS Knowledge and Skills Framework (KSF) (Dept. of Health 2004)
- The Quality Assurance Agency (QAA) Benchmark Statements/M Level descriptors

Rationale

The PG Certificate Mental Health Practice including Approved Mental Health Professional training (AMHP) has been running successfully since its first validation in 2009. During the intervening period the regulatory body changed from General Social Care Council to the Health and Care Professions Council (HCPC).

The School of Social Work, Care and Community has also validated a suite of Continuous Professional Development (CPD) awards with endorsement from the College of Social Work. This PG Certificate sits within this suite and progression for students from this course is encouraged via a range of PG Dip/MA awards.

Since the validation event in 2009 we have trained approximately 41 AMHPs and we recruit mainly from the councils of Lancashire, Wigan, Blackpool, and Sefton.

Background

The Mental Health Act 1983 (as amended in 2007) forms the statutory framework for the compulsory detainment of mentally disordered individuals in psychiatric hospitals in England and Wales. Under the 2007 amended Act the AMHP replaces the previous Approved Social Work (ASW) role and extends the ASW role to nurses, occupational therapists and psychologists in addition to social workers. The AMHP is the person authorised to act as applicant for compulsory detention in hospital (or guardianship).

Approval remains the responsibility of the Local Authority and in order to be approved the Local Authority must be satisfied that the individual professional has ‘appropriate competence’ (MHA 1983, s.114(2)).

The training regulations for AMHPs are the responsibility of the Health and Care Professions Council (HCPC). Local authorities can only approve professionals to act as AMHPs if they have successfully completed an HCPC approved training programme. All students on the course will be given a transcript as evidence of completion of the programme when they have successfully completed all the learning outcomes related specifically to the AMHP role, functions and duties as required by HCPC (2013). Such students will be eligible to be considered by local authorities for AMHP approval.
PG Cert Mental Health Practice including Approved Mental Health Professional training (AMHP)

The course targets specifically qualified and experienced practitioners who meet the professional requirements:

a) A Social Worker registered with the HCPC;

b) A first level Nurse, registered in Sub-Part 1 of the Nurses’ Part of the Register maintained under article 5 of the Nursing and Midwifery Order 2001, with the inclusion of an entry indicating their field of practice is mental health or learning disabilities nursing;

c) An Occupational Therapist registered in Part 6 of the Register maintained under article 5 of the Health Professions Order 2001; or

d) A Chartered Psychologist who is listed in the British Psychological Society’s Register of Chartered Psychologists and who holds a relevant practising certificate issued by that Society.

There is a detailed section in the AMHP Admission Handbook which covers admission criteria over and beyond the qualification requirements.

The course offers students five core modules (L7):
SW4115 Critical Reflections on Mental Health Practice
SW4116 Legal and Professional roles
SW4117 Theory and Practice of Mental Health Law (Role of the AMHP) SW4118 Diversity and Mental Health
SW4119 The Application of Models of Mental Health

There is also a Practice Learning placement in module SW4117 and further details of the arrangements for this can be found in the AMHP Practice Learning Handbook.

On successful completion, following the Assessment Board, all students will be provided with a written transcript to this effect. Students will be eligible to be considered by the Local Authority for AMHP approval.

Disclosure and Barring Service (DBS) Enhanced Disclosure

Student participation on the course will be dependent on a satisfactory DBS status, which their employer will confirm. It is the student’s responsibility to inform the course leader and their employer immediately (verbally and in writing) if their DBS status changes, or if police investigations are proceeding, at any point during the duration of the course, and a decision will be made as to whether they may remain on the programme. If they are found not to have disclosed any changes to their DBS status, they may be required to leave the programme.

The aims of the course are as follows:

• To provide students with the knowledge, understanding and skills required to meet section of the Approval Criteria for AMHP training;
• To provide a postgraduate qualification that will produce competent Approved Mental Health Professionals who will be eligible to be considered by Local Authorities for AMHP approval;
• To enable students to critically analyse and reflect on their practice within academic and practice environments;
• To develop a systematic understanding of, and expertise within, the role of the AMHP;
• To develop the skills and qualities of students that are necessary to work as autonomous, competent practitioners and develop critical practice that respects diversity and challenges inequality;
• To provide students with a critical awareness of the evidence base for practice and to apply this in their role as AMHPs;
• To develop critical decision making skills that are consistent with the requirements and duties of an AMHP;
• To develop student’s ability to work collaboratively and creatively with service users, carers, health and social care workers, social workers, health professionals and workers in other agencies;
• To develop critical skills to be able to plan interventions that are sensitive and appropriate to diverse needs;
• To provide opportunities for students to critically reflect on practice that is person-centred, ethical and founded on the underpinning values and principles of the AMHP role.

Learning Outcomes of the Course are:

A. Knowledge and Understanding
A1. Knowledge: The AMHP programme will provide opportunities for students to develop advanced knowledge to inform their decision-making; students will critically evaluate law, policy, theory and evidence-based practice in the context of the AMHP role.
A2. Risk Assessment and Management: Students will critically explore the conflicts and dilemmas in the assessment and management of risk in relation to AMHP practice.
A3. Autonomous Practice: Students will critically explore the use of independence, authority and autonomy in the AMHP role.
A4. Equality and diversity: Students will critically analyse values and rights based practice in order to promote the social inclusion of individuals with mental health needs and to demonstrate sensitivity to factors such as race, gender, age, sexuality, disability, culture, religion and belief in AMHP practice.
A5. Communication: Students will critically evaluate the communication skills required to undertake the AMHP role including effective verbal and written skills.
A6. Collaborative Working: Students will develop and demonstrate skills for working in partnership with patients, their families, professionals and other workers and agencies.
A7. Assessment and Intervention: Students will critically analyse the process of assessment and intervention in the AMHP role with particular focus on the planning, negotiation and management of compulsory admission to hospital.

[Adapted from Section 2 of the HCPC Approval Criteria for AMHP programmes]
B. **Subject-specific skills**

B1. Critically explore legislation, related codes of practice and national and local policy and guidance applicable to the role of an AMHP.

B2. Critically evaluate the legal position and accountability of AMHPs, employers and the authority the AMHP is acting for in relation to the Mental Health Act 1983.

B3. Develop an advanced understanding of a range of models of mental health.

B4. Critically reflect on the contribution and impact of social, physical and development factors on mental health.

B5. Critically evaluate the social perspective on mental disorders and mental health needs in working with service users, their relatives, carers and other professionals.

B6. Critically appraise the implications of mental disorders for service users, their relatives, carers and other professionals.

B7. Critically reflect on the implications of a range of treatments and interventions for service users, their relatives and carers.

B8. Develop an advanced understanding of child and adult protection procedures in relation to AMHP practice.

B9. Critically explore the needs of children and young people and their families and the impact those needs have on AMHP practice.

*[Section 2.1 HCPC Approval Criteria for AMHP Programmes]*

C. **Thinking Skills**

Students on a post-graduate programme will be expected to:

C1 have a critical awareness of current problems/ new insights in their field of study/ area of professional practice;

C2 show originality in their application of knowledge;

C3 be able to deal with complex issues in a creative and systematic way;

C4 tackle and solve problems in original ways;

*(QAA M level descriptors)*

D. **Other skills relevant to employability and personal development**

D1 Develop and practice advanced communication skills, clearly and effectively with a wide range of audiences;

D2 Develop competence and skills to make sound judgements in complex and unpredictable environments;

D3 Critically reflect on their own learning needs;

D4 Critically evaluate and review their learning in the context of the best evidence available.

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**HCPC continuing registration requirements for Qualified Social Workers, Occupational Therapists and Clinical Psychologists**

It is a requirement that all Social Workers, Occupational Therapists and Clinical Psychologists are registered with the Health and Care Professions Council and that they meet all the conditions therein. Failure to do so may be considered misconduct. The link provides direct access to the HCPC website and information regarding registration:

NMC continuing registration requirements for Qualified Mental Health and Learning Disability Nurses

Undertaking the course will ensure compliance with elements of the Nursing and Midwifery Council ‘The Code: Standards of conduct, performance and ethics for nurses and midwives’ and the NMC’s Post-Registration education and practice [Prep] standards and guidance.

Involvement of service user and carer representative groups

UCLan Comensus (http://www.uclan.ac.uk/comensus/) is service user and carer led and has been developed to embed their voices within health and social care practice. They provide a central hub for co-ordination and facilitation of user and carer involvement in the University. They formed a part of the initial planning steering group when the AMHP course was first validated. Since then Comensus have been involved with the planning and delivery of the course. UCLan has a commitment to service user involvement at all levels and there are AMHP modules that are designed, developed, delivered and assessed by service users with the support of academic staff. Service users and carers who currently form part of the Course Committee have experience of mental health services and specifically the implications of assessment and intervention as part of the Mental Health Act 1983.

Discussion with key stakeholder employers

Representatives of local employers have been involved throughout the planning of the course and continue to be involved to ensure that the course is relevant and targeted at local need. There are representatives from local employers on the Course Committee.

1.2 Course Team

Course Team Contact Details:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Email/Telephone</th>
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<tbody>
<tr>
<td>Jill Hemmington</td>
<td>Senior Lecturer/Course Leader</td>
<td><a href="mailto:JHemmington@uclan.ac.uk">JHemmington@uclan.ac.uk</a> 01772 895460</td>
</tr>
<tr>
<td>Matt Graham</td>
<td>Senior Lecturer/Module Leader</td>
<td><a href="mailto:MGraham7@uclan.ac.uk">MGraham7@uclan.ac.uk</a> 01772 893462</td>
</tr>
<tr>
<td>Phil O’Hare</td>
<td>Principal Lecturer/Module Leader</td>
<td><a href="mailto:PO-Hare@uclan.ac.uk">PO-Hare@uclan.ac.uk</a> 01772 893414</td>
</tr>
<tr>
<td>Simon Rogerson</td>
<td>Principal Lecturer/Module Leader</td>
<td><a href="mailto:SJRogerson@uclan.ac.uk">SJRogerson@uclan.ac.uk</a> 01772 895463</td>
</tr>
</tbody>
</table>
Jill Hemmington

I have been a Senior Lecturer in the School since June 2006. My areas of academic interest and research are around the role of the AMHP (in particular the independence and decision-making aspects of the role), and maintaining the social perspective in mental health work. Prior to working at UCLan I was a Deputy and Integrated Team Manager within a CMHT and a practicing ASW. I also acted as an ASW Practice placement educator for colleagues on placement. I have worked in the field of mental health since 1989 in a range of mental health settings. I also continue to undertake AMHP work as part of a Local Authority Duty AMHP rota. I have recently completed a jointly edited book relating to Approved Mental Health Practice along with Phil, below, and Sarah Matthews (Matthews, O'Hare and Hemmington, 2014).

Phil O'Hare

I have been a senior lecturer in the School since January 2003. My main area of academic interest is adult mental health care and collaborative working in health and social care. Prior to working at UCLan I was employed by Liverpool County Council between 1992 and 2003 where I was a Social Worker and ASW on a mental health team. I have worked in the field of mental health since 1985 in a range of other roles such as residential care manager and support worker. In addition to the jointly edited book with Jill I have been involved in contemporary research around the AMHP role. I am currently a Principal Lecturer with responsibility for CPD within the School.

Simon Rogerson

I have been a Senior Lecturer in the School at UCLan since 2008. My interests currently include: adult mental health policy; ‘use of self’ in mental health practice and social work education; and the personalisation agenda. After completing an MA in Social Policy at the University of York in 1994 I began working in social care in a number of different mental health roles and settings from advocacy, to residential social work to resettlement work with homeless people. After completing an MSC in Psychiatric Social Work at the University of Manchester in 1999 I worked initially as a Group Therapist then for eight years in a C.M.H.T as a Care Coordinator, ASW and finally as a Deputy Integrated Team Leader. During this period I maintained links with the University of Manchester initially as a Practice Teacher and then as a Tutor on the Post Qualifying Award in Mental Health.
Matt Graham

Matt joined the School of Social Work, Care & Community as a Senior Lecturer in April 2016, having previously worked as a Senior Lecturer in Social Work for the University of Kent. His main teaching areas are mental health, mental capacity and continuing professional development. Matt has always worked in and around mental health practice and has been employed by three different local authorities as a mental health social worker, Approved Social Worker, and Senior Practitioner. He moved to teaching in 2007 as a Senior Lecturer for Canterbury Christ Church University. Matt also has extensive experience as a Training Consultant for Kent County Council, specializing in the delivery of CPD training and consultancy on the application of the Mental Capacity Act (MCA) 2005. Matt has written much on the subject of the MCA, including co-authoring a book, “A Practical Guide to the Mental Capacity Act 2005”, published in 2015 by Jessica Kingsley Publications.

Comensus

Comensus is a service user and carer led initiative based in the School of Health at UCLan. Its aim is to systematically integrate service user and carer involvement across the School. To do this a forum of service users and carers has been set up who engage with the School on a strategic level, input into the production of learning materials, get involved in teaching and engage in research. Service users and carers from the project have been integral in developing the learning materials of this course. They are part of the core academic team and as such they will participate in learning, teaching and assessment activities.

1.3 Expertise of staff

Academic Expertise on the AMHP course:
The teaching and learning on the course will draw on the expertise of a range of staff across the School. The current AMHP course leader contributes to a duty rota for AMHP practice, and is also undertaking a PhD researching AMHP practice. Other academics who teach on the course have previous experience as ASWs under the Mental Health Act 1983, experience of working in mental health practice, extensive teaching and research experience in mental health law and practice. The course also draws on the expertise of academics from other Schools in UCLan and Universities, practitioners, service users and carers. The law element of module SW4117 is jointly taught with a barrister.

In addition to this we have specialist Centres within the School which will be part of the teaching and learning across the awards.

Centre for Citizenship and Community
Established within the School of Social Work, Care and Community and the RSA, with the Royal Society for Public Health and the Personal Social Services Research Unit at the
London School of Economics, the Centre for Citizenship and Community provides support for policy, research, learning and local practice in community engagement and social inclusion.

Connect Centre for International Research on New Approaches to Prevent Violence and Harm
In the Connect Research Centre engages in research to influence change and to prevent and reduce all forms of sexual, gender based and interpersonal violence against adults, children and young people. It is called ‘Connect’ because they are making connections between:

- Responding to overlapping forms of violence and violence experienced at different stages of life, such as gendered violence to adults and violence, abuse and neglect of children
- How we understand and respond to violence across different areas of knowledge and practice, such as social work, criminal justice, health, education, the voluntary sector
- Understanding and preventing violence across different relationships, countries, settings, communities, cultural and political contexts
- Research, policy and practice

Their research is policy and practice focused and often collaborative, working with other researchers and organisations both in the UK and internationally. They also provide a specialist environment for PhD and postgraduate research training; consultancy; a forum and opportunities for cross disciplinary and international networking, debate and collective influencing through the Connect Members Network; and support activities for knowledge exchange and the use of research to influence change.

The Centre for Children and Young People’s Participation:
The Centre is involved in:

- Promoting and researching participation, inclusion and empowerment
- Promoting seminars, workshops, conferences, publications
- Planning a programme of research
- Building links between academics, policy makers and practitioners
- Developing international links.

UCLan Curriculum Themes: Employability and Enterprise
The programme is negotiated in conjunction with regional Local Authority employers and in consultation with Skills for Care North West to ensure regional agendas are respected and workforce issues are addressed. Employability is embedded as a fundamental component of all academic provision on this programme. Students are required to be assessed in a workplace setting and hence will have an opportunity to benefit from a range of structured and supported ‘learning in work’.

The aim of the AMHP programme is to provide the Local Authorities with suitably qualified and competent practitioners as required by the Mental Health Act 1983 (as amended 2007).
The qualification sits within the School’s CPD framework and provides opportunities for students to develop career pathways and to meet the evolving needs of the workforce. The programme is planned and developed to ensure that it meets the relevant education and training needs of the workforce.

The programme will target applicants from the local area with the expectation that they will continue to work in the local area. The timetable and schedule is planned to meet the needs of the employers and local services to minimise disruption and to maximise the learning experience. The content of the programme will draw on expertise from the local workforce and practitioners will be integral to the selection, assessment and curriculum delivery as well as the quality management to the programme.

**Sustainable Development**

The course team are aware of ecological issues and the impact on health and wellbeing of citizens. The mental health workforce is predominantly focused on providing service and interventions for service users groups from lower socio-economic groups where health and wellbeing are an integral aspect the work.

Central to the role of the AMHP is the safety of individuals and communities. The course will be based upon the values and principles of the Mental Health Act 1983 Code of Practice (Dept of Health 2008) which include the principle of respecting diversity in communities, appropriate community support and facilitating recovery to enable people to maintain social cohesion and their inclusion within communities. We teach around subjects such as the impact of mental distress on social capital and the role of ‘Connected’ communities in sustaining healthy environments.

At a local level the use of Blackboard and e-resources are used across the staff/student group in a move towards a paperless School. We have included some modules that are e-learning based and others which have a blended approach for example e-skills, web based resources and using remote access to study at home or in the work place. Written assignments are submitted via Turnitin. Students are also encouraged to organise book sharing and car-sharing schemes. The aim is to provide an accessible course minimising the need for travel and car use.

The structure of the course enables students to undertake modules that lead to mentor status eg. in the future it is anticipated that successful students will act as practice placement educators. This will create a sustainable cycle for the AMHP course where the practice placement educators share the underpinning philosophy of the course at UCLan.

**Internationalisation**

The cultural diversity of the UK is a key dynamic in mental health practice and is central to many key policy documents across the health and social care sector. Students are assessed throughout the course in terms of their values and ethics and are required to demonstrate a commitment to anti-oppressive and anti-discriminatory practice and understanding the context of diversity. Students are expected to access research and literature that represent international perspectives to enrich their knowledge.
The School of Social Work, Care and Community is a proactive member of the Erasmus+ exchange programmes and enjoys a high profile within the network meetings. Within the School there are exchange students and visitors from European partner institutions. Some staff are involved in teaching and research across international boundaries and this regularly influences some of the teaching and content on the programmes across the School.

### 1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.

Should you need any practical advice in relation to the programme for example around absence or extensions, your first point of contact will be Jill Hemmington (Course Leader). However, you will also be allocated an Academic Advisor from one of the core course team members, i.e. Jill, Phil, Matt or Simon, and they can play a key role in supporting and guiding you through your training. They will provide you with tutorial support, either individually or in a group. They will also support you during your placement in meeting the Learner Outcomes for your course. It is important that you keep the course team informed of any circumstances that might impact on your ability to submit work within deadline and make any extension requests promptly.

### 1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located at Brook Building on the 2nd floor, room no. BB204 and is open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Course specific information is also available via school blackboard sites.

The hub telephone number is 01772 891993

The hub email contact is BrookHub@uclan.ac.uk

### 1.6 Communication

E-mail and e-learn (Blackboard) are the usual means of mutual communication. Participating in this course will mean working for substantial periods away from the University and communication via email will be the usual method of contact. It will therefore be important to contact tutors on the course team should you be having any problems associated with the course. Your contact details will be held electronically and you are asked to update these should they change.

All teaching and learning materials will be available electronically via Blackboard. Often, paper copies of materials will be provided but this may not always be the case. Course tutors and Students meet regularly for face-to-face communication, but tutors are also happy to
respond to any email communication. We usually aim to do this within 1-2 days’ receipt of email communication.

1.7 External Examiner
The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The External Examiner for the PG Cert. Mental Health Practice (including AMHP training) is Rob Goemans. Rob is based at the University of Lincoln. He is a registered Social Worker with research and publishing experience in Mental Health.
2. Structure of the course

2.1 Overall structure

<table>
<thead>
<tr>
<th>Year One – PG. Cert/AMHP</th>
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<tbody>
<tr>
<td>Dates</td>
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<tr>
<td>Sept – Oct 2018</td>
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<tr>
<td>Nov – Dec 2018</td>
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<td>Jan – March 2019</td>
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<td>April – May 2019</td>
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<td>May – June 2019</td>
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Modules are currently taught in the order above. Students are required to attend and complete all modules with a pass mark of 50% for each academic element. More in-depth module information is provided in the Module Handbooks and the Module Descriptors. Study is part-time via attendance at University on the days required by the timetable.

2.3 Course requirements

As a student undertaking this course, you are bound by the Code of Conduct as specified by the HCPC and subject to the UCLan procedure for the consideration of Fitness to Practise.

2.4 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you. The course will normally be completed within one academic year (i.e. September to August). As well as the qualification that allows you to be approved as an AMHP, it is possible to build on the academic credits you gain here and continue with further CPD study. The AMHP modules sit within the School of Social Work, Care and Community’s Centre for CPD and all students will be offered opportunities to study...
further modules to work towards achieving PG Dip/MA level awards. In the event of students leaving the course before completing all modules successfully there is no exit award, however, each module passed has 20 (L7) credits which can be used in part to achieve alternative PG Certificate level awards.

2.5 Study Time

2.5.1 Weekly timetable
A timetable will be available once you have enrolled on the programme, through the student portal.

2.5.2 Expected hours of study
The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. There is one study day for each 10 credit module (please see timetable for dates). The following is a breakdown of the hours expected:

Direct Mental Health Practice [Placement (block) or Practice (non-block) time]:

These can be taken as a 55 day block release from the workplace, or undertaken via part-time release arrangements; subject to joint and signed agreement with placement provider, employer and University that learning opportunities are appropriate and sufficient (HCPC, 2013):

- 40 days placement or practice time (280 hours)
- 5 days observational visit (35 hours)
- Shadowing days (70 hours). These can be started before placement/practice time for example on an AMHP ‘back-up’ rota
- Supervision to be evidenced whilst on placement and logged in portfolio to a minimum equivalent of 1 hour per 5 days placement/practice time
- Total placement hours: 385

2.5.3 Attendance Requirements
Attendance is both a University and a mandatory professional body requirement. The learning element in the University based modules are condensed to enable you to be absent from work for these defined sessions in agreement with your employer. It will not therefore be possible to miss your classes and just complete assessments and still pass the module.

Students should report non-attendance to the hub email – BrookHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 891993.

Unauthorised absence is not acceptable and may attract academic penalties and/or other penalties. Students who do not respond to communications concerning continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance.

There is an expectation of full attendance at both the University based taught element of the programme and at your placements. However, it is recognised that situations may arise
where you are unable to attend, e.g. sickness, where your employer requires you to fulfil work related duties, i.e. court attendance.

The procedures for requesting a leave of absence on the basis of sickness are:

1) During the taught programme, inform Module Leader directly (Jill, Phil, Simon or Matt) by email or leave a message with the Administrative Hub (01772 893452). You may also need to inform your employer of the reasons for absence, likely length of time you will be absent and in the instance of a longer term absence medical certificates need to be provided.

2) During placement or practice time, your practice placement educator, the School (01772 893452; socialwork@uclan.ac.uk) and your employer must be informed, of the reasons for absence, likely length of time you will be absent and in the instance of a longer term absence medical certificates need to be provided.

Any failure to inform your employer may be treated as a Fitness to Practice issue.

During teaching at the University, you will be asked to sign an attendance sheet at the start of the morning and afternoon sessions, and you will be given a Statement of Attendance to be placed in the Portfolio. Any absences from University or placement will automatically be shared with your employer.

If you miss any of the taught programme you must demonstrate how you have adequately covered the missed elements and learning outcomes for the topics covered during your absence. Much of the course material will be accessible via Blackboard, however, guest speakers may bring their own hard copies of materials. You may need to seek support and guidance to assist you in demonstrating how you have covered the relevant material. There is a pro-forma which is included in the portfolio and this identifies an action plan to catch up any missed work.

If you miss any of the placement days or practice time these must be made up to ensure that you meet the requirement of learning throughout the course.

3. Approaches to teaching and learning
3.1 Learning and teaching methods

Many teaching sessions are delivered by specialists in the area. The student group is relatively small and lends itself well to interactive methods of teaching. Our objective is to create an inclusive and stimulating academic experience in which you can develop your full potential through a teaching and learning strategy that reflects and complements the learning outcomes of each module.

Given that the course is essentially directed at mature students with academic and/or professional experience, the emphasis is upon a student centred approach that encourages independent learning. Practising professionals have much to contribute to the learning process and will be given space and time within the timetable to reflect and informally discuss their expectations, views and experiences.

The postgraduate programme uses a range of teaching & learning methods which are designed to encourage and facilitate students’ ability to develop effective practitioner skills,
in addition to meeting the required level of academic ability. Thus you can expect to engage with group work, presentations, and discussion in both large and smaller groups, lectures, seminars, eSkills activities, self-directed study and written work during the course of the programme.

Materials for lectures, seminars or other teaching sessions will usually be available on Blackboard, or will be sent to you prior to the event and you are encouraged to access and read this material as preparation for teaching. Academic staff and other contributors will usually provide reading lists to accompany each teaching session (in addition to the core lists provided in the module handbooks or the online reading lists). You get more from the course, and achieve higher marks, if you take the opportunity to extend your reading beyond the basic requirements.

3.2 Study skills
You will be given support from the course team, and we will give you an opportunity to submit drafts of your assignments for us to read and give you feedback before your final submission. We also offer support around referencing and sourcing material and the 4pm to 5pm timeslot can be used for any further support should you need it.

We recognise the course is demanding and acknowledge you need adequate support to enable you to progress successfully. Support is available from your academic advisor and from module leaders. There are a range of other University support systems, which you can access as you progress through your studies (e.g. library based services or WISER project in the School of Languages). Please make yourself familiar with these and access them as/when you need to.

WISER https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_33_1
LIS https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_25_1
Study Skills - 'Ask Your Librarian'

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"
"I need to find research articles, where do I start?"
"How do I find the Journal of ...?"
"How do I use RefWorks?"

3.3 Learning resources
3.3.1 Learning and Information Services (LIS)
The best place to start when exploring the Library resources available to you is;
• Your ‘Subject Guide’ can be found in the Library Resources
• Your ‘My Library’ tab in the Student Portal
• Library search

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all...
the skills you need for your research and study.

3.3.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

Online Journals
Almost all the journals included in the module reading lists can be accessed free of charge via various databases that are available via the library’s web pages. These include EBSCO and SCOPUS, both of which provide full-text access to journal articles.

Blackboard
All of your modules should be available on Blackboard, which is the platform the University uses to deliver online content to assist you with your studies. Blackboard will typically be used as a means of getting information to you, whether this be announcements, extracts from key sources, module handbooks or lecture notes. Module tutors will inform you about how they use Blackboard when they are introducing their modules.

3.4 Personal development planning
Personal Development Planning (PDP) is intended to provide a process by which students can reflect on their learning and plan for their personal and career development. The primary objective of PDP is to improve each student’s capacity to understand what and how they are learning, and to review, plan and take responsibility for their own learning. The programme supports this initiative. It is expected that students at Postgraduate level will already have acquired the necessary skills to plan and take responsibility for their own learning and development and hence will require a less formalised approach to PDP than undergraduate students. It is expected as a matter of course that students will retain copies of and reflect upon their feedback from assignments as a guide to future improvement and development. In conjunction with this, the course team will provide individual advice and discuss progress and future career or further study plans with students as a fundamental part of the tutorial role, and encourage students to make use of all of the University’s range of support services as and where appropriate. All students will graduate with a student transcript setting out details of their academic learning, which is generated by the university and will be provided at the end of the course.

4. Student Support
Information on the support available is at: https://www.uclan.ac.uk/students/

We recognise the course is demanding and acknowledge you need adequate support to enable you to progress successfully. All lecturers based at the University have email addresses and direct lines with a voicemail facility, which you should familiarise yourself with. Students can also leave written messages via the Brook Hub. Your Academic Advisor will provide tutorial support. This tutor will also visit you in your work context and provide a link between your specialist practice learning and academic learning. Should any issues
arise which impinge on your studies, your academic advisor is your first point of contact and will be able to offer you guidance and support.

Module leaders can provide information links to particular modules – for example, they will offer assignment preparation as part of module delivery. Should you have general queries or issues you want to raise with the course team you can do so through your student representative or directly to the course leaders. Once each semester formal feedback sessions will be organised at which students are invited to provide feedback about the course. The Brook Hub is open during office hours and the Programme Officer or other staff in the office can answer general queries or signpost you to other Schools or University services that you may be trying to access.

4.1 Academic Advisors
At the beginning of the course you need to introduce yourself to your advisor, initially via email. Your advisor will try to see you during induction week or at least within the first two weeks on commencing the course. Should any issues arise which impinge on your studies, your academic advisor is your first point of contact and will be able to offer you guidance and support.

You are strongly advised to seek the support of your academic advisor if you are experiencing difficulties and need to apply for Extenuating circumstances. Please read the Assessment Handbook which details the grounds for applying for extension and extenuating circumstances.

4.2 Students with disabilities
If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability
Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

The named lead for students with disabilities within the School of Social Work, Care and Community is Ruth Parkes. She can be contacted for further advice/support on: Ext:5407 E-mail RParkes@uclan.ac.uk

4.3 Students’ Union
The Students’ Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student
staff on a variety of roles. You can find out more information on our website:
http://www.uclansu.co.uk/

5. Assessment
Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

The key purpose of assessment is to provide you with the opportunity to demonstrate that you have met the learning outcomes for the course and achieved the standard required for the Award. The programme combines assessment in your practice with academic assessment in university. You need to pass all elements.

5.1 Assessment Strategy
All assessment details are given to you in the individual Module Handbooks. Your work is assessed via essay, case study, critical incident analysis, skills based presentation and exam. Work associated with practice will be compiled within a portfolio. Portfolios are verified by your Practice Placement Educator, Line Manager and your tutor. Academic pieces of work are assessed under normal academic criterion.

- All assessments are designed to allow students the opportunity to meet the validated learning outcomes for the module;
- There are no optional modules – hence all students will meet all the criteria set out in section 2 of the mapping document (HCPC: approval criteria for AMHP programmes);
- The maximum number of attempts at any assignment within one year is two – the original attempt and one resit;
- Condonement and compensation are not permitted on the AMHP programme;
- The maximum length of time in which a student can complete the programme is three years;
- Where students fail a placement module, the University will consult the agency and consider whether a repeat opportunity is appropriate. If there are fitness to practise concerns, however, the student will be processed via Agency procedures.

All assessments are internally and externally agreed and moderated. All assignments are first marked and then a sample is second marked by another member of staff. The sample includes all assignments that have been awarded a distinction mark or a fail by the first marker. Once module assessments have been first and second marked within the School, a sample of approximately 10% of work is sent to external examiners including all work that is marked as a fail (less than 50%). All pieces of work are given detailed feedback that in the event of the work failing will offer advice as to how to pass the resubmitted work.
A summary of the School’s Assessment Strategy can be found in the School’s Assessment Handbook, a copy of which will be available on Blackboard. Please note that the academic regulations require that the pass mark for assessed work on postgraduate programmes is 50%. The Postgraduate Assessment Criteria used by the school can be found in the assessment handbook and also at Appendix 8.1 of this course handbook.

5.2 Notification of assignments and examination arrangements

Requirements for individual assessments will be published in module handbooks that are issued at the start of the semester. These should be read in conjunction with the Assessment Handbook that will be issued to you at Induction. Please be advised that assignments should be submitted at the specified time in module handbooks. Failure to adhere to this will result in the work being marked as late in accordance with the Academic regulation.

Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to the Course Leader: JHemmington@uclan.ac.uk or 01772 895460

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for one extension period of between 1 and 10 working days where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances (Academic Regulations).

You should complete and submit an extension request form, with any supporting evidence, by email, to your dedicated School email address. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University’s Policies and Procedures on Extenuating Circumstances (Academic Regulations and Assessment Handbook).

Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).
Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies.

Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see Academic Regulations).

Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

You can apply for extenuating circumstances online via myUClan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester. All evidence that is provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

Further information about the submission process is available at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances_submission.php

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).

**Late submissions**

If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

**Feedback Following Assessments**
UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.

**What happens if you fail a piece of work?**

The decision to offer reassessment lies with the Course/School Assessment Board taking account of the recommendations from Module Boards and the student's overall profile. For modules which are assessed at the end of the first semester, the decision to offer reassessment lies with the Module Board. (Further details in the Academic Regulations and the Assessment Handbook: G11).

**Appeals against assessment board decisions**

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;

2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;

3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;

4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students' Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

**5.3 Referencing**

Candidates are expected to use the Harvard style of referencing – please see Assessment Handbook for further information.
5.4 Confidential material
There will be occasions where you will access confidential information and submit work based on this. You are therefore reminded of your professional, ethical and legal responsibilities to respect confidentiality and asked to maintain the anonymity of individuals and organisations within their assignments. You will be asked to submit a signed confidentiality statement at the front of your portfolio.

5.5 Cheating, plagiarism, collusion or re-presentation
Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the ‘official’ Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University’s requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

5.6 How do I know that my assessed work had been marked fairly?
Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students’ assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as ‘critical friends’ and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.
6. Classification of Awards
The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback

7.1 You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

Several changes have been made to the AMHP programme in response to candidates’ feedback. For example we have changed or sourced speakers according to feedback, and we have changed the sequence of the delivery of modules to fit around the placement experience.

The Students’ Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the Post-graduate Teaching & Learning Survey or the UCLan Student Survey.

The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union’s Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

Course Representatives and School Presidents
A course representative is a student who represents their fellow students’ views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and
voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students’ Union website or by emailing: coursereps@uclan.ac.uk.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk

Student Voice

Student Staff Liaison Committee meetings (SSLC)

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and/or responses made and/or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National/UCLan student surveys.
- Review of enrolment/induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g.
learning resources, IT, library;
• Any other issues raised by students or staff.

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

**Module Evaluation Questionnaires**

Module evaluation questionnaires provide one of the most important means for you to express your opinion about your teaching and learning experience. They capture feedback on your experience within each module and inform staff about where improvements could be made. Your module leaders will ensure that you receive the forms for completion, please complete and return these to ensure your voice is heard - all responses are anonymous. You are likely to see the module team responses to previous student feedback in your module handbooks. Many of the activities you are engaged in (e.g. electing student representatives and completing module evaluations) are important because they provide information about how we deliver the programme and hopefully help us all reflect together on how we ensure that it is of good quality.

To summarise quality is monitored through the following processes:

- Involvement of student representatives on the Partnership Committee, Course Committee and Programme Management Committee
- Module evaluations
- Completion of course leaders report
- External examiners reports
- University and/or external quality reviews
8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>University of Central Lancashire – Preston Main Campus</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>School of Social Work, Care and Community</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>Health and Care Professions Council (HCPC)</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>PG Cert Mental Health Practice including Approved Mental Health Professional training (AMHP)</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Part time, day release, with block and blended learning opportunities and placement</td>
</tr>
<tr>
<td>7. UCAS Code</td>
<td></td>
</tr>
<tr>
<td>8. Relevant Subject Benchmarking Group(s)</td>
<td>Approval Criteria for Approved Mental Health Professionals (AMHP) training (HCPC (2013))</td>
</tr>
<tr>
<td></td>
<td>Schedule 2 to the Mental Health (Approved Mental Health Professionals) (Approval) (England) Regulations 2008</td>
</tr>
<tr>
<td></td>
<td>Nursing and Midwifery Council (2014) The Code: Standards of conduct, performance and ethics for nurses and midwives;</td>
</tr>
<tr>
<td>10. Date of production/revision of this form</td>
<td>July 2015</td>
</tr>
</tbody>
</table>
11. Aims of the Programme

- To provide students with the knowledge, understanding and skills required to meet section 2 of the Approval Criteria for AMHP training;

- To provide a postgraduate qualification that will produce competent Approved Mental Health Professionals who will be eligible to be considered by Local Authorities for AMHP approval;

- To enable students to critically analyse and reflect on their practice within academic and practice environments;

- To develop a systematic understanding of, and expertise within, the role of the AMHP;

- To develop the skills and qualities of students that are necessary to work as autonomous, competent practitioners and develop critical practice that respects diversity and challenges inequality;

- To provide students with a critical awareness of the evidence base for practice and to apply this in their role as AMHPs;

- To develop critical decision making skills that are consistent with the requirements and duties of an AMHP;

- To develop student’s ability to work collaboratively and creatively with service users, carers, health and social care workers, social workers, health professionals and workers in other agencies;

- To develop critical skills to be able to plan interventions that are sensitive and appropriate to diverse needs;

- To provide opportunities for students to critically reflect on practice that is person-centred, ethical and founded on the underpinning values and principles of the AMHP role.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Knowledge
The AMHP programme will provide opportunities for students to develop advanced knowledge to inform their decision-making; students will critically evaluate law, policy, theory and evidence-based practice in the context of the AMHP role.

A2. Risk Assessment and Management
Students will critically explore the conflicts and dilemmas in the assessment and management of risk in relation to AMHP practice.

A3. Autonomous Practice
Students will critically explore the use of independence, authority and autonomy in the AMHP role.

A4. Equality and diversity
Students will critically analyse values and rights based practice in order to promote the social inclusion of individuals with mental health needs and to demonstrate sensitivity to factors such as race, gender, age, sexuality, disability, culture, religion and belief in AMHP practice.

A5. Communication
Students will critically evaluate the communication skills required to undertake the AMHP role including effective verbal and written skills.
A6. Collaborative Working
Students will develop and demonstrate skills for working in partnership with patients, their families, professionals and other workers and agencies.

A7. Assessment and Intervention
Students will critically analyse the process of assessment and intervention in the AMHP role with particular focus on the planning, negotiation and management of compulsory admission to hospital. [Adapted from Section 2 of the HCPC Approval Criteria for AMHP programmes]

Teaching and Learning Methods

- Lectures, seminars, e-learning, material for self-directed learning;
- Workshops will focus on practice issues/dilemmas and will form part of the teaching and learning process;
- Practice learning opportunities will be provided in a work setting;
- In both settings students will be encouraged to build on existing skills/develop new skills to consolidate their learning across the academic and practice fields;
- Skills, values and knowledge will be developed through group discussions, workshops and practice learning opportunities.

Assessment methods

- A range of assessment methods will include essays, exam, skills based presentations, case studies, reflective accounts and practice focused academic study;
- Assessment in practice will be by portfolio. The portfolio must include an evaluation of the student’s own abilities and evidence of the required learning outcomes as defined by Section 2 of the Approval Criteria for AMHP programmes. The student must provide evidence of active involvement in the assessment, planning, negotiation and management of compulsory admission to hospital under the Mental Health Act 1983. The portfolio must be signed off by a practice placement educator indicating competence against the required learning outcomes.

B. Subject-specific skills

B1. Critically explore legislation, related codes of practice and national and local policy and guidance applicable to the role of an AMHP.

B2. Critically evaluate the legal position and accountability of AMHPs, employers and the authority the AMHP is acting for in relation to the Mental Health Act 1983.

B3. Develop an advanced understanding of a range of models of mental health.

B4. Critically reflect on the contribution and impact of social, physical and development factors on mental health.

B5. Critically evaluate the social perspective on mental disorders and mental health needs in working with service users, their relatives, carers and other professionals.

B6. Critically appraise the implications of mental disorders for service users, their relatives, carers and other professionals.

B7. Critically reflect on the implications of a range of treatments and interventions for service users, their relatives and carers.

B8. Develop an advanced understanding of child and adult protection procedures in relation to AMHP practice.

B9. Critically explore the needs of children and young people and their families and the impact those needs have on AMHP practice.

[Section 2.1 HCPC Approval Criteria for AMHP Programmes]
**Teaching and Learning Methods**

- Lectures, seminars, e-learning, material for self-directed learning;
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C. **Thinking Skills**

Students on a post-graduate programme will be expected to:

- C1 have a critical awareness of current problems/new insights in their field of study/area of professional practice;
- C2 show originality in their application of knowledge;
- C3 be able to deal with complex issues in a creative and systematic way;
- C4 tackle and solve problems in original ways;

(QAA M level descriptors)

**Teaching and Learning Methods**

- Lectures, seminars, e-learning, material for self-directed learning;
- Workshops will focus on practice issues/dilemmas and will form part of the teaching and learning process;
- Practice learning opportunities will be provided in a work setting.
- In both settings students will be encouraged to build on existing skills/develop new skills to consolidate their learning across the academic and practice fields;
- Skills, values and knowledge will be developed through group discussions, workshops and practice learning opportunities.

**Assessment methods**

- A range of assessment methods will include essays, exam, skills based presentations, case studies, reflective accounts and practice focused academic study;
- Assessment in practice will be by portfolio. The portfolio must include an evaluation of the student's own abilities and evidence of the required learning outcomes as defined by Section 2 of the Approval Criteria for AMHP programmes. The student must provide evidence of active involvement in the assessment, planning, negotiation and management of compulsory admission to hospital under the Mental Health Act 1983. The portfolio must be signed off by a practice placement educator indicating competence against the required learning outcomes.

D. **Other skills relevant to employability and personal development**

Students on a post-graduate programme will be expected to:

- D1 Develop and practice advanced communication skills, clearly and effectively with a wide range of audiences;
- D2 Develop competence and skills to make sound judgements in complex and unpredictable environments;
- D3 Critically reflect on their own learning needs;
- D4 Critically evaluate and review their learning in the context of the best evidence available.
Teaching and Learning Methods

- Lectures, seminars, e-learning, material for self-directed learning;
- Workshops will focus on practice issues/dilemmas and will form part of the teaching and learning process;
- Practice learning opportunities will be provided in a work setting.
- In both settings students will be encouraged to build on existing skills/develop new skills to consolidate their learning across the academic and practice fields;
- Skills, values and knowledge will be developed through group discussions, workshops and practice learning opportunities;
- PDP focussed tutorials.

Assessment methods

- A range of assessment methods will include essays, exam, skills based presentations, case studies, reflective accounts and practice focused academic study;
- Assessment in practice will be by portfolio. The portfolio must include an evaluation of the student’s own abilities and evidence of the required learning outcomes as defined by Section 2 of the Approval Criteria for AMHP programmes. The student must provide evidence of active involvement in the assessment, planning, negotiation and management of compulsory admission to hospital under the Mental Health Act 1983. The portfolio must be signed off by a practice placement educator indicating competence against the required learning outcomes;
- PDP files.

13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>SW4115</td>
<td>Critical Reflections on Mental health Practice</td>
<td>10</td>
</tr>
<tr>
<td>Level 7</td>
<td>SW4116</td>
<td>Legal and Professional roles</td>
<td>10</td>
</tr>
<tr>
<td>Level 7</td>
<td>SW4117</td>
<td>Theory and Practice of Mental Health Law (Role of the AMHP)</td>
<td>20</td>
</tr>
<tr>
<td>Level 7</td>
<td>SW4118</td>
<td>Diversity and Mental Health</td>
<td>10</td>
</tr>
<tr>
<td>Level 7</td>
<td>SW4119</td>
<td>The Application of Models of Mental Health</td>
<td>10</td>
</tr>
</tbody>
</table>

Target Award: Post Graduate Certificate in Mental Health Practice

Students are required to successfully complete all modules. Post graduate Cert requires 60 credits level 7.

14. Awards and Credits*

15. Personal Development Planning

Personal Development Planning (PDP) is intended to provide a process by which students can reflect on their learning and plan for their personal and career development. The primary objective of PDP is to improve each student’s capacity to understand what and how they are learning, and to review, plan and take responsibility for their own learning. The programme supports this initiative. It is expected that students at Postgraduate level will already have acquired the necessary skills to plan and take responsibility for their own learning and development. It is expected as a matter of course that students will retain copies of and reflect upon their feedback from assignments as a guide to future improvement and development. In conjunction with this, the course team will provide individual advice and discuss progress and future career or further study plans with students as a fundamental part of the tutorial role, and encourage students to make use of all of the University’s range of support services as and where appropriate. All students will graduate with a student transcript setting out details of their academic learning, which is generated by the University and will be provided at the end of the course.

Students who are also registered social workers will be supported to engage with this process from the start of their course and will track and log their learning in relation to the outcomes for qualified social workers of the Professional Capabilities Framework and to encourage a lifelong learning approach throughout their career.
16. Admissions criteria

**Course Entry Requirements**

The programme is open to any applicants meeting the entry requirements for the course including practitioners working outside of the Local Authority. However, all applicants must meet the entry requirements and have the formal agreement and support of their employer prior to their being accepted onto the programme. In addition to this all decisions regarding course entry will be made collectively by the University and the relevant Local Authority in conjunction with employers.

**a. Professional Qualification Requirements:**

To be accepted onto an AMHP programme, applicants must hold one of the following qualifications:

a) Social Worker registered with the Health and Care Professions Council;

b) First level Nurse, registered in Sub-Part 1 of the Nurses’ Part of the Register maintained under article 5 of the Nursing and Midwifery Order 2001, with the inclusion of an entry indicating their field of practice is mental health or learning disabilities nursing;

c) Occupational Therapist registered in Part 6 of the Register maintained under article 5 of the Health Professions Order 2001; or

d) Chartered Psychologist who is listed in the British Psychological Society's Register of Chartered Psychologists and who holds a relevant practising certificate issued by that Society

**b. Professional Registration Requirements:**

**HCPC continuing registration requirements for Qualified Social Workers, Occupational Therapists and Clinical Psychologists**

It is a requirement that all Social Workers, Occupational Therapists and Clinical Psychologists are registered with the Health and Care Professions Council and that they meet all the conditions therein. Failure to do so may be considered misconduct. The link provides direct access to the HCPC website and information regarding registration: [http://www.hpc-uk.org/](http://www.hpc-uk.org/)

**NMC continuing registration requirements for Qualified Mental Health and Learning Disability Nurses**

Undertaking the course will ensure compliance with elements of the Nursing and Midwifery Council ‘The Code: Standards of conduct, performance and ethics for nurses and midwives’ and the NMC’s Post-Registration education and practice [Prep] standards and guidance.

**Fees for professional registration**

As professional registration is an ongoing employment requirement, arrangements will be in place in relation to payment of fees to the relevant professional body. Applicants are advised to speak with their employers directly in relation to payment of fees for professional registration.

**Other Fees**

Students may incur other expenses during the course of their studies such as placement travel, car mileage, parking and DBS. All applicants are advised to speak to their employer about arrangements for reimbursement of these costs.

**c. Additional Entry Requirements:**

- Where the individual is nominated by the Local Authority they will take into consideration the length of post qualifying experience and suitability for the programme using their own applications process.
- All applicants will provide the University with a detailed written application where they will evidence their relevant experience, professional competence, capacity, written language skills and ability to undertake and complete an AMHP training programme and study at postgraduate level.

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1 The Mental Health (Approved Mental Health Professionals) (Approval) (England) Regulations 2008, Statutory Instruments No. 1206 Mental Health, England
• The applicant might not be employed by the Local Authority (i.e. they may be employed by the local Healthcare Trust) but must still meet course requirements, particularly in relation to Practice Placement.
• Applicants will normally hold an honours degree and where this is not the case they will provide the University with written evidence of ability to study at post-graduate level.
• Applicants are required to have Disclosure and Barring Service (DBS) Enhanced Clearance and the Supplementary Application Form (Appendix 2) requires a signature to confirm this is in place. As this will be an existing condition of employment, applicants are advised to speak with their employers directly in relation to payment of fees and any reimbursement arrangements for this.
• The applicant will usually have employment with an agency with the ability to provide or arrange a suitable practice placement.
• Where the applicant is not employed with an agency that is able to provide or arrange a suitable practice placement, the applicant is required to seek a suitable placement arrangement and a suitably qualified and experienced Practice placement educator. Potential applicants in this position are advised to seek advice from the either the programme team or their Local Authority and are reminded that successful completion of the programme leads to eligibility to be Approved, and it is the Local Authority who ultimately Approves.

Exclusions
Applicants who are employed outside the boundaries of England and Wales are excluded from applying for the AMHP programme. This is in keeping with the jurisdiction of Mental Health Act 1983 as amended by the MHA 2007.

17. Key sources of information about the programme

- PG Cert Mental Health practice pro forma
- UCLAN post graduate course prospectus
- School website
- Admissions handbook
- Publicity information
### 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Programme Learning Outcomes</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A1</td>
<td>A2</td>
<td>A3</td>
<td>A4</td>
</tr>
<tr>
<td>Level 7</td>
<td>SW4115</td>
<td>Critical Reflections on Mental Health Practice</td>
<td>C</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>SW4116</td>
<td>Legal and Professional Roles</td>
<td>C</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
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<td>SW4117</td>
<td>Theory and Practice of Mental Health Law (Role of the AMHP)</td>
<td>C</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
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<td>SW4118</td>
<td>Diversity and Mental Health</td>
<td>C</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SW4119</td>
<td>The Application of Models of Mental Health</td>
<td>C</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks