

Education and training:   
Approved Mental Health Professions (AMHP) course change standards mapping

**Last updated: 16 July 2024**

# AMHP standards mapping

|  |  |
| --- | --- |
| Name of course provider: | Click or tap here to enter text. |
| Your name: | Click or tap here to enter text. |
| Date of submission: | Click or tap here to enter text. |
| Name of course: | Click or tap here to enter text. |
| Email address: | Click or tap here to enter text. |

Please use this form to indicate what evidence you are providing and how that shows you meet each of our AMHP standards. Complete all fields below.

When you submit this form, you must also send your referenced evidence via email including your name, course provider and name of course.

Similar documents should be grouped together into one folder. For example, please provide one folder containing all CVs (if applicable). Please make sure the file name is clear in identifying what the document is and that it matches what is submitted.

If you have any problems with this form or the process, please email [**education.qa@socialworkengland.org.uk**](mailto:education.qa@socialworkengland.org.uk)

This mapping document should:

* indicate where evidence can be found for each standard in the documents you will send to us
* reference exact document titles
* reference page and paragraph numbers, where relevant
* contain correct and externally accessible web links, and
* provide any additional commentary that supports how you meet the standards.

Your documentary evidence should:

* include a contents page or index, where relevant
* have clear headings
* have page numbers
* be accessible and have clear colour contrast (for example, black on white)
* be grouped together wherever possible, and
* have personal or sensitive information redacted (if it isn’t necessary for assessing the course).

Throughout this document, we use the term ‘student’ to mean registered professionals completing AMHP courses.

# Evidence mapping form

# Part 1: Education providers

|  | **AMHP standards** | **How did the course meet the standard?** | **How does the course meet the standard now?**  (Include narrative to explain how your course meets the standard) | **Documentary evidence to demonstrate that you meet this standard**  (Include document name, page number and specific paragraph where relevant and any additional information to support your submission) |
| --- | --- | --- | --- | --- |
| 1 | **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. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 1.2 | The admissions procedures must apply selection and entry criteria, including appropriate academic and professional entry standards. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 1.3 | The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2 | **Course management and resources** | | | |
| 2.1 | The course must have a secure place in the education provider’s business plan. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2.2 | The course must be effectively managed. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2.3 | The course must have regular monitoring and evaluation systems in place. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2.4 | There must be a named person who has overall professional responsibility for the course who must be appropriately qualified and experienced and, unless other arrangements are agreed, be on the relevant part of an appropriate professional register. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2.5 | There must be an adequate number of appropriately qualified, experienced and, where required, registered staff in place to deliver an effective course. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2.6 | Subject areas must be taught by staff with relevant specialist expertise and knowledge. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2.7 | A programme for staff development must be in place to ensure continuing professional and research development. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2.8 | The resources to support student learning in all settings must be effectively used. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2.9 | The resources to support student learning in all settings must effectively support the required learning and teaching activities of the course. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2.10 | The learning resources, including IT facilities, must be appropriate to the curriculum and must be readily available to students and staff. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2.11 | There must be adequate and accessible facilities to support the welfare and wellbeing of students in all settings. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2.12 | There must be a system of academic and pastoral student support in place. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2.13 | There must be a student complaints process in place. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2.14 | Throughout the course of the course, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2.15 | Service users and carers must be involved in the course. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 3 | **Curriculum** | | | |
| 3.1 | The learning outcomes must ensure that those who successfully complete the course meet the criteria in part 2. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 3.2 | The course must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 3.3 | Integration of theory and practice must be central to the curriculum. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 3.4 | The curriculum must remain relevant to current practice. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 3.5 | The curriculum must make sure that students understand the implications of Social Work England’s professional standards and / or the NMC’s code: standards of conduct, performance and ethics for nurses and midwives on their practice as an AMHP. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 3.6 | The delivery of the course must support and develop autonomous and reflective thinking. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 3.7 | The delivery of the course must encourage evidence-based practice. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 3.8 | The range of learning and teaching approaches used must be appropriate to the effective delivery of the curriculum. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 4 | **Practice placements** |  |  |  |
| 4.1 | Practice placements must be integral to the course. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 4.3 | The practice placement settings must provide a safe and supportive environment. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 4.4 | The education provider must maintain a thorough and effective system for approving and monitoring all placements. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 4.5 | The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 4.6 | There must be an adequate number of appropriately qualified, experienced and, where required, registered staff at the practice placement setting. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 4.7 | Practice placement educators must have relevant knowledge, skills and experience. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 4.8 | Practice placement educators must undertake appropriate practice placement educator training. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 4.9 | Practice placement educators must be appropriately registered, unless other arrangements are agreed. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 4.10 | There must be regular and effective collaboration between the education provider and the practice placement provider. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 4.11 | Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:   * the learning outcomes to be achieved * the timings and the duration of any placement experience and associated records to be maintained * expectations of professional conduct * the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and * communication and lines of responsibility. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 4.12 | Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 4.13 | A range of learning and teaching methods that respect the rights and needs of service users and colleagues must be in place throughout practice placements. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 5 | **Assessment** |  |  |  |
| 5.1 | The assessment strategy and design must ensure that the student who successfully completes the course has met the competencies set out in part 2 of the criteria. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 5.2 | All assessments must provide a rigorous and effective process by which compliance with external-reference frameworks can be measured. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 5.3 | Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement setting. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 5.4 | Assessment methods must be employed that measure the learning outcomes. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 5.5 | The measurement of student performance must be objective and ensure safe and effective practice as an AMHP. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 5.6 | There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 5.7 | Assessment regulations must clearly specify requirements for student progression and achievement within the programme. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 5.8 | Assessment regulations must clearly specify that any requirements for an aegrotat award which may be made will not lead to eligibility to be approved as an AMHP. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 5.9 | Assessment regulations must clearly specify requirements for a procedure for the right of appeal for students. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 5.10 | Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of an appropriate professional register. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

# Part 2: Approved Mental Health Professionals

Only complete this part if you have made changes to the way the programme delivers part 2 of the criteria.

|  |  | **How did the course meet the standard?** | **How does the course meet the standard now?**  (include narrative to explain how your course meets the standard) | **Evidence to demonstrate that you meet this standard**  (include document name, page number and specific paragraph where relevant and any additional information to support your submission) |
| --- | --- | --- | --- | --- |
| A | **Knowledge** |  |  |  |
| A1 | 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. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| A2 | 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. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| A3 | Understand a range of models of mental disorder and be able to apply them in practice. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| A4 | Understand the contribution and impact of social, physical and development factors on mental health, and be able to apply this in practice. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| A5 | 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. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| A6 | Understand the implications of mental disorders for service users, their relatives, carers and other professionals, and be able to apply this in practice. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| A7 | Understand the implications of a range of treatments and interventions for service users, their relatives and carers, and be able to apply this in practice. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| A8 | Understand child and adult protection procedures in relation to AMHP work. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| A9 | Understand the needs of children and young people and their families and the impact those needs have on AMHP practice. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| B | **Autonomous practice** |  |  |  |
| B1 | Be able to exercise appropriate use of independence, authority and autonomy in the AMHP role. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| B2 | Be able to recognise, assess and manage effectively the risks related to the AMHP role. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| B3 | Be able to manage anxiety, risk and conflict and understand its impact on AMHP practice. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| C | **Informed decision making** | | | |
| C1 | Be able to evaluate critically local and national policy to inform AMHP practice. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| C2 | Be able to draw on, and evaluate critically, a range of research relevant to evidence based AMHP practice. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| C3 | Be able to gather, analyse and share information appropriately. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| D | **Equality and diversity** |  |  |  |
| D1 | Be able to demonstrate sensitivity to factors such as race, gender, age, sexuality, disability, culture, religion and belief in AMHP practice. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| D2 | Be able to identify, challenge and redress discrimination and inequality in AMHP practice. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| D3 | Understand and respect service users’ qualities, abilities and diverse backgrounds. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| D4 | Be able to promote the rights, dignity and self-determination of service users consistent with their own needs and wishes to enable them to contribute to the decisions made affecting their quality of life and liberty. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| D5 | Be able to demonstrate sensitivity to a service user’s needs for personal respect, confidentiality, choice, dignity and privacy. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| E | **Communication** |  |  |  |
| E1 | Be able to communicate effectively with service users, relatives and carers when undertaking the AMHP role. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| E2 | Be able to communicate advice, instruction, information and professional opinion, including providing verbal and written reports. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| E3 | Be able to present a case at a legal hearing. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| E4 | Be able to balance and manage the competing requirements of confidentiality and effective information sharing to the benefit of the service user and other persons concerned with the service user’s care. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| F | **Collaborative working** |  |  |  |
| F1 | Be able to work with service users, carers and othersto evaluate the outcomes of interventions and identify any unmet needs. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| F2 | Be able to build and sustain effective professional relationships with service users, relatives and carers when undertaking the AMHP role. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| F3 | Be able to work as an AMHP in partnership with others, including inter-agency and inter-professional working. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| F4 | Understand the roles and responsibilities of other professionals involved in statutory mental health work. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| F5 | Be able to use networks and community groups to influence collaborative working with service users, agencies and advocates. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| G | **Assessment and intervention** | | | |
| G1 | Be able to make appropriate decisions that are sensitive to the needs of the service user. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| G2 | Be able to assess the feasibility of, and contribute effectively to, planning and implementing options for care of the service user. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| G3 | Be able to plan, negotiate and manage compulsory admission to hospital or arrangements for supervised community treatment. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| G4 | Be able to manage and co-ordinate effectively the relevant legal and practical processes, including the involvement of other professionals, as well as service users, relatives and carers. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| G5 | Be able to complete statutory documentation, including an application for admission, and written records in accordance with applicable legislation, protocols and guidelines. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |