PGCert in Supervision for Children and Young People's Improving Access to Psychological Treatments (IAPT)
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:	12 months
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 course accord with the Department of Health programme 'Children and Young People's Improving Access to Psychological Therapies' (CYP IAPT). They are (1) to develop competency in supervising in the evidence-based interventions set out in the Children and Young People's IAPT treatment curriculum, (2) to have critical knowledge of the theoretical, research and implementation literature that underpins the supervision of trainees on the Children and Young People's IAPT project, (3) to enable supervisors to develop sustainable skills in supervising Children and Young People's IAPT trainees in order to drive the ongoing development of quality driven, outcomes informed services. High quality supervision of trainee therapists is key to ensuring the successful delivery and sustainability of the Children and Young People's IAPT project. The curriculum for CYP IAPT supervisors is intended to be used alongside the revised IAPT Supervision Guidance developed for the Adult IAPT programme (Turpin & Wheeler, 2011: http://www.iapt.nhs.uk/silo/files/iapt-supervision-guidance-revised-march-2011.pdf). As with the adult programme, the HEIs are expected to follow a well-specified national curriculum (www.iapt.nhs.uk/children-and-young-peoples-iapt/cyp-national-curriculum/).

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

Code	Title	Credits	Level
PYMSUC	Supervision training for Children and Young People's IAPT	30	7
PYMSUS	Supervision of Supervision for Children and Young People's IAPT	30	7

Part-time or modular arrangements

Progression requirements

All modules are compulsory and delivered 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 clinical simulation in small groups working intensively under close supervision with peer and tutor feedback, and supervised practice through supervised direct contact with students in the workplace.
Assessment will be by a variety of methods, including: (a) a video recording of a one-hour group supervision session which is self-rated and evaluated by staff using a standardised assessment measure; (b) reflective commentary by students on their own performance; (c) Practice Portfolio including a supervision log; a minimum of eight Helpful Aspects of Supervision Questionnaires completed by supervisees, appraisals by the

student's supervisees, supervisor and manager; (d) completion of the Supervision Competences Framework Self-Rating pre and post training; e) a 3000 word essay on the Theory and Practice of Supervision.
The University's taught postgraduate marks classification is as follows: Pass categories

> or equal to 50% = pass for academic assessments
> or equal to 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. Entrants to this programme will normally be required to have obtained an Honours degree in a discipline connected to mental health and a further mental health qualification. Applicants without these qualifications, or without a core profession may be required to pass a preliminary standardised "Knowledge and Skills" assessment. 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 (i.e., 50%+). Those holding Third Class Honours may apply and each case will be considered on its own merits. Those without an Honours degree, or those holding Third Class Honours who are not accepted onto this Postgraduate Certificate programme, may be considered for admission onto the Graduate Certificate in Evidence-Based Psychological Treatment (IAPT Pathway). In line with recommendations outlined by Turpin and Wheeler (2011), supervisor trainees will have the following level of experience:
- A recognised Postgraduate Professional Training or equivalent professional experience at senior level
- A recognised Postgraduate qualification in CBT, Behaviour Therapy, Social Learning, Parenting – eligibility for/actual accreditation
- A minimum of two years supervisory experience in the area undertaken in the relevant modality
- A minimum of four years experience in child and adolescent mental health services
- Supervisors are required to adhere to the BABCP Standards of Conduct, Performance and Ethics in the Practice of Behavioural and Cognitive Psychotherapies.

Admissions Tutor: Pamela Myles

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 graduate students in the School of Psychology and CLS is aimed at both learning and pastoral support. Learning support includes 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 networked PCs and printers, access to the departmental book collection, a specially selected and maintained reprint collection, provision of photocopying cards, and ready access to members of staff within the Department and in the Psychology Department at Berkshire Healthcare NHS Foundation Trust 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. Such issues would routinely be covered in supervision sessions. A comprehensive handbook is available for the course; this is available on-line, as are a wealth of other resources via the department's intranet. Teaching is usually in small groups with much 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 supervisory skills for Children and Young People's IAPT trainees. 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
The aims of this course accord with the programme 'Children and Young People's Improving Access to Psychological Treatment' (CYP IAPT). They are (1) to develop competency in supervising IAPT in the evidence-based interventions set out in the Children and Young People's IAPT treatment curriculum; (2) to have a critical knowledge of the theoretical, research and implementation literature that underpins the supervision of trainees on the Children and Young People's IAPT project; (3) to enable supervisors to develop sustainable skills in supervising Children and Young People's IAPT in order to drive the ongoing development of quality driven, outcomes informed services. The course will facilitate the understanding of the complexity of children and young people's health, social and occupational needs and the services which can support people to recovery. It will develop supervisors' decision making abilities and enable them use supervision and to recognise when and where it is appropriate to seek further advice and support. 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.

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.
1. Understand the aims, objectives and structure of the Children and Young People's IAPT Programme.
2. Understand the importance of supervision as a key clinical activity within the Children and Young People's IAPT Project.
3. Be aware of the models of supervision applied within Children and Young People's IAPT project services.
4. Be able to describe the supervision competences outlined by Roth and Pilling (2008), published at http://www.ucl.ac.uk/clinical-psychology/CORE/Supervision_Competences/.
5. Demonstrate practical understanding in the application of clinical supervision competences.

Teaching/learning methods and strategies

Knowledge will be learnt through a combination of lectures, seminars, discussion groups, guided reading and independent study. Skills based competencies will be learnt 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 CYP IAPT trainees in the workplace.

Assessment
1-5 will be assessed by (i) self-rated video recording of a one-hour group supervision session, (ii) reflective commentary, (iii) practice portfolio; (iv) completion of the supervision competences framework self-rating, (v) 3000 word essay on the Theory and Practice of Supervision.

Skills and other attributes

B. Intellectual skills - *able to:*

Able to:-
1. Understand Children and Young People's IAPT.
2. Understand the principles and process of supervision in IAPT.
3. Promote psychological knowledge of supervision.
4. Use outcomes data in supervision.
5. Facilitate therapeutic processes in supervision.
6. Understand delivery modality-specific supervision.

Teaching/learning methods and strategies

Knowledge will be learnt through a combination of lectures, seminars, discussion groups, guided reading and independent study. Skills based competencies will be learnt 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 CYP trainees in the workplace.

Assessment
1-6 will be assessed by (i) self-rated video recording of a one-hour group supervision session, (ii) reflective commentary, (iii) practice portfolio; (iv) completion of the Supervision Competences Framework self-rating, (v) 3000 word essay on the Theory and Practice of Supervision.

C. Practical skills - *able to:*

1. Supervise therapists on how to determine collaboratively with service users the main areas to work on and how to record and monitor this each session.
2. Guide the therapist in:
• Introducing outcome evaluation to children and families
• Making use of information from measures to identify the degree and nature of improvement
• Discussing this with children and families
3. Incorporate regular and consistent discussion of outcome data into supervision
4. Help therapists to develop an awareness of the strengths and limitations of different forms of outcome data, and to use this to interpret measures
5. Help therapists to use outcome data and other sources of information to decide whether a change of therapy (or a change of techniques within that therapy) is needed
6. Use outcome data along with other information to evaluate the therapeutic effectiveness of therapists and services, so that appropriate action can be taken, such as specific training
7. Have clear protocols on how to access outcome data in a timely way to make use of in supervision

Teaching/learning methods and strategies

Knowledge will be learnt through a combination of lectures, seminars, discussion groups, guided reading and independent study. Skills based competencies will be learnt 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 CYP trainees in the workplace.

Assessment
1-7 will be assessed by (i) self-rated video recording of a one-hour group supervision session, (ii) reflective commentary, (iii) practice portfolio; (iv) completion of the Supervision Competences Framework self-rating, (v) 3000 word essay on the Theory and Practice of Supervision.

D. Transferable skills - *able to:*

1. Communicate concisely
2. Give oral presentations
3. Work with a group
4. Plan and implement an intervention
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 learnt through a combination of lectures, seminars, discussion groups, guided reading and independent study. Skills based competencies will be learnt 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
1-8 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.