

Education quality assurance – Course change review report

Report date:

18/05/2022

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Documentary review details

Inspection ID	ARU AMHP
Course provider	Anglia Ruskin University
Validating body (if different)	Click or tap here to enter text.
Course name	PG Cert. Approved Mental Health Professional (AMHP)
Mode of study	Full time
Proposed first intake	01/09/2022
Maximum student cohort	25
Review type	Course change
Review team	Jane Hutchison, Registrant Inspector, Sarah Hamilton, Lay Inspector
Review team recommendation	Changes approved
Outcome	Changes approved
Date of approval	18/07/2022

About the review

Anglia Ruskin University submitted a course change request following a review of their existing course which has not run since 2018. A decision has been made to offer the course again to meet local requirements.

The following changes are being proposed for the course.

- To provide a full time route as well as a part time route.
- The introduction of a new pre-AMHP module that must be completed by candidates in order to be accepted on the course. This is to encourage a broader range of applicants

and takes away the requirement for at least two years post qualifying experience working in mental health.

- A reduction in the total number of practice placement hours.

Documentation and resources have also been drafted to align with Social Work England standards and requirements.

Findings

The following standards were identified as being impacted by the changes the University wanted to implement. After reviewing the evidence submitted the inspection team recommended the following:

Standard 1.1 – 1.4 Admissions

The University provided a copy of their internal validation submission as evidence for these standards, which outlines the changes to the admissions process with respect to the withdrawal of the requirement for at least two years post qualifying experience working in mental health and the introduction of the new pre-AMHP module for candidates. The University provided details of the module they have developed for this purpose, 'An Introduction to Approved Roles (Approved Mental Capacity Professional; Approved Mental Health Professional)', but a candidate can have completed a course run by their partners, Trusts, or other universities. The University advised that this is to promote an inclusive approach to what a pre-AMHP course may contain in terms of content and learning opportunities which can then be explored at interview in assessing candidates' readiness for training to the AMHP role.

The inspection team considered these standards to be met.

Course governance

Standard 2.1 The University provided the Student AMHP handbook as evidence for this standard which includes welcome information from the Dean and also confirmed that the course had been internally validated.

Standards 2.2 The University provided a copy of their internal validation submission as evidence for this standard which outlined the management structure for the course. The inspection team considered this standard to be met.

Standard 2.3 The University placement document and internal validation submission provided details of course monitoring and evaluation and quality assurance of practice learning. The inspection team considered this standard to be met.

Standard 2.4 The inspection team was provided with relevant details for the course leader which included relevant qualification and experience information. The inspection team considered this standard to be met.

Standards 2.5 and 2.6 The inspection team was provided with staff CVs and the internal validation submission. Having reviewed these and with the knowledge that there will be a

proposed cohort of 12 – 25 students, the inspection team considered these standards to be met.

Practice placements

Standard 4.2 evidence outlined the following; Student AMHPs will be required to complete a minimum of 225 hours of assessed AMHP practice. Student AMHPs on AMHP duty will be supervised by a suitably qualified supervisor and are required to complete a portfolio assessed against Social Work England's approval criteria and in accordance with schedule 2 to the Mental Health (AMHP) (Approval) (England) Regulations 2008. This is a reduction in the number of hours students would previously have been on placement. The inspection team requested further evidence in relation to this standard and was advised that previously placement learning was facilitated via Student AMHPs remaining in their substantive teams, whilst being available to attend assessments subject to a Mental Health Act 1983 referral: if a referral was received. This meant that Student AMHPs would otherwise attend to their substantive duties whilst awaiting a referral i.e. Student AMHPs would continue to undertake tasks and work that was unrelated to the AMHP role or AMHP learning. If no referral was received, then AMHP learning was limited on the placement learning day, hence the requirement for the previously longer placement hours to ensure that AMHP learning opportunities were available.

However, as referrals subject to the Mental Health Act 1983 continued to rise nationally, the University's local authority partners shifted from Student AMHPs remaining in their substantive teams to attending AMHP 'hubs', or physical bases wherein the focus for the entire shift is related to the AMHP role, with all learning opportunities, on every AMHP placement day, dedicated to promoting Student AMHP training and learning.

The inspection team considered this standard to be met.

Standard 4.6 – 4.9 The university provided a placement document as evidence for this standard which outlined the roles and responsibilities for practice educators along with qualification, skills and knowledge requirements. The University confirmed that all Student AMHP Assessors must be qualified and warranted as AMHPs. The University also confirmed that the new Practice Development Educator (PDE) module is a dedicated module that reflects the coproduction ethos between local authorities and ARU in promoting a learning culture in the workplace. This has been subject to a number of developments and redevelopments in maximising opportunities across the wider workforce as well as for the AMHP course.

Some AMHP Assessors may also choose to undertake the PDE award to gain learning and academic accreditation for their role in supporting, teaching and assessing Student AMHPs

The inspection team considered these standards to be met.

Conclusions

The inspection team are recommending that the course changes be approved.

Appendix 1 – Outcome by standard

Standards impacted by the change	Met	Met with conditions	Met with recommendations
Course admissions			
1.1 The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a course.	☒	☐	☐
1.2 The admissions procedures must apply selection and entry criteria, including appropriate academic and professional entry standards.	☒	☐	☐
1.3 The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.	☒	☐	☐
1.4 The admissions procedures must ensure that the education provider has equality and diversity policies in relation to applicants and students, together with an indication of how these will be implemented and monitored.	☒	☐	☐
Course management and resources			
2.1 The course must have a secure place in the education provider's business plan.	☒	☐	☐
2.2 The course must be effectively managed.	☒	☐	☐
2.3 The course must have regular monitoring and evaluation systems in place.	☒	☐	☐
2.4 The admissions process will assess the suitability of applicants, including criminal conviction checks.	☒	☐	☐
2.5 There must be an adequate number of appropriately qualified, experienced and, where required, registered staff in place to deliver an effective course.	☒	☐	☐
2.6 Subject areas must be taught by staff with relevant specialist expertise and knowledge.	☒	☐	☐
Practice placements			

Standards impacted by the change	Met	Met with conditions	Met with recommendations
4.2 The number, duration and range of practice placements must be appropriate to support the delivery of the course and the achievement of the learning outcomes.	☒	☐	☐
4.6 There must be an adequate number of appropriately qualified, experienced and, where required, registered staff at the practice placement setting.	☒	☐	☐
4.7 Practice placement educators must have relevant knowledge, skills and experience.	☒	☐	☐
4.8 Practice placement educators must undertake appropriate practice placement educator training.	☒	☐	☐
4.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.	☒	☐	☐