

**Graduate Certificate Enhanced Evidence-Based Practice for Children and Young People (part-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:	1 year
Date of specification:	15/Mar/2018
Board of Studies:	Psychology
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 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.

As with the adult programme, the HEIs are expected to follow a well-specified centrally set curriculum.

The curriculum complements existing CYP IAPT curricula in specialist psychological therapies. It focuses on enhancing skills in assessment; delivering brief, low intensity, evidence-based interventions and in the core competences required to work with children and young people.

Specific aims are:

- To provide students with the basic competences for working with children and young people i.e.,
- Understand the core components of a successful CYP IAPT programme
- Demonstrate how these core components are incorporated into their work with children, young people and their families
- Conduct a comprehensive assessment of a child/young person/family, considering elements of risk, development and mental health diagnosis
- Carry out brief evidence-based interventions for anxiety disorders and depression in children and young people
- Use clinical supervision and demonstrate evidence of self-reflection in relation to their clinical work

Each of these areas (core skills; engagement and assessment skills; evidence-based interventions) will be taught in separate modules. The three modules will have a credit value of 20 units each. It will be compulsory for students to take all modules.

**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 their curriculum.

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**

<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
PY3COR	Core Skills for working with children and young people with common mental	20	6

	health problems		
PY3EAS	Engagement and assessment skills for working with children and young people with common mental health problems	20	6
PY3EBI	Evidence-based interventions for children and young people with common mental health problems	20	6

### **Part-time or modular arrangements**

This will be run as a full time course.

### **Progression requirements**

All students will be awarded Certificates of Completion for any modules passed. Students who pass modules totalling 60 credits at level 6 will be considered for the award of Graduate Certificate.

To qualify for the award of Graduate Certificate, students will be required to achieve an overall weighted average of at least 40% in all three modules totalling 60 credits at level 6, with every academic mark to be passed with a mark of at least 40% and every clinical skills-based assessment to be passed with a mark of at least 50%.

Students will normally register in the first instance for the Graduate Certificate 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 Graduate Certificate.

### **Summary of Teaching and Assessment**

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

Further information on the classification conventions, including borderline criteria, is available at [www.reading.ac.uk/web/FILES/exams/PGclassification-post-2008.pdf](http://www.reading.ac.uk/web/FILES/exams/PGclassification-post-2008.pdf).

### **Teaching**

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

### **Admission requirements**

Entrants to this programme will be working in a children and adolescents mental health service (CAMHS) funded by Health Education England to attend training at University of Reading. Entrants will not hold an Honours degree, or may hold a degree of Third Class Honours standard or below. They must provide evidence, on the basis of prior experience and other educational achievement, that they have the ability to study at level 6, and have the potential to pass all skills-based assessments within the programme.

Graduates who hold an Honours degree of Lower Second Class Honours or above should apply for the Postgraduate Certificate in Enhanced Evidence-Based Practice for Children and Young People in place of the Graduate Certificate.

**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, 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 training, they will have demonstrated strong clinical skills and knowledge. 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.

### **Opportunities for study abroad or for placements**

There will be no opportunities for placements as the students will need to be working in their own CAMHS.

### **Programme Outcomes**

#### **Knowledge and Understanding**

##### **A. Knowledge and understanding of:**

1. Mental health services for children and young people, including assessment, outcome measurement, service user involvement, and low intensity, evidence-based interventions
2. Core competences for addressing mental health problems in children and young people
3. Ethical issues associated with treating mental health problems in this age group
4. Core theory and interventions associated with an evidence-based low intensity approach

##### **Teaching/learning methods and strategies**

Methods include lectures/small group work; video recordings; role-play exercises, self-practice/self reflection, use of MindEd materials, problem based learning and discussion.

##### *Assessment*

1-4 will be assessed by (i) formal assessment of videos of assessment and treatment sessions with patients, (ii) ability to reflect on those sessions, (iii) practice portfolio, (iv) in-class tests (depending on module)

#### **Skills and other attributes**

##### **B. Intellectual skills - *able to*:**

1. Identify leading evidence-based psychological interventions for specific disorders
2. Constructively discuss and appraise the clinical work of themselves and others presented in small discussion groups
3. Understand basic evidence-based psychological theories.
4. To use basic evidence-based psychological interventions in their own clinical setting.
5. To apply what they have learned to current patients.

##### **Teaching/learning methods and strategies**

Methods include lectures/small group work; video recordings; role-play exercises, self practice/self reflection, use of MindEd materials, problem based learning and discussion.

##### *Assessment*

1-4 will be assessed by (i) formal assessment of videos of assessment and treatment sessions with patients, (ii) ability to reflect on those sessions, (iii) practice portfolio, (iv) in-class tests (depending on module)

##### **C. Practical skills - *able to*:**

1. Engage and treat young children and people with mental health problems to a competent standard
2. Assess children and young people's mental health difficulties
3. Treat children and young people with common mental health problems using low-intensity, evidence-based interventions

##### **Teaching/learning methods and strategies**

Methods include direct discussion of theoretical material relevant to patients within supervision context; 'homework' to plan intervention for next treatment session, SP/SR and PBL seminars. Workshops/small group work; video recording review; role-play exercises and discussion; 'homework', case material preparation and presentation

##### *Assessment*

1-3 will be assessed by (i) formal assessment of

videos of assessment and treatment sessions with patients, (ii) ability to reflect on those sessions, (iii) practice portfolio, (iv) in-class tests (depending on module)

**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 visually, to communicate, and to find information.
7. Manage time.
8. Condense complex orally delivered information
9. Give constructive feedback

**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, 7 and 8 pervade all aspects of the course. 9 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 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.**