Graduate Certificate in Evidence-Based Psychological Treatments (IAPT Pathway) UCAS code:
For students entering Part 1 in 2012/3

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	N/A
Faculty:	Life Sciences Faculty
Programme length:	1 years
Date of specification:	26/Feb/2013
Programme Director:	Prof Roz Shafran
Programme Advisor:	Pamela Myles
Board of Studies:	
Accreditation:	Training will count towards accreditation of the British Association of Behavioural and Cognitive Psychotherapies, bt will not provide full accreditation.

Summary of programme aims

The aims of this course accord with the Department of Health programme 'Improving Access to Psychological Treatments' (IAPT). They are (1) to train Low Intensity Psychological Therapy workers (known as Psychological Wellbeing Practitioners - PWP's) to engage and assess patients with common mental health problems; (2) to enable the students to provide evidence-based low intensity treatment for common mental health problems; (3) to expose students to the concept of diversity, inclusion and multi-culturalism and equip workers with the necessary knowledge, attitudes and competencies to operate in an inclusive values-driven service; (4) to enable workers to understand the employment, social and healthcare context in which they are working. It will facilitate the understanding of the complexity of people's health, social and occupational needs and the services which can support people to recovery. It will develop workers' decision making abilities and enable them use supervision and to recognise when and where it is appropriate to seek further advice, a step up or a signposted service.

Students are exposed to a variety of teaching methods and practical experience, culminating in the assessment of both the theoretical and skills aspects of the modules. The Graduate Certificate is appropriate for candidates who do not have graduate-level standing but who have acquired considerable competence through acquired education or experience.

Transferable skills

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills. In following this programme, students will have had the opportunity to develop such skills, in particular relating to and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology.

Programme content

Compulsory modules:

Code	Module title	Credits	Level
PY3EAA	Engagement and Assessment of Common Mental Health Problems	20	6
PY3TRT	Evidence-Based Low-Intensity Treatment of Common Mental Health Problems	20	6
PY3VEC	Values, Employment and Context	20	6

Modules PY3EAA and PY3TRT cover Modules 1 and 2 respectively of the IAPT National Curriculum for Psychological Wellbeing Practitioners; module PY3VEC covers Module 3 (Values, Policy, Culture and Diversity) and Module 4 (Working within an Employment, Social and Healthcare Context).

It is expected, in accordance with national guidelines, that students will take on clinical cases after successful completion of Modules 1 and 2.

Part-time or modular arrangements
N/A

Progression requirements
All modules are compulsory. The first two modules are taught concurrently. There are no prerequisites.

Assessment and classification
To be awarded the Postgraduate Certificate, students must gain an average mark of 50 or more for the programme as a whole, and a mark of at least 50 in every module (PYMEAA, PYMTRT and PYMVEC). Within modules PYMEAA, PYMTRT and PYMVEC, every skills-based assessment must be passed with a mark of 50 or more (marked as a Pass / Fail) and every written academic assessment must be passed with a mark of 50 or more. In addition, in order to pass, students must have attended 100% of the teaching days in each module of the programme. The Postgraduate Certificate is awarded on a Pass / Fail basis only.

Students are encouraged, where possible, to meet BABCP (British Association for Behavioural & Cognitive Psychotherapies) accreditation requirements upon graduation from the programme (i.e. to have accrued 80 clinical hours, attended 25 hours of case management supervision and 25 hours of clinical skills supervision).

Please note: Completion of studies is dependent on employment within an IAPT service and access to an IAPT clinical caseload. Students must successfully pass all modules of the PWP (Psychological Wellbeing Practioner) training programme. Therefore a student's studies may be terminated if they are no longer working in an IAPT service and no longer have access to an IAPT caseload.

Further information on the classification conventions, including borderline criteria, is available at www.reading.ac.uk/web/FILES/exams/PGclassification-post-2008.pdf.

Admission requirements
Entrants to this programme will be those selected by the IAPT service provider and University of Reading. Criteria are set out in the IAPT National Implementation Plan. Entrants will not hold an Honours degree, or may hold a degree of Third Class Honours standard or below. They must provide evidence, on the basis of prior experience and other educational achievement, that they have the ability to study at level 6, and have the potential to pass all skills-based assessments within the programme.

Graduates who hold an Honours degree of Lower Second Class Honours or above should apply for the Postgraduate Certificate in Evidence-Based Psychological Treatments (IAPT Pathway) in place of the Graduate Certificate.

Admissions Tutor: The Admissions Tutors for this programme are Pamela Myles and the lead of the applicant's IAPT Service Provider site.

Support for students and their learning
University support for students and their learning falls into two categories.   Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme.   Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

Support for students in the School of Psychology and Clinical Language Sciences is aimed at both learning and pastoral support. Learning support includes the use of dedicated clinical and supervision rooms, facilities to

videotape clinical sessions and the provision of audio equipment to record the sessions. Students will have access to the Charlie Waller Institute resource library, the Departmental book collection, a specially selected and maintained reprint collection, networked PCs and printers and photocopying facilities. Students will also have access to members of staff within the Department who are all respected scholars and clinicians in the fields taught. Pastoral support augments the University's care systems, with each student having open access to clinicians to discuss sources of stress. A comprehensive handbook is available for the programme; this is available online, as are a wealth of other resources via the Department's intranet. There are opportunities for studnts to discuss matters and support one another. There is an active Student - Staff Committee with postgraduate representation.

Career prospects
Graduates will have sought-after skills in that by completing the course, they will have demonstrated strong clinical skills and excellent patient outcomes for the treatment of depression and anxiety. It is likely that these skills will be in much demand and will facilitate progression within their specific career structure.

Opportunities for study abroad or for placements
The IAPT pathway consists of a taught component delivered via the University and also an active contribution to service delivery within the NHS. There are no opportunities for study abroad or alternative placements within the programme.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

1. Engagement and assessment of people with common mental health problems
2. Treatment of people with common mental health problems
3. Issues relating to values, culture, policy and diversity for people with common mental health problems
4. Working within an employment, social and healthcare context.

Teaching/learning methods and strategies

Knowledge will be gained through a combination of lectures, seminars, discussion groups, guided reading and independent study. Skills based competencies will be developed through a combination of clinical simulation in small groups working intensively under close supervision with peer and tutor feedback and supervised practice through supervised direct contact with patients in the workplace.

Assessment
1-4 will be assessed by (i) Role-play, (ii) Exam, (iii) Successful completion of Practice Outcomes specified above.

Skills and other attributes

B. Intellectual skills - *able to:*

1. Understand the difference between low and high intensity treatments for common mental health problems
2. Understand the scientific basis of the therapies that they are delivering
3. Understand how the interventions will vary according to relevant cultural issues, and issues relating to values and diversity
4. View the interventions in the wider context of health and social care.
5. To apply what they have learned to current patients

Teaching/learning methods and strategies

Knowledge will be gained through a combination of lectures, seminars, discussion groups, guided reading and independent study. Skills based competencies will be developed through a combination of clinical simulation in small groups working intensively under close supervision with peer and tutor feedback and supervised practice through supervised direct contact with patients in the workplace.

Assessment
1-4 will be assessed by (i) Role-play, (ii) Exam, (iii) Successful completion of Practice Outcomes specified above.

C. Practical skills - *able to:*

Psychological Wellbeing Practitioners will acquire a wide range of competencies described in the National Curricula and also in the 'Job Description for Workers Providing Low-Intensity Interventions'. These competencies include the following:
- Engagement and assessment of people with common mental health problems (including an assessment of risk)
- Provision of support so that people can self-manage their recovery
- Facilitation of recovery and social inclusion inclusion - including return to work, meaningful activity or other occupational activities.

Teaching/learning methods and strategies

Knowledge will be gained through a combination of lectures, seminars, discussion groups, guided reading and independent study. Skills based competencies will be developed through a combination of clinical simulation in small groups working intensively under close supervision with peer and tutor feedback and supervised practice through supervised direct contact with patients in the workplace.

Assessment
1-4 will be assessed by (i) Role-play, (ii) Exam, (iii) Successful completion of Practice Outcomes specified above.
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D. Transferable skills - *able to:*

1. Communicate concisely.
2. Give oral presentations of patients.
3. Work with a group.
4. Plan and implement an intervention/referral to appropriate sources.
5. Solve practical problems.
6. Use IT to write, to present information visually, to communicate, and to find information.
7. Manage time.
8. Condense complex orally delivered information

Teaching/learning methods and strategies

Knowledge will be gained through a combination of lectures, seminars, discussion groups, guided reading and independent study. Skills based competencies will be developed through a combination of clinical simulation in small groups working intensively under close supervision with peer and tutor feedback and supervised practice through supervised direct contact with patients in the workplace.

Assessment
1, 2, 4, and 8 are formally assessed as coursework. An adequate standard in 3, 5 and 7 is required to pass the programme.

Please note - This specification provides a concise summary of the main features of the programme and the 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 learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.