

Programme Specification

PGCert Evidence-Based Psychological Treatments (IAPT Pathway) (full-time) PFTZEVBPSTHC

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	PGCert Evidence-Based Psychological Treatments (IAPT Pathway) (full-time) - 12 months
Accreditation	The course is accredited by the British Psychological Society (BPS) and completion of the training means graduates are eligible for individual registration as Psychological Wellbeing Practitioners (PWP) with the BPS and the British Association of Behavioural and Cognitive Psychotherapies (BABCP)
Programme Start Dates	September and March

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). The overall aim of this national programme is to skill up the IAPT workforce nationally so as to maximise their efficiency and effectiveness, and ensure that their outcomes are measurable.

PG Cert in Brief Evidence-Based Psychological Treatment (IAPT) is a full-time programme with the overarching aim of training students in the theory and practice of evidence-based, low-intensity (LI) cognitive behavioural therapy (CBT) with adults. These students are nearly all employed full-time within partnership services (mainly NHS but also some voluntary sector/local authority) and they are training to provide LI CBT assessment and intervention.

All students are funded by Health Education England.

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

By the end of the programme, students will have:

- Developed skills in low-intensity assessments 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)

- Gained a robust knowledge base of relevant theory and research, to promote a critical approach to the subject.
- Met the minimum training standards for BPS/BABCP registration as a PWP

Module information

The programme comprises of 60 credits. All modules are compulsory.

Compulsory modules

Module	Name	Credits	Level
PYMEAA	Engagement and Assessment of Common Mental Health Problems	20	M
PYMTRT	Evidence-Based Low Intensity Treatment of Common Mental Health Problems	20	M
PYMVEC	Values, Employment and Context	20	M

Part-time or flexible modular arrangements

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

Students have a maximum of three years in which to complete credits to qualify for the award of Postgraduate Certificate.

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

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.

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 BPS, their expectations regarding minimum face-face-delivery will be used to inform the balance of face-to-face and digital teaching approaches.

Work-based learning will comprise an experience of applying evidence-based LI 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 registration with professional bodies.

Teaching is strongly tied to current research and modern clinical practice. Academics teaching on this programme are experienced in their discipline. 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 600 hours. An average for a typical set of modules on this programme is approximately 400 hours. In addition to the scheduled teaching hours, contact hours include clinical work and supervision in the workplace. 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.

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Assessment

Assessments will be by a variety of methods, including: (a) role-play (b) a real clinical session recording (c) students' written reflective analyses of therapy (d) written assignments on literature and on case studies (e) a case presentation (f) and the completion of an practice outcomes 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).

Classification

The Postgraduate Certificate is awarded at Pass 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 Certificate

To qualify for a **Postgraduate Certificate**, students must

- i. gain an overall average of 50 or more over 60 credits; and
- ii. students must not have any mark below 50.

Within each module, every summative skills-based assessment must be passed with a mark of 50% or more and, 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 and will mean a failure of the assessment even if the total mark is over 50%. In addition, in order to pass, 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 NHS commissioned IAPT 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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14 October 2022

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