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Autumn / Winter 2013

Welcome to the:  
Social work and approved mental  
health professionals (AMHP)  
education and training  
programmes



## Agenda

Timings	Sessions
9.15 – 9.30	Registration Refreshments and orientation
9.30 – 9.35	Welcome and introduction to the seminar
9.35 – 10.30	Session one Introduction to the Health and Care Professions Council
10.30 – 10.45	Refreshment break
10.45 – 12.00	Session two Standards / criteria and mapping documents
12.00 – 12.30	Session three Results from year 1 / Question and answer
12.30	Finish

Session one:

Introduction to the Health  
and Care Professions  
Council

## Our role and remit

Multi-professional  
regulatory model

Flexible, non-  
prescriptive  
standards / criteria

Approve education  
and training  
programmes

HCPC Register

Take action

## **Our remit does not cover...**

- Curriculum frameworks
- Funding and bursaries
- Employer standards and programmes

## HCPC and The College of Social Work

	Health and Care Professions Council (HCPC)	The College of Social Work (TCSW)
<b>Remit</b>	Protect the public	Prompt and represent
<b>Registration</b>	Statutory	Voluntary
<b>Educational role</b>	Approval	Endorsement
<b>Standards</b>	Standards of proficiency (SOPs); Standards of education and training (SETs)	Professional capability framework (PCF); Endorsement criteria
<b>Practice</b>	Threshold level	Best practice / excellence
<b>Curriculum guidance</b>	Programmes reflect curriculum guidance	Development and implementation

## Your interaction with the Education Department

Education provider

Education  
Administrators

Education  
Officers

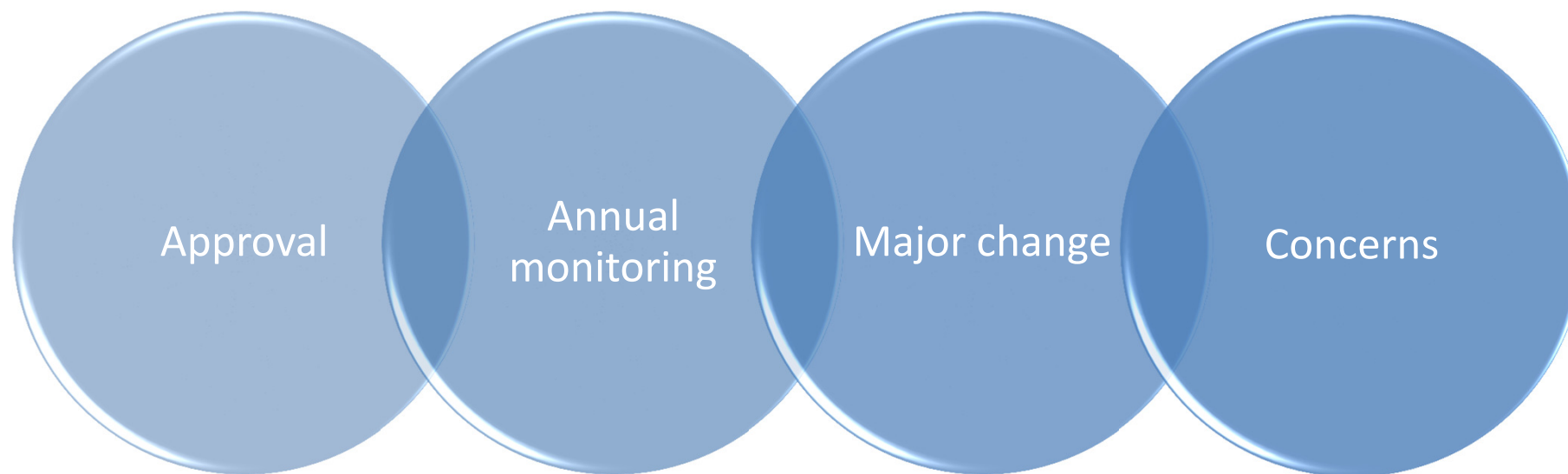
Visitors



# Operational processes

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## Operational process overview



## **Transfer of social work and AMHP programmes**

- Transitional approval
- Scheduling of visits
- Year one visits completed
- All visits have now been scheduled
- Transitional student suitability scheme

## Approval process

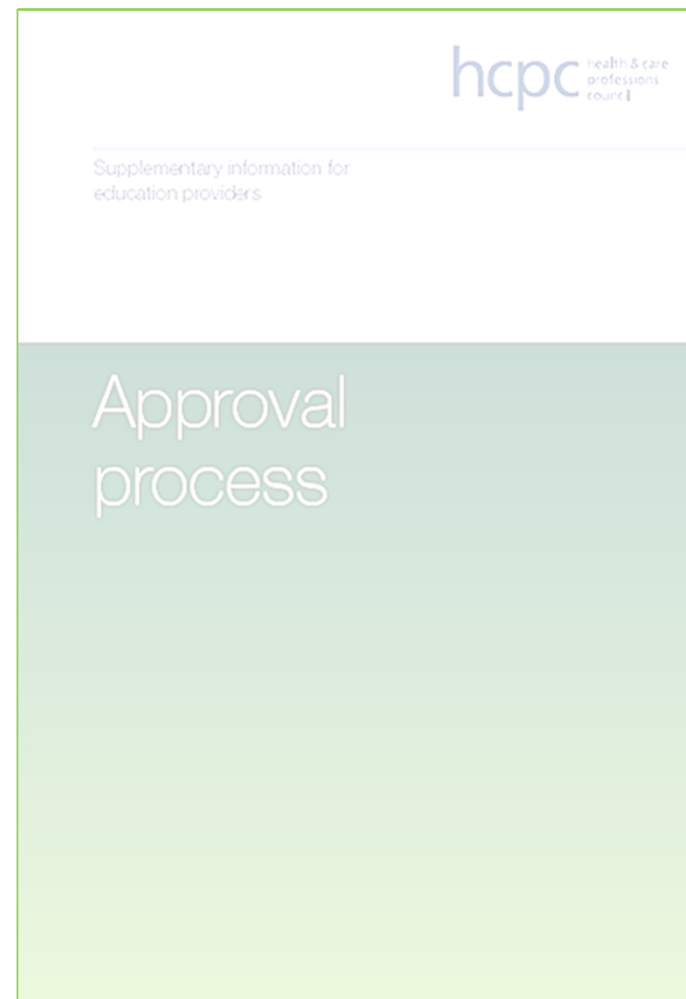
- Full review of a programme against the standards / criteria

### Three stages to the approval process



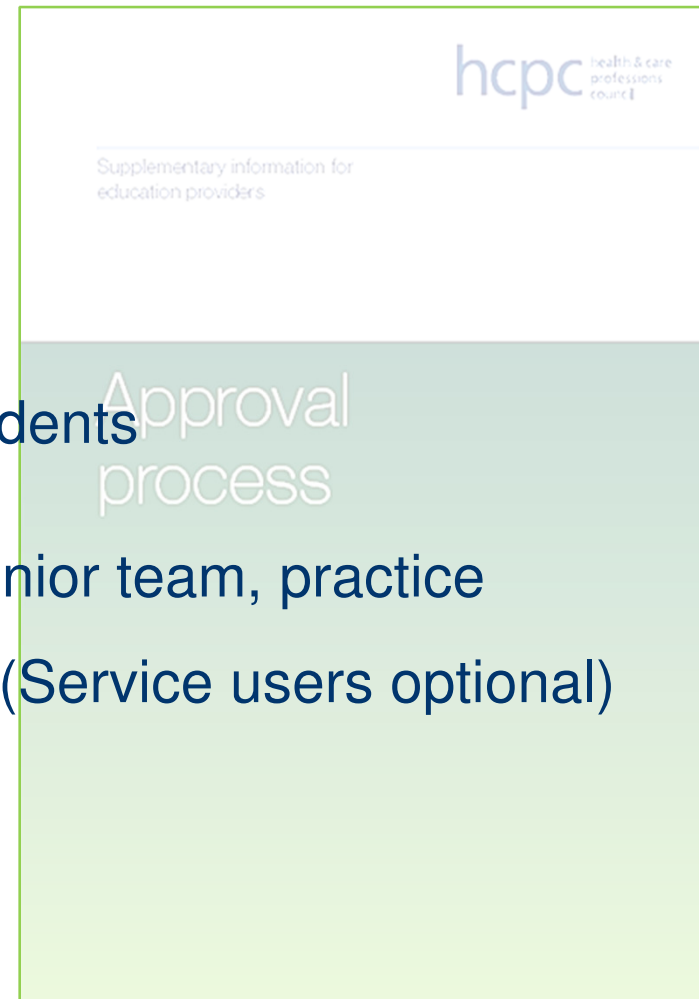
## Pre-visit

- Six months notice
- HCPC panel
- Agenda setting
- Internal organisation
- Documentation sent to HCPC



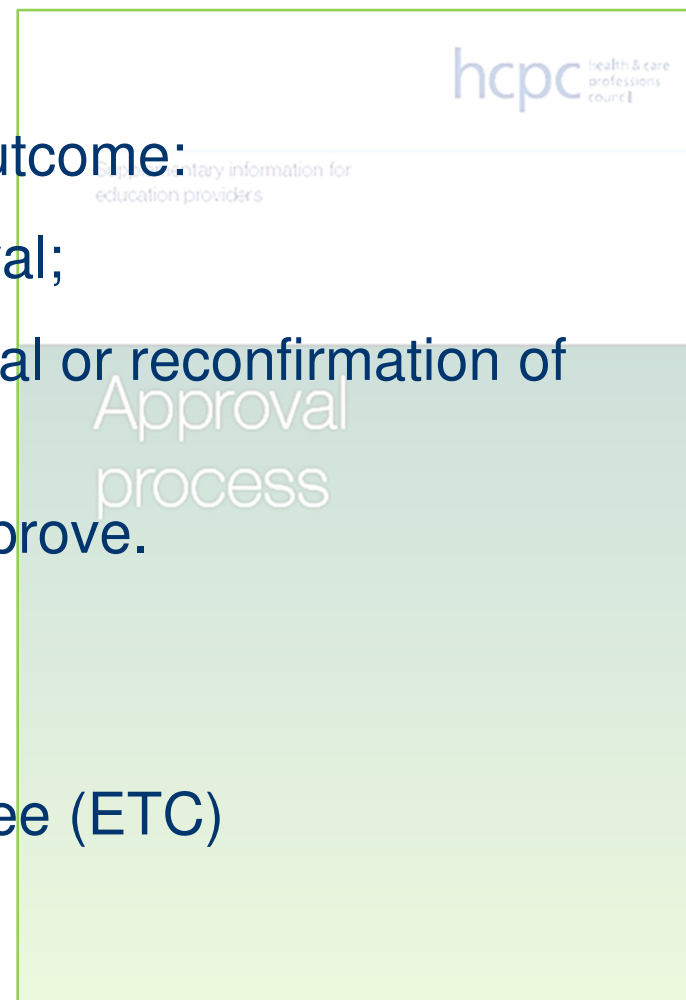
## At the visit

- Discussion - evidence gathering
- Private meetings
- Tour of the facilities available to students
- Meetings with programme team, senior team, practice placement educators and students (Service users optional)
- Informal feedback



## Post-visit

- Visitors' report - recommended outcome:
  - To approve / reconfirm approval;
  - To place conditions on approval or reconfirmation of approval; or
  - To withdraw approval / not approve.
- Observations
- Education and Training Committee (ETC)



## Annual monitoring and major change

- Documentary processes
- Assessed by visitors
- Can lead back into the approval process
- Come into affect after on-going approval confirmed





## A time for questions



We are available now to discuss any queries you may have  
about our approval and monitoring processes

Refreshment break

Autumn / Winter 2013

Session two:

Standards / criteria and mapping  
documents

## Getting the language right

	Social work	Approved mental health professionals
Expectations of education providers	Standards of education and training ( <b>SETs</b> )	Criteria for education providers ( <b>Section 1</b> )
Expectations of individuals	Standards of proficiency ( <b>SOPs</b> )	Competencies based on knowledge, understanding and skills ( <b>Section 2</b> )

## Expectations of education providers

- Assess education and training programmes
- Threshold level
- Generic and flexible

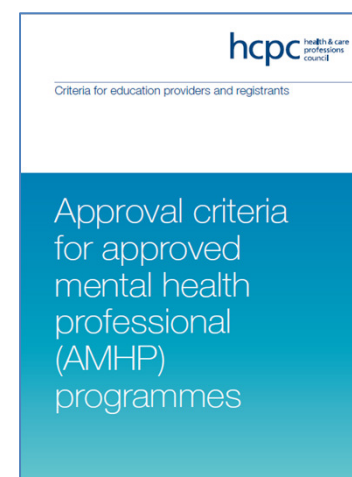
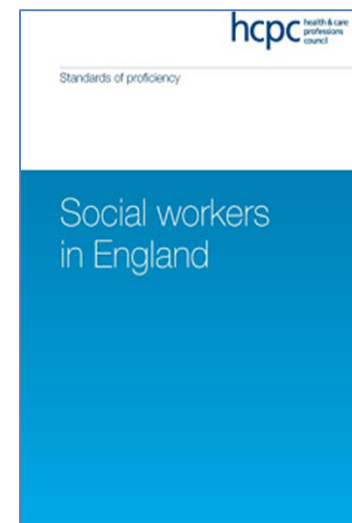
### Key areas:

- ❖ Programme admissions
- ❖ Programme management and resources
- ❖ Curriculum
- ❖ Practice placements
- ❖ Assessment

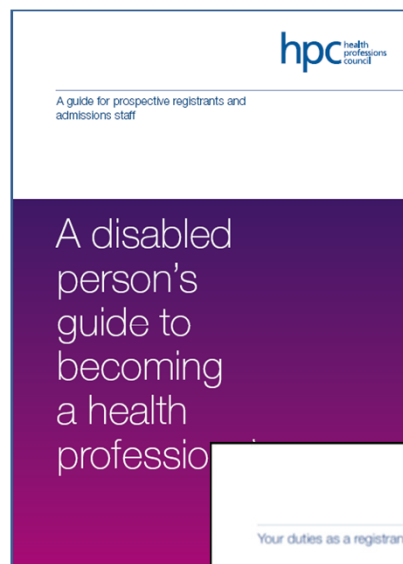


## Expectations of individuals

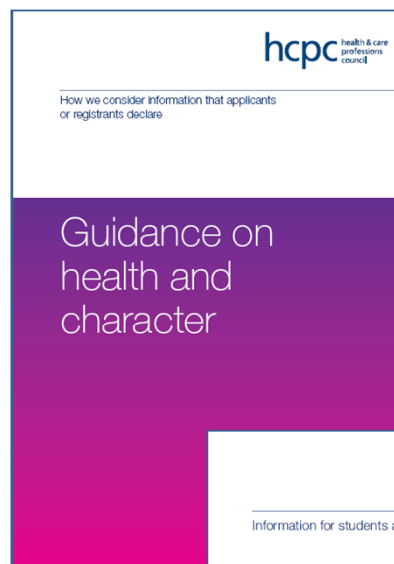
- Detail what is expected of individuals
- Knowledge, skills and experience / understanding
- Threshold
- Individuals must meet all



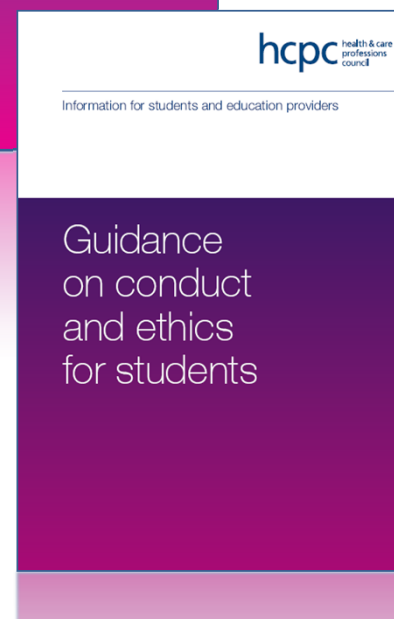
## Additional guidance



profession  
& health  
profession

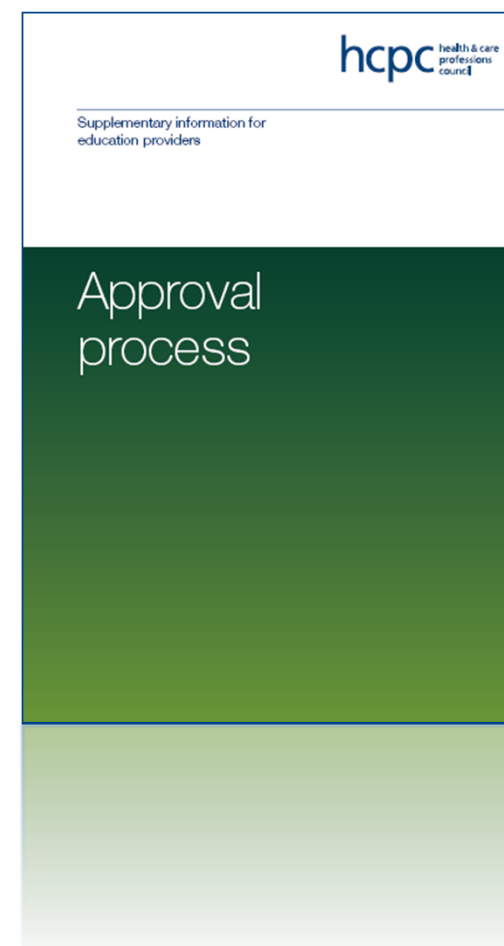


profession  
& health  
profession



## Approval process – mapping documents

- 8 weeks before the visit
- Evidence based judgement
- HCPC Panel





## Expectations of education providers (SETs)

2. Programme Admissions	Please indicate where the evidence relating to each SET can be located in the accompanying documentation.
<p><b>2.1</b> 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 programme.</p>	
<p><b>2.2</b> The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English.</p>	
<p><b>2.3</b> The admissions procedures must apply selection and entry criteria, including criminal convictions checks.</p>	
<p><b>2.4</b> The admissions procedures must apply selection and entry criteria, including compliance with any health requirements.</p>	
<p><b>2.5</b> The admissions procedures must apply selection and entry criteria, including appropriate academic and/or professional entry standards.</p>	
<p><b>2.6</b> The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.</p>	

## Expectations of individuals (Section 2)

	Please indicate where evidence relating to the delivery and assessment of each requirement can be found in the accompanying documentation (eg Module descriptor AB1234, Learning outcome XXXX)
<b>Knowledge</b>	
1.1 Understand legislation, related codes of practice and national and local policy and guidance applicable to the role of an AMHP, and be able to apply this in practice.	
1.2 Understand the legal position and accountability of AMHPs, employers and the authority the AMHP is acting for in relation to the Mental Health Act 1983.	
1.3 Understand a range of models of mental disorder, and be able to apply them in practice.	
1.4 Understand the contribution and impact of social, physical and development factors on mental health, and be able to apply this in practice.	
1.5 Understand the social perspective on mental disorders and mental health needs in working with service users, their relatives, carers and other professionals, and be able to apply this in practice.	
1.6 Understand the implications of mental disorders for service users, their relatives, carers and other professionals, and be able to apply this in practice.	

## Mapping – best practice

Use correct  
document titles

Supply page  
numbers

2. Programme Admissions	
<p><b>2.1</b> 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 programme.</p>	<p>Social work Undergraduate Study 2013- Prospectus Page 5 -29 UCAS days PowerPoint presentation Appendix C, Page 3 Agreement with the institute for Occupational Health, Appendix A, Page 5</p>
<p><b>2.2</b> The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English.</p>	<p>Social work Undergraduate Study 2013- Prospectus , Page 10 UCAS interview form, Appendix C, page 11 Admissions Policy, Appendix D, page 11</p>
<p><b>2.3</b> The admissions procedures must apply selection and entry criteria, including criminal convictions checks.</p>	<p>Social work Undergraduate Study 2013- Prospectus , Page 10 Programme Specification section D The Admission board, Programme Specification Section d <a href="http://www.everyuniversity.ac.uk/students%handbook/support">www.everyuniversity.ac.uk/students%handbook/support</a></p>

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Supply  
correct links

# Mapping scenarios

## Generic questions

You are preparing for an approval visit and you are considering how you can demonstrate evidence for the above standard / criteria.

1. What do you think we will be looking for?
2. In the mapping documents what evidence could you provide to demonstrate this is met?

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## Scenarios

2.1 /  
A.1

3.12  
/ B.12

4.5 /  
C.5

5.4 /  
D.4

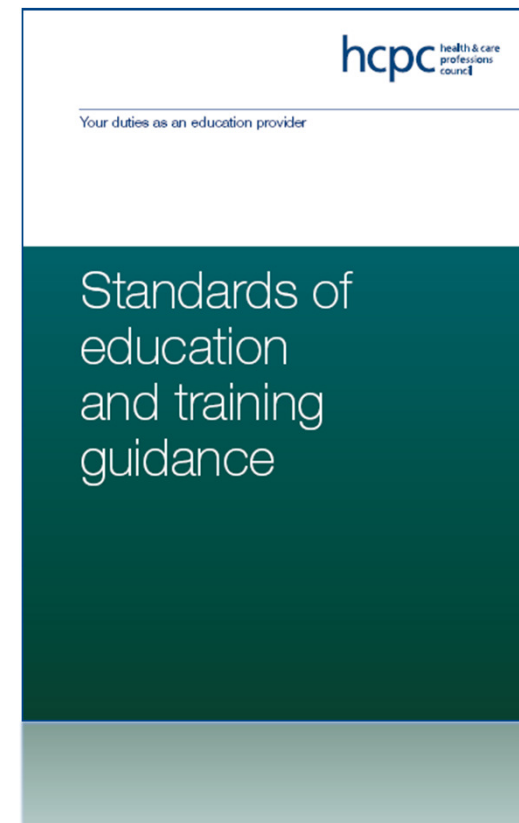
5.7 /  
D.7

6.7 /  
E.7

# Key points

## Key points

- Role of the Education Officer
- Our expectations during the approval process
- SETs guidance is a key document
- Range of additional guidance available
- Mapping documents – be as specific as possible





Session three:

Results of year 1 / Question and  
answer

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## Year one social work visits

2.1 (A.1)

3.8 (B.8)

3.14

4.1 (C.1)

6.1 (E.1)

6.7 (E.7)

# Open question and answer

Please provide us with your  
feedback at:

<https://www.surveymonkey.com/s/DGFNRHN>

# Thank you for coming



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