



Module Specification

Approved Mental Capacity Practice

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Part 1: Information

Module title: Approved Mental Capacity Practice

Module code: UZVYF4-30-3

Level: Level 6

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Social Sciences

Partner institutions: None

Field: Mental Health and Learning Disability

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: This 30 credit module can be studied at either Level 3 or M and is designed to prepare qualified, registered and experienced health and social care professionals for qualified practice as Approved Mental Capacity Professionals (AMCPs) as set out in regulations for Approved Mental Capacity Professional

(AMCP) role within the Liberty Protection Safeguards (LPS) defined in the Mental Capacity (Amendment) Act 2019. Only applicants eligible under the LPS regulations will be eligible to enrol on this module.

This module will be designed to meet the requirements of Social Work England for an accredited qualifying AMCP module and so that successful students can apply for annotation as an AMCP on the Social Work England register, where relevant. Local authorities and NHS trusts have a statutory obligation as responsible bodies within the LPS legal framework to ensure they have sufficient professional staff qualified in this essential safeguarding role.

The module will challenge relevant qualified and experienced professionals to develop their critical analysis, ethical decision-making and autonomous practice skills for this specialist practice role.

Outline syllabus: Teaching will focus on the challenges and complexities of applying mental capacity and human rights law and policy to practice in the health and social care context. Teaching materials will be developed and delivered from a range of experts and practitioners which may include academic staff, lawyers, relevant advocates, responsible body leads and experienced professionals. Ethical and values informed approaches to contested professional decision making in the context of restrictive care that may necessitate depriving the person of their Article 5 human right to liberty will be explored in large and small group discussions, using case examples drawn from practice and key case law.

Students will draw on their professional practice backgrounds and experience to develop their understanding of safeguarding the human rights of those who lack mental capacity in health and social care planning in a range of settings, including institutional and domestic, and interprofessional decision-making practice contexts. Students will draw on relevant theory, research and the philosophies of ethics and rights to gain critical expertise in the assessment, decision-making, communication and recording required for the AMCP role as well as considering how to ensure the rights of people with limited mental capacity can be centred in assessment and decision making about their rights and what is necessary and proportionate to

safeguarding them from the risk of harm.

A key element of the module will involve students shadowing and reflecting on the professional practice of those conducting the AMCP role with adults subject to the LPS (or relevant alternative, such as Best Interest Assessor (BIA) practice under the Deprivation of Liberty Safeguards (DoLS), while the LPS is being implemented) and using these experiences for critical reflection in the module's assessment. This element relies on the support of local authority or NHS responsible bodies, as defined in the Mental Capacity (Amendment) Act 2019), to offer these opportunities which must be verified by students on application for the module. Students will also be engaged in formative group learning across the module to learn together how to present their decision making and will receive critique from experienced practitioners which offers the opportunity for peer learning and critical reflection about practice in a learning context.

Part 3: Teaching and learning methods

Teaching and learning methods: Teaching will involve a range of learning methods. As the target audience for this module will be busy working professionals that may live a distance from UWE campuses and be studying this module as a one off this module is likely to be taught solely or partly online.

Teaching will include recorded and live online teaching, large and small group learning, structured reading and reflective activities. A formative learning activity based on the key assessment role will allow the cohort to form small groups for self-directed learning and ensure working familiarity with key resources. There will also be the opportunity to engage with knowledgeable practitioners from the region.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Evaluate the statutory and professional requirements and challenges of applying the Mental Capacity Act 2005, as amended in 2019, and other relevant

legal frameworks, to practice as an Approved Mental Capacity Professional (AMCP).

MO2 Analyse the theoretical and research evidence base for professional practice in the AMCP role, including maintaining personhood in care, working with other professional perspectives and advocates, contested decision making and ethical and values based practice

MO3 Explore the interpersonal skills required for AMCP practice, including engaging people with communication and capacity issues, promoting the assessed person's rights and informing the assessed adult and other lay people of the nature of the AMCP role and LPS in a manner that supports effective ethical, person-centred practice

MO4 Explore how discrimination and oppression can affect decision making with the diverse people who may lack mental capacity to make decisions and need restrictive care to keep themselves safe and explore strategies for ensuring that the principles of best interests and less restrictive decision making are kept at the heart of AMCP practice

MO5 Evidence the development of professional autonomy and evidence-informed arguments in decision-making and writing required assessments and reports in the formation of an appropriately assertive professional identity, at an interprofessional and organisational level, as an AMCP

Hours to be allocated: 300

Contact hours:

Face-to-face learning = 300 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/A4635357-AD4C-E986-0A4D-DFE6A6517A5E.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/A4635357-AD4C-E986-0A4D-DFE6A6517A5E.html?lang=en-GB&login=1>

Part 4: Assessment

Assessment strategy: This module has two assessment tasks;

Presentation (30 minutes) under controlled conditions on a key area of AMCP practice prompted by the module teaching, observed AMCP practice or both. The presentation comprises 20 minute uninterrupted presentation and 10 minutes for assessor questions.

A 3000 word critically reflective written assignment considering the law, ethics and practice required for AMCP practice with reference to one observed AMCP assessment, supported by a description of the AMCP practice observed as verified by the student's supporting agency which must be submitted with the assignment.

By linking the assessments to both the teaching and observed practice, students will have the opportunity to evidence their ability to link their learning to the practice that the role demands and receive detailed academic feedback. The ability to explain the complex AMCP role to the assessed person, their carers and other people working with the assessed person in an understandable manner and allowing access to the person's rights, including representation, is a key element of the AMCP role which makes an oral element to the assessment a valuable assessment of the student's capability.

To confirm that the student has observed relevant professional practice, students must have their observed practice description verified via a signature from a relevant manager or practitioner within their supporting agency.

Students will receive in-class feedback and peer and tutor feedback on their group presentation.

Assessment tasks:

Presentation (First Sit)

Description: Presentation (30 minutes with 10 of the 30 minutes for assessor questions).

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Written Assignment (First Sit)

Description: 3000 word critically reflective written assignment

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4, MO5

Presentation (Resit)

Description: Presentation (30 minutes with 10 of the 30 minutes for assessor questions).

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Written Assignment (Resit)

Description: 3000 word critically reflective written assignment

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4, MO5

Part 5: Contributes towards

This module contributes towards the following programmes of study: