



**School of Health and Social Care**

**National Centre for Post Qualifying Social Work**

## **Postgraduate Diploma Advanced Mental Health Practice**

Meeting the professional standards and requirements for the role of Approved Mental Health Professional (Mental Health Act 1983 amended 2007) and DH requirements for the role of Best Interests Assessor (Mental Capacity Act 2005)

## **MA Advanced Mental Health Practice**

Meeting the professional standards and requirements for the role of Approved Mental Health Professional (Mental Health Act 1983 amended 2007) and DH requirements for the role of Best Interests Assessor (Mental Capacity Act 2005)

## **PROGRAMME SPECIFICATION**

**Version number: 2.1-0920**

**Document date: May 2019**

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Document date: October 2013

Circulation: General

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## 1. BASIC FRAMEWORK / PROGRAMME DATA

Originating institution(s)	Bournemouth University
Award(s) and title(s)	<i>PG Diploma Advanced Mental Health Practice</i> <i>MA Advanced Mental Health Practice</i>
UCAS Programme Code	N/A
HECoS Code(s) per programme/pathway	100503
External reference points(s)	<ul style="list-style-type: none"> <li>• QAA Quality Code Chapter A1; <i>The National Level (incorporating the Framework for Higher Qualifications (FHEQ) in England, Wales &amp; Northern Ireland)</i></li> <li>• QAA Quality Code Chapter A2: <i>The Subject &amp; Qualifications Level (incorporating the subject benchmarks statements and Masters Degree Characteristics)</i></li> <li>• <i>Approval Criteria for Approved Mental Health Professionals (AMHP) Programmes. Published by the HCPC 2013.</i></li> </ul>
Professional, Statutory and/or Regulatory Body links	<i>HCPC programme approval is required for the AMHP training component of the programme (PG Dip).</i>
Place(s) of delivery	<i>Bournemouth University and various delivery sites</i>
Mode(s) of delivery	<i>Part-time</i>
Credit structure	<i>MA Advanced Mental Health Practice 180 credits at Level M</i>  <i>PG Dip Advanced Mental Health Practice 120 Level M credits</i>  <i>Exit Qualification - PG Cert in Mental Health 60 Level M credits from any of the 20 credit units (the 40 credit unit will not count towards the PG Cert)</i>
Duration	<i>PG Diploma – up to 3 years (Part time)</i>  <i>MA – Up to 5 years (Part Time)</i>
Date of original approval(s)	<i>June 2008</i>
Date of first intake	<i>May 2014</i>
Student numbers	<i>Annually 50-80</i>
Placements	<i>Within employment</i>
Partner institution(s) and model(s)	N/A

Date and version number of this *May 2019, v2.1-0920*  
Framework/Programme  
Specification

This Framework/Programme Specification was approved in March 2014 following revalidation by Academic Standards Committee.

BU1819 01, approved 28/02/2019 and FHSS 1819 08, approved 17/05/2019. Previously version 2.0-0918

## **2. AIMS OF THE DOCUMENT**

The aims of this document are to:

- Outline the professional context of the programme
- Define the structure of the programme
- Identify programme level learning outcomes
- Articulate the regulations governing the awards offered through this programme

## **3. PROGRESSION ROUTES**

N/A

## **4. ACADEMIC AND PROFESSIONAL CONTEXTS**

The principal aim of the programme is to prepare suitably qualified and experienced practitioners working in the mental health field to undertake the role of the Approved Mental Health Professional (AMHP) under the Mental Health Act 1983 (amended in 2007). The programme also prepares practitioners for the role of Best Interest Assessor (BIA) under the Mental Capacity Act 2005. The programme was first approved at masters level in 2008 and has been running successfully since then at 5 delivery sites. Prior to this the programme was run as a successful degree level programme.

Practitioners who successfully complete the five core AMHP units (120 Level M credits) are eligible for the PG Diploma in Advanced Mental Health Practice. They will also be eligible for professional warranting as an AMHP by their employing local authority and eligible to work as a BIA. It is up to the local authority to decide if / when the person will be warranted as an AMHP and whether they will undertake the role as BIA in practice. The provision of an AMHP service is a statutory requirement in England and Wales and therefore, there is a clearly identified imperative to develop, deliver and monitor this programme in order to meet employers' needs. Bournemouth University is a major provider of AMHP training in England.

The AMHP role is a unique role that carries considerable statutory powers and authority, encompassing complex duties and responsibilities laid out within the legislative framework. The Mental Health (Approved Mental Health Professionals) (Approval) (England) Regulations 2008 state that a local social services authority can only approve a person to act as an AMHP if they are satisfied that they have the appropriate competence in dealing persons suffering from mental disorder. The relevant areas of competence that must be satisfied are provided in Schedule 2 of the Regulations and these are therefore explicitly covered within the programme. The parliamentary regulations delegated the training and educational standards and requirements to the General Social Care Council (GSCC), whom at the time were the professional body for social work. In 2012 the responsibility for approving AMHP programmes transferred to the Health and Social Care Professions Council (HCPC).

The HCPC have developed their own approval criteria for AMHP programmes, which underpin this programmes' aims, content and learning outcomes (HCPC 2013)

The programme must recognise the high demands placed on practitioners undertaking these challenging roles with individuals with complex needs and high risks and carrying individual responsibility for decision-making, not paralleled elsewhere in law. These demands are on the constant increase with the introduction of new statute, new case law and new policy. In recognising the complexity of these professional roles the academic level for the programme was set nationally at master's level in 2008, in essence linking the level of thinking, decision-making and recording of decisions and judgements that would be required in practice to the relevant benchmarks for masters level study. The assessment processes therefore must ensure the required depth of knowledge and analysis are demonstrated and rigorously match the requirements of M level study and equate to the standards required in the practice arena. The key documents informing this programme review therefore include 'The UK Quality Code for Higher Education – Chapter A1" (QAA 2011) and 'The Approval Criteria for Approved Mental Health professional (AMHP) Programmes' (HCPC 2013).

The programme also recognises that current mental health practice is diverse and not restricted to the AMHP / BIA role and that students may decide they wish to complete a full masters award. Students can transfer onto the masters award following successful completion of all of the PG Diploma units. These units offer an opportunity for practitioners to prepare for and undertake a service improvement project to achieve the full master's award, whilst contributing to the development of local services / practice.

**The Post Graduate Diploma in Advanced Mental Health Practice (120 Credits) consists of:**

Ethics, Values and Perspectives in Mental Health (20 credits)

Mental Health and the Law (20 credits)

AMHP Role in Practice (20 credits)

Evidencing Professional Learning (Practice Assessment) (40 credits)

Evidencing Professional Practice and decision-making (20 credits)

**The MA Advanced Mental Health Practice (180 Credits) consists of:**

All of the above 5 core units and

Preparing for Service Improvement Project (20 credits)

Service Improvement Project (40 credits)

Both of these final two units are been approved in 2012 as part of the CPD framework validation.

## **5. AIMS OF THE PROGRAMME (PG DIPLOMA ADVANCED MENTAL HEALTH PRACTICE)**

- To enable suitably qualified and experienced practitioners to demonstrate that they are competent to undertake the statutory role of the AMHP under the Mental Health 1983 (amended 2007) and the role of the BIA under the Mental Capacity Act 2005. Ensuring that practitioners meet the regulatory criteria set out in Section 2 of the HCPC Approval Criteria and ensuring that practitioners meet the key areas of competence within Schedule 2 of the MHA Regulations 2008.
- To enable practitioners to develop an in-depth knowledge and applied critical understanding of the necessary legislation, policy, related codes of practice, guidance and case law.
- To enable practitioners to develop an in-depth knowledge and applied critical understanding of the relevant theoretical perspectives and models of mental disorder that underpin complex mental health practice, with a particular emphasis on the understanding of the social perspective of mental disorder.
- To enable practitioners regardless of professional background to be able to assert and articulate the social perspective through the role and responsibilities laid on them within the legislation.
- To enable practitioners to develop the appropriate level of critical thinking, analysis and critical judgement required to work in complex situations, to make difficult decisions and to critically evaluate how they exercise their professional powers and responsibilities, drawing on the relevant knowledge and research base.
- To enable practitioners to critically reflect on their own practice and the value base that underpins their practice and demonstrate a critical understanding of the impact of mental disorder for service users, their relatives and their carers, including the impact of discrimination and oppression.
- To enable practitioners to work creatively and effectively and take a leading role in the context of risk, uncertainty, conflict and contradiction or where there are complex challenges and a need to make informed and balanced judgments.
- To enable practitioners to contribute to the learning and development of others that work in the professional field.

## **6. AIMS OF THE PROGRAMME (MA ADVANCED MENTAL HEALTH PRACTICE)**

All of the above aims and



- To enable practitioners to demonstrate their independent ability within a complex professional context to undertake a service / practice improvement project, applying well-grounded research and evaluation methods and practice/service development skills.

## **7. INTENDED LEARNING OUTCOMES**

(PG Diploma Advanced Mental Health Practice and MA Advanced Mental Health Practice)

The programme provides opportunities for students to develop and demonstrate knowledge, understanding and skills as follows:

### **A Subject Knowledge and Understanding**

- A1 Detailed knowledge and critical application of health and social care legislation, the related codes of practice, national and local policy and relevant guidance which are applicable to the role of the AMHP / BIA and wider mental health practice.
- A2 In-depth knowledge and understanding of the legal position and accountability of the AMHP and their legal roles and responsibilities.
- A3 Critical understanding and exploration of a range of models of mental disorder and perspectives and theories underpinning current mental health care.
- A4 Critical understanding of the ethics and values underpinning practice in mental health and the AMHP role.
- A5 Comprehensive knowledge and understanding of the needs and implications for adults, children and young people and their families of mental disorder and the relevant interventions.
- A6 A systematic and in-depth knowledge and critical evaluation of relevant research for evidence based practice in the mental health / AMHP field.

### **B Intellectual Skills**

- B1 Critical analysis and evaluation of research, legislation, policies and developments in mental health practice and demonstrate application to own practice.
- B2 Critical analysis and application of research findings, theoretical frameworks and models to professional practice in mental health and the AMHP role.
- B3 Independent, reflective practice and critical thinking skills.
- B4 Identification and analysis of complex problems in situations of uncertainty and risk and demonstration of the ability to undertake informed and effective decision-making in the statutory AMHP / BIA roles.
- B5 Demonstrate critical reflection on ethical practice dilemmas and conflicting arguments, making practice decisions and judgements with an appropriate professional value base and with appropriate justification for decisions.

## **C Practical Skills**

- C1 An ability to exercise the statutory powers and responsibilities of an AMHP and BIA.
- C2 An ability to effectively to manage complex situations of anxiety, risk and conflict and an understanding of the impact on AMHP practice.
- C3 Ability to recognise, assess and manage effectively the risks related to AMHP practice.
- C4 An ability to act independently, taking responsibility and exercising appropriate professional judgement in all areas of AMHP / BIA practice.
- C5 Demonstrate ability to identify, challenge and redress discrimination and inequality in AMHP/ BIA practice.
- C6 Demonstrate an understanding and respect for the service users qualities, abilities and diverse backgrounds, including an ability to demonstrate sensitivity to factors such as race, gender, age, sexuality, disability, culture, religion and belief in AMHP/ BIA practice.
- C7 Demonstrate sensitivity to service users needs for personal respect, confidentiality, choice, dignity and privacy in the AMHP/ BIA role.

## **D Transferable Skills**

- D1 To exercise initiative, self-direction and originality within independent study and research and take responsibility for own learning and development needs.
- D2 To demonstrate autonomous decision-making in complex and unpredictable situations.
- D3 To present structured arguments and communicate effectively professional decisions and findings to others, verbally and in writing.
- D4 To work collaboratively with a range of people and evaluate interventions.
- D5 To exercise initiative, challenge assumptions and negotiate with others.
- D6 To demonstrate ability to critically reflect on own practice, including own value base and its impact on practice.
- D7 To exercise evidence-based judgement.

## **8. INTENDED LEARNING OUTCOMES (THAT RELATE TO THE MA ADVANCED MENTAL HEALTH PRACTICE ONLY)**

The programme provides opportunities for students to develop and demonstrate knowledge, understanding and skills as identified above for the PG Diploma Advanced Mental Health Practice and also as follows:

## **A Subject Knowledge and Understanding**

- A7 Systematic and in-depth knowledge, understanding and application of service / practice improvement methodologies.
- A8 Exploration of a specific service / practice improvement issue.

## **B Intellectual Skills**

- B6 Critically reflect on and evaluate the knowledge that underpins a specific service / practice improvement issue.
- B7 Evaluate new insights from a critical analysis of current evidence from a wide range of sources pertinent to a specific service / practice improvement issue.
- B8 Reach reasoned conclusions and/or evidence-based sustained judgements in relation to a specific service / practice improvement issue.

## **C Practical Skills**

- C8 Demonstrate competence to enhance services / practice by implementation of change.

## **D Transferable Skills**

- D8 Demonstrate problem identification, problem solving and project management skills.

# **9. LEARNING AND TEACHING STRATEGIES AND METHODS**

## **Teaching and learning methods**

The taught component of the programme includes presentations by the core programme team / lecturers, visiting lecturers/practitioners, group work sessions and use of case examples to make the necessary links between the academic and practice elements.

The supervised placement is a central part of the programme and although the placement and Practice Assessor is organised through the employing agency it forms a core part of the programme and practice examples are brought into the taught sessions to support the learning process. A learning agreement is negotiated with the Practice Assessor for the placement time to ensure that learning needs are identified and reviewed. There is time allocated for a mid way review of placement where the agency representatives have responsibility for ensuring the practice placement is providing the appropriate learning opportunities and for reviewing individual progress. The placement provides the opportunity to develop and demonstrate in practice the necessary skills of analysing and evaluating complex evidence and differing views, weighing them appropriately to make professional judgments about risk and welfare and statute based decisions regarding the deprivation of personal liberty.

The practice placement includes formal supervision sessions by the practice assessor to contribute to their learning and development.

Private study time is built into the programme and alongside the guided study days, there is an allowance of flexible study time allocated into the placement timetable to fit the student's own needs.

Participants will bring significant experience, knowledge and skills to the programme support high levels of peer learning within the taught sessions and group work exercises. Course materials are designed to enable students to build upon and develop their existing knowledge base and maximise the learning opportunities presented. The team use a combination of core texts, workbooks (produced by the core team), a wide range of materials presented on myBU, and group work exercises to support the learning and teaching within the class environment.

The main aim within the teaching and learning is enabling critical reflection on practice and ensuring critical thinking as a process that underpins practice decisions and judgements. AMHP /BIA practice is centred around complex situations, high risk settings and demands critical abilities as the decisions are made under pressure and 'on the spot'. The teaching and learning methods therefore are not just based on acquisition of knowledge, but critical appraisal and interpretation of knowledge, professional judgement and deliberation. These themes also flow through the assessment strategies.

The design of the programme with integration of taught sessions amongst practice placement supports this with the practice opportunities and experiences being brought back into the class room environment for discussion and critical reflection. Students also complete practice evidence sheets throughout the practice placement as a basis for discussing practice decision-making within supervision sessions.

The team have produced texts and guides to support the learning and teaching methods and to ensure that reflection and critical thinking around practice is embedded within written work e.g.

Rutter, L & Brown, K (2012) Critical Thinking and Professional Judgement for Social Work. Sage.

Rutter, L & Parker, J (2012) Guide to Master's Level thinking, Learning and Writing for the AMHP programme. Bournemouth University.

## **10. ASSESSMENT STRATEGIES AND METHODS**

A 1-6 will all be assessed via critically reflective course work assignments, in-class tests and a portfolio of practice evidence.

Application of knowledge in practice is formally assessed by a supervising practice assessor based on direct observation and third party testimony using frameworks of competence provided by the relevant regulatory body. The placement report by the practice assessor is contained within the portfolio of evidence.

A7 and A8 (masters only) will be assessed through the completion of a service improvement proposal (coursework) and service improvement project.

B1-6 will all be assessed via critically reflective course work assignments, in-class tests and a portfolio of practice evidence.

Application of knowledge and skills in practice are formally assessed by a supervising practice assessor based on direct observation and third party testimony using frameworks of competence provided by the relevant regulatory body. The placement report by the practice assessor is contained within the portfolio of evidence.

B6-8 (masters only) will be assessed through the completion of a service improvement proposal (coursework) and service improvement project.

C1 – 7 will all be assessed via critically reflective course work assignments and a portfolio of practice evidence. Practice evidence reflecting applied learning on placement is provided within a portfolio together with a practice assessor's report. The Practice Assessor assessment is based on direct supervision of the student, direct observation of practice and third party testimony. The framework of assessment used by the practice assessor is based on the five areas of AMHP competence detailed within the Mental Health Act Regulations:

1. Application of values to the AMHP role
2. Application of knowledge – the legal and policy framework
3. Application of knowledge – mental disorder
4. Application of skills – working in partnership
5. Application of skills – making and communicating informed decisions

BIA Elements of Competence taken from The Mental Capacity (Deprivation of Liberty: Standard Authorisations, Assessments and Ordinary Residence) Regulations 2008

Students preparing to undertake the role of Approved Mental Health Professional (AMHP) and the role of Best Interests Assessor (BIA) must be passed as competent to practise by the supervising practice assessor on the basis of directly observed and third party evidence. This report is contained within the practice portfolio.

C8 (masters only) will be assessed through completion of a service Improvement proposal (course work) and Project.

D1 – 7 will be assessed via critically reflective written course work assignments and a portfolio of practice evidence.

Application of knowledge and skills in practice are formally assessed by a supervising practice assessor based on direct observation and third party testimony using frameworks of competence provided by the relevant regulatory body. The placement report by the practice assessor is contained within the portfolio of evidence.

D8 (masters only) will be assessed via completion of a service Improvement proposal (course work) and service Improvement project.

As discussed above in the learning and teaching strategies the theme of critical reflection flows through the assessment strategies. The assignments and assessed case studies require students not only to demonstrate the required knowledge base,

but the use of this knowledge in terms of judgement and decision-making, arguing differing perspectives and demonstrating professional development. The aim is for the assessments to mirror the decision-making processes required in practice contexts and use the critical reflection skills within not just the academic assignments, but in practice report writing and case recording.

## 11. PROGRAMME SKILLS MATRIX

### PG Dip / MA Advanced Mental Health Practice

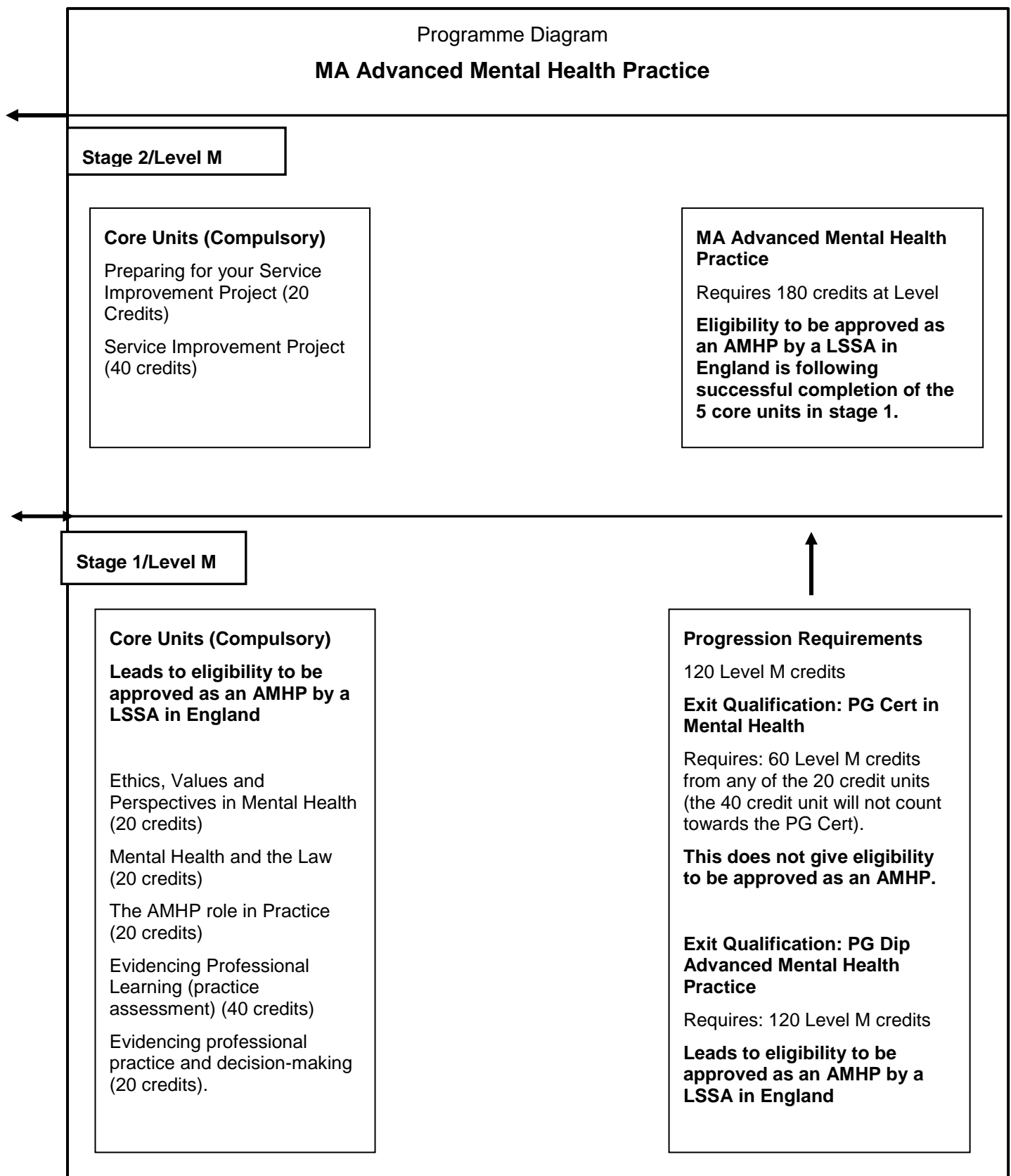
	UNITS	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	
LEVEL M	Ethics, values and perspectives in Mental Health			√	√	√	√			√	√	√		√								√	√	√		√		√		√	√	√		
	Mental Health and the Law	√	√		√	√				√		√	√	√				√		√	√	√	√	√		√	√	√		√	√	√		
	The AMHP role in Practice	√			√	√	√			√	√	√	√	√				√	√	√	√	√	√	√		√	√	√	√	√	√	√		
	Evidencing professional Learning (practice assessment)	√	√		√	√	√			√	√	√	√	√				√	√	√	√	√	√	√		√	√	√	√	√	√	√		
	Evidencing professional practice and decision-making	√	√		√	√	√			√	√	√	√	√				√		√	√	√	√	√		√	√	√	√	√	√	√		
	MA ONLY																																	
	Preparing for Service Improvement project						√	√	√	√	√	√			√	√	√									√	√	√	√	√	√	√	√	√
	Service Improvement project						√	√	√	√	√	√			√	√	√									√	√	√	√	√	√	√	√	√

<p><b>A - Subject Knowledge and Understanding</b></p> <p>A1. Detailed knowledge and critical application of health and social care legislation, the related codes of practice, national and local policy and relevant guidance which are applicable to the role of the AMHP / BIA and wider mental health practice.</p> <p>A2. In-depth knowledge and understanding of the legal position and accountability of the AMHP and their legal roles and responsibilities.</p> <p>A3. Critical understanding and exploration of a range of models of mental disorder and perspectives and theories underpinning current mental health care.</p> <p>A4. Critical understanding of the ethics and values underpinning practice in mental health and the AMHP role.</p> <p>A5. Comprehensive knowledge and understanding of the needs and implications for adults, children and young people and their families of mental disorder and the relevant interventions.</p> <p>A6. A systematic and in-depth knowledge and critical evaluation of relevant research for evidence based practice in the mental health / AMHP field.</p> <p>A7. Systematic and in-depth knowledge, understanding and application of service / practice improvement methodologies.</p> <p>A8. Exploration of a specific service / practice improvement issue</p>	<p><b>C – Subject-specific/Practical Skills</b></p> <p>C1. An ability to exercise the statutory powers and responsibilities of an AMHP and BIA.</p> <p>C2. An ability to effectively to manage complex situations of anxiety, risk and conflict and an understanding of the impact on AMHP practice.</p> <p>C3. Ability to recognise, assess and manage effectively the risks related to AMHP practice.</p> <p>C4. An ability to act independently, taking responsibility and exercising appropriate professional judgement in all areas of AMHP / BIA practice.</p> <p>C5. Demonstrate ability to identify, challenge and redress discrimination and inequality in AMHP / BIA practice.</p> <p>C6. Demonstrate an understanding and respect for the service users qualities, abilities and diverse backgrounds, including an ability to demonstrate sensitivity to factors such as race, gender, age, sexuality, disability, culture, religion and belief in AMHP / BIA practice.</p> <p>C7. Demonstrate sensitivity to service users' needs for personal respect, confidentiality, choice, dignity and privacy in the AMHP / BIA role.</p> <p>C8. Demonstrate competence to enhance services / practice by implementation of change.</p>
<p><b>B - Intellectual Skills</b></p> <p>B1. Critical analysis and evaluation of research, legislation, policies and developments in mental health practice and demonstrate application to own practice.</p> <p>B2. Critical analysis and application of research findings, theoretical frameworks and models to professional practice in mental health and the</p>	<p><b>D - Transferable Skills</b></p> <p>D1. To exercise initiative, self-direction and originality within independent study and research and take responsibility for own learning and development needs.</p> <p>D2 To demonstrate autonomous decision-making in complex and unpredictable situations.</p>



<p>AMHP role.</p> <p>B3. Independent, reflective practice and critical thinking skills.</p> <p>B4. Identification and analysis of complex problems in situations of uncertainty and risk and demonstration of the ability to undertake informed and effective decision-making in the statutory AMHP / BIA roles.</p> <p>B5. Demonstrate critical reflection on ethical practice dilemmas and conflicting arguments, making practice decisions and judgements with an appropriate professional value base and with appropriate justification for decisions.</p> <p>B6. Critically reflect on and evaluate the knowledge that underpins a specific service / practice improvement issue.</p> <p>B7. Evaluate new insights from a critical analysis of current evidence from a wide range of sources pertinent to a specific service / practice improvement issue.</p> <p>B8. Reach reasoned conclusions and/or evidence-based sustained judgements in relation to a specific service / practice improvement issue.</p>	<p>D3. To present structured arguments and communicate effectively professional decisions and findings to others, verbally and in writing.</p> <p>D4. To work collaboratively with a range of people and evaluate interventions.</p> <p>D5. To exercise initiative, challenge assumptions and negotiate with others.</p> <p>D6. To demonstrate ability to critically reflect on own practice, including own value base and its impact on practice.</p> <p>D7. To exercise evidence-based judgement.</p> <p>D8. Demonstrate problem identification, problem solving and project management skills.</p>
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## 12. PROGRAMME DIAGRAMS



Programme Diagram

**PG Diploma Advanced Mental Health Practice**

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**Level M**

**Core Units (Compulsory)**

**Leads to eligibility to be approved as an AMHP by a LSSA in England**

Ethics, Values and Perspectives in Mental Health (20 credits)

Mental Health and the Law (20 credits)

The AMHP role in Practice (20 credits)

Evidencing Professional Learning (practice assessment) (40 credits)

Evidencing professional practice and decision-making (20 credits).

**Exit Qualification PG Diploma Advanced Mental Health Practice**

Requires: 120 Level M credits

**Leads to eligibility to be approved as an AMHP by a LSSA in England**

**Exit Qualification: PG Cert in Mental Health**

Requires: 60 Level M credits from any of the 20 credit units (the 40 credit unit will not count towards the PG Cert).

**Does not give eligibility to be approved as an AMHP**

### **13. ADMISSION REGULATIONS – MA/PG DIPLOMA ADVANCED MENTAL HEALTH PRACTICE**

The regulations for the programme are the University's standard regulations for admission to taught postgraduate programmes with the following approved additions:

- Applicants are normally expected to have at least one year of professional or management experience and a first degree of its equivalent. A professional qualification may be acceptable with evidence of professional experience at degree equivalent level.
- Applicants for the programme must also meet the professional requirements set out in Schedule 1 of the Mental Health (AMHP) Regulations 2008 and hold a professional qualification in social work, nursing, occupational therapy or psychology and be currently registered to that profession as laid out in Schedule 1.
- Applicants must demonstrate that they possess the level of competence, capacity and ability to undertake and complete AMHP /BIA training at the required professional and academic level.

In order to ensure that the admission regulations are satisfied and that the applicant has demonstrated the competence, capacity and ability to undertake and complete AMHP / BIA training at the required professional and academic level, the programme requires the following additional areas of preparation are satisfied through a local selection process:

- The applicant has completed an appropriate period of suitable mental health work experience.
- The applicant has observed a minimum of 4 Mental Health Act assessments
- The applicant has successfully completed the Graduate Certificate in Professional Practice in Mental Health (or equivalent).
- The applicant has been nominated and supported by their employing authority as suitable for AMHP training.
- The applicant will be provided with a suitable placement and Practice Assessor by their employing authority.

## **14. ASSESSMENT REGULATIONS**

### **MA and PG Diploma Advanced Mental Health Practice**

The regulations for this programme are the University's Standard Postgraduate Assessment Regulations with the following approved exceptions for the MA and PG Diploma Advanced Mental Health Practice. The exceptions align the programme with the requirements of the Health and Care Professions Council:

#### **Pass mark**

The pass mark for each unit will be 50%. For the 'Mental Health and the Law' unit, a pass will be awarded where the overall unit mark is at least 50% and the mark in each separate formal element of the unit assessment is not less than 50%.

The 'Evidencing Professional Learning (Practice Assessment)' unit is assessed on a Pass/Fail (P/F) basis.

#### **Compensation**

Compensation is not permitted for the 'Mental Health and the Law' unit.

#### **Awards**

The awards of MA or PG Dip Advanced Mental Health Practice lead to eligibility to be approved as an Approved Mental Health Professional and a Best Interest Assessor by a LSSA in England. The PG cert award will not confer eligibility to be approved as an AMHP or a Best Interest Assessor and will be titled 'Mental Health'. The award of an Aegrotat degree is not permitted.

#### **External Examiners**

To meet the requirements of the Health and Care Professions Council for Approved Mental Health Professionals, at least one external examiner for the programme must be appropriately experienced and qualified, and be registered on the relevant part of an appropriate professional register.

The University's standard assessment regulations available on the staff Intranet

<https://intranet.bournemouth.ac.uk/pandptest/6A%20Standard%20Assessment%20Regulations%20Postgraduate%20Taught%20Programmes.pdf>

## 15. PROGRAMME PROFILES

Originating Institution(s): BU School: HSC Partner: None			Place(s) of Delivery: BU and off site Language of delivery ( <i>if not English</i> ): Programme HECoS code: 100503			Framework Title (in full): Programme Award and Title: <b>PG Diploma / MA Advanced Mental Health Practice</b> Interim Award and Titles & required credits: PG Cert Mental Health (60 Level M Credits).										Mode(s) of study: Part time Expected Length of study: 2 years BU Credit Structure & ECTS PG Dip 120 credits MA 180 credits		
Unit identification			Cost Centre(s)											Assessment Regs				
Unit version no.	Unit name	HECoS Subject Code	CC1	%	HECoS Subject Code	CC2	%	Prog year FT	Prog year PT	Core / option	No of credits	Level (4,5,6, PgC, PgD,7)	Assessment Element Weightings					
													Exam 1	C/Work 1	C/Work 2			
2.1	Ethics, Values and Perspectives in Mental Health	100503								C	20	7		100				
2.1	Mental Health and the Law	100503								C	20	7		40	60			
2.1	The AMHP Role in Practice	100503								C	20	7		100				
2.1	Evidencing Professional Learning (Practice Assessment)	100503								C	40	7		p/f				
2.1	Evidencing professional practice and decision-making	100503								C	20	7		100				
1.1	Preparing for your Service Improvement Project	100503								C	20	7		100				
1.1	Service Improvement Project	100503								C	40	7		100				
Effective from Prog Year / Month / Year Yr. 1    April    14			Contact in School: Jo Parker (tel no. or generic UG/PG/ programme specific email) <a href="mailto:pqswteam@bournemouth.ac.uk">pqswteam@bournemouth.ac.uk</a>				Date approved: 10 March 2014		Programme Specification version no Version 2.			Placement:						
Yr. 2			Name of Professional, Statutory or Regulatory Body (if appropriate): HCPC					Diploma Supplement Statement regarding PRSB accreditation:										
Yr. 3																		
Yr.4																		