

**PGDip Systemic Family Practice for Children and Young People UCAS code:
For students entering Part 1 in 2016/7**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Psychology
Faculty:	Life Sciences Faculty
Programme length:	12 months
Date of specification:	23/Sep/2016
Programme Director:	Ms Pam Myles
Programme Advisor:	Prof Shirley Reynolds
Board of Studies:	
Accreditation:	The programme will be accredited by the Improving Access to Psychological Therapies Programme Board.

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 Psychological Therapies' (IAPT) programme and to extend it to children and adolescents. The overall aim of this 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.

HEIs are expected to follow a well-specified national curriculum.

Specific aims are:

- To train clinicians in systemic family practice in accordance with NHS England's "Children and Young People's Improving Access to Psychological Therapies" (CYP IAPT)
- To provide practical intensive and detailed skills training to facilitate skill development to a defined standard of competency
- To increase students' knowledge base of theory and research in systemic family practice (SFP)

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.

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills in line with the University's Strategy for Learning and Teaching. In following this programme, students will have had the opportunity to develop such skills, in particular relating to communication, interpersonal skills, learning skills, numeracy/measurement, self-management, use of IT and problem-solving, 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 transferable skills will depend on the number and type of modules selected by the students. However, it is anticipated that the following transferable skills will have been obtained:

- Ability to use database/library resources
- Ability to evaluate interventions
- Writing skills: writing of papers, abstraction of others' work from written and oral material,
- Working to a defined level of competency in the treatment of common mental health problems in children and adolescents
- Working within a team to provide constructive criticism around difficult clinical issues

Programme content

Code	Title	Credits	Level
PYMBAS	Basic Skills for working with children and young people with mental health problems	60	7
PYMSFP	Basic Skills of systemic family practice	30	7

Progression requirements

PYMBAS and PYMSFP are compulsory modules, and subsequent modules are dependent on course requirements.

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

To qualify for the award of Postgraduate Diploma, students will be required to achieve an overall weighted average of at least 50% over modules totalling 120 credits at level 7, with no module mark below 50.

If further criteria are met as specified in the University's Marking criteria and classification framework for taught postgraduate programmes, the Diploma may be awarded with Merit or Distinction.

Students will normally register in the first instance for the Postgraduate Diploma at the point at which they register for module(s) which would give them sufficient credits to attain that qualification.

Students will normally be permitted a maximum of two years in which to complete sufficient credits to qualify for the award of Postgraduate Diploma. A student who accepts the award of Postgraduate Diploma may be permitted to return to the University at a later date in order to complete further credits to qualify for a higher award (MSc). In this case, students must return their original qualification to the University, and must complete the further credits within a timeframe so that their entire period of registration for the award does not exceed five years.

Summary of Teaching and Assessment

Teaching will use didactic materials, video and role-play illustrations of key therapeutic techniques and experiential learning.

Assessments will include: formative tapes of assessment and therapy sessions, rated by student and supervisor; summative therapy tapes rated by markers and self-rated by students; case reports (assessment and formulation, and extended), an essay and the completion of an accreditation portfolio marked by course team members.

All students will be awarded Certificates of Completion for any modules passed. Students who pass modules totalling 120 credits at level 7 may be considered for the award of Postgraduate Diploma.

To qualify for the award of Postgraduate Diploma, 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. Within each module, every skills-based assessment must be passed with a mark of 50 or more, all portfolio assignments passed (marked as a Pass/Fail) and every written academic assessment must be passed with a mark of 50 or more. Any auto fails on skills-based assessments will be marked as 0. In addition, in order to pass, students must have attended 80% of the teaching days in each module of the programme.

If further criteria are met as specified in the University's Marking Criteria and Classification Framework for Taught Postgraduate Programmes, the Diploma may be awarded with Merit or Distinction.

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

Mark	Interpretation:
70 - 100%	Distinction
60 - 69%	Merit
50 - 59%	Good standard (Pass)
40 - 49%	Work below threshold standard for PYM modules but pass level for PY3 modules.
0 - 39%	Unsatisfactory Work

Admission requirements

Entrants to this programme are normally required to have obtained an Honours degree in a discipline connected to mental health (e.g., psychology, neuroscience, and nursing) and a further mental health qualification (e.g., in clinical psychology.) Applicants without these qualifications will be required to pass a preliminary standardised 'Knowledge and Skills' assessment'. All applicants should have gained a degree class equivalent of 2(1) or better (i.e., 60%+ [or international equivalent, e.g. B+ US letter grade]). Applicants holding 2(2) degrees may apply and each case will be considered on its own merits. We discourage applications from holders of Third Class degrees. Applicants without a core profession are required to successfully complete a Knowledge, Skills and Attitudes (KSA) portfolio before starting the programme.

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.

All coursework must be directly related to IAPT service clinical work. If a student leaves their employment to work for a non-IAPT service then clinical work from this new service will not be accepted as coursework. If a student leaves their IAPT employer to work for another IAPT service then coursework may be accepted if directly related to IAPT service clinical work. However, the student must be able to prove that they are continuing to receive regular supervision from a BABCP accredited practitioner.

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 (e.g. 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 learning

Career prospects

Graduates will have sought-after skills in that by completing the training, 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, particularly given the Government investment in Improving Access to Psychological Therapies for children and young people. Graduates from the course will be expected to have met BABCP accreditation requirements which will further aid their career progression.

Opportunities for study abroad

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.

Placement opportunities

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

1. Mental health services for young people, including assessment, outcome measurement, service user involvement, and evidence-based treatments
2. Core competences for addressing mental health problems in young people
3. Ethical issues associated with treating mental health problems in this age group
4. Basic skills in Systemic Family Therapy
5. Theory and interventions associated with

Teaching/learning methods and strategies

Methods include lectures, group discussions and small group work. The methods are further supported by practical experience, including 'homework assignments' which also facilitate learning e.g., producing a systemic formulation for a patient and keeping personal learning logs.

Assessment

1-6 will be assessed by (i) case reports (ii) formal assessment of assessment and treatment sessions

systemic family work with depression & self-harm, and conduct disorder
6. Theory and interventions associated with systemic family work with eating disorders

with patients, (iii) ability to reflect on those sessions, (iv) log books, (v) reports of patient outcome and experience, (vi) essays (depending on module)

Skills and other attributes

B. Intellectual skills - able to:

1. Evaluate the competency framework and understand the resultant level of recommendation by the National Institute for Health and Care Excellence
2. Identify leading psychological treatments for specific disorders
3. Constructively discuss and appraise the clinical work of themselves and others presented in small discussion groups
4. Understand advanced evidence based psychological theories
5. Use advanced evidence-based psychological treatments in their own clinical setting
6. Use what they have learned to current patients

C. Practical skills - able to:

1. Engage and treat young people with mental health problems to a competent standard
2. Assess clients with mental health problems
3. Treat clients with mental health problems using a systemic family practice approach

D. Transferable skills - able to:

1. Communicate concisely.
2. Describe the problems experienced by patients.
3. Work with a group.
4. Plan and implement an intervention.
5. Solve practical problems.
6. Use IT to write, to present information
7. Visually, to communicate, and to find information.
8. Manage time.
9. Condense complex orally delivered information

Teaching/learning methods and strategies

Lectures/small group work; audio and video-tape; role-play exercises and discussion; 'homework assignments' produce a systemic formulation for a patient and keep personal learning logs; case material preparation and presentation.

Assessment

1-6 will be assessed by (i) case reports, (ii) formal assessment of assessment and treatment sessions with patients, (iii) ability to reflect on those sessions, (iv) log books, (v) reports of patient outcome and experience, (vi) essays (depending on module)

Teaching/learning methods and strategies

Direct discussion of theoretical material relevant to patients within supervision context; 'homework assignments' to plan intervention for next therapy session, seminars. Workshops/small group work; video recordings; roleplay exercises and discussion; 'homework', case material preparation and presentation

Assessment

1-3 will be assessed by i) case reports, (ii) Formal assessment of assessment and treatment sessions with patients, (iii) ability to reflect on those sessions, (iv) case-reports, (v) log books, (vi) reports of patient outcome and experience, (vii) essays (depending on module)

Teaching/learning methods and strategies

Transferable skills are integrated in subject based teaching. 1 is learned, with 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, 6 and 8 are formally assessed as coursework. An adequate standard in 3, 5, 7 are 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.