

PGDip Evidence-Based Psychological Treatments (IAPT Pathway) (full-time)
For students entering in 2017/8

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Programme length:	12 months
Date of specification:	15/Mar/2018
Programme Director:	Dr Hannah Whitney
Programme Advisor:	Ms Pam Myles
Board of Studies:	Evidence-Based Psychological Treatment
Accreditation:	This programme will be accredited by the Improving Access to Psychological Therapies Programme Board and the British Association for Behavioural and Cognitive Psychotherapies (BABCP) Level 2

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 national 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 evidence-based psychological treatments for depression and anxiety as recommended by the National Institute of Health and Care Excellence (NICE) and in accordance with the Department of Health programme 'Improving Access to Psychological Therapies' (IAPT)
- To provide practical intensive and detailed skills training to facilitate skill development to a defined standard of competency (detailed in the national cognitive behaviour therapy (CBT) competency framework)
- To increase students' knowledge base of theory and research in CBT, and to promote a critical approach to the subject.

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.
- Working within a team to provide constructive criticism around difficult clinical issues.

Programme content

Compulsory modules:

Code	Title	Credits	Level
PYMFUN	Fundamentals of Evidence Based Treatments (CBT)	40	7
PYMANX	Theory and Practice for Anxiety Disorders	40	7
PYMDEP	Theory and Practice for Depression	40	7

Part-time or modular arrangements

This will be run as a full-time course.

Progression requirements

All modules are compulsory and there are no prerequisites. 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: formative tapes of CBT assessment and therapy sessions, rated by student and supervisor; summative therapy tapes rated by markers and self-rated by students; students' written reflective analyses of therapy skills; case reports (assessment and formulation, and extended), an essay, a presentation 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 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 autofails on skills-based assessments will be marked as 0. In addition, in order to pass, students must have attended at least 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 <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. Entrants to this programme are normally required to have obtained an Honours degree in a discipline connected to mental health (e.g., psychology, neuroscience, 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 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 BABCP accredited practitioner.

Admissions Tutor: Dr Katherine Simons

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, In-sessional English Support Programme, the Study Advice and Mathematics Support teams and IT Services. 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 the Support Centres. If a student has a general enquiry and is unsure where to seek help, they should visit their Support Centre. There are five Support Centres across the University, including one based at the London Road Campus. The Support Centre will be able to advise on matters such as extenuating circumstances, module selection, suspensions, withdrawals, timetable queries and transferring programme. The Support Centre will also be able to signpost students to Carrington building where other University services related to disability, financial support, counselling and wellbeing, accommodation and careers can be found. More information on what student services are available can be found here: <http://student.reading.ac.uk/essentials>.

Career prospects

Graduates will have sought-after skills in that by completing the course, 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. Graduates from the course will be expected to have met BABCP accreditation requirements which will further aid their career progression.

Opportunities for study abroad or for placements

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.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

1. CBT for depression and anxiety and the importance that they occupy in the provision of therapeutic services
2. The role of the National Institute of Health and Care Excellence
3. The particular importance of cognitive behavioural theory and therapy
4. Key therapeutic strategies such as the use of personalised formulation, thought diaries, activity scheduling and behavioural experiments
5. The interface between research, clinical practice and the programmes and policies endorsed by the National Health Service
6. Evidence-based protocols for treating anxiety and depression

Teaching/learning methods and strategies

Methods include lectures, group discussions and small group work. The methods are further supported by practical experience, including supervision. 'homework assignments' also facilitate learning e.g., producing a cognitive behavioural formulation for a patient, keeping personal thought records and to design and implement behavioural experiments.

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 (vii) case presentation (depending on module)

Skills and other attributes

B. Intellectual skills - able to:

1. Critically evaluate CBT for depression and anxiety and understand the resultant level of recommendation by the National Institute for Health and Care Excellence
2. Identify leading psychological treatments for depression and anxiety
3. Constructively discuss and appraise the clinical work of themselves and others presented in small discussion groups Understand advanced

Teaching/learning methods and strategies

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

Assessment

evidence-based psychological theories for depression and anxiety

4. Use advanced evidence-based psychological treatments in their own clinical setting for anxiety and depression
5. 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. Deliver CBT for depression and anxiety to a high level of competency
6. Acquire the specific competencies described for the effective delivery of CBT for depression and anxiety

D. Transferable skills - *able to*:

1. Communicate concisely
2. Give oral presentations of patients
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

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, (vii) case presentation (depending on module).

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

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, (vi) log books, (v) reports of patient outcome and experience, (vi) essays, (vii) case presentation (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 emphasised 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, 4, and 8 are formally assessed as coursework. An adequate standard in 2, 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.