

## PGCert Transformational Leadership in Children & Young People's Mental Health Services (part-time)

### For students entering Part 1 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:                      | 04/May/2017           |
| Programme Director:                         | Ms Pam Myles          |
| Programme Advisor:                          | Prof Shirley Reynolds |

### 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 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 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.

Specific aims are:

- To develop competency in leading service change to deliver evidence-based, quality driven, outcomes informed services
- To have critical knowledge of the theoretical, research and implementation literature that underpins such service change
- To apply critical knowledge of the theoretical, research and implementation literature that underpins such service change in an NHS children and adolescent health service
- To enable service leaders to make the necessary changes in their services.

### 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 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:

| 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     |

### **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.

Assessments will include: video recording of management task evidencing negotiation, reflective commentary on students' performance, objective structured clinical examination (OSCE) around managing relationships within the employing organisation, 360 degree appraisal, and case study comprising a presentation and written report, log of achievements.

All students will be awarded Certificates of Completion for any modules passed. Students who pass modules totalling 60 credits at level 7 may be considered for the award of Postgraduate Certificate.

To qualify for the award of Postgraduate Certificate, students must gain an average mark of 50 or more for the programme as a whole, and a mark of at least 50 in each 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.

The Postgraduate Certificate is awarded on a Pass/Fail basis only.

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

#### **Pass categories**

Greater than 50% = pass for academic assessments

Greater than 50% = pass for clinical assessments

#### **Failing categories**

Less than 50% for academic assessments

Less than 50% for clinical assessments

Further information on the classification conventions, including borderline criteria, is available at

<http://www.reading.ac.uk/web/FILES/exams/PGclassification-post-2008.pdf>

### **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:-

- Service systems design and planning, outcomes and service KPIs and the commissioning/contracting of such services
- Job planning
- Continuing professional development
- Appraisals and performance.

Completion of studies is dependent on employment within an 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 work. If a student leaves their employment to work for a non-IAPT service then 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 work.

**Admissions Tutor:** Pamela Myles and Visiting Fellow 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)

## **Career learning**

### **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 Improving Access to Psychological Therapies for children and young people.

### **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:**

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. Have an understanding of health economics and values based system change for Children and Young People's mental health services

### **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

### **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 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) 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.

### **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.

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#### *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.**