

## Programme Specification

GradDip Children's Wellbeing Practitioner training (full-time)

PFTZCWELL6HD

For students entering in 2022/23

**This document sets out key information about your Programme and forms part of your Terms and Conditions with the University of Reading.**

|                       |  |
|-----------------------|--|
| Awarding Institution  | University of Reading  |
| Teaching Institution  | University of Reading  |
| Length of Programme   | GradDip Children's Wellbeing Practitioner training (full-time) - 1 years   |
| Accreditation         | N/A currently – overseen by Health Education England’s (HEE’s) CWP Implementation Team. Accreditation with BPS expected in 2023. |
| Programme Start Dates | January  |

### Programme information and content

The aims of this programme are closely tied to the aims of the Government’s *Transforming children and young people’s mental health provision: a green paper*. The overall aim of this national programme is to skill up the children and young people’s mental health early intervention workforce nationally so as to maximise their efficiency and effectiveness, and ensure that their outcomes are measurable.

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

In the first part of the programme, students will learn about LI evidence-based CBT assessment for mild-moderate mental health difficulties within community and primary care settings. They will also learn about the importance of considering client’s protected characteristics within the process, as well as beginning their learning regarding evidence-based LI interventions for common anxiety disorders and depression.

Later in the programme, students will develop their knowledge and understanding of how mental health difficulties present, and can be worked with, in community and primary care settings. They will develop skills in conducting staff training, working with communities with cultural humility and sensitivity, and establish their abilities to use supervision and to recognise when and where it is appropriate to seek further advice, step up or signpost to other services.

Across the programme, through supervised clinical work within their employing service, students will develop their LI CBT practice, learn to reflect on these experiences using standardised assessment measures, and will develop their skills in implementing the protocols taught within the programme utilising flexibility within fidelity as a guiding principle.

Throughout the programme, students will be working within their respective employing/placement services, delivering low-intensity CBT and community and primary care approaches.

By the end of the programme, students will have:

- Developed knowledge in low-intensity assessment skills for depression, anxiety and behavioural difficulties as recommended by the National Institute of Health and Care Excellence (NICE)
- Established skills in working with cultural humility, working with difference through curiosity and openness to varying lived experiences.
- Received practical intensive and detailed skills training to facilitate low-intensity CBT skills development to a defined standard of competency (detailed in the national curricula) in working with mental health difficulties in children and young people, within community and primary care settings
- Received practical intensive and detailed skills training to facilitate the development to a defined standard of competency for working with communities and primary care staff (detailed in the national curriculum)
- Gained a robust knowledge base of theory and research in CBT, to promote a critical approach to the subject.

### Module information

The programme comprises of 120 credits, allocated across a range of compulsory and optional modules. Compulsory modules are listed.

### Compulsory modules

| Module | Name  | Credits | Level |
|--------|---|---------|-------|
| PY3EAC | Engagement and Assessment of Common Mental Health Problems in Children and Young People             | 20      | 6     |
| PY3FPC | Fundamental Principles for Working with Children and Young People                                   | 20      | 6     |
| PY3ICS | Interventions for Emerging Mental Health Difficulties in Community and Primary Health Care Settings | 20      | 6     |
| PY3LIC | Brief Evidence-Based Interventions for Children and Young People with Common Mental Health Problems | 20      | 6     |
| PY3PCS | Mental Health Prevention in Community and Primary Care Settings                                     | 20      | 6     |
| PY3WCS | Working, Assessing and Engaging in Community and Primary Care Settings                              | 20      | 6     |

### Part-time or flexible modular arrangements

Programme must be undertaken full-time. Students have a maximum of three years in which to complete credits to qualify for the award of Graduate Diploma.

**Additional costs of the programme**

HEE funded students are not expected to meet programmes costs; these would typically be covered by the student's employer; however, this detail will be outlined by students' employers.

**Optional modules**

No optional modules.

**Placement opportunities**

The programme 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. HEE funded students must be employed within a CWI partnering service for the duration of the workplace-based learning of the programme; these students may change employers during the programme but in order to continue the programme, the new employer must also be a partnering service and their new role must also involve clinical work.

**Study abroad opportunities**

N/A

**Teaching and learning delivery**

Students on this programme will be provided with the best possible curricular delivery and personal development opportunities through a mixture of modular teaching and work-based learning. Students will receive scheduled and self-scheduled teaching and learning activities at the forefront of the discipline, informed by current practice, scholarship, and research, and will work with other students to develop their knowledge through a variety of on-campus and work-based activities.

The Charlie Waller Institute (CWI)'s equality, diversity and inclusion working group are supporting all programmes in de-colonising the curricula work (e.g., including teaching regarding the historic and ongoing oppression faced by minority groups within mental health care), diversifying the teaching materials (e.g., videos of clinical skills illustrated using diverse practitioners as well as diverse clients), and ensuring accessibility is prioritised.

As with all clinical training programmes in CWI, as part of coursework assessment, students are required to bring recordings of their practice for review within workplace group supervision sessions and students are encouraged to develop their feedback skills through evaluating one another's practice.

As this programme is due to be accredited with the British Psychological Society (BPS) and the British Association of Behavioural and Cognitive Psychotherapies (BABCP), their expectations regarding minimum face-face-delivery will be used to inform the balance of face-to-face and digital teaching approaches. Based on student feedback, clinical training

literature, and our NHS/HEE stakeholders, the majority of face-to-face delivery will occur early on in the programme.

Work-based learning will comprise an experience of applying evidence-based low intensity CBT in their clinical practice as well as whole-school approaches. The programme supports graduates in their further career progression within NHS, local authority and voluntary sectors as the programme enables graduates to directly apply for BPS/BABCP registration as CWPs.

Teaching is strongly tied to current research and modern clinical practice. Academics teaching on this programme are experienced in their discipline and all currently practise in clinical settings to maintain their own accreditation status. The aim is to provide students with the ability to critique CBT literature, particularly with regards to how it applies to their own caseloads, and to develop comprehensive clinical skills.

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

Total study hours for this programme will be 1200 hours. An average for a typical set of modules on this programme is approximately 650 hours. In addition to the scheduled contact hours, students will be expected to undertake guided independent study. Information about module contact hours and the amount of independent study which a student is normally expected to undertake for a module is indicated in the relevant module description.

### **Accreditation details**

The programme will be accredited by the British Psychological Society in due course; national programme team (including UoR staff) are working on accreditation committee currently.

### **Assessment**

Assessment will include recordings of clinical work with children, young people and their families, a presentation, reflective written pieces on clinical/community work, an in class test, and a practice outcomes portfolio.

On the programme, students have the right to resubmit all coursework on one occasion (with marks capped at the pass mark). However, as this is a clinical programme and assessments involve real patients/clients, there is a programme limit of two pieces of coursework that could be granted 'third attempts' (known as alternative assessments) in exceptional circumstances. As a clinical programme, the University has expectations from students' employing organisations, Health Education England, and professional accrediting bodies to ensure clinical competence standards are met. If there are exceptional circumstances which are likely to affect the student across a number of assessments, they are able to suspend studies, for a cumulative maximum of 2 years, in accordance with the University suspension policy.

## **Progression**

### **Part-time and modular progression requirements**

For HEE funded students, this is typically a 1-year programme and these students may have contractual arrangements with their employer that mean programme requirements must be met within this timeframe (students should check with their employing services).

## **Classification**

The Graduate Diploma is awarded at Pass, Merit, Distinction or Fail.

Assessment marks are classified as below:

### **Mark Interpretation**

70 - 100% Distinction

60 - 69% Merit

50 - 59% Good standard

40 - 49% Passing standard (for written work only)

### **Failing categories:**

0 - 39% Unsatisfactory Work

### *For Graduate Diploma*

To qualify for a **Graduate Diploma**, students must

- i. gain an overall average of 40 or more over 120 credits; and
- ii. have no Significant Weakness

### ***Significant Weakness***

Within each module:

- every summative skills-based assessment must be passed with a mark of 50% or more. Any auto fails on skills-based assessments will be marked as 0 and will mean a failure of the assessment even if the total mark is over 50%.
- all portfolio assignments must be passed (marked as a Pass/Fail), and;
- every written academic assessment must be passed with a mark of 40 or more, and;

- students must have attended at least 80% of the teaching days in each module of the programme.

Please note: For HEE funded students, completion of studies is dependent on employment within a UoR partnering Service. Students must successfully pass all modules of the training programme and cannot leave with an alternative exit award as this programme is nationally recognised by NHSE and HEE.

For all students, the programme completion is dependent on access to a clinical caseload and appropriate supervision. Therefore, a student's studies may be terminated if they are no longer working in an appropriate service and no longer have access to a clinical caseload or access to appropriate supervision.

**For further information about your Programme please refer to the Programme Handbook and the relevant module descriptions, which are available at <http://www.reading.ac.uk/module/>. The Programme Handbook and the relevant module descriptions do not form part of your Terms and Conditions with the University of Reading.**

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22 December 2022

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