

**PG Diploma in Evidence-Based Psychological Treatments (part-time)
For students entering in 2016/7**

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:	11/May/2017
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 this programme are (1) to train clinicians in evidence-based psychological treatments as recommended by the National Institute for Health and Care Excellence (NICE), and (2) to train clinicians so that they optimise outcomes for their patients. Students are introduced to topics of relevance to evidence-based psychological theories and treatments, with an emphasis on current research data. This 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

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 the 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

Compulsory modules:

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
PYMIN1	Introduction to CBT and evidence-based psychological treatment	20	7
	OR		
PYMIN3	Introduction to CBT and evidence-based psychological treatment (APEL Route)	20	7
	AND		
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

This will be run as a part-time course.

Progression requirements

All modules are compulsory. PYMIN1 or PYMIN3 must be completed and passed (at 50%) prior to credits being awarded for PYMTM1 or PYMTM2.

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

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: an in-class test, essays, case reports, rating of video recordings of therapy sessions, and a case presentation.

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 and every written academic assessment must be passed with a mark of 50 or more. Any autofails 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)
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

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 whose academic qualifications do not meet these formal standards but who have substantial clinical experience will be considered on an individual basis.

Admissions Tutor: Hannah Whitney

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

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. 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:

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

Teaching/learning methods and strategies

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

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.

- 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

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

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

Assessment

Outcomes 1-6 will be formally assessed as coursework.

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

Outcomes 1-5 will be formally assessed as coursework.

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.