PG Diploma in Evidence-Based Psychological Treatments (part-time)
For students entering in 2015/6

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 year
Date of specification:	25/Aug/2015
Programme Director:	Dr Hannah Whitney
Programme Advisor:	Ms Pam Myles
Board of Studies:	Evidence-Based Psychological Treatment
Accreditation:	British Association for Behavioural and Cognitive Psychotherapies (BABCP) Level 1.

Summary of programme aims
The aims of the programme are (1) to train clinicians in evidence-based psychological treatments as recommended by the National Institute for Health and Care Excellence (NICE), (2) train clinicians so that they are optimising outcomes for their patients, and (3) to evaluate the efficacy of the training. Students are introduced to topics of relevance to evidence-based psychological theories and treatments, with an emphasis on current research data. Students are exposed to a variety of teaching methods and practical experience. The PG Diploma programme is designed to meet BABCP Minimum Standards requirements in respect of Theoretical and Clinical Skills and Supervised Clinical Practice (at Level 1).

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	Module title	Credits	Level
PYMIN1	Introduction to CBT and evidence-based psychological treatment OR	20	7
PYMIN3	Introduction to CBT and evidence-based psychological treatment (APEL Route) AND	20	7
PYMTM1	Treatments and models 1	20	7
PYMTM2	Treatments and models 2	20	7
PYMTM3	Treatments and models 3	20	7
PYMCT1	Focused Clinical Training and Supervision: Basic Level	20	7
PYMCT2	Focused Clinical Training and Supervision: Complex Problems and Dissemination	20	7

Part-time or modular arrangements
The PG Diploma is taken part-time over 12 months. Students will normally be permitted a maximum of 2 years in which to complete sufficient credits to qualify for the award of postgraduate Diploma.

Progression requirements
All modules are compulsory and there are no pre-requisites.

Summary of Teaching and Assessment
Assessments will include: examinations, essays, case reports, rating of therapy recordings and a case presentation.
The University's taught postgraduate marks classification is as follows:

Mark	Interpretation

70% - 100%	Distinction
60% - 69%	Merit
50% - 59%	Good standard (Pass)

Failing categories
40% - 49%	Work below threshold standard
0% - 39%	Unsatisfactory Work

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

To pass the Postgraduate Diploma, students must attain at least 50% in every module, and every assessment therein. Additionally, students must register at least 80% attendance in each module of the programme.
To qualify for Merit, students must meet all the criteria for a Pass and additionally must gain an overall average of 60 or more over 120 credits.
To qualify for Distinction, students must meet all the criteria for a Pass and additionally must gain an overall average of 70 or more over 120 credits.

Admission requirements
Entrants to this programme are normally required to have obtained a postgraduate qualification in mental health (e.g., a doctorate in clinical psychology, occupational therapy, community psychiatric nurse) and an Honours degree in a discipline connected to mental health (e.g., psychology, neuroscience). Applicants without these qualifications may be required to pass a preliminary standardised Knowledge and Skills Assessment. Applicants whose academic qualifications do not meet these formal standards but who have substantial clinical experience will be considered on an individual basis.

Admissions Tutor: Pam 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

Career prospects
Graduates will have rare skills in that by completing the programme, they will have demonstrated strong clinical skills and excellent patient outcomes. It is likely that these skills will be in much demand and will facilitate progression within their specific career structure. Presenting their work at national conferences and supervising students within their workplace may increase the level of responsibility (and hence grade) at which they are working.

Opportunities for study abroad or for placements
Modules PYMCT1 and PYMCT2 incorporate therapy practice. This will normally be completed within the student's employment setting such as an NHS Trust; students who do not have access to suitable clients through their employment will need to arrange a placement. The programme team will facilitate finding a placement but do not offer any guarantees.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:	**Teaching/learning methods and strategies**

1. Evidence-based psychological treatments and the importance that they occupy in the provision of therapeutic services
2. The role of the National Institute of Health and Clinical Excellence.
3. Which psychological treatments are evidence-based
4. The particular importance of cognitive behavioural theory and therapy
5. Key therapeutic strategies such as the use of personalised formulation, thought diaries and behavioural experiments
6. The interface between research, clinical practice and the policies endorsed by the National Health Service.
7. Evidence-based protocols for treating psychological disorders

Methods include lectures, group discussions and small group work. The methods are further supported by practical experience, including the supervision of others in evidence-based treatment and presentation of their work within their local services. 'Homework assignments' also facilitate learning e.g., producing a cognitive behavioural formulation for a patient, keeping personal thought records and designing and implementing behavioural experiments.

Assessment
1-7 will be assessed by a knowledge assessment relating to the content of the workshops on evidence-based psychological treatment.

Skills and other attributes

B. Intellectual skills - *able to:*

1. Critically evaluate therapies to establish their level of evidence and the resultant level of recommendation by the National Institute for Health and Clinical Excellence
2. Identify leading psychological treatments for a range of psychopathology
3. To constructively discuss and appraise the clinical work of themselves and others presented in small discussion groups
4. To understand advanced evidence-based psychological theories for multiple, co-occurring psychological disorders
5. To use advanced evidence-based psychological treatments in their own clinical setting for complex cases
6. To apply what they have learned to current patients

Teaching/learning methods and strategies

Lectures/small group work; audio and video-tape; role-play exercises and discussion; 'homework assignments' to produce a cognitive behavioural formulation for a patient, to keep personal thought records and to design and implement behavioural experiments; case material preparation and presentation.

Assessment
There will be a knowledge assessment relating to the content of the workshops on evidence-based psychological treatment.

C. Practical skills - *able to:*

1. Use thought records to identify personal difficulties and design ways to overcome these
2. Conduct personalised formulations and behavioural experiments, and to use thought records when appropriate
3. Implement a protocol-driven evidence-based psychological treatment under constraints (e.g., reduced number of sessions.)
4. Constructively discuss and appraise the clinical work of themselves and others presented in small discussion groups
5. Disseminate evidence-based psychological treatment effectively by presenting their work within and beyond the supervision group

Teaching/learning methods and strategies

Direct discussion of theoretical material relevant to patients within supervision context; clinical placements; 'homework' to plan intervention for next therapy session, seminars. Details of supervised clinical practice and case mix will be recorded in a training log. Supervision. Workshops/small group work; audio and video-tape; role-play exercises and discussion; 'homework', case material preparation and presentation.

Assessment
For 1-3, there will be a knowledge assessment relating to the content of the workshops on evidence-based psychological treatment. In addition, a case study of one of the patients being treated (2000-3000 words) and an additional extended case report critically discussing the research evidence for

the treatment (4000-5000 words) will provide evidence of 1-6.

For 4, feedback from supervisees and supervisors will be the primary means of assessment. In addition, for aim 5, students will be asked to give a case presentation to the group.

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
9. Give constructive feedback

Teaching/learning methods and strategies

Transferable skills are integrated in subject based teaching. 1 is facilitated through formative feedback and other written assignments. 2 is included in supervision sessions. 3 is part of all of the compulsory workshops. 4 and 5 are emphasized throughout the course and are necessary to obtain good patient outcomes. Similarly 6 and 7 pervade all aspects of the course. 8 is supported by formative feedback on case presentations written up by the student.

Assessment
1, 2, 4, and 8 are formally assessed as coursework. An adequate standard in 3, 5, 6, 7 and 9 is required to pass the course.

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.