

School of Health and Social Work

Title of Programme: **Post Graduate Certificate in Applied Mental Health Practice**

Programme Code: **HSMHPPGC**

# Programme Specification

This programme specification is relevant to students entering:  
05 September 2022

Associate Dean of School (Academic Quality Assurance):  
Jenny Lorimer

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.

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## Summary of amendments to the programme

Date	Section	Amendment

If you have any queries regarding the changes please email [AQO@herts.ac.uk](mailto:AQO@herts.ac.uk)

# Programme Specification Post Graduate Certificate in Applied Mental Health Practice (PG Cert).

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

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

### A. Programme Rationale

- The Approved Mental Health Professional (AMHP) role is important and complex and involves exercising functions under the Mental Health Act 1983 which relate to decisions made about people with mental disorders, including the decision to apply for compulsory admission to hospital. It involves working alongside people with lived experience and their carers and families, medical and legal professionals and others in order to help safeguard the health, safety, wellbeing and rights of people.
- The PG Cert Applied Mental Health Practice Programme is designed to enable suitably qualified and experienced practitioners to demonstrate that they are competent to undertake the statutory role of the Approved Mental Health Professional (AMHP) under the Mental Health 1983, and to do so in a safe and effective way.
- 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

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:**

- 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 1983, and to do so in a safe and effective way.
- To ensure that professionals meet the regulatory criteria set out in Section 2 of the Social Work England's (SWE's) Education and Training – Approved Mental Health Professionals Guidance, which sets out the approval criteria for AMHP courses, ensuring that professionals meet the key areas of competence within Schedule 2 of the Mental Health Act Regulations 2008.

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**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 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.

A. Knowledge and Understanding:	Teaching/learning methods & strategies	Assessment
<p>A1. Develop a systematic knowledge and understanding of the necessary legislation, policy, related codes of practice, guidance and case law and apply the mental health legislation and related Codes of Practice.</p> <p>A2. Draw on existing knowledge of evidence and Professional standards and apply to practice.</p>	<p>Taught sessions may include online elements and employ 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 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.</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. It also supports trainees being able to put what they learned in the classroom into</p>	<p>A1 – A2 will be assessed via coursework assignments/ assessments, in-class tests as well as a portfolio of practice evidence and the sufficient demonstration of competencies as required by the regulatory body.</p>

	<p>practice and to consider its application in the placement setting.</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><b>B. Intellectual skills:</b></p> <p>B1. Critically evaluate a range of research and evidence and apply to practice when acting as an AMHP.</p> <p>B2. Draw on research to critically evaluate professional power and the value base that underpins mental health practice.</p> <p>B3. Critically reflect on the impact of mental disorder for service users, their relatives and their carers, including the impact of discrimination and oppression.</p>	<p>Teaching/learning methods &amp; strategies</p> <p>Taught sessions may include online elements and employ 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 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.</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. 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.</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</p>	<p>Assessment</p> <p>B1 – B3 will be assessed via coursework assignments/ assessments as well as a portfolio of practice evidence and the sufficient demonstration of competencies as required by the regulatory body.</p>

	taught/learnt and to broaden their individual knowledge and understanding of the subject.	
<b>C. Practical skills:</b>  C1. Demonstrate the ability to exercise the statutory powers and responsibilities of an AMHP in a lawful, safe and effective way.  C2. Effectively manage complex situations of anxiety, risk and conflict when planning, negotiating and managing compulsory powers.  C3. Demonstrate the ability to identify, challenge and redress discrimination and inequality in AMHP practice.  C4. Demonstrate sensitivity to people's qualities, abilities and diverse backgrounds and the needs for personal respect, confidentiality, choice, dignity and privacy in the AMHP role.	Teaching/learning methods & strategies Taught sessions may include online elements and employ 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.  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.  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.	Assessment  C1 – C4 will be assessed via coursework assignments/ assessments as well as a portfolio of practice evidence and the sufficient demonstration of competencies as required by the regulatory body.
<b>Transferable skills:</b>  D1. Make informed and reasoned decisions within the AMHP role.	Teaching/learning methods & strategies Taught sessions may include online elements and employ a combination of lectures/ seminars, individual and	Assessment  D1 – D3 will be assessed via coursework

D2. Demonstrate the ability to seek, consider and act on advice from an appropriate range of sources which inform practice and decision making in the AMHP role.

D3. Be able to communicate effectively with professionals, people with lived experience and their carers and families.

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.

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.

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/learned and to broaden their individual knowledge and understanding of the subject.

assignments/ assessments as well as a portfolio of practice evidence and the sufficient demonstration of competencies as required by the regulatory body.

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

The programme is offered in full-time mode and leads to the award of a PG Certificate in Applied Mental Health Practice. A part-time mode is also possible and a minimum of 3 days per week attendance would be required for part-time students. Entry is normally at Masters (7) level (with related degree qualifications) and candidates are required to have undertaken a minimum of 2 years practice following their initial qualifications. Two courses are normally run each year- a Semester A intake and a Semester B intake.

### Professional and Statutory Regulatory Bodies

The programme is approved by Social Work England (SWE) and on completion of the programme students are eligible to be approved by a Local Authority to act in the role as an Approved Mental Health Professional.

### 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 Programme 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: the Applied Mental Health Law module (7HSK2005) and Managing Mental Health Act Assessments module (7HSK2006).

**Mode of study:** Full-time attendance at all taught sessions and for practice placements is required where trainees are full-time employees/ undertaking the Programme on a full-time basis. Part-time employees/ those 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 according to their contractual arrangements with their employer.

**Entry point:** Semester A and Semester B

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Applied Mental Health Law	7HSK2005	30	English	0	P/F* 100	P/F*	A, AB, B, BC
Managing Mental Health Act Assessments	7HSK2006	30	English	0	100	P/F*	A, AB, B, BC

\* These Pass/Fail elements of assessment must be successfully completed to pass each module however they will not contribute to the overall numeric grade awarded. For further information regarding the assessment for each module please refer to the Definitive Module Document.

The award of a PG Cert requires 60 credit points passed at Level 7.

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.

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## Programme-specific assessment regulations

The programme is compliant with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12](#) 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.

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.

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## E. Management of Programme & Support for student learning

### Management

The programme is managed and administered through:

- A Programme Leader
- Module Leader(s)
- Personal Tutor(s)
- Student representatives
- Practice Assessors and AMHP leads/managers
- Programme Committee including a range of stakeholders such as experts by experience and representatives from Local Authorities and Trusts
- University Administrators

### Support

Students are supported by:

- Introductory days before the commencement of the full course
- Canvas/ StudyNet, a versatile on-line interactive intranet and learning environment
- Canvas/StudyNet module sites with course and module information and teaching resources
- Learning Resources Centres, including online access to an extensive range of academic journals, books, articles etc.
- Student Wellbeing Services
- Academic Skills team and website and online resources

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## 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 Handbook
- A Definitive Module Document (DMD) for each constituent module
- Assessment Instruction and Information for each constituent module
- Website/flyers
- Course Fact Sheet
- Practice Placement Documentation and Guidance

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/>.

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## G. Entry requirements

The normal entry requirements for the programme are:

- 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.
- Evidence of completing a relevant post-qualifying course at masters level (level 7): completion of the university's Pre-AMHP Foundation course is normally required.
- Post-qualifying practical experience working in either full or part-time capacity in a statutory mental health setting for two years or more. Candidates in connected areas such as Adult Social Care with relevant mental health experience can also be considered for the course.
- Employment on either full or part time basis is normally required, together with financial and personal support from the employing authority.
- 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 a practice learning educator who will act as a Practice Assessor. A document signed by the AMHP lead/manager advising as such will need to be included with the application.
- Experience of shadowing at least 5 Mental Health Act Assessments (3 if you are based within a mental health team) prior to the start of the programme. A document including a brief 500-1000 word reflective summary of which will also need to be included with the application.
- A document signed by the candidate confirming they are in agreement for information about their grades, attendance and performance to be shared by the University with the employing authority and Practice Assessor.
- A successful University interview is also necessary.

On placement, trainee AMHPs will necessarily undertake work with vulnerable adults and children. Where students are employed by a Local Authority or Trust, given their own robust processes, the University is satisfied that an up-to-date enhanced DBS check will be in place. Where applicants/ students are self employed or not employed by a Local Authority or Trust, however, 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).

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If you would like this information in an alternative format please contact: John Paul Anastasiadis, Programme Leader – [j.p.anastasiadis@herts.ac.uk](mailto:j.p.anastasiadis@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](mailto: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)											
		Knowledge & Understanding			Intellectual Skills		Practical Skills				Transferable Skills		
Module Title	Module Code	A1	A2	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3
Managing Mental Health Act Assessments	7HSK2006		x	x	x	x		x		x	x	x	x
Applied Mental Health Law	7HSK2005	x		x			x	x	x		x	x	

## KEY TO PROGRAMME LEARNING OUTCOMES

### Knowledge and Understanding

- A1. Develop a systematic knowledge and understanding of the necessary legislation, policy, related codes of practice, guidance and case law and apply the mental health legislation and related Codes of Practice.
- A2. Draw on existing knowledge of evidence and Professional standards and apply to practice.

### Practical Skills

- C1. Demonstrate the ability to exercise the statutory powers and responsibilities of an AMHP in a lawful, safe and effective way.
- C2. Effectively manage complex situations of anxiety, risk and conflict when planning, negotiating and managing compulsory powers.
- C3. Demonstrate the ability to identify, challenge and redress discrimination and inequality in AMHP practice.
- C4. Demonstrate sensitivity to people's qualities, abilities and diverse backgrounds and the needs for personal respect, confidentiality, choice, dignity and privacy in the AMHP role.

### **Intellectual Skills**

- B1. Critically evaluate a range of research and evidence and apply to practice when acting as an AMHP.
- B2. Draw on research to critically evaluate professional power and the value base that underpins mental health practice.
- B3. Critically reflect on the impact of mental disorder for service users, their relatives and their carers, including the impact of discrimination and oppression.

### **Transferable Skills**

- D1. Make informed and reasoned decisions within the AMHP role.
- D2. Demonstrate the ability to seek, consider and act on advice from an appropriate range of sources which inform practice and decision making in the AMHP role.
- D3. Be able to communicate effectively with professionals, people with lived experience and their carers and families.

## Section 2

### Programme management

<b>Relevant QAA subject benchmarking statements</b>	None
<b>Type of programme</b>	Taught Postgraduate
<b>Date of validation/last periodic review</b>	November 20
<b>Date of production/ last revision of PS</b>	February 2021
<b>Relevant to level/cohort</b>	Level 7 entering September 2022
<b>Administrative School</b>	School of Health and Social Work

Table 3 Course structure

Course details		
Course code	Course description	HECOS
HSMHPPGC	PgCert Applied Mental Health Practice	100503