

## **PGCert in Transformational Leadership in Children & Young People's Mental Health Services For students entering in 2014/5**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Life Sciences Faculty
Programme length:	1 year
Date of specification:	04/Aug/2014
Programme Director:	Ms Pam Myles
Programme Advisor:	Prof Shirley Reynolds
Board of Studies:	
Accreditation:	

### **Summary of programme aims**

The aims of this programme are closely tied to the aims of the Government's programme to expand the Improving Access to Psychology Therapies (IAPT) project and to extend it to children and adolescents. The overall aim of this English programme is to transform the mental health services for children and adolescents (CAMHS) so as to maximise their efficiency and effectiveness, and ensure that their outcomes are measurable. The specific aims of this programme are to (1) develop competency in leading service change to deliver evidence-based, quality driven, outcomes informed services; (2) have critical knowledge of the theoretical, research and implementation literature that underpins such service change (3) apply critical knowledge of the theoretical, research and implementation literature that underpins such service change in an NHS children and adolescent health service (4) to enable service leaders to make the necessary changes in their services. The course will facilitate the understanding of the complexity of children and young people's health, social and occupational needs and the services that can support them to recovery. It will develop managers' leadership in service change and their ability to apply critical knowledge of theory, research and implementation literature to service change. 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.

HEIs are expected to follow a well-specified national curriculum.  
(<http://www.cypiapt.org/national-curriculum.php>)

### **Transferable skills**

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	Title	Credits	Level
PYMLET	Leadership Training Theory for Children and Young People's IAPT	30	7
PYMLEP	Leadership Training Practice for Children and Young People's IAPT	30	7

### **Part-time or modular arrangements**

### **Progression requirements**

Both modules are compulsory and are taught concurrently.

Students will normally be permitted a maximum of two years in which to complete sufficient credits to qualify for the award of postgraduate Certificate.

### **Summary of Teaching and Assessment**

Knowledge will be acquired through a combination of lectures, seminars, discussion groups, guided reading and independent study. Skills-based competencies will be learned through a combination of observed structured simulations in small groups working intensively under close supervision with peer and tutor feedback, and supervised practice through direct contact with staff in the workplace.

Assessment will be by a variety of methods, including

- (a) management task evidencing negotiation which is video-recorded
- (b) reflective commentary on student's own performance
- (c) objective structured clinical examination (OSCE) around managing relationships within the employing organisation
- (d) 360 degree appraisal
- (e) case study comprising a presentation and a written report of 4000 words
- (f) log of achievements in the process of change

The University's taught postgraduate marks classification is as follows:

Pass categories

>50% = pass for academic assessments

>50% = pass for clinical assessments

Failing categories

< 50 for academic assessments

< 50 for clinical assessments

To be awarded the postgraduate Certificate, students must gain an average mark of 50% or more. Every skills-based competency assessment must be passed with a mark of 50% or more and every written academic assessment must be passed with a mark of 50% or more.

### **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. For those entrants to this programme with an Honours Degree, it is expected that they will have gained a degree class equivalent of 2(2) or better. Those holding Third class honours may apply and each case will be considered on its own merits.

Entrants should be working as either a service director/manager or clinical director/lead or clinical supervisor working in or with statutory or voluntary sector CAMHS, generally known as tiers 2 and 3 in CAMHS.

Entrants will have a key role in organisational development and in supporting change at local level. They will be responsible for:-

- (1) service systems design and planning, outcomes and service KPIs and the commissioning/contracting of such services
- (2) job planning
- (3) continuing professional development
- (4) appraisals and performance

**Admissions Tutor:** Pamela Myles and Visiting Fellow and lead of the IAPT Service provider site Yvonne Taylor.

### **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-session 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](http://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. Teaching is usually in small groups with plenty of opportunity for students 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 leadership skills for the transformation of the Children and Young People's Mental Health Services. It is likely that these skills will be in much demand and will facilitate progression within their specific career structure, particularly given the Government investment in Children and Young People's IAPT..

### **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:**

##### **Terms of Study**

**Completion of studies is dependent on employment within a Children and Young People's IAPT service. Therefore, a student's studies may be terminated if they are no longer working in a service that is involved in the IAPT project.**

Programme outcomes

1. Understand the Children and Young People's IAPT Project
2. Understand the importance of key-pivotal elements that they will be responsible for knitting together in transforming their services
3. Know how to bring about the changes necessary to implement these key elements
4. Have demonstrated implementation of these key elements in Children and Young People's IAPT project in their own services
5. Understand how to maintain/sustain the changes

##### **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 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*

1-5 will be assessed by (i) case study comprising of a presentation and a written report of 4000 words (ii) management task evidencing negotiation which is video-recorded (iii) reflective commentary on student's own performance (iv) successful completion of log of achievements in the process of change.

#### **Skills and other attributes**

##### **B. Intellectual skills - able to:**

Students will be able to:-

1. Understand clinical and service Outcomes and Evaluation in Children and Young People's IAPT
2. Understand how outcomes and evaluation will be used in supervision and practice to guide delivery of care
3. Understanding of health economics and values based system change for Children and Young People's mental health services

##### **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 guided experiential action learning, simulation in small groups working intensively under supervision with peer and and tutor feedback and supervised practice through supervised direct contact with staff in the workplace.

#### *Assessment*

1-3 will be assessed by (i) case study comprising of a presentation and a written report of 4000 words (ii) management task evidencing negotiation which is video-recorded (iii) reflective commentary on student's own performance (iv) successful completion of log of achievements in the process of change.

#### **C. Practical skills - able to:**

Students will be able to:-

1. Link job planning, appraisal, continuing professional development (CPD) with needs assessments and skills mixes in service design
2. appraise Service design, user and family participation, equalities
3. co-ordinate capacity planning and performance management

#### **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 guided experiential action learning, simulation in small groups working intensively under supervision with peer and tutor feedback and supervised practice through supervised direct contact with staff in the workplace.

#### *Assessment*

1-3 will be assessed by (i) management task evidencing negotiation which is video-recorded (ii) reflective commentary on student's own performance (iii) objective structured clinical examination (OSCE) around managing relationships within the employing organisation (iv) 360 degree appraisal (v) case study comprising of a presentation and a written report of 4000 words (vi) log of achievements in the process of change.

#### **D. Transferable skills - able to:**

1. Communicate concisely.
2. Give oral presentations.
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 simulation in small groups working intensively under close supervision with peer and tutor feedback and supervised practice through direct contact with staff in the workplace.

#### *Assessment*

1 - 8 are formally assessed as coursework.

**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.**