


Title of Programme: Applied Mental Health Practice

Programme Code: HSMHPPGC

Programme Specification

This programme specification is relevant to students entering:
01 September 2025

Associate Dean of School (Academic Quality Assurance):
Helen York

Signature: 

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme

Date	Section	Amendment

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification

Post Graduate Certificate Applied Mental Health Practice

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	College Lane
Programme accredited by	Social Work England (SWE)
Final Award (Qualification)	PG Cert
All Final Award titles	Applied Mental Health Practice
(Qualification and Subject)	
FHEQ level of award	7

A. Programme Rationale

The PG Cert Applied Mental Health Practice Programme is designed to enable students to demonstrate they have the necessary knowledge and skills, ensuring that they have demonstrated that they can meet the Approved Mental Health Professional (AMHP) competencies in Schedule 2 of the AMHP Regulations (England) by the end of their course.

Qualified social workers, mental health and learning disability nurses, occupational therapists, and psychologists, registered with their respective regulators, may train to become an AMHP.

This course ensures that AMHP trainees are trained and assessed to the highest of standards, through strong partnerships with a range of key stakeholders including students and people with lived experience. Local authorities are centrally involved in the course design, delivery, and management in order to ensure that their responsibilities under legislation are addressed and the training course remains fit-for-purpose.

Successful completion of this approved course makes an individual eligible to be approved to act as an AMHP by a Local Authority in England and to perform the functions of an AMHP and helps to meet the legal requirement for Local Authorities to ensure that a sufficient number of AMHPs are available to meet the needs of the local area.

B. Educational Aims of the Programme

Diversity and Inclusion

Our programmes are purposefully designed to enable all students to engage meaningfully with the curriculum by being accessible and representative. We will support students to shape their learning experience, removing barriers and enabling them to succeed. The curriculum explicitly includes multiple and representative perspectives, valuing collective identities and individual diversity. Learning, teaching and assessment activities help students to understand how they can enhance outcomes both for themselves and for others. All students belong to a learning community, and during their studies we really want to hear their voices, encourage them to listen to others, and express themselves.

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

Additionally, this programme aims to:

- Enable suitably qualified and experienced professionals to demonstrate that they are competent to undertake the statutory role of the AMHP under the Mental Health Act 1983, and to do so in a safe and effective way.
- To ensure that professionals meet the regulatory criteria set out by Social Work England (SWE) and ensuring that professionals meet the key areas of competence within Schedule 2 of the Mental Health Act Regulations 2008.

Graduate Attributes

Our graduates will be capable and professional, creative and enterprising, and will build their social and global awareness throughout. In addition to their subject expertise and proficiency, as a University of Hertfordshire graduate, they will be:

- Professionally focused
- Globally minded
- Sustainability driven
- Digitally capable and confident
- Inclusive and collaborative
- Evidence based and ethical

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced in the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2021) have been used as a guiding framework for curriculum design.

Knowledge and Understanding: Successful students will:	Teaching/learning methods & strategies	Assessment
A1. demonstrate appropriate knowledge of and ability to apply in practice mental health legislation, related codes of practice and national and local policy guidance.	Acquisition of knowledge is through a combination of lectures/ seminars, individual and groupwork, formative tests and assignments. Practice examples and case examples will be used to help make the necessary links between the academic and practice elements and to support the learning process. It is noted that trainees will already bring significant experience, knowledge and skills to the programme and support peer learning within the taught sessions.	Knowledge and understanding are assessed via coursework assessments, legal testing as well as a combined portfolio of practice evidence and the sufficient demonstration of competencies within the AMHP Regulations (England)
A2. demonstrate appropriate knowledge of and ability to apply in practice relevant parts of other legislation, codes of practice, national and local policy guidance, in particular the Children Act 1989, the Children Act 2004, the Human Rights Act 1998 and the Mental Capacity Act 2005, where “relevant” means relevant to the decisions that an AMHP is likely to take when acting as an AMHP.	The design of the programme with integration of taught sessions amongst practice placement supports trainees to bring practice experiences back into the classroom environment for discussion and critical reflection. It also supports trainees being able to put what they learned in the classroom into practice and to	
A3. demonstrate a knowledge and understanding of the particular needs of children and young people and their families, and an ability to apply AMHP practice in the context of those particular needs.		
A4. demonstrate an understanding of, and sensitivity to, race and culture in the		

<p>application of knowledge of mental health legislation.</p> <p>A5. demonstrate an explicit awareness of the legal position and accountability of AMHPs in relation to the Act, any employing organisation and the authority on whose behalf they are acting.</p> <p>A6. demonstrate the ability to evaluate critically local and national policy to inform AMHP practice, and to base AMHP practice on a critical evaluation of a range of research relevant to evidence-based practice, including that on the impact on persons who experience discrimination because of mental health.</p>	<p>consider its application in the placement setting.</p> <p>Private study time is built into the programme and throughout the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p>	
<p>Intellectual skills: Successful students will:</p> <p>B1. demonstrate a critical understanding of, and ability to apply in practice, a range of models of mental disorder, including the contribution of social, physical and development factors.</p> <p>B2. demonstrate a critical understanding of, and ability to apply in practice, the social perspective on mental disorder and mental health needs, in working with patients, their relatives, carers and other professionals.</p> <p>B3. demonstrate a critical understanding of, and ability to apply in practice, the implications of mental disorder for patients, their relatives and carers.</p> <p>B4. demonstrate a critical understanding of, and ability to apply in practice, the implications of a range of treatments and interventions for patients, their relatives and carers.</p>	<p>Teaching/learning methods & strategies</p> <p>Intellectual skills are developed through a combination of lectures/ seminars, individual and groupwork, formative tests and assignments. Practice examples and case examples will be used to help make the necessary links between the academic and practice elements and to support the learning process. It is noted that trainees will already bring significant experience, knowledge and skills to the programme and support peer learning within the taught sessions.</p> <p>The design of the programme with integration of taught sessions amongst practice placement supports trainees to bring practice experiences back into the classroom environment for discussion and critical reflection.</p> <p>Private study time is built into the programme and throughout the training the trainees will need to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	<p>Assessment</p> <p>Intellectual skills are assessed through coursework assessments as well as a combined portfolio of practice evidence and the sufficient demonstration of competencies within the AMHP Regulations (England).</p>
<p>Practical skills: Successful students will:</p>	<p>Teaching/learning methods & strategies</p>	<p>Assessment</p>

C1. demonstrate the ability to articulate, and demonstrate in practice, the social perspective on mental disorder and mental health needs.

C2. demonstrate the ability to communicate appropriately with and establish effective relationships with patients, relatives, and carers in undertaking the AMHP role.

C3. demonstrate the ability to articulate the role of the AMHP in the course of contributing to effective inter-agency and inter-professional working.

C4. demonstrate the ability to use networks and community groups to influence collaborative working with a range of individuals, agencies and advocates.

C5. demonstrate the ability to consider the feasibility of and contribute effectively to planning and implementing options for care such as alternatives to compulsory admission, discharge and aftercare.

C6. demonstrate the ability to recognise, assess and manage risk effectively in the context of the AMHP role.

C7. demonstrate the ability to effectively manage difficult situations of anxiety, risk and conflict, and an understanding of how this affects the AMHP and other people concerned with the patient's care.

C8. demonstrate the ability to discharge the AMHP role in such a way as to empower the patient as much as practicable.

C9. demonstrate the ability to plan, negotiate and manage compulsory admission to hospital or arrangements for supervised community treatment.

C10. demonstrate the ability to manage and co-ordinate effectively the relevant legal and practical processes including the involvement of other professionals as well as patients, relatives and carers.

C11. demonstrate the ability to balance and manage the competing requirements of confidentiality and effective information sharing to the benefit of the patient and other persons concerned with the patient's care.

Practical skills are developed through a combination of lectures/ seminars, individual and groupwork, formative tests and assignments. Practice examples and case examples will be used to help make the necessary links between the academic and practice elements and to support the learning process.

The practice placement is a central part of the programme. It provides the opportunity to put theory into practice and for trainees to develop and demonstrate in practice the necessary knowledge, understanding and skills required to be an AMHP. It includes formal supervision sessions to contribute to the learning and development of the trainee. The supervision will help facilitate reflection and discussion of practice, including decision-making and evidencing of competencies.

The design of the programme with integration of taught sessions amongst practice placement supports trainees to bring practice experiences back into the classroom environment for discussion and critical reflection. It also supports trainees being able to put what they learned in the classroom into practice and to consider its application in the placement setting.

Practical skills are assessed through a combined portfolio of practice evidence and the sufficient demonstration of competencies within the AMHP Regulations (England).

<p>C12. demonstrate the ability to assert a social perspective and to make properly informed independent decisions.</p> <p>C13. demonstrate the ability to obtain, analyse and share appropriate information having due regard to confidentiality in order to manage the decision-making process including decisions about supervised community treatment.</p> <p>C14. demonstrate the ability to compile and complete statutory documentation, including an application for admission.</p> <p>C15. demonstrate the ability to provide reasoned and clear verbal and written reports to promote effective, accountable and independent AMHP decision making.</p> <p>C16. demonstrate the ability to present a case at a legal hearing.</p> <p>C17. demonstrate the ability to exercise the appropriate use of independence, authority and autonomy and use it to inform their future practice as an AMHP, together with consultation and supervision.</p> <p>C18. demonstrate the ability to evaluate the outcomes of interventions with patients, carers and others, including the identification of where a need has not been met.</p> <p>C19. demonstrate the ability to make and communicate decisions that are sensitive to the needs of the individual patient.</p> <p>C20. demonstrate the ability to keep appropriate records with an awareness of legal requirements with respect to record keeping and the use and transfer of information.</p>		
<p>Transferable skills: Successful students will:</p>	<p>Teaching/learning methods & strategies</p>	<p>Assessment</p>
<p>D1. demonstrate the ability to identify, challenge and, where possible, redress discrimination and inequality in all its forms in relation to AMHP practice.</p> <p>D2. demonstrate an understanding of and respect for individuals' qualities, abilities and diverse backgrounds, and is able to identify and counter any decision which may be based on unlawful discrimination.</p>	<p>Transferable skills are developed through a combination of lectures/ seminars, individual and groupwork, formative tests and assignments. Practice examples and case examples will be used to help make the necessary links between the academic and practice elements and to support the learning process.</p>	<p>Transferable skills are assessed through a combined portfolio of practice evidence and the sufficient demonstration of competencies within the AMHP</p>

D3. demonstrate the ability to promote the rights, dignity and self-determination of patients consistent with their own needs and wishes, to enable them to contribute to the decisions made affecting their quality of life and liberty.

D4. demonstrate a sensitivity to individuals' needs for personal respect, confidentiality, choice, dignity and privacy while exercising the AMHP role.

The practice placement is a central part of the programme. It provides the opportunity to put theory into practice and for trainees to develop and demonstrate in practice the necessary knowledge, understanding and skills required to be an AMHP. It includes formal supervision sessions to contribute to the learning and development of the trainee. The supervision will help facilitate reflection and discussion of practice, including decision-making and evidencing of competencies.

The design of the programme with integration of taught sessions amongst practice placement supports trainees to bring practice experiences back into the classroom environment for discussion and critical reflection. It also supports trainees being able to put what they learned in the classroom into practice and to consider its application in the placement setting.

Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.

Regulations (England).

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in full-time (approx. 4 months) and part time modes (approx. 6 months at 3 days a week) and leads to the award of a Post Graduate Certificate in Applied Mental Health Practice. Intake is normally at Semester A (September) and Semester B (February).

Professional and Statutory Regulatory Bodies

The programme is approved by Social Work England (SWE) and on completion of the programme students are eligible (though not guaranteed) to be approved by a Local Authority to act in the role as an Approved Mental Health Professional. Both modules that make up this programme must be completed.

Work-Based Learning, including Sandwich Programmes

It is an integral part of the programme that trainees undertake practice placements alongside the university taught sessions.

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

The Learning Outcomes are achieved through the completion of the two interlinking 30 credit modules which make up the 60 credit PG Cert Applied Mental Health Practice Programme: Applied Mental Health Law module (7HSK2205) and Managing Mental Health Act Assessments module (7HSK2206).

Mode of study: Full-time attendance at all taught sessions and for practice placements is required where students are undertaking the Programme on a full-time basis. Students undertaking the Programme on a part-time basis are required to attend all taught elements with their full-time colleagues but take longer to complete practice placements

Entry point: Semester A and Semester B

Compulsory Modules Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Applied Mental Health Law	7HSK2205	30	100	0	0	P/F	A, AB, B, BC
Managing Mental Health Act Assessments	7HSK2206	30	0	0	60	40 P/F	A, AB, B, BC

Table 1b Final and interim awards available

The programme provides the following final award:

Final Award	Award Title	Minimum requirements	Available at end of (normally):	Programme Learning Outcomes developed (see above)
Postgraduate Certificate	Applied Mental Health Practice	60 credit points at level 7	1 Semester	All Programme Learning Outcomes (see table 2)

Masters and Diploma awards can be made "with Distinction" or "with Commendation" where criteria as described in [UPR AS14](#), Section D and the students' handbook are met.

Programme-specific assessment regulations

The programme is compliant with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12/UPR AS13](#) and [UPR AS14](#)) with the exception of those listed below, which have been specifically approved by the University:

Final compensatory credit (exemption from UPR AS14 section D4.4) and or inter-modular compensation is not permissible within the programme.

All individual elements must be passed.

We will use every reasonable effort to provide your educational and other related services in the manner and to the standards set out in our prospectuses, on our website, and in our other published materials. At times there may be circumstances outside our reasonable control which have a detrimental effect on how we provide our services to you. If circumstances such as these arise, we cannot make an absolute commitment that your studies will not be disrupted, but we will use every reasonable effort to minimise any disruption to you.

E. Management of Programme & Support for student learning

Management

The programme is managed and administered through:

- The Programme Leader, who is responsible for advising students on this programme as a whole and chairing the programme committee.
- A range of stakeholders, including student representatives, people with lived experience and AMHP leads, on programme committees
- Module Leader(s)
- A designated administrative team to deal with day-to-day administration associated with the modules within the programme.

Support

Students are supported by:

- You will have a Personal Tutor who will be an important point of contact, able to help you gain a good understanding of the School and programme you are studying
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support, etc
- Office of Dean of Students, Student Wellbeing (incorporating Counselling, Mental Health and Disability Support), Chaplaincy, and Day Nursery
- A versatile on-line inter-active intranet and learning environment
- Guided student-centred learning on Canvas module sites
- Access to extensive digital and print collections of information resources
- Attractive modern study environments in two Learning Resources Centres
- Student Success Hubs, which include a Mathematics Drop-in Centre
- Medical Centre
- University Disability Advisors
- Careers and Employment
- Hertfordshire Student's Union
- Dedicated programme site

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A programme site for the AMHP Programme
- A module site for each module
- A Definitive Module Document (DMD) for each constituent module
- Assessment Information and Instructions
- Course Fact Sheet
- Practice Placement Handbook

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations, and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#)

'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>.

G. Entry requirements

The normal entry requirements for the programme are that the applicant has:

- A professional qualification and full registration (with the respective regulatory body) as a social worker, mental health or learning disability nurse, occupational therapist, or psychologist. Applicants will need to remain so registered for the duration of the course.
- Suitability in relation to their conduct, health and character, where suitability refers to fitness to practice. There is more detail in Social Work England's fitness to practice guidance, the Health and Care Professions Council's fitness to practice guidance, and the Nursing & Midwifery Council's fitness to practice guidance.
- Evidence of completing a relevant post-qualifying course at master's level (level 7): completion of the university's Pre-AMHP Foundation course is normally required.
- Suitable prior experience of the practical application of appropriate legislation and policy, specifically but not limited to mental health, mental capacity and human rights legislation. Confirmed in a nomination form completed by the relevant AMHP lead.
- Support from a Local Authority/ Trust who will offer a statutory placement in a mental health setting which will provide the relevant experience to achieve the module learning outcomes and who will also provide an experienced Approved Mental Health Professional (AMHP) to act as a Practice Learning Educator.
- Confirmed they are in agreement for information about their grades, attendance, and performance to be shared by the University with the employing authority, Practice Learning Educator and relevant AMHP lead.
- Successfully completed a University of Hertfordshire (UH) PG Cert AMHP programme interview. The interview panel will normally include a person with lived experience, the AMHP lead from the nominating AMHP service, and an AMHP programme tutor from the University. Experience of shadowing at least 3 Mental Health Act Assessments prior to the interview taking place is normally required.
- Commitment that they will have no other work, training or other commitments during the PG Cert AMHP Programme which could prevent or delay completion of the course.
- Have an enhanced Disclosure and Barring Service (DBS) certificate with adult and child workforce barred list checks. This certificate must be issued within three years prior to the programme start, unless the applicant has an active subscription to the DBS update service.
- Where applicants are self-employed or not employed by a Local Authority or Trust DBS and Occupational Health clearances by the University, will be required before commencing any placement activity.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures.

These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact:
icaq@herts.ac.uk

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

Post Graduate Certificate in Applied Mental Health Practice

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																																	
		Knowledge & Understanding (A)					Intellectual Skills (B)					Practical Skills (C)														Transferable Skills (D)									
Module Title	Module Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	D1	D2	D3	D4
Managing Mental Health Act Assessments	7HSK2206						X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X		X	X	X	X	X	X	X	X
Applied Mental Health Law	7HSK2205	X	X	X	X	X															X	X			X		X								

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

Successful students will:

- A1. demonstrate appropriate knowledge of and ability to apply in practice mental health legislation, related codes of practice and national and local policy guidance.
- A2. demonstrate appropriate knowledge of and ability to apply in practice relevant parts of other legislation, codes of practice, national and local policy guidance, in particular the Children Act 1989, the Children Act 2004, the Human Rights Act 1998 and the Mental Capacity Act 2005, where “relevant” means relevant to the decisions that an AMHP is likely to take when acting as an AMHP.
- A3. demonstrate a knowledge and understanding of the particular needs of children and young people and their families, and an ability to apply AMHP practice in the context of those particular needs.
- A4. demonstrate an understanding of, and sensitivity to, race and culture in the application of knowledge of mental health legislation.

Practical Skills

Successful students will:

- C1. demonstrate the ability to articulate, and demonstrate in practice, the social perspective on mental disorder and mental health needs.
- C2. demonstrate the ability to communicate appropriately with and establish effective relationships with patients, relatives, and carers in undertaking the AMHP role.
- C3. demonstrate the ability to articulate the role of the AMHP in the course of contributing to effective inter-agency and inter-professional working.
- C4. demonstrate the ability to use networks and community groups to influence collaborative working with a range of individuals, agencies and advocates.

- A5. demonstrate an explicit awareness of the legal position and accountability of AMHPs in relation to the Act, any employing organisation and the authority on whose behalf they are acting.
- A6. demonstrate the ability to evaluate critically local and national policy to inform AMHP practice, and to base AMHP practice on a critical evaluation of a range of research relevant to evidence-based practice, including that on the impact on persons who experience discrimination because of mental health.

- C5. demonstrate the ability to consider the feasibility of and contribute effectively to planning and implementing options for care such as alternatives to compulsory admission, discharge and aftercare.
- C6. demonstrate the ability to recognise, assess and manage risk effectively in the context of the AMHP role.
- C7. demonstrate the ability to effectively manage difficult situations of anxiety, risk and conflict, and an understanding of how this affects the AMHP and other people concerned with the patient's care.
- C8. demonstrate the ability to discharge the AMHP role in such a way as to empower the patient as much as practicable.
- C9. demonstrate the ability to plan, negotiate and manage compulsory admission to hospital or arrangements for supervised community treatment.
- C10. demonstrate the ability to manage and co-ordinate effectively the relevant legal and practical processes including the involvement of other professionals as well as patients, relatives and carers.
- C11. demonstrate the ability to balance and manage the competing requirements of confidentiality and effective information sharing to the benefit of the patient and other persons concerned with the patient's care.
- C12. demonstrate the ability to assert a social perspective and to make properly informed independent decisions.
- C13. demonstrate the ability to obtain, analyse and share appropriate information having due regard to confidentiality in order to manage the decision-making process including decisions about supervised community treatment.
- C14. demonstrate the ability to compile and complete statutory documentation, including an application for admission.
- C15. demonstrate the ability to provide reasoned and clear verbal and written reports to promote effective, accountable and independent AMHP decision making.
- C16. demonstrate the ability to present a case at a legal hearing.
- C17. demonstrate the ability to exercise the appropriate use of independence, authority and autonomy and use it to inform their future practice as an AMHP, together with consultation and supervision.
- C18. demonstrate the ability to evaluate the outcomes of interventions with patients, carers and others, including the identification of where a need has not been met.

- C19. demonstrate the ability to make and communicate decisions that are sensitive to the needs of the individual patient.
- C20. demonstrate the ability to keep appropriate records with an awareness of legal requirements with respect to record keeping and the use and transfer of information.

Intellectual Skills

Successful students will:

- B1. demonstrate a critical understanding of, and ability to apply in practice, a range of models of mental disorder, including the contribution of social, physical and development factors.
- B2. demonstrate a critical understanding of, and ability to apply in practice, the social perspective on mental disorder and mental health needs, in working with patients, their relatives, carers and other professionals.
- B3. demonstrate a critical understanding of, and ability to apply in practice, the implications of mental disorder for patients, their relatives and carers.
- B4. demonstrate a critical understanding of, and ability to apply in practice, the implications of a range of treatments and interventions for patients, their relatives and carers.

Transferable Skills

Successful students will:

- D1. demonstrate the ability to identify, challenge and, where possible, redress discrimination and inequality in all its forms in relation to AMHP practice.
- D2. demonstrate an understanding of and respect for individuals' qualities, abilities and diverse backgrounds, and is able to identify and counter any decision which may be based on unlawful discrimination.
- D3. demonstrate the ability to promote the rights, dignity and self determination of patients consistent with their own needs and wishes, to enable them to contribute to the decisions made affecting their quality of life and liberty.
- D4. demonstrate a sensitivity to individuals' needs for personal respect, confidentiality, choice, dignity and privacy while exercising the AMHP role.

Table 3: Development of Graduate Attributes in the Constituent Modules

This map identifies where the Graduate Attributes are delivered in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the development of the Graduate Attributes (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own personal and professional development as the programme progresses. [Note that there is no requirement for the Graduate Attributes to be assessed through these modules]

D = Delivered

Module Title	Module Code	Professionally Focused	Globally Minded	Sustainability Driven	Digitally capable & confident	Inclusive and collaborative	Evidenced based and Ethical
Applied Mental Health Law	7HSK2205	D	D	D	D	D	D
Managing Mental Health Act Assessments	7HSK2206	D	D	D	D	D	D

Section 2

Programme management

Relevant QAA subject benchmarking statements	None
Type of programme	Taught Postgraduate
Date of validation/last periodic review	November 22
Date of production/ last revision of PS	09/09/2024
Relevant to level/cohort	Level 7 entering September 2025
Administrative School	School of Health and Social Work
Language of Delivery	English

Table 4 Course structure

Course details			
Course Code	Course Description	HECOS	UCAS
HSMHPPGC	PgCert Applied Mental Health Practice	100503	N/A