

# **PG Certificate Approved Mental Health Professional**

**Faculty of Health & Wellbeing**

**September 2022 Intake**



# **INTRODUCTION**

Welcome to the Approved Mental Health Professional course at Sheffield Hallam University.

The 'AMHP Practice' module is the placement constituent of the AMHP course and is designed solely for those candidates who are undertaking AMHP training. This practice handbook is designed for AMHP trainees and Practice Assessors.

This Practice Handbook contains the guidance of what is required from the trainee and the practice assessor on placement and includes pro-formas of the documentation required for the AMHP portfolio. It sets out the regulatory requirements for AMHPs training, SWE requirements for AMHP practice and there is a table at the end of this handbook produced by the College of Social Work which links the AMHP requirements to the Professional Capabilities Framework.

## **Other sources of information:**

The Pg Cert Approved Mental Health Professional (AMHP) Course Handbook gives an overview of the course, contains information on university policies and procedures and should be read along-side this Practice Handbook.



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## 1. Learning Outcomes

By the end of the placement trainees will be able to:

1. Co-ordinate assessments ensuring that legal requirements are met and managing any ethical dilemmas, conflict and anxiety that may arise
2. Make independent, accountable, defensible decisions taking into account the strengths, needs and wishes of service users and carers
3. Assess and plan for the management of risk, including social factors that may be impeding recovery, seeking less coercive interventions where appropriate and using networks to establish support
4. Manage and present information in verbal and written form that is suitable for purpose and within legal requirements

These learning outcomes will be met by trainees submitting two pieces of work - a Practice Study and a Portfolio.

## **2. Placement Agencies**

AMHP placements are provided by local authority departments or health trusts and as such are required to have all relevant policies and procedures in place to ensure safe and supportive learning environments. AMHP trainees continue to be registered professional employees as well as students and are bound by their employment contract to adhere to agency and professional standards requirements and SHU policies.

Agencies are required to have equality and diversity policies for training and to monitor and evaluate them. This will feed in to the AMHP Course management process.

### **Quality Assurance of Placements**

There is a robust quality assurance process which ensures placements used by students have a satisfactory audit in place (please refer to Placement Learning Quality Assurance for the AMHPs course). The practice learning experience is a compulsory element of the programme allowing you to integrate theory and practice. Academic modules inform practice learning, and practice learning provide the medium for investigating ways in which theory and practice inter-relate and for applying theory in practice and to practice. Integration of practice and academic learning is further enhanced by the requirement for the student to evidence their practice learning within course assignments. The practice learning experiences will allow you to complete the required **450** hours of assessed practice (usually 60 working days).

Practice learning opportunities that enable students to complete the practice requirements of the course are identified, approved and monitored by the university team responsible for practice learning. The audit process involves identifying the capacity of each potential practice learning environment to meet the given audit standards identified by Sheffield Hallam University for all placements (please refer to the AMHP audit template and the Audit process). These are as follows:

- Student evaluation and assessor provision
- Support and supervision for students
- Access to the learning environment
- Access to learning opportunities
- Multi-disciplinary learning
- Facilitating safe practice
- Standards of care
- Availability of resources
- Health, safety, and risk assessment

There are standard statements that need to be met by all placement providers relating to:

- Equality & Diversity

- Teaching, Learning and Assessment
- Learning Environment and Resources
- Quality

The visiting academic tutor liaises between the placement, the practice assessor, the students and the HEI. It is the responsibility of the academic tutor to carry out an audit before any students are assigned to the practice setting and repeat the audit when required or every two years thereafter. Findings from student and practice assessor evaluations inform the audit process (please refer to the Student Evaluation Process and the Practice Assessor Evaluation Process). Students are only permitted on a placement with a satisfactory audit in place. Those practice opportunities successfully audited will be identified on a SHU data base that is maintained within the university. The data base will flag up when an audit action is due or when another audit is due. Where there are deficits identified in the audit process that suggest that the Standards are not being adhered to, university academics will offer guidance and support to enable the placements to meet requirements.

Practice learning experiences must provide an environment which allows the student to fulfil the requirements of the identified learning outcomes being assessed. Practice learning sites are identified and visited and information about programme and the place of practice learning experience within it are explained to key personnel and are available to practice assessors in the practice handbook, and core requirements of providers are outlined in the service level agreement (please refer to the service level agreement). The Handbook for Students and Practice Assessor provides the relevant information for providers.

Practice learning relies on clear, agreed working arrangements between the university, the placement provider and the student. In order to facilitate such a working arrangement, guidelines that outline the roles and responsibilities of the three parties involved can be found in detail in the Practice learning handbook. Practice learning providers and the university tutors work with respect for the Health and Care Professions Council and the College of Social Work.

**Practice Philosophy**

Practice education provides an integrated continuum of experience throughout the AMHP course. It provides the students with the opportunity to both develop their understanding of theoretical concepts, skills, analysis and critical evaluation and apply these to AMHP work with initiative, creative thought, vision and resourcefulness, both independently and as part of a team. Practice placement experience will normally be outside the usual workplace where there is access to AMHP assessments. In keeping with the enquiry based learning approach of the course students will be expected to develop the skills to be self-directed, independent and autonomous learners in their learning using the opportunity

afforded by practice placement and the supervision of their practice assessor to explore, apply and integrate the theory and the practice of the AMHP role.

Practice placements provide an opportunity for students to develop their understanding of the theoretical concepts, skills and attitudes required of an AMHP. Practice education enables students to demonstrate this through observation, analysis and critical evaluation. Students will be using their communication skills and reflecting on their personal and professional development to establish organisational and management strategies to enable them to adapt to the changing needs of service users within a range of environments.

The practice placement module is where previous learning is applied and extended in practice settings. This approach to learning and teaching draws on the trainee's capacity to apply theoretical learning within their own critically reflective practice.

The Review of Practice meeting provides an opportunity to assess the student's progress towards meeting the requirements of the curriculum; to consider whether the arrangements for the period of practice planned in the initial practice learning agreement are being met and whether the appropriate learning opportunities are being provided for the student.

Following the Review of Practice, the student should be left with a coherent picture of how all parties view their progress, strengths and any areas that need particular attention and further work in the rest of the practice. In order to complete this interim assessment, it will have been necessary for the practice assessor and the student to have addressed each AMHP Competency at least in a preliminary way by that stage.

Before the Review of Practice, it is expected that the student will have been directly observed, at least once, by the practice assessor. The Review of Practice should also consider any need for a Concerns meeting.

By the end of the placement the trainee will be able to meet the competences set out in the Schedule 2 of the AMHP regulations and competently lead an assessment under the Mental Health Act 1983 (amended 2007) accompanied by an AMHP.

### **3. Trainee responsibilities**

As a student member of the Faculty of Health & Wellbeing you have certain responsibilities.

- **Consent to training activities**

You are required to sign a consent to undertake all training activities. This includes training exercises as part of the taught programme and all aspects of shadowing, taking part in and leading AMHP assessments and other AMHP professional roles and duties in training on placement.

- **Student Health and Disability Declaration and Information**

It is in your own interests that we ask you while at university to let your course and/or year tutor know of any health-related matters and/or disability at the start of the course. You also need to keep tutor(s) informed of any changes, as soon as possible. This will help ensure that there is no undue delay in providing appropriate first aid or arranging for practical assistance if necessary. For example, epilepsy, diabetes, difficulty in hearing or sight, dyslexia.

Depending on the nature of the course and equipment used in practicals etc some courses may require you sign a separate declaration of health, to be held in confidence between student and course team and held on file by course leader.

The course may issue further detailed information and guidance and require you to inform your clinical supervisors/ placement supervisors of any anticipated difficulty, at the start of each placement. This includes information about circumstances preventing you from going to certain clinical areas (for instance if a relative is undergoing mental health treatment or treatment for cancer). Furthermore, this includes disclosure of relatives or friends working in local clinical areas. If you are in any doubt about whether this applies to you discuss the matter with a course tutor as soon as possible.

- **Practice Placement Documentation**

It is your responsibility to keep copies of Practice Placement documentation

- **Informing Staff about Personal Circumstances**

In addition to informing tutor(s) about health and disability related matters it is your responsibility to inform us as soon as possible of anything else that might impact on your ability to study. This includes, but is not limited to: bereavement, relationship difficulties, and problems relating to family members.

**As an AMHP trainee the following are requirements:**

- To attend the required number of placement days (equivalent to 450 placement hours).
- To attend 'taught' days (or identify how you have covered the content of any sessions you miss).
- To be punctual and comply with placement agency requirements
- To negotiate study time with your Practice Assessor
- To complete all assignments and portfolio work
- To hand in the completed portfolio within agreed timescales.

**Supervision**

- To attend and prepare agreed work for supervision



- To use supervision to discuss attainment and areas to develop as an AMHP
- To link AMHP roles undertaken to the key criteria and portfolio requirements
- To raise any placement concerns with your Practice Assessor in the first instance and /or with your university tutor
- To organise half a day a week study time on placement for full-time students, which is included in placement hours. This is pro rate for part-time students.

If a student believes that they will not complete their required placement days and have the portfolio complete and submitted by the required day they should apply for an extension or RRAA to extend the deadline.

#### **4. Practice assessor responsibilities**

##### **Practice Assessment**

Supervision of the practice learning is a core part of the AMHP Course member's experience. Each course member must have a designated practice assessor who:

- is able to supervise and teach practice at post qualifying/ masters level
- has established expertise in mental health work and being an AMHP
- has experience in practice supervising or study supervision
- is able to provide regular consultation
- is able to make an assessment of the trainee's suitability for the role of AMHP
- is able to meet the requirements of SWE
- has had, or is willing to engage in, appropriate training for the role

The approach to practice assessment must be one based on appropriate adult learning strategies to provide appropriate supervision and facilitate the development of skills of a qualified and experienced worker to undertake the role and duties of an AMHP.

Practice assessors will not normally occupy a line management responsibility for the course member.

All practice assessors will be offered a preparation workshop for the role and continuing support will be offered by the designated agency link officer and by the AMHP university course team. The practice assessor will work in consultation with the designated agency training link officer/ adviser. Agencies are required to acknowledge formally the time required for this role to be undertaken effectively.

Practice assessment is to be based on a mutually agreed learning contract, negotiated to meet the requirements of the Course and individual student in consultation with the university tutor and appropriate agency adviser.

The practice assessor will have responsibility in consultation with the adviser for guiding the Course member on the available learning opportunities which will enable the contract to be met and competences acquired.

### **Role of the practice assessor**

It is understood that in accepting an AMHP trainee the practice assessor is undertaking to:

- Clarify with the trainee at an early stage of the course the matters detailed in the practice learning agreement.
- Set aside an average one and a half hours per week for a regular supervision session. In addition, the practice assessor should be available for informal discussion (and debriefing if necessary) of the trainee's work or arrange for a colleague to be available. Practice Assessors should keep a record of supervision sessions. These can be recorded jointly or by either the trainee or practice assessor by agreement. A suggested list of supervision topics are available in the appendix.
- Keep the trainee and agency link worker informed at regular intervals of his/her assessment of the trainee's progress; (and in particular that issues of marginality in assessment will be aired with both trainee and tutor at the earliest possible time).
- Make samples of the trainee's recording or other written work in the agency available to the agency link worker, if felt necessary or advisable.
- Afford the normal professional level of confidentiality to discussion of the trainee and his/her progress.
- Make arrangements for direct observation of the trainee's practice as a basis for assessment, and the construction of the verification of competence report.
- Reach an assessment as to the suitability of the trainee for receiving the SWE Award and being considered for approval as an AMHP and write the appropriate reports for the portfolio in sufficient time for the student to submit their work.
- Collect feedback from service-users on the student's practice
- Attend the initial learning agreement meeting and a midway review, usually via Zoom or Teams. They should also be available for a three way phone-call at the end of the placement to review the placement if necessary.
- Consult the student and university tutor of the possible need for a concerns meeting.
- Keep a record of the days that the trainee is on placement and a jointly recorded list of trainee work undertaken.
- Provide an induction plan for the students in line with their agencies requirements.

- Assist the trainee in getting access to experience across the competencies. This includes the trainee being able to present at court for a warrant or at a tribunal. Some agencies have trouble providing this experience for students and alternative ways of meeting these competencies need to be agreed with the tutor.

In some cases more than one practice assessor may supervise a trainee. Also "long arm" supervision may be provided by an external associate where it is not possible, for reasons of qualifications, expertise or time, for a worker in the placement to offer full supervision. In such cases there should be a designated practice assessor and clear allocation of responsibilities between assessor and associate.

### **Practice Assessor Report**

The Practice Assessor should write a narrative report based on the broad competency areas to address whether the trainee has met each competency. A broad range of evidence could be used by the Practice Assessor to support the assessment decision. Sources of evidence might include:

- direct observation of practice
- service user and carer feedback
- evidence from supervision
- presentations
- reflective logs/reflective journal
- exercises
- samples of work
- feedback from colleagues

### **Preparation & Training for Practice Assessment**

All practice assessors will receive the opportunity of a training workshop in the specific requirements of the role and the needs of AMHP students. AMHP trainees from outside the organisation should have training to ensure they are able to access all areas of IT systems prior starting the placement.

### **Practice Assessors will be offered two half day Workshops**

#### Objectives:

To equip practice assessors with knowledge, skill and experience in respect of:

- Undertaking adult learning needs in this area
- the requirements of the practice assessor in relation to learning objectives

- facilitating achievement of prescribed learning objectives and competences
- support to experienced professionals learning new skills in a new context
- developing a portfolio of evidence to demonstrate achieved competence.

Indicative content:

- adult learning
- requirements of SWE AMHP requirements
- Portfolios as a means to demonstrate competence
- collecting and collating practice evidence for a portfolio

## **5. Tutors/academic advisors**

A tutor (Academic Advisor) is allocated to each student. They will give professional and academic advice and support the student for the duration of the course. Some students may get a placement tutor and an academic advisor who are the same person, others may have two people taking up each role.

The role of the tutor is to monitor and support the academic, organisational and pastoral needs of the student, liaising with others as appropriate to the best interests of the student.

Tutor responsibilities are to:

- Attend the placement learning agreement meeting
- To attend the placement mid-way review meeting
- To offer academic support re writing/ referencing and meeting academic standards
- To provide timely feedback on formative pieces of work
- To support the PA and agency training rep to ensure high quality learning experiences for the student
- To feedback any concerns as soon as possible to the PA/ agency in order to resolve any difficulties that may arise on placement
- To organise a Concerns meeting if the PE raises concerns about a trainee's practice

## **6. Required competences and SWE criteria.**

These are found in the appendices and have been mapped on to the assessment tasks. There is also a sign off form in the portfolio guidance for practice Assessors to verify that all competences have been met in practice.

## **7. Part time placements**

Students who work part-time may, with negotiation and successful application of an extension or RRAA, extend the duration of their practice placement to meet the attendance requirement of the programme.

### **8. Withdrawal from placement due to ill health or other valid cause**

Where a student takes time off placement due to ill-health or another valid cause, for example, bereavement or other serious family circumstance, the employer will allow extra time for the student to make up the time lost. There is some time built into the programme for this eventuality. Students and practice assessors should keep attendance records to submit with the portfolio.

### **9. Attendance at, and termination of, the placement**

Practice education is assessed on a pass/fail basis. In order for a fair assessment to be made of the student's capability, the student must have been present at the placement for all of the designated number of days allocated to the practice experience. Practice Assessors are expected to sign records of students' attendance.

Where professional suitability is called into question and there are risks perceived to be associated with the continuation of the placement, the employer will be notified. Placements are seen as exams - if you suspend a placement and there is a significant gap between ending and returning, you will be expected to do a full placement.

### **10. Learning Agreements and Placement Reviews**

An Initial Placement Agreement meeting should take place a week or two before the placement starts or in the first weeks of placement. It is important to have this agreement in place early in the placement as it helps to protect everyone involved and provides clear guidance as to responsibilities.

The mid-way placement review should take place around the mid-point and is there to review the trainee's progress, make plans for the next phase of the placement and to provide formal feedback for the student. Trainees should have ongoing feedback from their Practice Assessor in supervision and the mid-way reviews should not be full of information that is surprising to the student. Trainees should try to get the form partially filled in before the meetings take place.

Templates for these meetings are supplied in the appendix and on Blackboard. Trainees should fill in some of the basic information (names, contact details etc) on the form and circulate the part-completed forms to all attendees before the meeting to allow the meeting to be a discussion about other issues.

## **11. Portfolio Contents**

The following should be submitted in the trainee's portfolio.

- **Checklist** - A checklist of the portfolio contents signed by the trainee.
- **Practice Assessor Declaration** - signed by the Practice Assessor
- **Confidentiality Statement** - signed by the trainee
- **Taught Sessions Declaration** - signed by the trainee
- **Placement Context** - Completed by trainee
- **Record of Work & Learning Opportunities** - completed by the trainee. Signed by the trainee and verified by the Practice Assessor
- **Record of Placement Days** - Signed and verified by the Practice Assessor
- **Record of Supervision** - Signed by the trainee and Practice Assessor
- **Observed Practice** - Templates are provided that are completed by the trainee and signed by the observer. The candidate will be expected to take responsibility for ensuring that these are completed and presented in the portfolio. There should be a minimum of **3** Direct Observations, two observed by the Practice Assessor. Signed by the trainee and Practice Assessor
- **Witness statement** - 5e (key criteria 5.3) is met by presenting at a legal hearing (tribunal; S135 application to a magistrate) and providing a witness statement from an AMHP, chair of the tribunal or an agreed professional who can provide an informed evidence of competence. Signed by witness.
- **Practice Assessor Report** -
  - Gives brief commentary on the candidate's performance and progress against the 5 key competency areas. (Suggested length 1500 words)
  - Confirmation that there are no OTHER concerns that would call into question the suitability of the candidate for the AMHP role
  - Signed by Practice Assessor & counter-signed by the candidate

- You can include samples of the trainees work, supervision records, reflective write-ups if you feel these demonstrate their competencies that may not be covered elsewhere.
  
- **Competency Verification** - signed by Practice Assessor
  
- **Copies of:**
  - Mental Health (critical analysis and feedback sheet)
  - Mental Health (viva PowerPoint and feedback sheet)
  - Law Test (printout of result)
  - Values (Reflective Report and feedback sheet)
  - AMHP Practice (case study and feedback sheet)

## 12. Assessment

### 12.1 Module: AMHP Practice Tasks

| <b>Formative<br/>Case studies</b>   | <b>Submission<br/>Date</b>                     | <b>Feedback</b>  |
|---|--|------------------|
| <b>Summative assessment</b>   | <b>23/01/2023 (Full<br/>-time students)</b>    | <b>Graded</b>    |
| <b>Practice Study ( 4000 words in total)</b>  | <b>15/05/2023<br/>(Part-time<br/>students)</b> |                  |
| <b>Portfolio :</b>  | <b>Submission<br/>Date</b>                     | <b>Feedback</b>  |
| <b>Guidance:</b>  | <b>06/02/2023 (Full<br/>time students)</b>     | <b>Checked</b>   |
| <b>The portfolio will be an electronic Pebblepad+</b>   |  | <b>Pass/Fail</b> |
| <b><u>The portfolio contains the AMHP trainee's academic<br/>and practice evidence, markers' feedback, Practice<br/>Assessors' reports and supporting evidence form other<br/>professionals.</u></b>  | <b>15/05/2023<br/>(Part-time<br/>students)</b> |                  |
| <b>A statement of how confidentiality is achieved must be<br/>included.</b>   |  |                  |
| <b><u>The Portfolio will include:</u></b>   |  |                  |
| <ul style="list-style-type: none"><li>• <b>Confidentiality Statement</b></li><li>• <b>Student Declaration</b></li><li>• <b>Placement context</b></li><li>• <b>Record of work undertaken on placement</b></li><li>• <b>Records of placement days and supervision</b></li><li>• <b>Copy of AMHP role in practice case studies</b></li><li>• <b>Practice Assessor's Report</b></li><li>• <b>Practice Assessor's Sign off on competences</b></li><li>• <b>MH Law and Policy On-line test results</b></li><li>• <b>MH Law and Policy Presentation results and<br/>feedback</b></li><li>• <b>Copy of MH Law and Policy case studies</b></li><li>• <b>Values, Ethics and Evidence Informed Practice<br/>result and feedback</b></li><li>• <b>Direct Observations (minimum of 3)</b></li><li>• <b>Witness Statement</b></li></ul> |  |                  |
| <b>(See checklist Appendix 1)</b>   |  |                  |



**There are two assessed tasks.**

The Practice Study is graded and the portfolio which has pass/ fail criteria.

**Practice Study**

Critical analysis of 2 cases written to meet the learning outcomes for the module which are based on the regulatory requirements 4.d. 4.e ; 4.f . 4.g; 4.h; 4.j; 4.k; 5.a; 5.b; 5f.; 5.g.

**(The case studies will also meet the following SWE criteria ( 2.1; 2.2; 2.3; 4.1: 4.2; 4.3;4.4.; 4.5; 5.1; 5.2; 5.4; 6.1; 6.2; 6.3; 6.4; 6.5; 7.1: 7.2: ) )**

**Key competence 5e (and key criteria 5.3)** will be met by presenting at a legal hearing (e.g. mental health review tribunal; S135 application to a magistrate) and providing a **witness statement** from an AMHP, chair of the tribunal or an agreed professional who can provide an informed assessment to evidence competence. The total word count for assessed tasks across the modules are as follows:

| Module                                     | Task              | Size   |
|--|-------------------|--------|
| Values, Ethics and Evidence based practice | Reflective report | 3,000  |
| MH Law and Policy                          | On-line test      | N/A    |
| MH Law & Policy                            | Individual viva   | 1,200  |
| MH Law & Policy                            | Critical Analysis | 3, 500 |
| AMHP Practice                              | Practice Study    | 4,000  |
| Total                                      |                   | 11,700 |

A NOTE ABOUT WORD LIMITS - ALL LIMITS ARE +/- 10%.

**12.2 Assessment Information**

To demonstrate competence the candidate must present to the assessment board of an approved programme evidence to meet all the learning outcomes, which make up AMHP training requirements.

Evidence must include:

(a) A portfolio prepared by the candidate that includes a self-evaluation of his/her abilities and which offers evidence of their competence against each of the required learning outcomes, including active involvement in the assessment, planning, negotiation and management of compulsory admission to hospital.

(b) A report by a practice assessor, based on observation of the candidate’s application of learning.

(c) A formal statement of competence from a practice Assessor or practice supervisor from the programme declaring whether sufficient or insufficient evidence has been demonstrated in all of the required learning outcomes.

(d) Evidence in portfolios must be made anonymous to ensure the rights to confidentiality of service users and others who have been involved in the process of gathering evidence.

The assessment programme will be implemented according to the assessment schedule. Students will be required to submit work by the published submission date. Late submissions without valid cause will be awarded a zero mark.

### **12.3 Procedures for Assessment**

For Assessment timetable see the course calendar.

For detailed assessment guidance see Appendix 1 and the guidance on Assessment on Blackboard.

### **12.4. Assignment Briefs (Coursework)**

These will be available on the Blackboard Module site. Module leaders may also hand these out during a session. It is the trainee's responsibility to ensure that they obtain these briefs.

### **13.0 Submission of Course Work**

Students are advised to keep a copy of all assignments, essays and other course work.

### **13.1 Confidentiality**

Confidentiality refers to ensuring the anonymity of service users, including privileged information about them and the workplaces and organisations accessed by trainees on placements.

When completing the assessment documentation the following guidelines apply:

- No information should be included that allows a service user or carer to be identified. It is important to avoid details that may add up to allow identification of service users, carers or organisations.
- References should not be made to any organisation that would allow the site to be identified.
- When referring to service users and carers, their anonymity must be protected and names changed to fictitious ones. There must be a clear statement indicating that this has been done in the practice learning documentation.
- Also, the name of the organisation that you are placed within needs to be changed to a fictitious one.

- You SHOULD NOT include the Placement Learning Agreement or midway review forms in the Portfolio.

The complete [Consent and Confidentiality Policy](https://www3.shu.ac.uk/HWB/placements/SocialWork/index.html) can be found via the Social Work Placements website (<https://www3.shu.ac.uk/HWB/placements/SocialWork/index.html>) under **SHU Policies**; and also on the Practice Learning Blackboard website,

There are many people and institutions whose confidentiality must be protected, for example, relatives, carers, professionals, departments, hospitals. A serious breach of confidentiality may become an issue of academic misconduct or a fitness to practice investigation.

## **14. Professional Accreditation**

### **Transcripts**

The AMHP training requirements stipulate that the programme provider must give to all candidates who successfully complete an AMHP training programme a written transcript to this effect. Local authorities can only approve professionals to act as AMHPs who have successfully completed an SWE approved training programme. A transcript will provide evidence of this to a local authority.

## **15. Provision for students failing on grounds of professional suitability**

Behaviour within university or outside, that calls into question a candidate's ability to practice in accordance with the ethics and values of social work will necessitate consideration of their suitability to remain on the programme. It would be expected that the employer would instigate relevant procedures to deal with such concerns in the work context. However in order to comply with the 'Termination of Training Requirements of the SWE the trainee would also be referred to the Faculty's *Professional Suitability Panel* for a decision about their suitability to remain on a professional training course. In addition, employers will be notified of any candidate who fails to achieve the required academic standard to pass this course as that may have implications for the employer in respect of the person's employment status. Decisions regarding any candidate who has their registration on this programme terminated as a result of professional unsuitability will be reported to the relevant professional body.

### **15.1 Identifying and Supporting 'At Risk' Students**

Students are deemed to be 'at risk' if concerns arise in relation to their attendance, commitment to learning activities or outcomes of formative or summative assessment. If any such concerns arise, the tutor will liaise with the student to discuss the nature of the concerns, establish any underlying causes and agree an appropriate support strategy. The tutor, in conjunction with the course leader, will then monitor the student's performance until such time as staff are satisfied that the student is no longer at risk. Students will be balancing a challenging programme of study alongside work in demanding and complex areas of social work practice. It is therefore considered essential that systems are in place to identify and support students who are deemed at risk in terms of successful progression and achievement.

## **15.2 Academic Conduct Panels**

If there is an incident of sufficient seriousness or concerns that cannot be resolved such that the support mechanisms for 'at risk' students are deemed not to be working they will be dealt with by a meeting of the Academic Conduct (AC) Panel. This is a formally constituted panel, in line with University regulations, and has terms of reference and procedures that are embedded within the Faculty's QSME framework. In the event that a student's behaviour has been evidenced to fall seriously short of requirements, the AC Panel may, in extreme circumstances the student will be required to leave the programme.

In addition to meeting the key criteria in assessment tasks, Practice Assessors will assess them in practice.

### **Knowledge**

1.1 Understand legislation, related codes of practice and national and local policy and guidance applicable to the role of an AMHP, and be able to apply this in practice. (*On line test: Mental Health Law and Policy Case studies*)

1.2 Understand the legal position and accountability of AMHPs, employers and the authority the AMHP is acting for in relation to the Mental Health Act 1983. (*Mental Health Law and Policy Case studies*)

1.3 Understand a range of models of mental disorder, and be able to apply them in practice. (*Values, Ethics and Evidence Informed Practice task*)

1.4 Understand the contribution and impact of social, physical and development factors on mental health, and be able to apply this in practice. (*Values, Ethics and Evidence Informed Practice task*)

1.5 Understand the social perspective on mental disorders and mental health needs in working with service users, their relatives, carers and other professionals, and be able to apply this in practice. (*Values, Ethics and Evidence Informed Practice task*)

1.6 Understand the implications of mental disorders for service users, their relatives, carers and other professionals, and be able to apply this in practice. (*Values, Ethics and Evidence Informed Practice task*)

1.7 Understand the implications of a range of treatments and interventions for service users, their relatives and carers, and be able to apply this in practice. (*Values, Ethics and Evidence Informed Practice task*)

1.8 Understand child and adult protection procedures in relation to AMHP practice. (*Mental Health Law and Policy case studies task*)

1.9 Understand the needs of children and young people and their families and the impact those needs have on AMHP practice. (*Mental Health Law and Policy case studies task*)

### **Autonomous practice**

2.1 Be able to exercise appropriate use of independence, authority and autonomy in the AMHP role. (*AMHP Practice Case Studies; Direct Observation*)

2.2 Be able to recognise, assess and manage effectively the risks related to the AMHP role. *(AMHP Practice Case Studies)*

2.3 Be able to manage anxiety, risk and conflict and understand its impact on AMHP practice. *(AMHP Practice Case Studies)*

### **Informed decision making**

3.1 Be able to evaluate critically local and national policy to inform AMHP practice. *(Mental Health Law and Policy Presentation)*

3.2 Be able to draw on, and evaluate critically, a range of research relevant to evidence-based AMHP practice. *(Mental Health Law and Policy Presentation)*

3.3 Be able to gather, analyse and share information appropriately. *(Mental Health Law and Policy Presentation)*

### **Equality and diversity**

4.1 Be able to demonstrate sensitivity to factors such as race, gender, age, sexuality, disability, culture, religion and belief in AMHP practice. *(Values, Ethics and Evidence Informed Practice Presentation and task)*

4.2 Be able to identify, challenge and redress discrimination and inequality in AMHP practice. *(Values, Ethics and Evidence Informed Practice Presentation and task)*

4.3 Understand and respect service users' qualities, abilities and diverse backgrounds. *(Values and Evidence Informed Practice Presentation and task)*

4.4 Be able to promote the rights, dignity and self-determination of service users consistent with their own needs and wishes to enable them to contribute to the decisions made affecting their quality of life and liberty. *(Values, Ethics and Evidence Informed Practice Presentation and task)*

4.5 Be able to demonstrate sensitivity to a service user's needs for personal respect, confidentiality, choice, dignity and privacy. *(Values, Ethics and Evidence Informed Practice Presentation and task)*

### **Communication**

5.1 Be able to communicate effectively with service users, relatives and carers when undertaking the AMHP role. *(AMHP Practice Case Studies; Direct Observation)*

5.2 Be able to communicate advice, instruction, information and professional opinion, including providing verbal and written reports. *(AMHP Practice Case Studies; Direct Observation)*

5.3 Be able to present a case at a legal hearing. *(AMHP Practice Witness Statement)*

5.4 Be able to balance and manage the competing requirements of confidentiality and effective information sharing to the benefit of the service user and other persons concerned with the service user's care. *(AMHP Practice Case Studies)*

### **Collaborative working**

6.1 Be able to work with service users, carers and others to evaluate the outcomes of interventions and identify any unmet needs. *(AMHP Practice Case Studies)*

6.2 Be able to build and sustain effective professional relationships with service users, relatives and carers when undertaking the AMHP role. *(AMHP Practice Case Studies; Direct Observation)*

6.3 Be able to work as an AMHP in partnership with others, including inter-agency and inter-professional working. *(AMHP Practice Case Studies; Direct Observation)*

6.4 Understand the roles and responsibilities of other professionals involved in statutory mental health work. *(AMHP Practice Case Studies)*

6.5 Be able to use networks and community groups to influence collaborative working with service users, agencies and advocates. *(AMHP Practice Case Studies)*

### **Assessment and intervention**

7.1 Be able to make appropriate decisions that are sensitive to the needs of the service user. *(AMHP Practice Case studies)*

7.2 Be able to assess the feasibility of, and contribute effectively to, planning and implementing options for care of the service user. *(AMHP Practice Case studies)*

7.3 Be able to plan, negotiate and manage compulsory admission to hospital or arrangements for supervised community treatment. *(AMHP Practice Case studies)*

7.4 Be able to manage and co-ordinate effectively the relevant legal and practical processes, including the involvement of other professionals, as well as service users, relatives and carers. *(AMHP Practice Case studies; Direct Observation)*

7.5 Be able to complete statutory documentation, including an application for admission, and written records in accordance with applicable legislation, protocols and guidelines.  
*(AMHP Practice Case studies; Direct Observation)*



## Appendix 2.

Table Mapping of Key Competence areas to the AMHP Modules

| Module  | Task  | Key competence   | SWE Key criteria  | Assessed in practice by PE |
|---|---|--|---|----------------------------|
| Values, Ethics and Evidence Informed Practice | Reflective report   | 1.a;<br>1.b;<br>1.c;<br>1.d;<br>3.a;<br>3.b;<br>3.c;<br>3.d; | 1.3;<br>1.4;<br>1.5;<br>1.6;<br>1.7;<br>1.8;<br>1.9;<br>4.1;<br>4.2;<br>4.3;<br>4.4;<br>4.5 | Yes                        |
| Mental Health Law and Policy                  | 1. On line test   | 2a(i);<br>2a(ii);<br>2b                                      | 1.1;<br>3.1.  | Yes                        |
| Mental Health Law and Policy                  | 2. Presentation   | 2e(i);<br>2e(ii)   | 3.1;<br>3.2;<br>3.3.  | Yes                        |
| Mental Health Law and Policy                  | 3. Two Case studies - competences and criteria to be met in each case study | 2a(i)<br>2a(ii)<br>2b<br>2c;<br>2d;                          | 1.1;<br>1.2;<br>1.8;<br>1.9;<br>7.1;<br>7.2;<br>7.3;<br>7.4;<br>7.5                         | Yes                        |
| AMHP Practice                                 | 1. Direct Observations  | 4a;<br>4b;<br>4c;<br>4i;<br>5c;<br>5d<br>5g<br>5h<br>5i      | 2.1;<br>5.1<br>5.2<br>6.2<br>6.3  | Yes                        |
| AMHP Practice                                 | Witness statement   | 5e   | 5.3   |                            |
| AMHP Practice                                 | Two case studies  | 4d X1<br>4.e X2<br>4f X2<br>4.g X2<br>4.h X2<br>4.j X2       | 2.1;X2<br>2.2; X2<br>2.3; X2<br>5.1; X2<br>5.2 X2<br>5.4 X2                                 | Yes                        |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  | 4.k X2<br>5.a X2<br>5.b X1<br>5.f X1<br>5g. X1 | 6.1: X2<br>6.2 X2<br>6.3 X2<br>6.4 X2<br>6.5 X2 |  |
|--|--|--|---|--|

# Appendix 3 - Exit form

Faculty of Health and Wellbeing

## Exit Interview Pro-Forma

Student Name: ..... Student No: .....

Course/route: ..... Year/Level: .....

Date of interview: ..... Conducted by: .....

Entry qualifications: .....

### SECTION ONE: REASONS FOR WITHDRAWAL

Please tick if any

Please indicate from the following the main reasons for your decision to withdraw.

#### Academic

Finding the course too demanding

Required to withdraw on academic grounds

Please give details if any of the above constitutes the main reason for withdrawal

.....  
.....

#### Course Content

Aspects of the course were not as expected

Aspects of the course were not indicated at interview  
or in marketing literature

Course does not meet revised career aspirations

Please give details if any of the above constitutes the main reason for withdrawal

.....  
.....

#### Course Delivery / Organisation / Management

Aspects of teaching delivery

Aspects of course management

Please give details if any of the above constitutes the main reason for withdrawal

.....  
.....

**Personal / Financial**

|  |                          |                          |
|--|--------------------------|--------------------------|
| Personal / Domestic Issues               | <input type="checkbox"/> | <input type="checkbox"/> |
| Financial Difficulties                   | <input type="checkbox"/> | <input type="checkbox"/> |
| Medical Circumstances                    | <input type="checkbox"/> | <input type="checkbox"/> |
| Pressure of full or part-time employment | <input type="checkbox"/> | <input type="checkbox"/> |

Please give details if any of the above constitutes the main reason for withdrawal

.....  
.....

|  |                          |                          |
|--|--------------------------|--------------------------|
| Was there a specific aspect or incident that influenced your decision to withdraw? | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|

Please give details if any of the above constitutes the main reason for withdrawal

.....  
.....

**Other**

|                       |                          |                          |
|-----------------------|--------------------------|--------------------------|
| ..... (Insert Reason) | <input type="checkbox"/> | <input type="checkbox"/> |
|-----------------------|--------------------------|--------------------------|

Please give details if the above constitutes the main reason for withdrawal

.....  
.....

|                        |                          |                          |
|------------------------|--------------------------|--------------------------|
| <b>Reason Withheld</b> | <input type="checkbox"/> | <input type="checkbox"/> |
|------------------------|--------------------------|--------------------------|

**SECTION TWO: THE DECISION MAKING PROCESS**

|  |     |                          |    |                          |
|--|-----|--------------------------|----|--------------------------|
| Have concerns been previously discussed with a tutor or student support officer? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|--|-----|--------------------------|----|--------------------------|

|   |     |                          |    |                          |
|---|-----|--------------------------|----|--------------------------|
| Was advice sought from Student Services, the Students Union or some other agency? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|---|-----|--------------------------|----|--------------------------|

If 'yes', please name the agency and indicate if they helped

If 'no', why not?

Could the reason for withdrawal have been foreseen before starting the course?

Yes

No

Is there any advice the student could give to assist others? e.g. information given at interview

Yes

No

.....

### SECTION THREE: FINAL COMMENTS

Any other comments about the student's experience as a ..... student at University (including placement experience)?

.....

.....

Plan for the future? .....

Notes

Referred to another support service? (E.g. Careers Advice)

**Interviewer's Name (Please print):** ..... **Date:** .....

## Appendix 4

### **Guidance on Trainee Involvement in MH Act Assessments**

AMHP trainees must participate in Mental Health Act assessments in order to develop and demonstrate relevant skills such as making assessments, interviewing 'in a suitable manner' and finding the most appropriate way of providing an individual with the mental health services they need. There are limits, however, to what can be done by someone who is not an authorised AMHP. It is the AMHP's responsibility [whether it is the practice assessor or another colleague] formally to lead the assessment but, in working with the AMHP, the trainee must take an active role rather than be a passive observer. However the trainee must have led [insofar as the law allows] at least one assessment for inclusion in the portfolio

The AMHP should ensure that s/he:

- Introduces yourself as the AMHP (the trainee is your colleague)  
NB. Guidance given in the Code of Practice,  
*It is important to emphasise that an AMHP assessing a patient for possible admission under the Act has overall responsibility for co-ordinating the process of assessment and, where he or she decides to make an application, for implementing that decision. The AMHP must, at the start of the assessment, identify him or herself to the person, members of the family or friends present and the other professionals involved in the assessment. They should explain in clear terms the AMHP's roles. AMHPs should carry with them at all times documents identifying them as AMHPs.*
- Makes the decision whether or not to apply for detention or guardianship, or to recommend supervised aftercare
- Completes and sign and necessary statutory forms (for practice, the trainee could complete a separate form marked 'for training purposes')
- Communicates the decision to the patient and relevant parties including the nearest relative – especially if section 13(4) is involved
- Takes overall responsibility for the conveyance of the patient if they are to be admitted to hospital

NB. Guidance given in the Code of Practice:

*When conveying a patient to hospital the AMHP has the power of a police constable. The task of conveying the patient may be delegated, e.g. to ambulance staff or the police. The AMHP or supervisor retains ultimate responsibility to ensure that the patient is conveyed in a lawful and humane manner and should give guidance to those asked to assist.*

- Checks and signs any social report left with the hospital after an admission (trainee can draft this if it does not conflict with your agency's policy – see Code of Practice)

**You** must complete these tasks but, with planning, you may agree ways in which the trainee can participate in:

- Interviewing the patient in a suitable manner
- Consulting/informing the nearest relative in person
- Discussing the assessment with doctor(s)
- Complete and/or check any forms completed as long as the AMHP only signs them.

The Code of Practice lists other AMHP tasks with which the trainee could assist you. A critical appraisal of the process after the event is especially helpful to trainee learning. Tribunal and Hospital Manager Review Hearing reports do not have to be completed by AMHPs but the author's status should be made clear.

Appendix 5 - Placement Learning Agreement

**Sheffield Hallam University**

**AMHP PRACTICE LEARNING AGREEMENT**

**This individualised agreement is to be discussed within the framework of the SHU guidelines in the programme handbook and SHU policies.  
Please complete and sign the form following the meeting.**

**Placement dates:**

**Portfolio Submission date:**

|   | <b>Name</b> | <b>Contact no.</b> | <b>e-mail</b> |
|---|-------------|--------------------|---------------|
| <b>AMHP Trainee</b>                     |             |                    |               |
| <b>Practice Assessor</b>                |             |                    |               |
| <b>Agency link officer/<br/>adviser</b> |             |                    |               |
| <b>SHU Tutor</b>                        |             |                    |               |

**Placement address:**

**Placement telephone number:**



## **AGREEMENT CONDITIONS**

- 1) In signing this agreement all parties are bound by SHU AMHP course regulations as set out in the handbooks.**
- 2) All info relating to the AMHP trainee during the assessment process will remain confidential to all parties concerned except where overridden by SHU and/ or SWE regulations.**
- 3) Learning support needs. Where an AMHP trainee has a declared and diagnosed learning need the following support will be given:**
- 4) Periods of leave during the placement will normally be taken over the Christmas break. Please note any significant leave for the**

**Trainee:**

**Practice Assessor:**

**Tutor:**

- 5) The arrangements for supervision are as follows:**

First supervision session:

Frequency and duration of supervision:

Standing agenda items agreed:

Responsibility for recording:

Who will provide support when practice assessor is unavailable?

Requirements for supervision:

- 6) Permission is given to SHU to use any materials submitted by AMHP trainees for instructional purposes in the future. These will be anonymised so that the originator cannot be identified.**

**Yes/No**

**Signed by trainee:**

- 7) The trainee consents to partake in all training activities.**

**Signed by trainee:**

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

- 8) Trainee's background and learning needs**

9) Learning opportunities including work to be undertaken during the placement, and continuing casework :

10)When study time will be taken:

11) Other relevant issues affecting placement learning:

12)Learning Agreement review date:

|                                   |       |
|-----------------------------------|-------|
| <b>Trainee</b> .....              | ..... |
|                                   |       |
| <b>Practice Assessor(s)</b> ..... | ..... |
|                                   |       |
|                                   |       |
| <b>SHU Tutor</b> .....            | ..... |
|                                   |       |
| <b>Line Manager (if present)</b>  | ..... |

|   |       |
|---|-------|
| <b>Training Officer/ Adviser.(if present)</b> | ..... |
|---|-------|

Appendix 6 - Mid-way review

**Sheffield Hallam University**

**AMHP PRACTICE LEARNING Mid- way Review**

**This should be discussed with reference to the Practice Learning Agreement.**

**Please complete and sign the form following the 4 way meeting.**

**Note any changes from the original agreement.**

|                                     | <b>Name</b> | <b>Contact no.</b> | <b>e-mail</b> |
|-------------------------------------|-------------|--------------------|---------------|
| <b>AMHP Trainee</b>                 |             |                    |               |
| <b>Practice Assessor/s</b>          |             |                    |               |
| <b>Agency link officer/ adviser</b> |             |                    |               |
| <b>SHU Tutor</b>                    |             |                    |               |
| <b>Line manager</b>                 |             |                    |               |

**Placement address:**

**Placement telephone number:**

**AGREEMENT CONDITIONS**

- 1) In signing this agreement all parties are bound by SHU AMHP course regulations as set out in the handbooks.
  
- 2) All info relating to the AMHP trainee during the assessment process will remain confidential to all parties concerned except where overridden by SHU regulations.

**3) Learning support needs. Have any learning support needs been identified?  
What is in place to meet those needs?**

**Any issues with leave for ?**

**Trainee:**

**Practice Assessor:**

**Tutor:**

**4) Have arrangements for supervision been satisfactory?**

**5) Are any changes to the original plan needed?**

**Is there feedback from other colleagues?**

**6) Main learning opportunities already undertaken during the placement, and continuing casework :**

**7) Are learning opportunities appropriate?**

**8) Are they sufficient in range?**

**9) Are there any gaps identified and how could they be met?**

**10) Is trainee making progress towards evidencing competence?**

**11) Are there any concerns? If so what action is to be taken?**

**12. Action plan for remaining placement.**

**13. Portfolio hand in date is:**

**Trainees, practice assessors and agency link officers have the assessment schedule for other pieces of work to be submitted.**

|  |                                   |              |
|--|-----------------------------------|--------------|
|  | <b><u>Signed:</u></b>             | <b>Date:</b> |
|  | <b>Trainee:</b>                   |              |
|  |                                   |              |
|  | <b>Practice Assessor:</b>         |              |
|  |                                   |              |
|  | <b>Training Officer/ Adviser:</b> |              |
|  | <b>SHU Tutor:</b>                 |              |
|  | <b>Line Manager:</b>              |              |

## **Student Declaration**

**DECLARATION:** All work in this portfolio is my own; that which is not my own is indicated clearly as such. Accurate word limits are included. All names and contact details have been anonymised.

Trainee signature:

Date:

## **Portfolio Contents checklist**

|      |  |
|------|--|
| ITEM |  |
|------|--|

|  |  |
|--|--|
| Practice Assessor Declaration                              |  |
| Student Declaration  |  |
| Confidentiality Statement                                  |  |
| Taught Sessions Declaration                                |  |
| Placement context  |  |
| Record of work & Learning Opportunities                    |  |
| Record of Placement Days                                   |  |
| Record of supervision                                      |  |
| Direct Observations  |  |
| Witness Statement  |  |
| Practice Assessor's Report                                 |  |
| Competency Verification                                    |  |
| AMHP Role and Practice case studies                        |  |
| MH Law and Policy framework online test results            |  |
| MH law and Policy Presentation feedback and results        |  |
| MH Law and Policy case studies                             |  |
| Values and Evidenced informed practice result and feedback |  |
|  |  |
|  |  |

## **Practice Assessor Verification**



I can confirm that, to the best of my knowledge, the material contained in this portfolio is his/her own, an accurate reflection of the trainee's practice, and that the work I have observed and that is evidenced in the portfolio has reached a standard appropriate for the SWE Approved Mental Health Professional Award.

**Practice Assessor signature:**

**Date:**

### **Confidentiality Statement**

Explain how confidentiality has been maintained within the portfolio:

Signed (trainee):

## **Taught Sessions Declaration**

Trainees are expected to attend all taught sessions provided on the AMHP course. If you miss a session you need to declare what you did to compensate for this missed learning. This could include actions such looking through the PowerPoints, reading chapters in books and other learning opportunities.

Signed (trainee):

**Taught sessions missed & how were they compensated:**

## **Placement Context**

Signed (trainee):

## **Record of Work & Learning Opportunities**

Trainees need to evidence the learning opportunities they have taken part in during placement. These can include shadowing of assessments, court work, tribunals, visits to services, discussions with professionals and assessments led. This should take the form of a list of work/learning with dates and what competencies you thought that you met in this event.

**Trainee signature:**

**Practice Assessor signature:**

**MHA assessments shadowed:**

**MHA Assessments led:**

## **Record of Placement Days**

| <b>Mon</b> | <b>Tue</b> | <b>Wed</b> | <b>Thu</b> | <b>Fri</b> | <b>Sat</b> | <b>Sun</b> |
|------------|------------|------------|------------|------------|------------|------------|
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Signed (trainee):

Signed (Practice Assessor):

### **Record of Supervision**

Trainees are expected to receive an average of 90 minutes supervision from their Practice Assessor/Supervisor for every week on placement (pro rata).

**Dates of Supervision:**

## Record of Observations

The Practice Assessor should observe the trainee's practice on at least two occasions out of the three required for the portfolio. This is a minimum number and further observations by the PA and other professionals can be included in this record as they help build the picture of the trainee's competency. .

### Observed Practice

| Date | Brief description of Situation | Observed by: |
|------|--------------------------------|--------------|
|      |                                |              |
|      |                                |              |
|      |                                |              |
|      |                                |              |
|      |                                |              |
|      |                                |              |
|      |                                |              |
|      |                                |              |

**AMHP Trainee signature:**

**Date:**

**Practice Assessor signature:**

**Date:**

**Direct Observation Pro- Forma**



The direct observation of practice should be recorded with evidence given to meet each of the competences.

All competences must be addressed (though not all will be met in in each observation) and practice assessors / AMHPs should clearly identify on the pro forma that trainees have met the required standard of competent practice.

Comments could include the trainees' strengths and areas to further develop.

**Boxes may be enlarged as necessary.**

**Name of Trainee:**

**Name of AMHP/ Practice Assessor:**

**Date of Direct Observation:**

**Brief description of event observed.**

**Competence****Evidence Observed**

|       |   |  |
|-------|---|--|
| 4 )a) | The ability to articulate, and demonstrate in practice, the social perspective on mental disorder and mental health needs;                                |  |
| 4 b)  | The ability to communicate appropriately with and to establish effective relationships with patients, relatives, and carers in undertaking the AMHP role; |  |
| 4 c)  | The ability to articulate the role of the AMHP in the course of contributing to effective inter agency and inter professional working;                    |  |
| 4i)   | The ability to plan, negotiate and, manage, compulsory admission to hospital or   |  |

|      |  |  |
|------|--|--|
|      | arrangements for supervised community treatment;   |  |
| 5 c) | The ability to compile and complete statutory documentation, including an application for admission  |  |
| 5 d) | The ability to provide reasoned and clear verbal and written reports to promote effective, accountable and independent AMHP decision making;           |  |
| 5 g) | The ability to evaluate the outcomes of interventions with patients, carers and others, including the identification of where a need has not been met; |  |

|      |   |  |
|------|---|--|
| 5 h) | The ability to make and communicate decisions that are sensitive to the needs of the individual patient;  |  |
| 5 i) | The ability to keep appropriate records and awareness of legal requirements with respect to record keeping and the use and transfer of information. |  |

**Signed observer:**

**Date:**

**Signed trainee:**

**Date:**

# Sheffield Hallam University AMHP Trainee Witness Statement

**Trainee:**

**Witness:**

**Job Title:**

|  |   |
|--|---|
|  | <b>Key Competence 5 e (KC 5.3)</b><br>The ability to present a case at a legal hearing. Please provide a brief account of situation |
|  |   |

The following competence should be addressed. Candidates need to clearly demonstrate competence and the witness statement should give brief supporting evidence. A legal hearing could be a MHA tribunal or a Section 135 application for a warrant. Witnesses could include the practice assessor, chair of tribunal, or another competent AMHP or mental health professional.

**Witness comments**

5e) and 5.3      The ability to present a case at a legal hearing;

Signed.....      Date .....

**NB This witness statement a) must demonstrate HOW the competence claimed was achieved b) cannot be used with the same material elsewhere in the portfolio to fulfil the requirements for two separate pieces of evidence.**

## **Practice Assessors Verification Report**

1500 words (approx). This should be written to give evidence to support the 5 key areas competences.

## Practice Assessor Competency Verification

I have seen the portfolio and affirm that the evidence provided is a true reflection of the work carried out and that the candidate (insert trainee's name here) has met the regulatory requirements and the key criteria as set out by the SWE.

Signed:.....

Practice Assessor Name:

| Key competence | Key criteria   | Pass / Fail |
|----------------|--|-------------|
|                | <p><b>Key Competence Area 1: Application of Values to the AMHP Role.</b></p> <ul style="list-style-type: none"> <li>a) The ability to identify, challenge and, where possible, redress discrimination and inequality in all its forms in relation to AMHP practice;</li> <li>b) An understanding of and respect for individuals' qualities, abilities and diverse backgrounds, and is able to identify and counter any decision which may be based on unlawful discrimination; Pass/ Fail</li> <li>c) An ability to promote the rights, dignity and self - determination of patients consistent with their own needs and wishes to enable them to contribute to the decisions made affecting the quality of life and liberty of those patients; Pass/ Fail</li> <li>d) A sensitivity to individuals' needs for personal respect, confidentiality, choice, dignity and privacy while exercising the AMHP role.</li> </ul> |             |
|                | <p><b>Key Competence Area 2: Application of Knowledge: The Legal and Policy Framework.</b></p> <ul style="list-style-type: none"> <li>a) appropriate knowledge of and ability to apply in practice-               <ul style="list-style-type: none"> <li>(i) mental health legislation, related Codes of Practice and national and local policy guidance, and</li> <li>(ii) relevant (<i>meaning relevant to the decisions that an AMHP is likely to take when acting as an AMHP</i>) parts of other legislation, Codes of Practice, national and local policy guidance, in particular the Children Act 1989 <sup>(1)</sup>,</li> </ul> </li> </ul>  |             |

<sup>(1)</sup> Children Act 1989 (c.41).

|  |  |                    |
|--|--|--------------------|
|  | <p>Children Act 2004 <sup>(2)</sup>, Human Rights Act 1998 <sup>(3)</sup> and the Mental Capacity Act 2005<sup>(4)</sup> ;</p> <p>b) A knowledge and understanding of the particular needs of children and young people and their families, and an ability to apply AMHP practice in the context of those particular needs;</p> <p>c) An understanding of , and sensitivity to, race and culture in the application of knowledge of mental health legislation;</p> <p>d) An explicit awareness of the legal position and accountability of AMHPs in relation to the Act, any employing organisation and the authority on whose behalf they are acting;</p> <p>e) The ability to</p> <p>(i) evaluate critically local and national policy to inform AMHP practice;</p> <p>(ii) base AMHP practice on a critical evaluation of a range of research relevant to evidence based practice, including that on the impact of the experience of discrimination on mental health.</p> |                    |
|  | <p><b>Key Competence Area 3: Application of Knowledge: Mental Disorder.</b></p> <p>a) A critical understanding and the ability to apply in practice a range of models of mental disorder, including the contribution of social, physical and development factors;</p> <p><b>b)</b> A critical understanding of and the ability to apply in practice the social perspective on mental disorder and mental health needs in working with patients, their relatives, carers and other professionals;</p> <p>c) A critical understanding of and the ability to apply in practice the implications of mental disorder for patients, their relatives and carers;</p> <p>d) A critical understanding of and the ability to apply in practice the implications of a range of treatments and interventions for patients, their relatives and carers.</p>   | <p>Pass / Fail</p> |

<sup>(2)</sup> Children Act 2004 (c.31).

<sup>(3)</sup> Human Rights Act 1998 (c.42).

<sup>(4)</sup> Mental Capacity Act 2005 (c.9).



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|  | <p><b>Key Competence Area 4 – Application of Skills: Working in Partnership.</b></p> <ul style="list-style-type: none"> <li>a) The ability to articulate, and demonstrate in practice, the social perspective on mental disorder and mental health needs;</li> <li>b) The ability to communicate appropriately with and to establish effective relationships with patients, relatives, and carers in undertaking the AMHP role;</li> <li>c) The ability to articulate the role of the AMHP in the course of contributing to effective inter agency and inter professional working;</li> <li>d) The ability to use networks and community groups to influence collaborative working with a range of individuals, agencies and advocates;</li> <li>e) The ability to consider the feasibility of and to contribute effectively to planning and implementing options for care such as alternatives to compulsory admission, discharge and aftercare;</li> <li>f) The ability to recognise, assess and manage effectively risk in the context of the AMHP role;</li> <li>g) The ability to effectively manage difficult situations of anxiety, risk and conflict, reflecting on how this affects the AMHP and other people concerned with the patient's care;</li> <li>h) The ability to discharge the AMHP role in such a way as to empower the patient as much as practicable;</li> <li>i) The ability to plan, negotiate and, manage, compulsory admission to hospital or arrangements for supervised community treatment;</li> <li>j) The ability to manage and coordinate effectively the relevant legal and practical processes including the involvement of other professionals as well as patients, relatives and carers;</li> <li>k) The ability to balance and manage the competing requirements of confidentiality and effective information sharing to the benefit of the patient and other persons concerned with the patient's care.</li> </ul> | Pass / Fail |
|  | <p><b>Key Competence Area 5: Application of Skills: Making and Communicating Informed Decisions.</b></p> <ul style="list-style-type: none"> <li>a) The ability to assert a social perspective and to make properly informed independent decisions;</li> </ul>   | Pass / Fail |

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|  | <ul style="list-style-type: none"> <li>b) The ability to obtain, analyse and share appropriate information having due regard to confidentiality in order to manage the decision-making process including decisions about supervised community treatment orders;</li> <li>c) The ability to compile and complete statutory documentation, including an application for admission</li> <li>d) The ability to provide reasoned and clear verbal and written reports to promote effective, accountable and independent AMHP decision making;</li> <li>e) The ability to present a case at a legal hearing;</li> <li>f) The ability to exercise the appropriate use of independence, authority and autonomy and use it to inform their future practice as an AMHP, together with consultation and supervision;</li> <li>g) The ability to evaluate the outcomes of interventions with patients, carers and others, including the identification of where a need has not been met;</li> <li>h) The ability to make and communicate decisions that are sensitive to the needs of the individual patient;</li> <li>i) The ability to keep appropriate records and awareness of legal requirements with respect to record keeping and the use and transfer of information.</li> </ul> |  |
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I confirm that the trainee has met the requirements and that I have no other concerns about the trainees practice.

**Signed**

**Practice Assessor**

**Date**

## Consent Form

Undertaking AMHP training involves full involvement in a range of teaching and learning experiences including placement activities.

I consent to undertake these activities whilst on the Sheffield Hallam University AMHP training programme.

|                   |  |
|-------------------|--|
| <b>Signature</b>  |  |
| <b>Print Name</b> |  |
| <b>Date</b>       |  |