Faculty of Education Health and Wellbeing

Institute of Public Health, Social Work and Care

Post Graduate Certificate in Mental Health Practice for Approved Mental Health Professionals

ON CAMPUS COURSE GUIDE 2016/7
About this guide

Welcome

Course Management and Staff Involved with the Course

Course Structure

About the Course

Contact Hours

University Academic Calendar

Timetables

Student Voice

Student Feedback

Student Charter

Engagement

The Wolverhampton Graduate

External Examiners

Academic Regulations

Exam Regulations

Course information

Personal Tutor

Academic Misconduct

Support for Students

Anonymous Marking

Where to Get Help with your Course

Extensions, Extenuating Circumstances and Leave of Absence

Health and Safety Issues

Health and Wellbeing whilst using your computer

Progression for Further Study

Alumni
About this guide
This Course Guide has been designed to help you plan your course. You are encouraged to read this Guide through now. It will be a considerable advantage to you to be familiar from the outset with the various aspects of your studies that are described. It may be that the relevance of some of the sections will not be immediately obvious. Keep it somewhere accessible, so that you can refer to it as needed.

Obviously even in a document like this we have not covered every query and problem that you might have about the course. The Course Guide should be read in conjunction with the Undergraduate Student Guide / Postgraduate Student Guide; the Student Charter; the University’s Policies and Regulations and the University Assessment Handbook documents should provide you with all the basic information that we think you will need for your period of study here.

If you find that there is something you need to know, please contact your Academic Faculty Office or local Student Centre on the details included below.

<table>
<thead>
<tr>
<th>Please enter the contact details for your Personal Tutor for your future reference:</th>
<th>The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision</th>
</tr>
</thead>
</table>
| Your local Academic Faculty Office is: | MC125  
MC Building  
Wulfruna Street  
City Campus  
Wolverhampton  
WV1 1SB  
Academic Support - (01902) 518600 |
| Your Student Centre is: | Student Centre Wulfruna  
MI Building  
City Campus  
01902 321062 |

Please note that in order to develop and improve the Course, it may be necessary on occasions to amend or revise the details given in this Course Guide. We are pleased to hear your views and welcome suggestions for ways of improving the operation of the Course.
Welcome
On behalf of the Course Management Team I should like to extend to you a very warm welcome and wish you every success in your studies at the University of Wolverhampton.

The University experience and academic success is all about the effort you put into learning and making the most of the wide range of opportunities available to you. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market.

You will need to demonstrate good time management skills, independent learning, flexibility and discipline in order to achieve a study-work-life balance. We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We are, therefore, keen to hear your views and would welcome any suggestions that you may have about ways of improving any aspect of your course and/or the student experience here at the University.

Kate Lees Course Co-ordinator
K.Lees@wlv.ac.uk

Course Management and Staff Involved with the Course

Lee Quinney (Head of Social Work and Social Care)
L.Quinney@wlv.ac.uk, 01902 323425

Kate Lees (Senior Lecturer) Course Co-ordinator
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Pauline Lim (Special Needs Tutor) 01902 518868
P.Lim@wlv.ac.uk
## Student Support in FEHW

<table>
<thead>
<tr>
<th>STUDENT ADVISORS</th>
<th>HERE2HELP STUDENT CENTRE</th>
<th>PERSONAL TUTOR</th>
<th>SKILLS FOR LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedicated staff employed within the Faculty to support your University experience</td>
<td>Each campus has a Student Centre, commonly known as ‘Here2Help’</td>
<td>An academic member of staff will act as your personal tutor for the duration of your Degree.</td>
<td>Trained and professional staff supporting your academic work</td>
</tr>
<tr>
<td>Links to our Graduate Interns</td>
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<td>Based in our Learning Centres</td>
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<td></td>
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<td></td>
<td>Online and in person support and guidance</td>
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<tr>
<td>Pre-entry support General support about study and student life Guidance – referral to University services Knowledge of the Faculty and its Courses</td>
<td>Enrolment &amp; module registration Submitting work &amp; examinations Academic regulations – one week extensions &amp; extenuating circumstances Leave of absence Student finance issues Student enabling centre Careers &amp; counselling appointments</td>
<td>Support for your academic development and progression Personal (pastoral) guidance A consistent point of contact throughout your studies. Three meetings per year.</td>
<td>Transferable support on your academic study skills: General skills guidance Academic writing support Referencing Searching for literature</td>
</tr>
<tr>
<td>Contact: <a href="mailto:FEHWSupport@wlv.ac.uk">FEHWSupport@wlv.ac.uk</a> Regular drop in sessions &amp; appointments City – MC building Walsall – WN &amp; WP building Burton Campus</td>
<td>City - MX building 01902 321150 Walsall - WA building 01902 323135 Log a call – e:vision helpdesk (Help&gt;contacts)</td>
<td>Check who your tutor is on e:vision Meet with your personal tutor at regular intervals Visit SAMS to book an appointment <a href="http://FEHWSams.wlv.ac.uk/">http://FEHWSams.wlv.ac.uk/</a></td>
<td>Skills for Learning website Workshops Drop-in sessions Appointments Study guides Online resources Twitter, Facebook, Skype (wlv_skills) and YouTube</td>
</tr>
</tbody>
</table>

*** Visit the Student Support homepage for more information ***
*** Also visit the Students Union Advice and Support Centre for impartial guidance ***
Course Structure for Postgraduate Courses
Students will study:
**Full-time:** normally modules worth 180 credits (a full masters course may be completed over one calendar year)
**Part-time:** normally modules worth no more than 80 credits each academic year.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>7so008</td>
<td>The Mental Health Act for AMHPs</td>
<td>20</td>
</tr>
<tr>
<td>7so010</td>
<td>The legal and policy context of AMHP Practice</td>
<td>20</td>
</tr>
<tr>
<td>7so011</td>
<td>Critical knowledge for AMHP Practice</td>
<td>20</td>
</tr>
</tbody>
</table>
About the Course
This Guide outlines the modules which are available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact Course Co-ordinator Kate Lees.

The educational aims of the course are:
To enable candidates to develop their knowledge, skills and values in mental health practices in order to enhance their capabilities within their own areas of expertise.

The course is designed to enable mental health professionals to develop and demonstrate practice in accordance with the published requirements of external professional, statutory and regulatory bodies in order to act as Approved Mental Health Professionals.

The course learning outcomes are:
1. Demonstrate critical and analytical knowledge and understanding of medical, social and psychological perspectives in mental health practices, including clear reference to service user and carer perspectives and cultural competence
2. Demonstrate critical and analytical knowledge and understanding of the legal and policy context of mental health practice
3. Demonstrate critical and analytical knowledge and understanding of evidence-based practice
4. Demonstrate critical and analytical knowledge and understanding of values-based practice and ability to recognise and resolve complex ethical dilemmas
5. Demonstrate the ability to deal with complex and unpredictable issues systematically
6. Demonstrate practice competence as determined by published requirements for AMHP approval.

These will be achieved through the following learning activities:
Taught sessions will include the presentation of relevant information and concepts. These will then be discussed in relation to the candidates’ practice and fictional practice scenarios.

Candidates will complete 43 days of supervised practice in which they will undertake a range of tasks under the Mental Health Act and reflect on them in supervision.

Candidates will have the opportunity for 4 days for educational visits to individuals and services that will enable the candidate to extend their knowledge and experience.

The course is accredited, endorsed or approved (depending on the professional body requirements) The course is accredited, endorsed or approved (depending on the professional body requirements) The course is approved by the Health and Care Professions Council. Under the Health and Social Care Act (2012), the Health and Care Professions Council (HCPC) has responsibility for approving AMHP programmes in England. Confirmation of the approval of the course and more details about the approval of training can be viewed on the HCPC website: www.hpc-uk.org/education/programmes.

In addition to successfully completing an approved course, an individual has to be approved by a Local Authority in order to act as an AMHP.
Contact Hours
At University, the term ‘contact hours’ is used very broadly to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course. This time provides you with support in developing your subject knowledge and skills, and provides opportunities to develop and reflect on your own, independent learning.

Contact time on this course will be based on your interaction with staff in some or all of the following situations: lectures, seminars, tutorials, demonstrations, practical classes and workshops, project supervisions, fieldwork, external visits, one-to-one sessions and discussions, interaction by email and other electronic or virtual media and situations where feedback is given on assessed work.

During your study this interaction takes place with academic (teaching and research) staff, teaching assistants, technical and specialist support staff, employers and others.

Alongside contact time, private and independent study is therefore very significant. This is the time that you spend learning without direct supervision from, or contact with, a member of staff. Your independent study time will include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision and others.

University Academic Calendar
University Academic Calendar

Timetables
Timetabling information is available to you through the following:

1. Using the teaching timetable where you can search for and view all modules online at www.wlv.ac.uk/timetable.
2. Once you have completed your module registration, a more personalised timetable showing only those modules which you are studying will be available for you to view through your e:Vision page.
3. For more general information about timetabling and teaching rooms use the Central Timetabling Unit webpages at www.wlv.ac.uk/ctu.

Student Voice
The Student Voice is a partnership between the University and the Students' Union, put in place to make sure students opinions/feedback are heard at every level of university governance, from course level to the University’s governing body.

The main positions within the Student Voice are Course Reps, who are volunteer students on every course. They have meetings with lecturers on a regular basis, highlighting both positive and negative feedback to Heads of Department or lecturers within their course. Faculty Reps are elected during the Spring Elections and have meetings with Senior Management within their Faculty. They are an essential link between Course Reps, the Students’ Union and management within each Faculty. To find your Faculty Rep: Faculty Representatives

If you ever wanted to get involved with the student voice, or need more information please contact the Engagement Team in the Students’ Union – Student Voice
For independent advice and guidance on all matters related to being a student eg. academic, finance, and housing issues, contact the Students’ Union’s Advice and Support Centre by telephone or e-mail Advice and Support.

Responding to Student Feedback “You said/We did”
At the University we value what our students say: you share your feedback and we act upon it. Our students’ feedback is vital in channelling new ideas into the experience we offer both now and in the future.

Student Charter
The University’s Student Charter has been developed primarily by the Students’ Union and informed by student views. The Charter is not a contract, nor is it intended to be legally binding; it is a set of shared expectations which establishes the values and standards we are seeking to promote across all of our learning community. The Charter seeks to apply to all students on all courses and reflect our normal expectations of your experience at University. On occasions different types of study and interactions will mean necessary variations from time to time. However, what is important to us is that, whatever you are studying, your experience is a great one.

Engagement
The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. The University is committed to helping you fulfil your potential. Your engagement with the study materials, and participation in the sessions, activities and assessment tasks are very important in ensuring that you are able to do so.

Your engagement will help you to:
1. Understand the subject area you are studying;
2. Acquire and develop the skills and knowledge needed to ensure success;
3. Prepare for assessment tasks;
4. Learn from and with your fellow students;
5. Receive feedback from your tutors on your progress;
6. Fully participate in sessions, forums, seminars and other activities;
7. Develop your communication skills.

If you are unable to participate in any of the activities or sessions please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was dealt with during the session or activity, and what you need to do to catch up. Please do remember how important engagement and participation is to your success. You may be required to sign an attendance register at lectures so that we may monitor engagement. You are encouraged to engage with the University’s Virtual Learning Environment (VLE) and Student Management System, further details of how to access these can be found here.

Contact time with teaching and associated staff is available to help shape and guide your studies. The term 'contact hours' refers to the amount of time that you spend learning in contact with teaching or associated staff, when studying your chosen course. The number of contact hours on a course is influenced by the subject, as well as how and where you are studying. Academic staff should make it clear how many hours contact time you should receive, and what these hours are at the beginning of the course/module.
The Wolverhampton Graduate
The experience of studying at University is about much more than just gaining knowledge and understanding of a subject(s), it is also about developing additional skills and capabilities that you can take with you into a wide range of different settings. Sometimes it can be difficult to explain to others what you have done and achieved. The following Graduate Attributes will help you think about the knowledge and skills you have gained and how these can be presented to prospective employers and/or other interested parties. This is not an exhaustive list and you will need to reflect on what you can personally demonstrate that is appropriate for different settings and contexts such as job interviews. You will also have formed your own opinion about what going to university means to you and how you think you have developed.

While at university you will have the opportunity to:
1. acquire, generate, interrogate and apply knowledge from a wide range of sources,
2. develop research skills to enable analysis, synthesis, understanding and evaluation of data and information.
3. demonstrate self-discipline and organizational skills by meeting deadlines, and taking responsibility for your own development and learning
4. present ideas clearly in an informed and persuasive manner to a variety of audiences.
5. be innovative, creative and enterprising work collaboratively, whilst acknowledging, respecting and engaging with the views of others in a constructive and empathetic manner
6. draw on professional advice and feedback to reflect on and improve your own learning and professional practice;
7. prepare for the world of work through engagement with real life situations, briefs and problems
8. engage with new ideas and ways of working as an active member of the communities in which you study, live and work.

External Examiners
Jill Hemmington University of Central Lancashire - Award for Post Qualifying Mental Health Social Work

External Examiners play a key role in helping the University to ensure that our standards are comparable with other institutions in the sector and are consistent over the years and that our assessment processes and regulations treat all students fairly and equitably. It is not part of their remit to communicate with individual students (it is to be noted that students are given access to External Examiner reports in their entirety via the Modules and Programmes page on e-vision in line with the HEFCE Publication 06/45 and some students may have the opportunity to meet with externals if they visit placement areas or attend for planned meetings or assessment). Students are therefore reminded that they must not make direct contact with External Examiners in respect of their assessed work or performance. Any student issues should be relayed either directly to the Module or Course Leader.
Academic Regulations
This course follows the University’s academic regulations. A full version of these regulations can be found on the University web page for Policies and Regulations. These regulations govern your course and will be binding on you. It is, therefore, important that you read and become familiar with them. If you have any questions regarding the regulations you should raise your query by logging an e:Vision Helpdesk call.

Exam Regulations
The University also have regulations that specifically cover examinations. Examination Regulations

The maximum period over which an award may be studied is detailed in the regulations appropriate to your course. Typically these are:

Postgraduate and Masters Awards

<table>
<thead>
<tr>
<th></th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>1 year</td>
<td>2 years</td>
</tr>
</tbody>
</table>

Please be aware that to be eligible to continue on your course you must pass at least one module in your first year of study.

The above maximum registration periods do not include time away from study approved under Leave of Absence procedure (see below)

The course has been granted the following exemptions:

- The course does not follow the standard University calendar
- 7SO011 There is no retake opportunity.
- There is a maximum of 3 years registration on the course. The expectation is that candidates will complete within 2 years.

Candidates sponsored by employers should be aware that their employers may not choose to fund or offer time for retake opportunities for 7SO008 and 7SO010.

Candidates should be aware that if they are not successful in their studies at postgraduate level, they will not be awarded a qualification at graduate level

Course Information

Reference Points:

- Health and Care Professions Council (2013) Approval criteria for approved mental health professional programmes
- Schedules 1 and 2 to the Mental Health (AMHP) (Approval) England Regulations 2008
- Health Sector Skills Council National Occupational Standards for Mental Health.

Blended Learning:
**Students are entitled to:**

<p>| | |</p>
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<tbody>
<tr>
<td>1.</td>
<td>have access where possible to an electronic copy of all lecturer-produced course documents e.g. module guides, assessment briefs, presentations, handouts, and reading lists</td>
</tr>
<tr>
<td>2.</td>
<td>formative assessment opportunities on line with appropriate meaningful electronic assessment feedback;</td>
</tr>
<tr>
<td>3.</td>
<td>have opportunities to collaborate on line with others in their learning cohort;</td>
</tr>
<tr>
<td>4.</td>
<td>have the opportunity to participate in electronic Personal Development Planning (ePDP);</td>
</tr>
<tr>
<td>5.</td>
<td>submit all appropriate assessments online;</td>
</tr>
<tr>
<td>6.</td>
<td>opportunities to engage in interactive learning during all face to face sessions.</td>
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</table>

**Module Overview**

The following modules contribute to the AMPH programme:

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Overall Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>7SO008</td>
<td>The Mental Health Act for AMPHs</td>
<td>The module aims to enable candidates to develop knowledge and critical understanding of the Mental Health Act (1983) as amended by the Mental Health Act (2007) and the Human Rights Act (1998).</td>
</tr>
<tr>
<td>7SO010</td>
<td>Legal and Policy Context of AMPH Practice</td>
<td>The module aims to enable candidates to develop knowledge and critical understanding of the legal and policy context of AMHP practice, including knowledge and understanding of the evidence base for mental health policy and practice</td>
</tr>
<tr>
<td>7SO011</td>
<td>Critical Knowledge for AMHPs</td>
<td>The module aims to enable candidates to develop the knowledge and critical understanding of mental health and mental disorder and of values based mental health practice necessary to practice as an AMHP.</td>
</tr>
</tbody>
</table>

The modules are available at two different academic levels depending on the course: the Advanced University Diploma (level 6) or the Postgraduate Diploma (level 7). Candidates will be taught together regardless of their course and additional tutorials will be provided to facilitate achievement of learning outcomes at the required academic level. Specific guidance is available in portfolio guide and will be marked using marking criteria specific to the level of your course. (available on the VLE).

The first two modules will be taught at Telford campus between 16th June and 4th July 2016 (see calendar). The day runs from 10-4 plus minimum of an hour’s directed study.
Candidates must also undertake a 43 day opportunity for supervised practice (OSP). Candidates will attend a one day taught session before beginning the OSP. Practice educators are also invited to the preparation day. Candidates should also undertake 4 days of visits to relevant agencies. These visits should be planned and structured to meet the candidate’s identified learning needs. Further information is available in the portfolio.

**Assessment Methods:**

The following provides an overview of the assessment methods for the AMHP course. Candidates are referred to the portfolio and module guides for further information.

**Module 7SO008 - The Mental Health Act for AMPHs**

This is assessed through the application of knowledge to a fictional scenario. This will enable candidates to safely rehearse a central aspect of their role as AMHP: the systematic application of law to a complex situation. The scenario will be designed to assess whether the candidate has an appropriate depth and range of understanding. Candidates will thus acquire requisite knowledge before starting the practice –based element and their practice educator will have a measure of their level of understanding. This module includes an opportunity for recursive feedback, which is designed to encourage reflection on performance and to support the development of academic skills.

**Module 7SO010 - Legal and Policy Context of AMPH Practice**

This is assessed through the application of knowledge and understanding to an example of genuine practice. This will enable candidates to analyse a real situation and respond to the unpredictable complexities that this provides. Again, this module includes an opportunity for recursive feedback, which is designed to encourage reflection on performance and to support the development of academic skills.

**Module 7SO011 – Critical Knowledge for AMHPs**

This will be partly assessed through the application of knowledge and understanding to an example of genuine practice. The second component will be a portfolio demonstrating the candidate’s practice competence.

The portfolio is used to demonstrate that the candidate has met all the requirements of the AMHP programme, and as all modules contribute to this, the candidate will be able to use all three pieces of coursework as substantial pieces of evidence of meeting these outcomes, thus reducing the workload for this component. The portfolio will also include other demonstrations of the candidate’s practice (such as direct observation reports). The portfolio will provide triangulated evidence to enhance the reliability of the assessment. The portfolio represents a summative assessment of the candidate’s skills, knowledge and values in the role of an AMHP.

**Recursive Feedback**

Recursive feedback is a process whereby students engage in an attempt at an assessment item and receive feedback from the tutors. This is used to increase understanding of assessment criteria and relevant academic and professional standards to complete the summative piece of work that carries greater weighting. Recursive feedback is a way of providing timely and constructive feedback that feeds into the next assessment.
enabling students to use feedback in a constructive way to improve performance. Engagement in the process of obtaining recursive feedback is a mandatory component of assessment and is weighted at 0%.

For the submission of summative work, the candidate can choose to

- Submit the same piece of work
- Submit with modifications to the first submission, marked on the text.
- Submit an entirely new piece of work

The assignment is also placed in the portfolio for the third module and can contribute to demonstrating that the candidate has met the practice requirements.

Recursive feedback is used in the following modules: 7SO008: The Mental Health Act for AMHPs, Second module (7SO010 The legal and policy context of AMHP practice.

Practice Learning

Opportunities for supervised practice (OSP)

The OSP must provide a safe and supportive environment. The candidate must have access to a full set of applicable policies such as lone working, buddying, escalating concerns, and grievance as part of the induction process.

There must be an adequate number of appropriately qualified, experienced and registered staff at the OSP, usually a minimum of two AMHPs. Local variations may be agreed to facilitate learning opportunities in different settings; in these circumstances there would always be a minimum of two registered professionals.

The practice educator must be an experienced and practising AMHP. In exceptional circumstances the course co-ordinator may agree that an experienced ASW or AMHP not in current practice can act as a practice educator. The practice educator must have an understanding of supervision and independent learning. The practice educator must have an understanding of safe and effective practice, professional conduct and the rights of service users, carers and colleagues.

The OSP must be approved by the University before it can begin. This will be done by the nominating agency completing an OSP approval form and sending it to the course co-ordinator. A University tutor will attend the learning agreement meeting to facilitate a sound start to the OSP, monitor that the OSP meets the requirements outlined above and provide any necessary support to the practice educator in understanding the role. The candidate must send a copy of their mid-way review form to his or her tutor so that the OSP is formally monitored. The candidate will be required to complete an evaluation of the OSP at the end of the course.

The OSP learning opportunities to be provided by opportunity for supervised practice:
Essential:

- Shadowing Mental Health Act assessments (the number may be negotiated on the basis of the candidate’s learning needs).
- Leading a minimum of three Mental Health Act assessments, observed at least once by the practice educator (others can be done by different AMHPs).
- The planning, negotiation and management of a compulsory admission to hospital
- Presenting a case at two legal hearings (such as a tribunal or an application for a warrant).
- A minimum of 16 hours of formal supervision throughout the OSP.

Desirable:

- Arrangements for supervised community treatment.
- Opportunities to work with the Children Act (1989) and/or the Children Act (2004) and/or an opportunity to assess for and make relevant decisions about treatment for mental distress under the Mental Capacity Act (2005)
- Opportunities to work with children and young people affected by mental distress (either directly or because family members are experiencing mental distress).
- Opportunities to plan and implement options for care such as alternatives to hospital admission, discharge and after-care.
- Opportunities for at least one other type of practice under the Act other than assessment for compulsory admission (such as assessment and application for Guardianship or s117 discharge planning)
- Opportunities to work with a range of people regarding age, gender, ethnic identity, class and presenting issues.
- Opportunity to work with carers in the AMHP role.

Candidates will be required to produce a portfolio of evidence of practice requirements. This will comprise items including:

- Reports of 3 direct observations of practice
- A 3,000 word critical analysis of practice under the Mental Health Act (1983) and the Human Rights Act (1998) in relation to a fictional scenario.
- A 3,000 word critical analysis of the legal and policy context of candidate’s mental health practice and the evidence base of the policy/practice.
- A 3,000 word critical analysis of the perspectives and values underpinning the candidate's mental health practice.
- Supervision records
- Witness statements
- Accounts of practice (the se will be determined by the candidates needs for demonstrating competence; as a guide there will be 3-6 accounts of no more than 1,500 words each.
- Reflective accounts of visits to agencies (see below)
- Analyses of AMHP practice (actual or based on scenarios/case studies) involving issues of:
  - Mental capacity
  - Safeguarding children
  - Safeguarding adults
- unless understanding has been demonstrated through the items above.
The practice educator will make a recommendation about whether the candidate has demonstrated the practice requirements within the portfolio. This will be further considered by the Practice Assessment Panel. The portfolio must pass in order for the candidate to qualify.

Visits to agencies

Candidates are expected to undertake 5 days of planned visits to agencies. These must include:

- An agency working with people misusing drugs and/or alcohol
- An agency working with people with specific cultural backgrounds who are experiencing mental distress

The other visits should be planned with the candidate’s practice educator in order to meet the candidate’s learning needs. Some suggested visits are:

- Services for people with learning disabilities experiencing mental distress
- Services for children and adolescents experiencing mental distress
- Services for older people experiencing mental distress
- Child protection services
- Forensic services

Roles of AMHP Practice Educators/Mentors

- To negotiate a learning agreement with the AMHP candidate at the beginning of the opportunity for supervised practice. The practice portfolio provides a proforma for this agreement. A University tutor will attend and ensure that the practice educator/mentors are fully informed of their roles.
- Where the candidate has an on-site mentor (supervisor) and has someone else as their educator the learning agreement should record which of the roles are performed by which person.
- To provide learning opportunities in line with meeting the learning needs derived from the AMHP practice requirements. The essential and desirable opportunities are set out in the practice portfolio.
- To offer regular supervision to the AMHP candidate, enabling learning in knowledge, skills and values of AMHP practices. Supervision arrangements should be recorded in the learning agreement/contract. A candidate should receive a minimum of 16 hours of supervision.
- The practice educator must observe the candidate at least once during the course of their supervised practice taking a lead in a mental health act assessment. The details of the requirements for observations are set out in the practice portfolio.
- To assist the candidate when networking with other AMHPs for shadowing or observed mental health act assessments.
- To liaise as necessary with tutors, training and development personnel and the candidate.
- To monitor (for example, using supervision, feedback and direct observation) that the rights of service users and colleagues are being respected throughout the opportunity for supervised practice.
- To provide feedback to the AMHP candidate throughout their supervised practice and to identify at any early stage any difficulties that might be arising.
• To monitor the candidate’s attendance to ensure that 43 days are completed.
• The practice educator must formally assess the candidate’s ability to meet the practice requirements and to record this in the candidate’s portfolio on both the practice requirement document and within a practice educator’s report. Guidance on both these documents is contained with the practice portfolio.
• The practice educator should attend, where possible, the practice assessment panel for the verification of all candidate’s practice portfolios.
• To attend the briefing and mid-way practice educator workshops to support them in their role.

Dealing with professional disagreements and concerns about practice or care standards

During the placement, the candidate may witness practice with which they disagree.

Within complex areas of practice, it is to be expected that differences of opinion will occur and these need not be a matter of concern. A candidate may not agree with an AMHP’s decisions, but this does not make the practice poor or unlawful.

However, in other circumstances, the candidate may feel that the disagreement is more serious and be concerned about what has happened. Some examples of where a candidate may be very concerned about the practice they observe are given below.

• The candidate believes that a service user has been informally coerced into entering hospital without proper use of the law.
• The candidate believes that the AMHP has identified the Nearest Relative incorrectly.
• The candidate may consider that there is severe bad practice at a hospital, but the AMHP disagrees.

The candidate’s actions will depend on the nature and seriousness of the disagreement. The following possible actions can be considered.

• Where possible, discussing and clarifying the concerns directly with the person concerned (e.g. the AMHP).
• Candidates can discuss their concerns informally with their practice educator and/or mental health lead. The candidate should realise that the conversation may not remain confidential, depending on the nature and seriousness of the concern.
• Candidates can use their own agency internal procedures for raising concerns about bad practice. This may include an urgent safeguarding referral.

Candidates are advised that the University of Wolverhampton currently has a Public Interest Disclosure Policy Statement and Guidelines to ensure that all times the organisation’s business is conducted with probity. The guidelines state that the University will not condone any business activity that is illegal or improper. This applies to individual members of the Board, senior managers, and members of staff or students at the University or its suppliers or contractors.2 Candidates are also referred to the University Escalating of Concerns Policy for information about how to escalate your concerns. (Appendix 1.)
If a candidate raises concerns with a University tutor, there will be a range of responses, depending on the nature and seriousness of the concern. Some possible outcomes from a discussion with a tutor are given below.

- The tutor will help the candidate to clarify their concerns so that s/he can take appropriate action.
- The tutor will decide that s/he must speak to the training officer or mental health lead within the agency about the information disclosed by the candidate.

**Information given to University tutors**

Information given by a candidate in a portfolio or a classroom discussion may give rise to a concern about practice. Some examples are given below.

- The candidate reports in their portfolio a decision which seems to be based on an incorrect understanding of the law.
- The candidate discloses information about care practices that appear to represent poor practice, such as informal coercion without the proper use of law.

The response of the tutor will vary according to the circumstances of the disclosure and the nature and seriousness of the concern. Some of the possible responses are given below.

- Written feedback to the candidate to re-consider an aspect of law etc.
- A direct discussion with the candidate to clarify the discussion and agree if any action is appropriate.
- Discussions with the training officer or mental health lead for the agency.

**Further Information on Escalating Concerns**

A registered professional must put the interests of service users first and act to protect them if s/he considers they may be at risk. The links below provide further information to help all involved to understand their duties in escalating concerns.

- Public Concern at Work is an independent charity promoting whistle-blowing (escalating concerns), accountability and good governance in the workplace. Further useful information on whistle-blowing (escalating concerns) is available from their website [http://www.pcaaw.org.uk/](http://www.pcaaw.org.uk/)

- Information can also be accessed directly from the professional bodies: Nursing and Midwifery Council: [www.nmc-uk.org](http://www.nmc-uk.org) Health and Care Professions Council: [www.hpc-uk.org](http://www.hpc-uk.org)

**Partnership Arrangements**

This AMHP training has been developed and is delivered, managed and monitored in partnership between the University and employers, service user and carer partners.

Annual monitoring reports are prepared internally for the University of Wolverhampton and the Health and Care Professions Council.
Nominating employers will provide their candidates with opportunities for supervised practice (OSP), including an AMHP who will supervise and assess the candidate’s practice. Nominating employers will provide candidates with a current copy of Jones’ Mental Health Act Manual.

All candidates will be asked to give consent for information regarding their progress to be shared with their nominating employer, OSP provider and the professional regulating body. This includes information about results and attendance and engagement at taught sessions.

All candidates should keep their nominating employer informed about decisions to defer assessments, seek extenuation or mitigation or take leave of absence. Where the candidate is citing work related circumstances in such a claim then evidence of being supported by the employer must be provided.

Where a candidate is having an OSP arranged by a body which is not their nominating employer (e.g. where a Local Authority is providing a Trust employee with an OSP) then the candidate should also keep the OSP provider informed about decisions to defer, seek mitigation or extenuation or take leave of absence.

Service users and carers were involved in the planning of the post-graduate course on which the advanced university diploma course is very closely based. Service users and carers are involved in taught sessions in the Critical Knowledge module. Candidates are encouraged to seek feedback on their practice from service users and/ or carers and to reflect on it in the coursework for this module. Practice educators are asked wherever possible to seek feedback on the candidate’s practice as part of the portfolio for 7SO010 the Legal and Policy Context for AMPHs

**Standards of Conduct, Performance and Ethics**

By accepting a place on the AMHP course you have accepted and agreed to abide by the Bye-Laws, Regulations, Rules and Codes of Conduct of the University of Wolverhampton.

You will be registered with a professional body relevant to your professional practice. You are required to adhere to the professional standards of your profession (HCPC or NMC). To meet the standards you must always practise safely and effectively and act in the best interests of service users. It is important that you are familiar with the professional codes; these will be used to make judgments about your professional conduct and behaviour.

Further information is available from the HCPC and NMC respectively from the following links:

HCPC: [Standards of conduct, performance and ethics](http://www.hcpc-uk.org)

NMC: [The Code for Nurses and Midwives](http://www.nmc-uk.org)

**Disclosure and Barring Service (DBS) Enhanced Disclosure**

Entry to the course is dependent upon a satisfactory DBS status, which will be confirmed on entry by the employer. It is the candidates responsibility to inform the course coordinator and employer of any change to the DBS status or if subject to any police investigation or criminal proceedings. This should be done verbally and in writing as soon as this is known. The faculty suitability panel will review the implications with regard to continued progression on the programme.
Support for Learning:

The course requirements and assessed tasks are explained in this handbook, module guides and portfolio documentation. These are explained at induction and frequently referenced during the course. Each module includes a workshop on the assessed task and dedicated tutorial time. Additionally, module tutors make themselves available for consultation before and after teaching sessions.

The course has been designed so that there are opportunities for formative assessment. One of the purposes of the formative assessment is to identify any academic skills support that may be required.

The University provides extensive academic skills support, including face to face or individual virtual consultations, published guides and workshops.

Any Distinctive Features of the Course:

The General Social Care Council were the Professional bodies that had the responsibility of this programme prior to (HCPC) inspected the course and spoke with candidates, employers and service users and carers in 2012. Employers said they were confident in the way the course is designed, their views were taken into account and the partnership with the academic team was strong. The course team strive to respond to the needs of individual students and to foster a positive learning environment.

Attendance

The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. Staff are committed to helping you fulfil your potential. Your attendance at, and participation, in classes is a key factor in ensuring that you do so.

Attendance will help you to:-

- Understand the subject area you are studying;
- Acquire and develop the skills and knowledge needed to ensure success;
- Prepare for and undertake assessments;
- Learn from and with your fellow students;
- Receive feedback from teaching;
- Participate in practical and group work;
- Develop your communication skills.

If you are unable to attend a class please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was covered in the class, and what you need to do to catch up. Please do remember how important attendance is to your success. **The University considers this to be so important that it reserves the right to review the position of students who fail to attend.**

In addition to University policies, the course must meet the Health Sector Skills Council's *National Occupational Standards for Mental Health*. This states that an AMHP course must consist of 600 hours of a specialist mental health curriculum, of which at least 150 hours must be taught. If the candidate misses any of the taught sessions e.g. through sickness, s/he will be asked to see the module leader and draw up a plan about how s/he will make
up the lost time and learning opportunities. For example, the candidate will be asked to undertake specified reading and discuss their learning with the module leader. Information about attendance may be shared with the employer and/or OSP provider.

**Attendance for 43 days at the OSP is mandatory.** If a planned day is missed, the time will need to be made up at the end of the OSP. Attendance will be monitored by the practice educator.

**Equality and Diversity**

We are all global citizens and have other identities which are part of the culture of our country, region, institution, family and circle of friends. We also each have our own unique individuality which we want respected and accepted in an inclusive way.

The Equality and Diversity Unit works to make the institutional culture of the University of Wolverhampton respectful and inclusive of what we have in common and where we differ. It works to remove organisational barriers and hurdles created consciously or unconsciously against some groups, so that we all have a fair chance to progress and develop.

Learn more about what the University offers: [www.wlv.ac.uk/edu](http://www.wlv.ac.uk/edu)

Statistics are recorded for the course about the progression of all candidates on the basis of ethnicity, gender, disability and age. These are monitored by the course team on an annual basis.

**Personal Tutor**

When you join the University you will be given a **Personal Tutor**. This information can be found in your e-vision homepage. Your personal tutor is someone who can offer you guidance and advice, this could be about your course, and any other aspects that affect your study. In order for personal tutoring to be a beneficial and meaningful relationship for you, you need to communicate with your personal tutor.

**Academic Misconduct**

We take pride in the academic integrity of our staff and students but when academic misconduct is suspected the University will take action. The University considers seriously all acts of academic misconduct, which by definition are dishonest and in direct opposition to the values of a learning community. If not challenged, academic misconduct will ultimately devalue our academic standards and undermines the honest efforts on the part of our staff and students.

Academic misconduct includes plagiarism, collusion and cheating and may be deliberate or unintentional. Whatever form it takes, it will be thoroughly investigated and penalties will be applied if proven.

**Support for Students**

The University and the Students’ Union believe that many incidents of academic misconduct can be avoided by increasing students’ knowledge and skill.

A variety of support mechanisms are in place to help students succeed and avoid academic misconduct:
1. Visit the Learning Centre or our study skills support website at www.wlv.ac.uk/skills
2. Download the Students' Union guide to Avoiding Academic Misconduct (“Write Right”) - available from the Student’s Union website:
3. Book a Skype appointment with study skills adviser or join the online chat service ASSIST - through the Learning Centre “Skills for Learning” website.
4. Contact your personal tutor or module leader.

Remember – there is help available if you need it.

**Defining Academic Misconduct**

**Cheating**

*Cheating is defined as any attempt to gain unfair advantage in an assessment by dishonest means, and includes, for example, all breaches of examination room rules, impersonating another student, falsifying data, and obtaining an examination paper in advance of its authorised release. Cheating attracts the University’s most severe penalties.*

Other common examples of cheating would include –
- Being in possession of “revision notes” during an examination
- The purchase or commission of assignments from others
- Theft of other students’ work
- Prohibited communication during an examination

**Plagiarism**

*Plagiarism is the act of taking someone else’s work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others. It is important to cite all sources whose work has been drawn on and reference them fully in accordance with the referencing standard used in each academic Faculty.*

The most common forms of plagiarism are –
- Cut or copied and pasted materials from websites
- Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
- Copying material from a text book or journal

When you’re using other people’s work or ideas it is important to engage with their work critically. You can quote, paraphrase, summarise or critically review – but you must always provide appropriate references.

**Collusion**

*Collusion is when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence. For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort.*

Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas and group work to complete assignments (where this is specifically authorised).
Plagiarism Detection
In concert with the skills and experiences of academic staff the University will utilise electronic tools such as Turnitin to detect plagiarism. Turnitin is the software currently subscribed to by the University.

At Undergraduate level the University will require that all final year projects and dissertations are submitted to Turnitin for analysis. At postgraduate level the University will require that all dissertations (or similar) are submitted to Turnitin for analysis.

Students are required, where appropriate, to make a declaration as the authenticity and originality of any submitted piece of work. This declaration also authorises the University to request and require students to provide an electronic version of any submitted assessment for checking work via Turnitin where plagiarism is suspected.

Penalties
Where an offence is admitted, or a panel decides that cheating, plagiarism or collusion has occurred, a penalty will be imposed. There is a cumulative range of penalties which will be applied to any continuous period of registration for study with the University. The severity of the penalty will vary according to the nature of the offence and the number of previous offences. Penalties range from failure of the assignment under investigation to exclusion from the University.

Full details about the University's policy on Academic Misconduct, regulations and procedures, investigation of academic misconduct or to make an appeal or a complaint are available on the conductandappeals website.

Anonymous Marking
Anonymous marking is the process undertaken to avoid the possibility of bias through the assessment and marking process. To this end, wherever possible, the identity of students should not be apparent to markers and work should only be identified by student number. Where the method of assessment does not allow anonymous marking, (e.g. dissertations, presentations, oral examinations, practical examinations), alternative methods of marking to mitigate the possible effect of bias will be explained to you.

When submitting assessments in hard copy, you are asked to use your personalised bar-coded coversheet and ensure that you record only your student number in the header or footer of your piece of work.

Where to get help with your course
The following page gives clear instructions of who to contact should you require assistance.
Student Support
If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.

**Administration queries:**
- enrolment
- extensions
- extenuating circumstances
- Leave of Absence
- Course transfer, etc

**eVision helpdesk or your Student Centre**

**Academic and Course related queries**
- Personal Tutor
- Course Leader
- Head of Department (by email)

**Module related queries**
- Module guide (on WOLF)
- Module Leader or Tutor

**Support for Study Skills**
- W: [www.wlv.ac.uk/skills](http://www.wlv.ac.uk/skills)
- E: skills@wlv.ac.uk
- T: 01902 32(2385)

**IT Problems**
- W: [www.wlv.ac.uk/ITServices](http://www.wlv.ac.uk/ITServices)
- T: 01902 32(2000)

**Who to Contact for help when you are studying on campus**

**Financial advice**
- W: [www.wlv.ac.uk/moneymatters](http://www.wlv.ac.uk/moneymatters)
- E: money@wlv.ac.uk
- T: 01902 32(1070)

**Special Needs (Students with disabilities)**
- Special Needs Tutor
- Student Enabling Centre

- W: [www.wlv.ac.uk/sec](http://www.wlv.ac.uk/sec)
- E: sec@wlv.ac.uk
- T: 01902 32(1074)

**Careers & Employment Centre**
- W: [www.wlv.ac.uk/careers](http://www.wlv.ac.uk/careers)
- E: careers@wlv.ac.uk
- T: 01902 32(1414)

**Personal Issues**
- Personal Tutor (see eVision for details)

**University Counselling Service**
- W: [www.wlv.ac.uk/counselling](http://www.wlv.ac.uk/counselling)
- E: counsellingservices@wlv.ac.uk
- T: 01902 32(2572)

**General queries**
- eVision helpdesk or your Student Centre

**Independent academic, financial, international and housing advice**

**Students’ Union Advice and Support Centre**
- W: [www.wolvesunion.org/advice](http://www.wolvesunion.org/advice)
- E: advice.wolvesunion@wlv.ac.uk
- T: 01902 32(2038)
Extensions, Extenuating Circumstances and Leave of Absence

The University wants all students to do their best. You are expected to take responsibility for your own learning and we know students perform best if they participate in all activities associated with their modules.

Very occasionally something may happen suddenly which is beyond your control and this will prevent you from attending an examination (or other test) or completing an assessment by the due date. Common reasons for needing additional help are poor health or a death in the family – although other reasons may apply.

Extensions - for some assessments there may be the option to apply for a short term (maximum 7 days) extension if you are experiencing difficulties in completing your work on time. You should apply for the extension via your e:Vision account on or before your assessment date and provide supporting evidence to your Student Centre. On receipt of the evidence your claim will be assessed and you will be notified by e-mail if your extension has been approved and your revised submission date. Further details can be found here.

Extenuating Circumstances – claims for extenuating circumstances are also submitted via your e: Vision account on or before your assessment date and again evidence to support your claim must be provided to your Student Centre. Claims for Extenuating Circumstances tend to be for more serious matters and if your claim is accepted then it enables you to take the assessment at the next available opportunity without penalty. If you have any queries regarding either of these processes then please log a call on the e:Vision helpdesk.

Leave of Absence - in more extreme cases of potential prolonged absence you might consider a temporary leave of absence. Students may temporarily suspend their studies a semester at a time (and up to a maximum of four semesters). You can apply for a Leave of Absence via e:Vision but we would strongly recommend that you get advice from your Personal Tutor, your Student Centre or the Students’ Union, particularly regarding the financial implications, before taking this step.

Taking a Leave of Absence can ensure that you have the time away from your studies you need, but it is important you understand all the implications. There are plenty of people who can advise you before you make your decision:
1. Your Student Centre (either in person or you could log an e:Vision Helpdesk call).
2. The Students’ Union Advice and Support Centre.
3. Student Advisors in your Faculty.
4. Your Personal Tutor.
5. The International Support Team (based in MX Student Centre, City Campus).

Please consider before taking a Leave of Absence
6. If you’re a full-time student, you could consider switching to part-time mode as an alternative.
7. While on a Leave of Absence you won’t have access to University premises or resources or participate in any assessment.
8. If you take a Leave of Absence after you have enrolled but before completing your module, any summative (graded) assessment submitted will be carried forward and will contribute to your assessment result for that module when you return, provided the same assessment requirements remain.
Financial impact
You should consider the implications of taking a Leave of Absence will have on your funding and finances. On approval of your Leave of Absence you must ensure that you are fully aware of the fee implications on your return to the course, as fees may be due again for the modules that you were studying when the leave of absence was agreed.

However, your individual circumstances will affect your right to funding so it is important that you seek advice from the Students’ Union Advice and Support Centre – who will also be able to advise you about the impact of any benefit entitlement.

You will not be entitled to Council Tax exemption whilst on a Leave of Absence.

Your tuition fees
In accordance with the University’s fee liability policy, you will be liable for any fees due dependent on the date that you officially apply for Leave of Absence.
If you are a full-time undergraduate UK student, tuition fees are due as follows:
9. Attendance in Term 1 = 25% of the tuition fee is due.
10. Attendance in Term 2 = 50% of the tuition fee is due.
11. Attendance in Term 3 = 100% of the tuition fee is due.
If you are a part-time student, your fee liability is dependent on the number of modules registered in any period.

If you are an international student we take into account the fact that you will have paid a non-refundable deposit and your fee liability points will be at the start of the first term and third term (remainder of fee). We recommend you seek guidance on this from the International Student Support team in MX Student Centre.

Health & Safety issues
Specific procedures relating to your course will be explained to you during induction and at appropriate points throughout the course. The University can accept no responsibility for any injury sustained through a student’s negligence, misuse of equipment or disregard of instructions. You must observe all instructions regarding accident and fire prevention. All accidents must be reported immediately to a member of staff and will be recorded on an accident report form.

If you have a medical or other condition which may endanger yourself or others in a particular situation you must inform the member of staff present, and also discuss the condition beforehand with the Faculty Needs Tutor.

Fire notices, exits and assembly points are posted in all teaching rooms and around the buildings. Procedures to be observed when the alarm sounds are to leave as quickly as possible in a quiet and orderly manner and to assemble at the appropriate point. Do not attempt to re-enter the building until you are told it is safe to do so. You may need to show your identity card on entry to the building so ensure you have it with at all times.

Health and Wellbeing whilst using your computer
As a student you will be using a computer for the majority of your study. The guidelines below are to promote good health and wellbeing in relation to your computer use.
Set-up and space
Ensure you have a comfortable working area where you can have adequate space for your keyboard, mouse, monitor or laptop/mobile device and that you are in a comfortable seated position. Try to prevent eye strain by ensuring you have good lighting, adjusting your monitor to prevent glare and by cleaning your monitor regularly. If you are using a laptop for any extended length of time try to use an external mouse to prevent continued use of a laptop mouse pad which can cause strain injuries.

Taking a break
You should take regular breaks away from the screen. One to two minutes away every thirty minutes can be most effective, with regular longer breaks every couple of hours. Physically moving away from the screen and working area will also allow for important stretching and increasing circulation as well as reducing eye strain from looking at the screen.

Progression for Further Study
Social work candidates can use the credits from this award towards the Post graduate Diploma in Specialist Social Work Practice offered by the University of Wolverhampton. Holders of the Post-graduate Diploma can progress to achieve a Master’s degree.

Alumni
We’re proud of your success. Be proud of your connection with us.

Once you complete your studies you will continue to be part of the University of Wolverhampton academic community as one of our ever growing alumni community. The WLV Alumni Association is a university-wide association bringing together Wolverhampton graduates.

For further information on Graduation and Alumni please visit our Alumni website.