

Programme Specification

PGCert Supervision for Children and Young People's Improving Access to Psychological Treatments (part-time) PPTZSUPCYPHC

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 Supervision for Children and Young People's Improving Access to Psychological Treatments (part-time) - 12 months
Accreditation	N/A
Programme Start Dates	September and March

Programme information and content

PG Cert in Supervision for Children and Young People's Improving Access for Psychological Treatments is a part-time programme with the overarching aim of introducing students to the theory and practice of evidence-based clinical supervision. These students are all employed full-time within partnership services (mainly NHS but also some voluntary sector/local authority) and they are training to provide supervision to cognitive-behavioural therapy (CBT) practitioners practising in Child and Adolescent Mental Health Services (CAMHS) at both high and low intensity.

The aims of this programme are closely tied to the aims of the Government's programmes to expand the Improving Access to Psychology Therapies (IAPT) programme to children and young people (CYP) and to improve mental healthcare provisions within schools/colleges. The overall aim is to transform the mental health services for children and adolescents (CAMHS) 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. The curriculum for CYP supervisors is intended to be used alongside the revised IAPT Supervision Guidance developed for the Adult IAPT programme (Turpin & Wheeler, 2011).

'Throughout the programme, students will be working within their respective employing services, delivering supervision to trainee or qualified practitioners. It is expected that by the end of the programme, students will be able to apply their knowledge of evidence-based supervision and demonstrate their supervisory skills within their practice.

By the end of the programme, students will have:

- Developed skills in understanding, interpreting and critiquing theoretical, research and implementation literature that underpins the supervising of mental health practitioners delivering CBT

- The ability to describe the core principles underpinning the CYP MH agenda and how these sit within supervision
- Established skills in supervising with cultural humility, working with difference through curiosity and openness to varying lived experiences.
- Acquired competency in delivering evidence-based supervision to practitioners delivering CBT interventions (high and/or low intensity) as set out in the HEE curricula of their supervisees
- Received sufficient training to enable them to supervise CYP mental health practitioners in an evidence-based way that supports the development of quality driven, outcomes informed services.

Module information

The programme comprises of 60 credits, all modules are compulsory. Compulsory modules are listed.

Compulsory modules

Module	Name	Credits	Level
PYMSUC I	Supervisor Training for Children and Young People's IAPT	30	M
PYMSUS	Supervisor Training for Children and Young People's IAPT	30	M

Part-time or flexible modular arrangements

Programme must be undertaken part-time. Students have a maximum of three years in which to complete credits to qualify for the award of Postgraduate Certificate.

Both modules are compulsory.

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. Students must be employed within a CWI partnering service for the duration of the workplace-based learning of the programme; 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 supervision.

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

Whilst this programme is not accredited, the guidance from relevant professional bodies (e.g., BABCP; British association of behavioural and cognitive psychotherapies) regarding expected programme 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 supervision principles within their supervisory practice. The programme supports graduates in their further career progression within NHS, local authority and voluntary sectors. .

Teaching is strongly tied to current research and modern clinical practice. Academics teaching on this programme are experts in their discipline and all currently practise in clinical settings. The aim is to provide students with comprehensive supervision development and to increase their contribution to the learning of practitioners within their workplace.

Total study hours for this programme will be 600 hours. The contact hours for the programme is approximately 215 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

N/A

Assessment

Assessment will be by a variety of methods, including: (a) a video recording of a one-hour supervision session which is self-rated and evaluated by staff using a standardised assessment measure; (b) reflective commentary by students on their own performance; (c) practice portfolio including supervision logs and the completion of the Supervision Competences Log pre and post training; and d) a 3000 word essay on the Theory and Practice of Supervision; e) a service improvement project presentation

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

N/A

Classification

The Postgraduate Certificate is only 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 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 failure of the assessment even if the total mark is over 50%. In addition, in order to pass, student must have attended 80% of the teaching days in each module of the programme.

Please note: For HEE funded student, completion of studies is dependent on employment within a UoR partnering NHS commissioned CYP MH Service. HEE funded 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 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.

PGCert Supervision for Children and Young People's Improving Access to Psychological Treatments (part-time) for students entering in session 2022/23

14 October 2022

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