

Programme Specification

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

PFTZCWELL6HD

For students entering in 2024/25

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 NHS England’s (NHSE) Children’s Wellbeing Practitioner (CWP) Implementation Team. Accreditation with British Psychological Society (BPS) expected in 2024.
Programme Start Dates	January
QAA Subject Benchmarking Group	

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 up-skill the children and young people’s mental health early intervention workforce, so as to maximise their efficiency and effectiveness, and ensure that their outcomes are measurable. This programme is designed to meet a well-specified NHS England national curriculum.

In the first part of the programme, you will learn about Low Intensity (LI) evidence-based Cognitive Behavioural Therapy (CBT) assessment for mild-moderate mental health difficulties within community and primary care settings. You will also learn about the importance of considering client’s protected characteristics within the process, as well as beginning your learning regarding evidence-based LI interventions for common anxiety disorders and depression.

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

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

Programme Learning Outcomes

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

During the course of the Programme, you will have the opportunity to develop a range of skills, knowledge and attributes (known as learning outcomes) For this programme, these are:

Learning outcomes	
1	Explain and demonstrate low-intensity assessment skills for depression, anxiety and behavioural difficulties, as recommended by the National Institute of Health and Care Excellence (NICE)
2	Demonstrate skills in working with cultural humility, working with difference through curiosity and openness to varying lived experiences.
3	Provide low-intensity CBT to a standard of competency defined in the national curricula, working with mental health difficulties in children and young people within community and primary care settings
4	Work effectively with communities and primary care staff, to a standard of competency defined in the national curriculum
5	Apply a robust knowledge base of theory and research in CBT
6	Meet the minimum training standards for BPS/BABCP registration as a Children's Wellbeing Practitioner
7	To demonstrate effective and context sensitive written and spoken communication skills in communicating information, advice, instruction and professional opinion to service users, their relatives and carers, colleagues and others.

You will be expected to engage in learning activities to achieve these Programme learning outcomes. Assessment of your modules will reflect these learning outcomes and test how far you have met the requirements for your degree.

To pass the Programme, you will be required to meet the progression or accreditation and award criteria set out below.

Module information

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
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Part-time or flexible modular arrangements

Not applicable. There is currently not a part-time route.

In line with the University's Policy on and procedures for suspension, students normally have a maximum of three years in which to complete credits to qualify for the award of Graduate Diploma.

For NHSE 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).

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. NHSE 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 in support of the student continuing their training and their new role must also involve clinical work.

Study abroad opportunities

N/A

Optional modules

There are no optional modules.

Teaching and learning delivery

You will be provided with a mixture of modular teaching and work-based learning. You 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 your knowledge through a variety of on-campus and work-based activities.

The CWI is committed to maintaining and promoting diversity in its curriculum (e.g., including teaching regarding the historic and ongoing oppression faced by minority groups within mental health care) and teaching materials (e.g., videos of clinical skills illustrated using diverse practitioners as well as diverse clients). We also work hard to ensure accessibility for students is prioritised.

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.

Elements of your programme will be delivered via digital technology (in line with BPS/BABCP guidelines it will be no more than 50%). Based on student feedback, clinical training literature, and our NHS/NHSE stakeholders, most of the face-to-face delivery will occur early on in the programme.

Work-based learning will comprise experience of applying evidence-based low intensity CBT in your clinical practice, as well as community-wide 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 you with the ability to analyse CBT literature, particularly with regards to how it applies to your 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.

The scheduled teaching and learning activity hours and amount of technology enhanced learning activity for your programme will depend upon your module combination. In addition, you will undertake some self-scheduled teaching and learning activities, designed by and/or involving staff, which give some flexibility for you to choose when to complete them. You will also be expected to undertake guided independent study. Information about module study hours including 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 (BPS) in due course; a national programme team (including UoR staff) is working on accreditation 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, 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 for classification purposes). However, as this is a clinical programme and assessments involve real patients/clients, there is a programme limit of two pieces of coursework that can be granted 'third attempts' (known as alternative assessments) in exceptional circumstances. As a clinical programme, the University has expectations from students' employing organisations, NHSE, 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

N/A

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 (Pass)

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

Failing categories:

0 - 39% Unsatisfactory Work

For Graduate Diploma

To qualify for the Graduate Diploma, students must

- i.) gain an overall average of 40 or more over 120 credits at level 6 or above; 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 cause the assessment to be marked as 0 and will mean a failure of the assessment); and
- all portfolio assessments must be passed (marked as Pass/Fail and includes a requirement for students to have attended at least 80% of the teaching days in each module); and
- every written academic assessment must be passed with a mark of 40 or more.

Please note: For NHSE 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.

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.

In addition to the threshold conditions for the award of a Graduate Diploma, the following further conditions must be satisfied for a classification of Distinction or Merit:

Distinction

[An overall weighted average of 70% or more over 120 credits

OR

an overall weighted average of 68% or more over 120 credits and marks of 70% in at least 60 credits]

AND

No marks below 40.

Merit

[An overall weighted average of 60% or more over 120 credits

OR

an overall average of 58% or more over 120 credits and marks of 60% in at least 60 credits]

AND

No marks below 40.

Additional costs of the programme

NHSE 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 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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session 2024/25

10 January 2024

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