



LEEDS
BECKETT
UNIVERSITY

Course Specification

MA Applied Mental Health Practice (Distance Learning)

Course Code: MAMHP

2026/27

leedsbeckett.ac.uk

MA Applied Mental Health Practice (MAMHP)

Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at November 2025

General Information

Award	Master of Science Applied Mental Health Practice
Contained awards	Postgraduate Diploma Applied Mental Health Practice Postgraduate Certificate Applied Mental Health Practice
Awarding body	Leeds Beckett University
Level of qualification and credits	Level 7 of the Framework for Higher Education Qualifications, with 180 credit points at Level 7 of the Higher Education Credit Framework for England.
Course lengths and standard timescales	Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is: <ul style="list-style-type: none">• 12 months (full time, distance learning)• 24 months (part time, distance learning)
Part time study	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence from that defined within this information set but the modules offered within each level are consistent.
Location(s) of delivery	Distance Learning.
Entry requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/ Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk .
Course fees	Course fees are confirmed in your offer letter. A breakdown of any additional costs is included on the online prospectus entry for this course. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk .

Policies, Standards and Regulations

<https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/>

Standard regulations apply to this course.

Professional Accreditation or Recognition Associated with the Course

There is no professional accreditation or recognition for the course.

Timetable

Timetables for Semester 1 will be made available to students during induction week via:

- i) The Student Portal (MyBeckett)
- ii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Key Contacts

Your course director Paul Nicholson

Your course administrator Simon Madley, s.madley@leedsbeckett.ac.uk

Course Overview

Aims

The aim of the MSc Applied Mental Health Practice Distance Learning course is to offer potential students who are working within the psychological therapy or relevant health and social care professions a postgraduate pathway to significantly advance their personal and professional knowledge of mental health practices.

The course offers postgraduate level study in the advances to be found in contemporary mental healthcare and provides students with a critical understanding of contemporary issues, debates and research into mental health and treatment. The course structure enables each student to consider how they can apply their learning to their individual approach to practice.

In addition to the core modules, the course allows students a choice of option modules, enabling them to choose modules that are relevant for their own practice interests and professional development. Through the continual application of their learning to their own areas of expertise and practice experiences each student can develop an individualised programme of study. Finally, the opportunity for students to synthesise their learning by choosing the focus of their own research project, which they then plan and conduct, brings the course to a close with the production of a piece of professionally relevant, original research.

Course learning outcomes

At the end of the course, students will be able to demonstrate:

1	A critical awareness of the relevance and application of theoretical perspectives to practice in mental healthcare and in the student's own area of professional specialism.
2	An advanced understanding of the models, conditions and treatments found within mental healthcare and an ability to critically evaluate the student's own practice priorities and skills.
3	An ability to synthesise from a range of ideas to critically reflect on the student's own rationale for decision making in practice.
4	A comprehensive awareness of professional and ethical issues which influence client practice and multidisciplinary working and an ability to communicate effectively with professional and non-specialist audiences to promote effective professional outcomes within the workplace.
5	Critical analysis and evaluation of relevant research and research methodologies and offer a critical understanding of their application to student's own area of practice.
6	The ability to successfully complete a substantial research project with relevance to practice.

Teaching and Learning Activities

Summary

As a distance learning course, all teaching and learning is delivered online, with asynchronous and some synchronous delivery included in the learning experience. Students access the University's Virtual learning environment and are taught via pre-recorded teaching hours where recorded lectures, seminar tasks, study material, further reading and practical exercises are readily accessible to inform their critical analysis and evaluation of current Mental Health and research practice. A blended delivery of predominantly asynchronous delivery will be accompanied by some synchronous content, with live dissertation supervision and facilitated tutorials are available for some modules.

Teaching and learning activities embrace a student-centred philosophy and are designed around the principles of experiential learning, enhancement of and transferability of skills. The students are experienced practitioners and, as such, the previous personal and professional learning of each student is valued as a foundation for a critical, questioning approach. The teaching and learning style is therefore student-centred and an inclusive environment is created in which students learn by exchanging their own and their peers experience through shared formative assessment activities, developing of critical reflection, dialogue and debate. Teaching and learning activities are consequently aimed to support active and effective learning by providing opportunities to relate taught material to their areas of professional specialism according to different learning needs and styles. Teaching and learning activities consist of the following:

- Recorded lectures
- Online tutorials (asynchronous and some synchronous)
- Online group and individual experiential learning activities,
- Case studies
- Online research supervision sessions both group and one to one.

Credibility and applicability to professional practice is assured in a variety of ways. The core and option modules are delivered by a course team with a breadth of experience and expertise in mental healthcare across a range of professional disciplines, who will be supported by guest speakers and appropriate experts from our industry partners. In addition, the modules have been developed and reviewed in partnership with appropriate stakeholders, such as existing students, graduates and professional practitioners.

Organisation of teaching and learning activities acknowledge that many students are mature with work, family, carer and other commitments. In order to meet the different professional/personal and practice demands that may impact on students' ability to study successfully, a range distance teaching and learning methods are used which are mostly asynchronous, with some more reflective and experiential parts of the curriculum offered as synchronous delivery.

As practitioners working within the psychological therapy or relevant health and social care professions, students are invited to share their cultural perspectives and are asked to reflect on their experiences of working with clients and service users from a variety of cultures. They are also invited to explore their own perspectives to enable greater understanding of others and acceptance of difference. Case studies, videos and examples used in teaching are drawn from a range of personal and professional perspectives to promote greater awareness of diversity and anti-oppressive practice. Students are supported to develop a broader global perspective which is expected to be considered in relation to the diverse populations of professional and service users each student will engage with. Therefore, the implications of understanding diversity for professional practice are reiterated within all modules.

Your modules

This information is correct for students progressing through the programme within standard timescales. Option modules listed are indicative of a typical year. There may be some variance in the availability of option modules. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

Level 7, Full-time

Compulsory modules

Module title	Credits	Semester/ teaching period
Critical Perspectives in Mental Health Practice	20	1
Understanding Mental Health	20	1
Critical Reflective Practice	20	1
Understanding Social Research and Evaluation	20	1
Therapeutic Approaches in Mental Health	20	2
Dissertation	40	2
Number of credits of compulsory modules	140	

Option modules

Module title	Credits	Semester/ teaching period
Applied Cognitive Behavioural Therapy Skills for Practice	20	2
Applied Motivational Interviewing Skills	20	2
Trauma Informed Care	20	2
Number of credits of option modules a student should choose	40	

Level 7, Part-time

Compulsory modules

Module title	Credits	Semester/ teaching period
Year 1		
Critical Perspectives in Mental Health Practice	20	1
Understanding Mental Health	20	1
Therapeutic Approaches in Mental Health	20	2
Understanding Social Research and Evaluation	20	2
Year 2		
Critical Reflective Practice	20	1
Dissertation	20	Year-long
Number of credits of compulsory modules	140	

Option modules, Year 2

Module title	Credits	Semester/ teaching period
Applied Cognitive Behavioural Therapy Skills for Practice	20	2
Applied Motivational Interviewing Skills	20	2
Trauma Informed Care	20	2
Number of credits of option modules a student should choose	40	

Assessment and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director, but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

Assessment

Level 7

On this course, modules are assessed by coursework, presentations and a dissertation.

Workload

Overall Workload	Level 7
Teaching, learning and assessment	244 hours
Independent study	1556 hours
Placement	0 hours