



**Sheffield  
Hallam  
University**

**COURSE  
HANDBOOK  
V 1.0**

**PG Certificate  
Approved Mental  
Health Professional**

**September 2020**

### **(i). Purpose**

This AMHP course handbook provides information for students and Practice educators. It covers essential information about the course and can be found on the blackboard site for the 'AMHP Practice' module. If you require an alternative format please contact the course leader.

### **(ii) Our student charter.**

Our student charter was developed jointly by the University and Sheffield Hallam Students' Union. It is an example of the working partnership which exists between our staff, students and student representatives. The charter embodies our commitment to delivering a high-quality student experience and sets out the expectations and responsibilities we have for our community of students and staff. A copy of the University Student Charter can be found [here](#).

### **(iii) Attendance Statement**

The following statement has been agreed to communicate the University's expectations on student attendance and to encourage you to gain the most from the planned learning activities on your course.

It is essential that all students take responsibility for their learning by engaging fully with their course and that as a minimum students should:



- attend punctually all scheduled and timetabled learning and teaching activities and sessions, unless unable to do so for reasons of illness or other extenuating circumstances;
- engage with and participate in all learning activities;
- submit all assessments by scheduled hand in dates;
- attend all scheduled assessments (
- for example, in class tests, presentations, exams);
- reflect on and act on feedback on assessed work;
- undertake independent learning in support of teaching delivery as directed by academic staff.

### **(iv) University Regulations:**

As a student at Sheffield Hallam University you agree to abide by the University regulations upon enrolment to the University. Please note regulations can change during the year and the latest version can be found on MyHallam. You should therefore read this handbook in conjunction with these Academic Regulations and Student Policies, which can be found at the foot of the Study page online at <https://students.shu.ac.uk> under [Rules and Regulations](#).

If your course has any exemptions to these regulations they will be outlined in the Course Overview information.

**(v) Disclaimer:**

While every effort has been made to ensure the accuracy of information contained in this handbook at the time of production, information can change in year. If this is the case these changes will be communicated to you in a timely manner and links are provided where appropriate to sources of current online information.

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## **WELCOME**

**1.1.** A warm welcome to the AMHP course at Sheffield Hallam University. The course team and I are here to support you in your study towards becoming an AMHP and hope your time here is both challenging and rewarding. We very much look forward to working with you over the next semester.

You will be issued with a login account at the time of enrolment. This enables you to access My Hallam. My Hallam is your personalised online environment. It's your route to all of the information and services that the University provides for students, including:

- Access to key systems including email, your online learning modules (Blackboard), My Student Record and timetables.
- Support services and resources to help with your academic work, like the Library Catalogue, LitSearch, reading lists and help with your information skills.
- A news service and general information on topics including finance, accommodation, sport and campus guides.
- A Faculty site which provides contact information and news from Health and Well Being, as well as information relating to course & modules, results and, placements.
- Additional functionality means that you can select and add to the interface to suit the way you want to work, including a personal calendar, PC availability display, dictionary etc.

In addition there is this Course Handbook which gives descriptors of the modules in the AMHP course, and the Practice handbook for AMHP Practice



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*AMHP Programme Leader*  
Faculty of Health and Wellbeing  
Robert Winston Building  
11-15 Broomhall Road  
Sheffield  
S10 2BP  
Reception - 0114 225 5564

## **1.2 A message from your Sheffield Hallam Students' Union Education Officer**

I was elected to represent you and your views as your Education Officer. I hope you'll enjoy being part of your course and I'll be working closely with your course representatives, so if you ever need any help or advice on anything associated with your course and your education then get in touch at [uuseducation@shu.ac.uk](mailto:uuseducation@shu.ac.uk). If you want to share any of your experiences on your course or are facing any problems then come and talk to me as the Students' Union is here to support you. I'm based in the HUBS but you can also contact me via email, on Facebook or via Twitter @hallameducation. I look forward to meeting you soon!

Andrew Adegbola  
*Education Officer, Sheffield Hallam Students' Union*

## 2. Course Information

### 2.1 Course Aims and Learning outcomes

#### Aim

The primary purpose of the training is to ensure the competence of professionals be they social workers, nurses, occupational therapists or psychologists who are being considered for approval as AMHPs in accordance with the relevant mental health legislation to carry out statutory responsibilities under the Mental Health Act 1983 (amended 2007).

Learning outcomes are specified for each module in the module handbooks and Practice Learning Handbook. These are based on the regulatory requirements.

### 2.2 Context

Training will ensure that all professionals gain the knowledge, competencies and values needed to carry out the specific functions and duties required of AMHPs.



AMHPs must represent and maintain the values, integrity and relevance of the social perspective on mental distress and mental health needs in working with service users, relatives, carers and other professionals.

Training must enable AMHPs to articulate the social perspective through the specific role, responsibilities and duties laid upon them by legislation, codes of practice and policy frameworks. AMHPs must be competent to work appropriately with people

with a range of mental disorders and with their carers and relatives. AMHPs should have the knowledge, skills and values required to make appropriate decisions, in consultation with service users, relatives and carers.

Training should address a role for AMHPs which is wider than that of simply responding to requests for admission to hospital or for supervised community treatment and ensuring compliance with the law. This role includes considering alternatives to compulsory admission to hospital or community treatment as well as that of making application, where this is appropriate. It also includes being aware of the needs of vulnerable adults and children who may be affected by the mental health legislative process or outcome, and providing support and protection accordingly. Training must equip AMHPs to manage and coordinate the relevant legal and practical processes including the involvement of other professionals as well as service users, relatives and carers.

AMHPs must recognise and understand the perspectives and contributions which other professionals bring to their own statutory duties. They must be able to secure effective working relationships with other professionals, as well as service users and carers, with whom they must collaborate in making decisions and plans, and they must help create and maintain trust in these relationships.

Training must prepare all AMHPs, regardless of their individual professional backgrounds, to bring and be able to assert an alternative social perspective to the medical view; and to act independently. AMHPs exercise independent authority under the legislation and carry individual and accountable professional responsibility for the independent decisions which they must take.

Training must prepare AMHPs to ensure that in fulfilling their statutory roles and responsibilities they promote equal opportunities and challenge and confront racism, and other forms of discrimination which may disadvantage mental health service users, relatives or carers.

### **2.3 Content. The course will address the following areas.**

1. Mental health legislation, related codes of practice and national guidance, including related case law.
2. Other legislation and policies related to the AMHP role.
3. National and local policies, guidance and procedures relating to statutory mental health functions.
4. Child and adult safeguarding procedures in relation to the AMHP's wider role and duties.
5. Role and functions of courts, hospital managers' hearings, Mental Health Review Tribunals and associated regulatory bodies.
6. Roles and responsibilities of the AMHP.
7. Roles and responsibilities of other professionals involved in statutory mental health work.
8. Models of, and approaches, to mental distress, including the biological, psychological and social characteristics and outcomes.
9. The social perspective on mental distress and mental health needs.
10. Methods of care and treatment for people experiencing mental distress.
11. Knowledge of the impact and presentation of mental distress across the lifespan.
12. Relevant research on the origins and treatment of mental disorders across specific group including children and young people, people with learning disability, older adults and people with sensory impairment.
13. Research relevant to the AMHP role and wider mental health practice.
14. Understanding complexity, including the interrelationship between drugs and substance misuse and mental disorder and the implications for intervention.
15. Local, regional and national resources, formal and informal, for the support of people experiencing mental distress, their families and carers.
16. Theories and models of crisis management.
17. Indicators associated with risk, risk assessment, management, promoting safety and positive risk taking.
18. Care Programme Approach including care, crisis and contingency planning.
19. Partnership working with service users and carers.
20. The significance of and sensitivity to gender, culture, religion and spirituality in relation to the experience of mental health distress.
21. The impact of all forms of discrimination and oppression in mental health, including race and gender.
22. The impact of organisational and institutional structures on behaviour, the effects of power and authority in mental health work.

## 2.4 Key competences

Emphasising the importance of practice that is person-centred and ethical and which respects diversity and challenges inequality, these underpinning values and principles must be addressed in AMHP training to enable candidates to demonstrate their application to the AMHP practice. Their articulation through the role, functions and duties of an AMHP represents a key area of competence along with the application of knowledge and skills as follows:

### Key Competence Area 1: Application of Values to the AMHP Role.

- a) The ability to identify, challenge and, where possible, redress discrimination and inequality in all its forms in relation to AMHP practice;
- 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;
- 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;
- d) A sensitivity to individuals' needs for personal respect, confidentiality, choice, dignity and privacy while exercising the AMHP role

### Key Competence Area 2: Application of Knowledge: The Legal and Policy Framework.

- a) appropriate knowledge of and ability to apply in practice-
  - (i) mental health legislation, related Codes of Practice and national and local policy guidance, and
  - (ii) relevant (*meaning relevant to the decisions that an AMHP is likely to take when acting as an AMHP*) parts of other legislation, Codes of Practice, national and local policy guidance, in particular the Children Act 1989 <sup>(1)</sup>, Children Act 2004 <sup>(2)</sup>, Human Rights Act 1998 <sup>(3)</sup> and the Mental Capacity Act 2005<sup>(4)</sup> ;
- 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;
- c) An understanding of , and sensitivity to, race and culture in the application of knowledge of mental health legislation;
- 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;
- e) The ability to
  - (i) evaluate critically local and national policy to inform AMHP practice;
  - (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.

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

<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).

### **Key Competence Area 3: Application of Knowledge: Mental Disorder.**

- 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;
- 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;
- c) A critical understanding of and the ability to apply in practice the implications of mental disorder for patients, their relatives and carers;
- 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.

### **Key Competence Area 4 – Application of Skills: Working in Partnership.**

- a) The ability to articulate, and demonstrate in practice, the social perspective on mental disorder and mental health needs;
- b) The ability to communicate appropriately with and to establish effective relationships with patients, relatives, and carers in undertaking the AMHP role;
- c) The ability to articulate the role of the AMHP in the course of contributing to effective inter agency and inter professional working;
- d) The ability to use networks and community groups to influence collaborative working with a range of individuals, agencies and advocates;
- 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;
- f) The ability to recognise, assess and manage effectively risk in the context of the AMHP role;
- 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;
- h) The ability to discharge the AMHP role in such a way as to empower the patient as much as practicable;
- i) The ability to plan, negotiate and, manage, compulsory admission to hospital or arrangements for supervised community treatment;
- 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;
- 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.

### **Key Competence Area 5: Application of Skills: Making and Communicating Informed Decisions.**

- a) The ability to assert a social perspective and to make properly informed independent decisions;
- 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;
- c) The ability to compile and complete statutory documentation, including an application for admission



- d) The ability to provide reasoned and clear verbal and written reports to promote effective, accountable and independent AMHP decision making;
- e) The ability to present a case at a legal hearing;
- 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;
- 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;
- h) The ability to make and communicate decisions that are sensitive to the needs of the individual patient;
- i) The ability to keep appropriate records and awareness of legal requirements with respect to record keeping and the use and transfer of information.

## 2.5 Key course contacts

Name	Role(s)	Tel. Number	Email Address
Alan Marshall	Programme Leader, Module Leader (Mental Health) and tutor	0114 225 2591 Please use email	<a href="mailto:Alan.Marshall@shu.ac.uk">Alan.Marshall@shu.ac.uk</a>
Mick Grant	Module Leader (values) and Tutor	0114 225 2401 Please use email	<a href="mailto:Mick.Grant@shu.ac.uk">Mick.Grant@shu.ac.uk</a>
Andy Brammer	Module Leader (AMHP Practice)	N/A	a.brammer@shu.ac.uk
Hallam Help	Student Support	0114 225 2222	<a href="mailto:hallamhelp@shu.ac.uk">hallamhelp@shu.ac.uk</a>
IT Help	Student Support	0114 225 3333	<a href="mailto:ithelp@shu.ac.uk">ithelp@shu.ac.uk</a>
Julia King Deb Taylor	Learning Centre	0114 225 5555	<a href="mailto:j.c.king@shu.ac.uk">j.c.king@shu.ac.uk</a>

### Leaving Messages

If you are unable to contact a member of staff, messages can be left for them with either the Reception or the Postgraduate Office. Emails are usually the best route to leave messages as staff may be working out of their office for days at a time.

RWB Reception Telephone: (0114) 225 5564

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## **Professional Bodies**

Students will be registered with their relevant professional body, usually:

Social Work England,  
1 Blonk Street,  
Sheffield,  
S3 8JY  
or

NMC  
23 Portland Place  
City of Westminster  
London  
W1B



## **2.6 Course Calendar**

### **1. Induction for full and part time routes.**

14<sup>th</sup>, 15<sup>th</sup> and 16<sup>th</sup> September 2020  
(Online Zoom Sessions)

Placements will usually start on 17<sup>th</sup> September 2020 for full-time students, following the induction days. Part-time students will usually begin their placements after the main teaching ends, starting on 26<sup>th</sup> October 2020. The end dates of placements and Portfolio hand-in dates may change if there are changes to the usual placement days. Given the current Covid-19 crisis we are aware for the need for flexibility in placement start and end dates. The end dates listed for placements are indicative. Your own individual end date will depend on your holidays, sickness and personal circumstances. You will need to calculate this from

Students on placements will need to have initial placement agreement meetings early in their placement or before the placement starts. These will involve the student, their allocated placement tutor, their practice educator, on-site supervisor (if relevant) and their agency training officer (if usual practice in that agency). A mid-way placement review meeting will take place around the placement halfway mark as well.

### **2. Full Time route**

**End date of placements:** 07/01/2021

**Submission date for portfolios:** 12/02/2021

### **3. Part time route**

**End date of placements:** 19/04/2021

**Hand in date for portfolios:** 04/06/2021

## **2.7 Timetable**

The timetable below gives an overview of the course.

## 2.8 AMHP Programme 2020/21 Full Time

NB If a part time student then you will attend all the taught days but have an individual placement timetable.

### For this intake all teaching sessions are online via Zoom

All sessions will be within 10am- 4pm unless otherwise specified. We have moved teaching to online remote learning of a variety of styles. Teaching sessions may change the topic or order of teaching, but this will be communicated to you via email or Blackboard.

You will need a recent copy of Richard Jones Mental Health Act Manual for the law sessions. This will usually be provided by your employing agency. You will also need a copy of the Code of Practice and the Reference Guide which your employer can provide or you can download from DoH.



**Initial Placement Meetings should be organised before you start the course if possible. These should take place prior to the teaching starts or in the early weeks. You will be allocated to a university tutor who will attend this meeting.**

### Key

Induction = Yellow

Values and Evidence Informed Practice = Green

Mental Health Legal and Policy Framework = Blue

AMHP Role in Practice (Recall Days) = Peach

P = Placement

Monday	Tuesday	Wednesday	Thursday	Friday	Other Activity
14/09/2020	15/09/2020	16/09/2020	p	p	
a.m. Introductions	a.m. Referencing and Library induction	a.m. Blackboard			
p.m. Intro to the Modules and Assessments	p.m. Back to academic learning Workshop	p.m. Pebblepad Portfolio Student Support			

<p>21/09/2020</p> <p>Intro to module Service user and carer perspectives</p> <p>p.m. Evidence informed practice.</p> <p>Models of mental health</p> <p>Mick Grant</p>	<p>22/09/2020</p> <p>Spirituality, Holistic Assessments and Mental Health</p> <p>BME experiences in Mental Health system</p>	<p>23/09/2020</p> <p>Intro to MH Act and CoP;</p> <p>Richard Jones and Reference Guide</p> <p>Derek Boothby</p>	<p>P</p>	<p>P</p>	
<p>28/09/2020</p> <p>a.m. Psychiatric diagnosis</p> <p>p.m Values Assignment Workshop</p>	<p>29/09/2020</p> <p>S2, S3, S4</p> <p>TBA</p>	<p>30/09/2020</p> <p>a.m &amp; p.m MCA and MHA interface</p> <p>Andy Brammer</p>	<p>P</p>	<p>P</p>	
<p>05/10/2020</p> <p>a.m. Substance Use/ Personality disorder and triage assessment</p> <p>p.m. Risk &amp; decision making</p>	<p>06/10/2020</p> <p>a.m. &amp; p.m S6, 11, 13. AMHP Responsibilities</p> <p>Completing the Forms</p> <p>Derek Boothby</p>	<p>07/10/2020</p> <p>a.m. &amp; p.m S135/S136 Tribunals</p> <p>Andy Brammer/Rosie Meleady</p>	<p>P</p>	<p>P</p>	

Andy Brammer					
12/10/2020 Pharmacology Learning Disabilities	13/10/2020 a.m Nearest Relative Alan Marshall Assignment Preparation	14/10/2020 a.m. CTO's Alan Marshall p.m Guardianship Mick Grant	P	P	
19/10/2020 a.m Mick Grant Group presentations pm Older Adults Mick Grant	20/10/2020 S5(2) & S5(4) TBA Forensic Sections TBA	21/10/2020 Children's Mental Health TBA	P	P	
P	P	P	P	P	
02/11/2020 Unconscious bias TBA Homelessness TBA	03/11/2020 Course Review Law Revision Online Law Test	P	P	P	Alan Marshall
P	P	P	P	P	

P	P	18/11/2020 Recall Day 1 a.m. Catch-up and issues Practical issues- carrying out a MHA 1983 p.m. self-resilience	P	P	
P	P	P	P	P	
P	P	P	P	P	
07/12/2020 Mental Health Vivas	08/12/2020 Mental Health Vivas	09/12/2020 Mental Health Vivas	10/12/2020 Mental Health Vivas	11/12/2020 Mental Health Vivas	
P	P	P	P	P	
Holiday	Holiday	Holiday	Xmas	Xmas	

P	P	P	New Year	New Year	
P	P	05/01/2021 Recall Day 2 a.m AMHP Reports p.m Portfolios	P	End of F/T Placement	
P	P	P	P	P	P or Christmas break
P	P	P			P or New Year break
P	P	P			
P	P	P			
P	P	P			

**Exam Board for full-time students: March 2021**

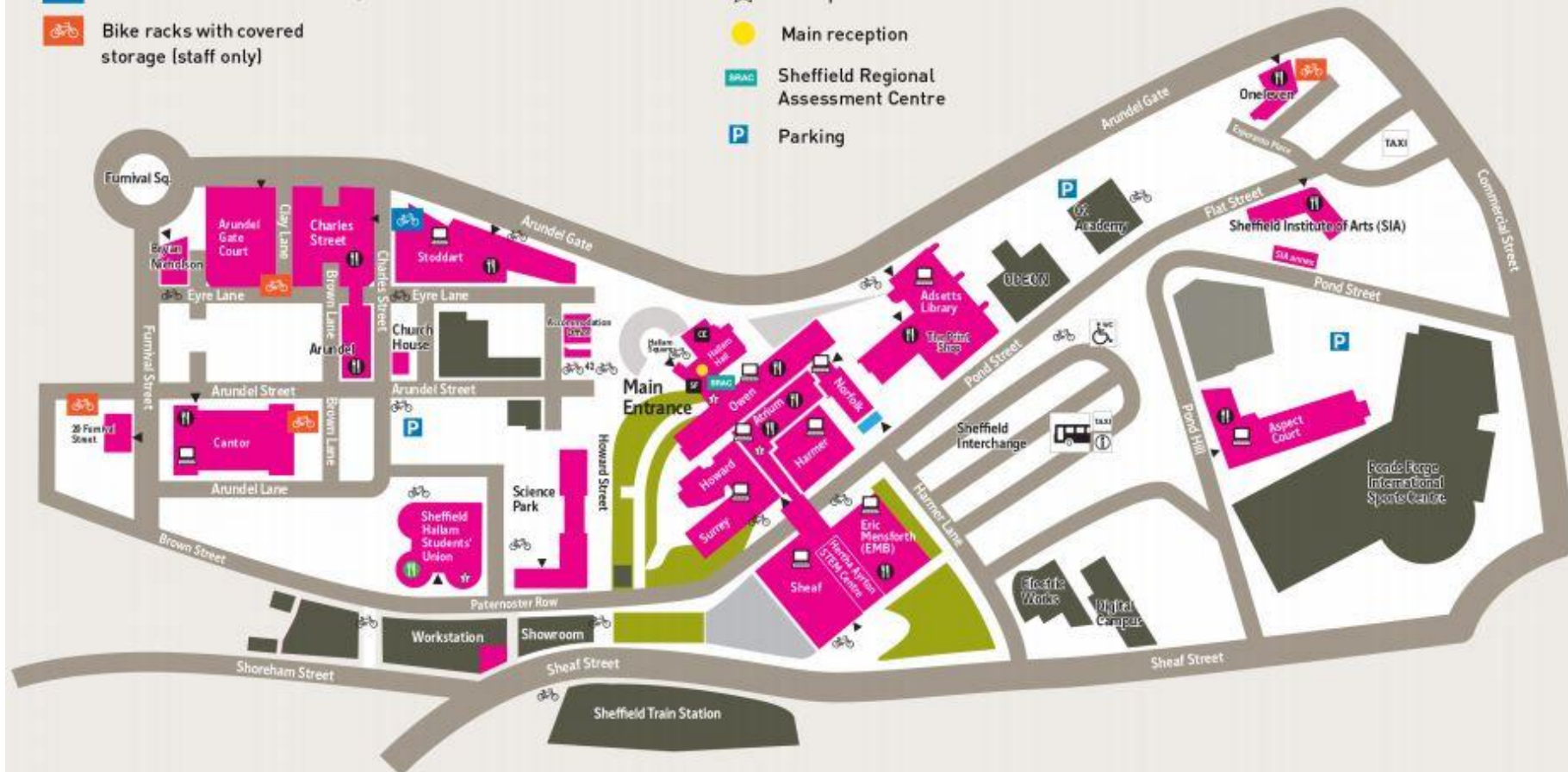
**Exam Board for Part-time students / resubmissions: July 2021**

**F/T Placements 17/09/2020 - 07/01/2021**

**P/T Placements 26/10/2020 - 19/04/2021**

# City Campus

- ▼ Entrance to building
- University buildings
- 🚲 Bike racks
- 🚲🛡️ Bike racks with covered storage
- 🚲🛡️👤 Bike racks with covered storage (staff only)
- 🖨️ PC locations
- 🏊 Sport and fitness facilities
- 🕒 Eating on campus
- CE Careers and Employability Centre
- SF Student Finance Office
- 🍷 Bar Phoenix and Coffee Union
- ★ Cash point
- Main reception
- SRAC Sheffield Regional Assessment Centre
- P Parking





## 2.9. Course Outline

### 9.1 Hours breakdown by module

There are 3 modules which make up the full AMHP programme; Values, Ethics and Evidence Informed Practice; Mental Health Law and Policy and AMHP Practice.

The AMHP course comprises taught sessions, tutor directed study sessions, supervised practice placement and private study. The box contains a breakdown of the notional hours for each module.

<p><b>Pre-AMHP</b> introduction with preparatory reading and activities 3 hours</p> <p>Induction to the AMHP programme 3 days/12 hours</p> <p><b>Values, Ethics and Evidence Informed Practice TAUGHT HOURS 45.5</b></p> <p><b>Mental Health Law and Policy TAUGHT HOURS 81.5</b></p> <p><b>AMHP Practice TAUGHT HOURS 52.5 (includes practice teaching sessions on placement).</b></p> <p><b>TOTAL TAUGHT HOURS 194.5</b>  <b>450 hours to include ½ day (3.5 hours) study time per 37.5 hours of placement</b></p>			
Breakdown of hours	<p><b>Values Ethics and E I P (15)</b></p> <p><b>TAUGHT hrs 45.5</b>  Tutor led 21hrs  Tutor directed 24.5  Private study 104.5</p>	<p><b>MH Legal and Policy Framework (30)</b></p> <p><b>TAUGHT hrs 81.5</b>  Tutor led 44  Tutor directed 41.5  Private study 216.5</p>	<p><b>Placement (15) TAUGHT hrs 52.5</b>  Tutor led 22  Tutor directed 30.5  Practice hrs 450hrs</p>

## **2.10 Placement**

### **2.10.1 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.

### **2.10.2 Rationale**

To 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 clients within a range of environments.

### **2.10.3 Structure**

Teaching sessions are front loaded into the programme so that students have a sound legal knowledge base from which to practice. Study days are suggested and can be negotiated with practice assessors to ensure that they fit with the requirements of the workplace.

### **2.10.4 Documentation for Placements can be found in the AMHP Practice Handbook.**

### **2.10.5 Part time placements**

Part time students will have a placement timetable agreed with the university, employer and placement. This will be recorded in the placement agreement form.

### **2.10.6 Supervision**

See the Role of Practice Assessor in the Practice handbook for details of the practice Assessor role.

Practice Assessors receive education, training and support from university practice tutors. A number of procedures and quality assurance mechanisms are in place to ensure that practice educators can undertake their responsibilities competently. Students' needs prior to, during and following the placement are addressed through an integrated process of university and practice support.

### **2.10.7 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 event. Students and practice assessors should keep attendance records to submit with the portfolio.

## 2.10.8 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.

Significant continuous periods off from placement may mean that a placement opportunity needs to be restarted in full upon return.

## 2.11 Resources

2.11.1. Each module has a blackboard site where all presentations, suggested reading materials and links to relevant sites will be found.

Students have access to a wide range of on-line research resources through My Hallam and receive instruction in how to search for relevant literature and locate academic sources. Many articles and books are available on line and where unavailable, the learning centre link worker can be contacted to try to locate them from other libraries.



### 2.11.2. Course specific resources

Each student is required to have access to a recent edition of Richard Jones Mental Health Act manual provided by their employer.

## 2.12. Programme requirements

2.12.1. Each student shall have an enhanced DBS clearance from their Employer

2.12.2. Each student will be required to sign a consent form to agree to take part in all training activities.

### 2.12.3 Health and Safety

Please refer to the University's Health and Safety Policy on My Hallam. Any accidents on University premises must be reported to your Course Leader and a form completed (available at Reception). Accidents on placement should be reported via their local procedure and to your Course Leader as soon as possible after the accident.

- Students should not eat or drink in practical rooms
- Students should take care in performing activities involving body movement particularly if they have Osteoarthritis or other conditions that might make them vulnerable
- Students should maintain confidentiality in order to protect patients, carers, placement and college staff, themselves and other students. The latter is particularly important where groupwork is concerned
- Students should seek information on and conform to any health and safety regulations laid down by their Practice Placement

## **2.13. Support arrangements.**

2.13.1 Students have access to a range of support from academic staff. This includes:

- individual academic advisor to support academic learning
- Student support officer- for pastoral care and support
- IT support
- Learning centre named advisor - who provides workshops in induction, individual and group support sessions as required and e-mail support with academic research location

### **Academic Adviser**

Throughout your course you will have a named Academic Adviser. This will be a member of academic staff from your subject discipline who will meet with you to discuss:

- Your academic progress - including the modules that you are studying, your assessment results and feedback.
- Your career aspirations and personal goals, providing guidance on what you can do to achieve these.

Your Academic Adviser is your personal point of contact to help you get the most out of your time at Hallam. Your Academic Adviser will maintain contact with you throughout your studies, and you can also contact them should you need a bit of extra support or advice as you progress through your studies.

### **Employability Adviser**

The Student and Graduate Employability service works in partnership with faculties and departments to ensure that all students will be prepared for highly skilled employment or further study upon graduation.

Employability Advisers provide specialist placement and graduate job search advice and support to help discuss anything related to job search, including assistance with applications, interviews and psychometric assessments. Senior Employability Advisers are also able to offer more in-depth one to one guidance appointments which are available to discuss any issues relating to future career plans, identify values, interests and skills and explore options.

Employability Advisers, along with Senior Employability Advisers, offer appointments daily, both in the faculty, in Careers Connect at City Campus and in the Student Support Centre at the Heart of the Campus (HoC), Collegiate Campus. They also provide work experience and career readiness related activity in the curriculum.

The service offers a substantial range of help which enables students to fulfil their potential and develop their employability and career management skills.

There is a team of dedicated Employability Advisers linked to your course. The advisers offer one to one appointments to support students with:

- placement and graduate job seeking and understanding the labour market
- placement and graduate job applications and how to meet the employer's requirements to get on the shortlist
- creating winning CVs and cover letters that target specific placements and graduate jobs
- preparation for interviews and how to answer those difficult questions demonstrating suitability for the placement or graduate job
- completing online application forms and preparing for psychometric tests and assessment centres

For more information please visit [careersconnect.shu.ac.uk](http://careersconnect.shu.ac.uk)

## **How do I make an appointment to see an Employment Adviser?**

Visit: Hallam Help

Phone: 0114 225 2222

Email: [careers@shu.ac.uk](mailto:careers@shu.ac.uk)

Web: [unihub.shu.ac.uk](http://unihub.shu.ac.uk)

## **Student Support Adviser**

All students have a named Student Support Adviser who will work closely with your Academic Adviser and Employability Adviser to provide a seamless support offer. Their support is designed to complement the academic support provided by your Course Leader and other academic staff.

Your Student Support Adviser recognises that it isn't always easy to manage your academic studies alongside day-to-day life, which can include moving to a new city or to a new country and managing other responsibilities as well as enjoying new opportunities and friendships. You may find there are times when you need to talk to someone about something that is worrying you. The Student Support Advisers are here to listen and advise you on a range of issues. The services are all confidential and non-judgemental.

## **Hallam Help**

MyHallam, the student portal, provides access to a wide range of information and resources that give an immediate solution to most types of queries relating to course, library and support services. Support and advice can be accessed at a Hallam Help point, via email [hallamhelp@shu.ac.uk](mailto:hallamhelp@shu.ac.uk), by phone 0114 225 2222 or online via MyHallam. There are 11 Hallam Help points in key locations across campus, easily recognisable, accessible and with a friendly team of advisers to provide you with high quality support.



### 3. How to get the most out of your course

#### 3.1 Educational philosophy and framework

The education philosophy adopted for this programme reflects adult learning principles. It places the student at the centre of the learning process and expects them to take increasing responsibility for their own learning. It also expects students to develop teamwork skills as well as skills for autonomous professional practice.

A mixed-mode learning approach is thus adopted for this programme. Enquiry based learning features in the programme so that students can benefit from working in groups with peer support. At level 7, students work largely independently thus developing their skills, confidence and competence for autonomous practice.

The programme comprises a number of interrelated parts:

- Exploring the value base of AMHP work with services users and carers perspectives
- Analysing the evidence base for AMHP work
- enquiry based learning
- building knowledge of law and policy frameworks
- independent learning
- Practice where skills are assessed

### 3.2. Modules outlines with assessment activities

Academic assignments are usually marked within 15 working days (not including days that the university is closed). Each assignment will be given a grade (except for the Portfolio and any formative tasks) and you will receive written feedback.

Supervision of practice is compulsory and will be invaluable in aiding reflections on your own and AMHP practice in general and providing practice educators with evidence of your ability to apply the law in practice in an ethical, safe way within the framework of the law and national and local policy guidance.

Outline of Assessment Tasks by module - see following pages.

#### **Values, Ethics and Evidence Informed Practice (Module Leader - Mick Grant)**

Task	Date	Feedback
Formative 20 minute student-led group presentation on an agreed topic to the group of peers, and tutors	TBA	Written feedback from peers and module leader
Summative 100% of module total mark 3000 words Reflective report on own practice	27/11/2020	Graded

#### **Module: Values, ethics and evidence informed practice.**

**Formative Task.** Student group presentation on a theme set for them to research. These themes will cover a range of issues relevant to AMHP practice e.g. working with children/ young people; working with people with learning disability; working with older people. Their presentation **MUST** include the application of their learning to examples of their own real practice, and what the implications are for values based practice.

This task is matched to Key Competences 1.a; 1.b; 1.c; 1.d. (HCPC criteria 4.1, - 4.5).

#### **Task 1 Reflective Report 100%**

The task is to produce a reflective account that demonstrates application of learning to AMHP practice. It will take the form of reflections about their own practice around two or three live situations in their practice. This will be 3000 words in total.

The assignment's Learning Outcomes are matched to meet the Key Competences 1.a; 1.b; 1.c; 1.d; 3.a; 3.b; 3.c; 3.d (will cover applying HCPC criteria 1.3 to 1.9 and 4.1- 4.5).

## **Mental Health Law and Policy (Module Leader - Alan Marshall)**

<b>Task</b>	<b>Date</b>	<b>Feedback</b>
Summative Task 1 Law test on line - Pass/Fail mark (Subject to HCPC approval) Re-test available	03/11/2020	Pass/fail
Summative Task 2 25% of module total mark Individual Presentation on agreed topic and implication for practice	11/12/2020- 15/12/2020	Graded
Summative Task 3 75% of module total mark 3500 words Critical Analysis of two 'live' cases	F/T - 15/01/2021 P/T - 23/04/2021	Graded

### **Task 1 - Pass/fail**

Multiple choice/ short answer law test online, to test knowledge of detailed wording and meaning of key legislation.

### **Task 2 25 %**

An individual viva presentation. This task will address application of knowledge of policy and research to a specific area of AMHP practice. The topic needs to be negotiated and agreed in advance with your tutor, and the format needs to allow for it to be shared with others. A range of formats therefore may be suitable, such as Word Documents or PowerPoint. The emphasis is upon presenting some findings that are explored via application to practice.

Examples could be - impact of local policies on the agreed "Place of Safety", working with interpreters, managing repeat self-harm, the impacts changes in conveyancing policy, use of s5.2 detention, use of s7 Guardianship, impacts of the introduction of CTOs.

The Learning Outcomes have been mapped to meet key competences 2.e(i) and 2.e(ii). (*HCPC criteria 3.1 ;3.2 and 3.3*).

### **Task 3 75 %**

Critical analysis of two "live", legal cases (3,500 words). AMHP candidates will select two situations from their practice experience as a trainee AMHP. Non AMHP candidates will need to use situations that are relevant to application of knowledge of mental health law, and address the learning outcomes of the module. The assignment will need to address areas of law and policy relevant to children and BME communities. Issues around vicarious liability must be covered.

The Learning Outcomes have been matched against key competences 2.a (i); 2.a.(ii) 2.b; 2.c; 2.d. (*This will cover HCPC Criteria 1.1 and 1.2; 7.1, 7.2, 7.3, 7.4 and 7.5.*)



## AMHP Practice (Module Leader - Alan Marshall)

Task	Date	Feedback
Summative Practice Study of 2 MHA assessments 100% of module total mark 4000 words	F/T - 22/01/2021 P/T - 14/05/2021	Graded
Portfolio which is pass/fail	F/T - 22/01/2021 P/T - 04/06/2021	Checked by tutor

### **Task 1 - 100%**

Practice Study of 2 MHA assessments. Students will select two "live" practice experiences from their placement. At least one of the cases must be where you led the process to completion.

The Learning Outcomes match key competences 4.d; 4.e; 4.f; 4.g;4.h; 4.j; 4.k; 5.a; 5.b; 5.f.; and 5.g. (*This will cover HCPC criteria 2.1; 2.2; 2.3; 5.1; 5.2; 5.4; 6.1; 6.2; 6.3; 6.4; and 6.5.*)

Candidates should consult the table to see which competences have to be met in both cases and which in only one cases

### 3.3. The Student's Union & Representative System

Sheffield Hallam Students' Union represents the views of Sheffield Hallam students and aims to make their time at university enjoyable, engaging and rewarding. There is a strong emphasis on developing students and providing them with the opportunities to gain new skills and experiences to enhance their employability. Events, clubs and societies have also been established to enable students to meet new people and develop their skills and experiences.



All students of Sheffield Hallam University are members of the Students' Union. Being a member means having unlimited access to all the events, activities and services we provide. As a not-for-profit organisation, social enterprise and registered charity, we reinvest our income straight back into improving the services we offer for the 35,000 students of Sheffield Hallam University. We are committed to enhancing the student experience by making a positive difference through the development and delivery of student focused activities.

The Students' Union is led by a dedicated and professional staff team. In addition, there are five full-time Officers who support 12 part-time Union Representatives, all of whom have been democratically elected by the student body. Officers help to ensure that everything we do is student centred and liaise formally and informally to ensure their views are represented to the University, the community and nationally.

Your course leader will arrange for Course Reps to be appointed during the first few weeks of your course. Any student can put themselves forward to be a Course Rep. Speak to your course leader or contact [studentreps@shu.ac.uk](mailto:studentreps@shu.ac.uk).

Once Course Reps have been appointed, it is their role to gather feedback and represent you and the rest of the student body. They will contact you to ask for feedback so make sure that you respond to give your views about your course. You can also contact your Course Reps at any time to ask for feedback or raise issues about your course. If you don't know who your reps are, ask your course leader.

Students can also put themselves forward to become Department Reps. This is an opportunity to represent the student view higher up in the University to enhance the wider SHU experience. Department Reps can participate in University and Students' Union committees and get involved in projects to improve the student experience

For more information on Student Reps, visit:

<https://www.hallamstudentsunion.com/representation/academicinterests/>

### 3.4 Additional support

The student support officer can arrange for a range of practical and emotional support to be provided by the student disability unit which includes support with dyslexia and the student health services which include counselling and mental health support. Students can also refer themselves confidentially to the full range of support services at SHU.

#### **4. Academic Integrity, Assessment, Standards and Fairness:**

4.1. The course is designed in partnership with students, employers and professional bodies, to meet QAA and PSRB benchmarks, and to promote student success. All students and practice educators are invited to provide written evaluation of the course taught and placement provision which is fed into the course evaluation and informs future provision.

Contributors to the taught programme are either academic staff with experience of practice and teaching in mental health from nursing, social work/AMHP or OT backgrounds or experts in practice from a range of disciplines and backgrounds including: psychiatry, from both adult and older people services; pharmacology; service users; carers; practising AMHPs; BIAs: substance use social worker/AMHP; Advocates; CAMHs; tribunal members etc.

All practice educators are qualified, experienced accredited AMHPs who have dedicated time for supervision of AMHP trainees.

The course is supported within the university by a range of professional staff including an administrator, student support office; admissions team; dedicated learning centre link person and the quality assurance team. We have an external examiner to ensure that standards are high and that we meet all HCPC requirements.

#### **4.2 How do we ensure all assessments are appropriate and fair for all students?**

All courses at Sheffield Hallam University are subject to the University's quality assurance processes which begin when courses are designed and approved. An important element in this is the input of external partners and professional bodies with subject expertise that inform course design. Subject experts from other Universities also act external examiners on our courses to ensure your course standards are comparable with other Universities.

Each year, all assessment tasks are reviewed by staff before they are released to students. This ensures they are appropriate and suitable for testing the learning outcomes agreed during course approval. The assessment(s) will be set by the module leader and/or module team subject to approval by both an internal moderator and, if the marks from the assessment contribute to your award classification, an external examiner. This will normally take place before they are given to you at the start of teaching.

Any work you submit for marking will go through a similar process to check and confirm that the standard of our marking and feedback is fair for all students and reflects the quality of the submitted work. Samples of student work for all assessments will again be checked by an internal moderator and, as above, if appropriate, by an external examiner. Project and dissertation modules and those involving a high level of independent research will normally all be marked by two markers and an agreed mark arrived at prior to a sample being seen by an external examiner.

The purpose of these quality assurance processes is to ensure that no student is disadvantaged by our assessment practices, to ensure that our assessments allow all students to meet the learning outcomes of their modules to the best of their abilities, and to ensure that standards of marking and feedback are entirely appropriate and fair to all.

#### **What happens if I submit my work late?**

You will receive a schedule of coursework submission deadlines via your Assessment Statement at the start of the year. You should use this schedule to plan your work programme and should regard coursework submission deadline dates and times as being almost immovable.

However, it is recognised that occasionally some students struggle to meet the deadline due to a range of circumstances. If your medical or personal circumstances (also known as extenuating circumstances) mean that submission by a due deadline becomes a problem, please talk to your student support advisor prior to the deadline. Where appropriate they will advise you on the online process for requesting an extension to your submission deadline.

If you submit your coursework late without an approved extension, then your mark will be reduced in line with the University's policy for late submission of coursework:

- Within one working day (i.e. 24 hours) of the deadline, your marks will be capped at the minimum pass mark. For students studying at levels 3-6 this is 40%. For students studying at level 7, this is 50%.
- Any work submitted after this point will receive a zero mark.

24 hours is defined as the same time as the original submission deadline on the next University working day. Weekends and other days the University is not open are not counted as working days.

Please note: there may be some coursework items which cannot support late submission for sound practice or operational reasons, e.g. time bound assessments such as a presentation or where feedback has already been provided to the class. Your Module Leader will make it clear to you in module documentation where this is the case.

### Academic Conduct

Academic conduct is an ethical standard by which academic communities operate, and Sheffield Hallam University is committed to the protection and development of this standard. We would consider any attempt to gain an unfair advantage over another student in the completion of an assessment to be a breach of the Code of Academic Conduct, and investigated as suspected academic misconduct.

Details about how we may investigate any concerns or allegations regarding the content of your assessments can be found in the Academic Conduct Regulation, which is available to students on MyHallam under Rules and Regulations | Conduct and discipline.

### **Keeping Your Course Up-to-date**

Each year your course team review your course, including student achievement and the courses' suitability to meet the needs of its students. Your feedback, changes in teaching practice and the external environment are all used to continually improve your course so it remains up to date and of the highest quality enabling you to fulfil your aspirations.

### **Extenuating Circumstances and Supporting Your Capacity to Study**

During your studies you may experience sudden or unexpected ill-health or personal issues that have a significant impact on your ability to study, or complete assessments on time or to your usual standard. We define these as **extenuating circumstances**. Such circumstances could include (but are not limited to): illness (other than minor illnesses); hospitalisation; bereavement; acute personal/emotional circumstances; or sudden and unexpected changes in family circumstances.

If you find yourself in this type of situation then you are strongly encouraged to contact your Student Support Adviser as soon as is practical. The Students' Union Advice Centre is also able to provide independent, confidential and free advice to all Sheffield Hallam students.

Your Student Support Adviser will discuss with you your options which may include (list not extensive): a request to extend a submission deadline (RESD); submitting a request to repeat an assessment attempt (RRAA); making reasonable adjustments through a Learning Contract. If your circumstances are felt to be having a significant impact on your studies then we may review how we can support you through our Supporting your Capacity to Study procedure.

We are aware that some students may feel embarrassed or uncomfortable to disclose the details of these kinds of circumstances, particularly those of a personal or sensitive nature, to people outside of one's family. We wish to reassure you that the University is fully supportive of students in difficult circumstances and want to assist if at all possible. However, we are only able to do so if you bring these matters to our attention in a timely manner.

Further information on the University's extenuating circumstances are available on MyHallam under Rules and Regulations | Illness and Difficult Circumstances.

### **Appeals, complaints and student conduct**

**a) Academic appeals:** Students are able to appeal a decision by a Departmental Assessment Board, an Extenuating Circumstances Panel or an Academic Conduct Panel. An appeal can request a review of the decision reached by the board and information submitted in appeals is treated confidentially. You will not be disadvantaged as a result of making an appeal, provided it is made in good faith. The full policy and procedure for appeals are published on MyHallam under Rules and Regulations | Appeals and complaints. Please note: all appeals should be submitted within 10 working days of the decision being available to you.

**b) Student complaints:** The University also operates a formal complaints process to address concerns raised by students. This process encourages early resolution by raising concerns locally with the member of staff most directly involved with the concern you have - this may be your module leader, course leader, academic adviser or Faculty Student Support team. Early resolution is taken to mean the concern is addressed by agreement with appropriate staff without the need to submit a Student Complaint Form. Complaints will be dealt with promptly and sympathetically with respect for your privacy and confidentiality. The detailed process and guidance on making a formal complaint is published on MyHallam under Rules and Regulations | Appeals and complaints.

**c) Student conduct:** The University recognises that the vast majority of its students behave in a responsible manner and meet the expectations of the Code of Conduct for students. However, on occasions a small minority behave in ways which cause harm to the University, its students or its staff, or the public. In these cases it is the responsibility of the University to take action under its Disciplinary Regulations in order to protect the University community and the University's reputation. These regulations are also published on MyHallam under Rules and Regulations | Conduct and discipline.

Further information and advice is available from Hallam Help. In addition, the Students' Union Advice Centre will also provide free, confidential and independent advice and support to students.

### **Audio Recording lectures and other teaching sessions**

If you have a learning contract which allows you to make audio recordings, you have permission to record any of your lectures, seminars or tutorials using your own equipment. This is allowed on condition that the recording is solely for your own use. The rights belong to the University and the

lecturer concerned, it must not be shared, published or otherwise made available to others for any reasons whatsoever.

Should academic staff wish to allow any other student to record their lecture for personal use, then they are free to do so; but there is no obligation to do so in any case other than those authorised by their learning contract. Students without a learning contract must request permission to make an audio recording from the relevant academic member of staff prior to the lecture taking place. Misuse of recording could potentially lead to action under the disciplinary procedure.

### **How do I know when my assignment is due?**

To get information about assignment deadlines you need to click on the Assessment Diary tab on Shuspace.

[dsam.shu.ac.uk/assignment/diary/](https://dsam.shu.ac.uk/assignment/diary/)

### **How will I know when my exams are?**

Exam dates will be published on Shuspace. Your exam timetable becomes available closer to the exam period.

### **How do I get a coursework extension?**

If unanticipated difficulties impact on your studies and your ability to complete assessments you need to submit a request to extend a submission deadline (RESO) online via My Student Record at least 24 hours ahead of your deadline, you will be asked to upload copy of work in progress.

### **How do I print off a confirmation of enrolment, a bank letter and a council tax letter?**

All the above documents are available through My Student Record. You should log on and select the document you require and print it off.

See [msr.shu.ac.uk/](https://msr.shu.ac.uk/)

### **Can I take a gap year/ break in study?**

You can request a break in study under certain circumstances. You should make an appointment with your Student Support Adviser to discuss this.

### **What should I do if I'm ill?**

Email your tutors to advise them of any sessions you are unable to attend.

If you will be away from University for an extended period please contact your Student Support Adviser to discuss what you need to do.

### **I would like to change courses**

If you are thinking about changing course it is important that you contact your Student Support Adviser or Course Leader to discuss this further.

### **What should I do if I have concerns about another student's behaviour?**

Concerns about the conduct of another student should be raised first with course tutors, or your Student Support Adviser. The University Student Anti-Harassment Policy and Procedure can be found on Shuspace.

### **How do I make a complaint?**

Contact your Module Tutor/Leader, Course Leader, or Student Support Adviser. If you are aware that other students share your concerns, you should take this feedback to your Course Rep. If the issue is not resolved you can make a formal complaint through the University's complaint procedure. Formal complaints forms are available on Shuspace.

### **Can I change seminar groups?**

A request to change seminar group will only be considered for students with exceptional personal circumstances.

### **Where can I find module choice information?**

Module information can be found on MyHallam in your faculty virtual helpdesk.

### **I cannot see my results/ I'm having trouble with my timetable**

If you are having any trouble with your timetable or results, you should contact the nearest Hallam Help point.

### **Health and Safety**

The health and safety of students is the University's priority at all times. Equally, all students have an important role to play in implementing the University's Health and Safety policies. These can be found at [students.shu.ac.uk/regulations/health\\_and\\_safety/](https://students.shu.ac.uk/regulations/health_and_safety/)

#### **Fire**

In the event of a fire or other emergency the fire alarm will sound.

**Continuous Alarm** You must vacate the building immediately and go to the assembly point.

**Intermittent Alarm** You can remain where you are but listen for the alarm becoming continuous in which case you must vacate. Do not enter a building with a continuous alarm sounding.

It is recommended that you become familiar with the fire assembly point for the building you are in. Details of the assembly point can be found on the fire action notices which are located around each building.

You must continue to evacuate the building even if the alarm stops sounding. Go to the assembly point and await permission to return to the building once the all clear is given.

If you discover a fire, please set off the alarm and evacuate. Do not attempt to tackle the fire. Tell Security/ Fire Marshal where the fire is.

If you are in the Adsetts Library and the fire alarm sounds please do not use the central staircase, follow the signs to the fire escape stairs.

#### **Fire extinguishers**

These are located on all escape routes and at other strategic positions. Please do not use these unless you've been trained in their use.

#### **Accidents and First Aid**

There are a number of first aiders within the University. The Security staff are all first aid trained. You can contact them on 0114 225 2000. Please report any accidents or incidents to the nearest reception point so they can be entered into the accident book.

#### **Clean and tidy environment**

We undertake to provide a clean and tidy environment and to ensure that teaching areas are clean, tidy and appropriately furnished. Please help us to keep them this way by refraining from eating and drinking in computer labs and libraries and by placing litter in bins provided. If you notice anything you think is unsafe, please report this to a member of staff so that it can be reported to the relevant department for it to be repaired or replaced.

#### **Personal Safety**

In the unlikely event you see an individual behaving in an unusual or suspicious manner, phone 0114 225 2000. Take care of valuable personal possessions such as wallets mobile phones, tablets and laptop computers.

## Lost property

We strongly urge you to never leave your property unattended. The University does not accept responsibility for your personal belongings. Lost property items that are handed in to Main Reception are listed on Shuspace, log on and search lost property.

## 5. What previous students said about the course:

### Comments:

*'I thoroughly enjoyed the placement. I was given extensive learning opportunities with a range of assessments.'*

**'I feel that the course was well structured and organised. The tutors were very helpful and supportive. The guest speakers were all very knowledgeable and experienced which increased my knowledge of the AMHP role.'**

*How useful was the university tutorial support?*

**Excellent** Comments: *'The tutors were always available by phone and email. The course was well structured and the tutors always attended. If there were any changes, I was informed within a reasonable time frame.'*

**'Overall, a very enjoyable course. I felt I gained sufficient knowledge through both the teaching and placement opportunities to enable me to enter AMHP practice with confidence, and with sufficient knowledge to know my limitations. I was very happy with the taught sections of the programme and felt that the support offered by the course tutors was excellent.'**

**Thank you'**

***On a scale of 0-10 (10 = very confident) how would you rate your level of knowledge & understanding of this topic (law and policy) now***

0            1            2            3            4            5            6            7            8            9            10

### *Additional Comments*

*Rated a 10 on the last one, not because I feel I know everything but because I feel I now have the confidence to know where to find the information and to appreciate the law as applied to AMHP practice. Overall I enjoyed the law module immensely; I thought the teaching was excellent and that all of the guest lecturers brought a high standard of information to the programme. '*

**'A very enjoyable module, it's always good to revisit your values and to be reminded that our practice should be based on strong theoretical grounds with solid evidence to back up our assessments and opinions. It's all too easy to lose sight of that in the busy work day.'**



## **Appendix 1. HCPC: Approved mental health professionals will meet these criteria.**

These criteria are based on Schedule 2 to the Mental Health (Approved Mental Health Professionals) (Approval (England) Regulations 2008 and have been mapped on to the learning outcomes.

### **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.
- 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.
- 1.3 Understand a range of models of mental disorder, and be able to apply them in practice.
- 1.4 Understand the contribution and impact of social, physical and development factors on mental health, and be able to apply this in practice.
- 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.
- 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.
- 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.
- 1.8 Understand child and adult protection procedures in relation to AMHP practice.
- 1.9 Understand the needs of children and young people and their families and the impact those needs have on AMHP practice.

### **Autonomous practice**

- 2.1 Be able to exercise appropriate use of independence, authority and autonomy in the AMHP role.
- 2.2 Be able to recognise, assess and manage effectively the risks related to the AMHP role.
- 2.3 Be able to manage anxiety, risk and conflict and understand its impact on AMHP practice.

### **Informed decision making**

- 3.1 Be able to evaluate critically local and national policy to inform AMHP practice.
- 3.2 Be able to draw on, and evaluate critically, a range of research relevant to evidence-based AMHP practice.
- 3.3 Be able to gather, analyse and share information appropriately.

### **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.
- 4.2 Be able to identify, challenge and redress discrimination and inequality in AMHP practice.
- 4.3 Understand and respect service users' qualities, abilities and diverse backgrounds.

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.

4.5 Be able to demonstrate sensitivity to a service user's needs for personal respect, confidentiality, choice, dignity and privacy.

### **Communication**

5.1 Be able to communicate effectively with service users, relatives and carers when undertaking the AMHP role.

5.2 Be able to communicate advice, instruction, information and professional opinion, including providing verbal and written reports.

5.3 Be able to present a case at a legal hearing.

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.

### **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.

6.2 Be able to build and sustain effective professional relationships with service users, relatives and carers when undertaking the AMHP role.

6.3 Be able to work as an AMHP in partnership with others, including inter-agency and inter-professional working.

6.4 Understand the roles and responsibilities of other professionals involved in statutory mental health work.

6.5 Be able to use networks and community groups to influence collaborative working with service users, agencies and advocates.

### **Assessment and intervention**

7.1 Be able to make appropriate decisions that are sensitive to the needs of the service user.

7.2 Be able to assess the feasibility of, and contribute effectively to, planning and implementing options for care of the service user.

7.3 Be able to plan, negotiate and manage compulsory admission to hospital or arrangements for supervised community treatment.

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.

7.5 Be able to complete statutory documentation, including an application for admission, and written records in accordance with applicable legislation, protocols and guidelines.