

Programme Specification

PG Diploma Evidence-Based Psychological Treatment for Children and Young People (C&Y IAPT) (full-time) PFTZCYIAPTHD

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	PG Diploma Evidence-Based Psychological Treatment for Children and Young People (C&Y IAPT) (full-time) - 12 months
Accreditation	Improving Access to Psychological Therapies Programme Board and the British Association for Behavioural and Cognitive Psychotherapy (BABCP) Level 2
Programme Start Dates	January

Programme information and content

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 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 Health Education England national curriculum.

Throughout the programme, students will be working within their respective employing/placement services, delivering CBT. It is expected that by the end of the programme, students will be able to apply their knowledge of evidence-based CBT and demonstrate their clinical skills within their practice.

By the end of the programme, students will have:

- Developed skills in evidence-based psychological assessments for depression, anxiety and behavioural difficulties for children and young people 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 skill development to a defined standard of competency (detailed in the national cognitive behaviour therapy (CBT) competency framework) in (a) working with anxiety disorders, OCD, PTSD and depression **OR** (b) behavioural difficulties
- Gained a robust knowledge base of theory and research in CBT, to promote a critical approach to the subject and how the knowledge base is applied in work with children and young people.

- Met the minimum training standards for BABCP accreditation.

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
PYMBAS	Basic Skills	60	M

The remaining credits will be taken from the list of optional modules below.

Module	Name	Credits	Level
PYMTHA	Cognitive behaviour therapy for anxiety disorders in young people	30	M
and			
PYMTHD	Cognitive behaviour therapy for depression in young people	30	M

OR

Module	Name	Credits	Level
PYMPAR	Parent Training for conduct disorder in young people	60	M

Part-time or flexible modular arrangements

For HEE funded students, the programme must currently be undertaken full-time.

For other students, they can do the programme full-time or part-time. Students have a maximum of three years in which to complete credits to qualify for the award of Postgraduate 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.

For students not funded by HEE, students may be required to cover their own travel expenses, recording equipment and/or protocol resources; however, this detail will be outlined in individual students' employment contracts.

Optional modules

N/A

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.

For students not funded by HEE, they are responsible for arranging their own placements which must meet the programme requirements with regards to clinical and information governance (details provided/evidenced in a 3-way meeting with the programme director, the student and their clinical supervisor/line manager which is arranged after successful interview).

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 group supervision sessions and students are encouraged to develop their feedback skills through evaluating one another's practice.

As this programme is accredited with the British Association of Behavioural and Cognitive Psychotherapies (BABCP), their expectations regarding minimum face-to-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 high intensity CBT in their clinical practice. 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 BABACP provisional practitioner accreditation.

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 high-quality clinical skills.

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

This programme is accredited by the British Association for Behavioural and Cognitive Psychotherapy (BABCP) at Level 2.

Assessment

Assessments will be by a variety of methods, including: (a) formative tapes of therapy sessions, rated by student and supervisor; (b) three summative therapy tapes rated by markers and self-rated by students; (c) students' written reflective analyses of therapy skills; (d) written assignments on literature and on case studies, (e) a case presentation, (f) and the completion of an accreditation portfolio marked by programme team members.

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 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).

For students not funded by HEE, extensions to coursework can be arranged to facilitate more time to accrue the necessary clinical hours.

Classification

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

Assessment marks are classified in accordance with the University's taught postgraduate marks classification:

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

For PG Diploma

To qualify for **Distinction**, students must

- i. gain an overall average of 70 or more over 120 credits; and
- ii. In addition, the total credit value of all modules marked below 50 must not exceed 55 credits; and
- iii. students must not have any mark below 50.

To qualify for **Merit**, students must

- i. gain an overall average of 60 or more over 120 credits; and
- ii. the total credit value of all modules marked below 50 must not exceed 55 credits; and
- iii. students must not have any mark below 50.

To qualify for **Passed**, students must

- i. gain an overall average of 50 or more over 120 credits; and
- ii. the total credit value of all modules marked below 50 must not exceed 55 credits; and
- iii. students must not have any mark below 50.

Within each module, every summative assessment must be passed with a mark of 50% or more and all portfolio assignments passed (marked as a Pass/Fail). Any auto-fails on skills-

based assessments will mean a mark of 0 and a failure of the assessment even if the total mark is over 50%.. In addition, in order to pass, students must have attended 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 an NHS commissioned Child and Adolescent Mental Health 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 BABCP accredited 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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14 October 2022

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