

**PGCert Supervision for Children and Young People's Improving Access to Psychological Treatments (IAPT) (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:	12 months
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) programme and to extend it to children and adolescents. The overall aim 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 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).

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

Specific aims are:

- To develop competency in supervising in the evidence-based interventions set out in the Children and Young People's IAPT treatment curriculum
- To have critical knowledge of the theoretical, research and implementation literature that underpins the supervising of trainees on the Children and Young People's IAPT project
- 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.

**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 are 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
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

**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.

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 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, student must have attended 80% of the teaching days in each module of the programme.

To graduate from this programme, supervisors are required to provide evidence that they are accredited as practitioners by the British Association for Behavioural and Cognitive Psychotherapies (BABCP). Those without such evidence will not be able to graduate from this programme and will instead be provided with a Certificate of Attendance.

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 or equal to 50% = pass for academic assessments

Greater than or equal to 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.

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.

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.

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 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 suitably qualified 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-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 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**

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. 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/In\\_line\\_with\\_recommendations\\_outlined\\_by\\_Turpin\\_and\\_Wheeler](http://www.ucl.ac.uk/clinical-psychology/CORE/Supervision_Competences/In_line_with_recommendations_outlined_by_Turpin_and_Wheeler) (2011), supervisor trainees will have the

##### **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)

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.

5. Demonstrate practical understanding in the application of clinical supervision competences.

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

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#### 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

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#### 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.

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

**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.**