



Programme Specification

A statement of the knowledge, understanding and skills that underpin a taught programme of study leading to an award from
The University of Sheffield

1	Programme Title	Postgraduate Certificate in Low Intensity Psychological Interventions
2	Programme Code	PSYT15
3	JACS Code	C800
4	Level of Study	Postgraduate
5a	Final Qualification	Postgraduate Certificate
5b	QAA FHEQ Level	M Level
6a	Intermediate Qualification(s)	None
6b	QAA FHEQ Level	None
7	Teaching Institution (if not Sheffield)	None
8	Faculty	Science
9	Department	Psychology
10	Other Departments involved in teaching the programme	None
11	Mode(s) of Attendance	One week intensive training at the initiation of the Programme and then one day per week for the remainder of the first and the whole of the second semester of University based teaching. 20 days of University specified learning in the workplace. 4 days per week working as a trainee PWP in an IAPT service. 40 hours of supervision in the workplace (20 hours of clinical and 20 hours of case management supervision) and 80 hours clinical contact time.
12	Duration of the Programme	1 year
13	Accrediting Professional or Statutory Body	British Psychological Society (BPS)
14	Date of production/revision	January 2017, Revised January 2018

15. Background to the programme and subject area

Low-intensity psychological interventions are designed to support patients with common mental health problems – principally anxiety and depression – in the self-management of their recovery. Treatment programmes are designed to aid clinical improvement and social inclusion, including return to work, meaningful activity or other occupational activities. Psychological Well-being Practitioners (PWPs) deliver the low intensity treatments and operate within the Improving Access to Psychological Therapies (IAPT) service delivery model as defined in the IAPT business plan agreed by the UK Treasury Comprehensive Spending Review settlement in 2007. This Review specified that an additional 3,600 new workers were needed and 40% of these workers would be trained in low intensity interventions. Alongside funding for these new IAPT services would be funding for the training in low intensity psychological interventions. National curricula for these training programmes were developed (Department of Health, 2008) and have recently been updated (UCL, 2015). The course needs to display fidelity to the national curriculum. This delivery model requires PWPs to collect routine, sessional clinical, social and employment outcomes as part of a national outcome system. The performance of IAPT workers will, therefore, be measured through their clinical, social and employment outcomes. Likewise, the performance of courses implementing this curriculum will be judged on the ability of their graduates to achieve these outcomes in practice and for the trainees to display competence in the delivery of low intensity assessment and treatments. There are available national curricula for the training programmes. This programme is based on these curricula.

16. Programme aims

The overall aim of the programme is to train PWPs to be able to deliver low intensity psychological interventions competently and safely. In keeping with the mission and aims of the University (Our Shared Vision; www.shef.ac.uk/departments/admin/oursharedvision/) the programme aims to provide this training within a national centre of excellence for both professional training and clinical research. The aims of the programme are therefore for PWPs to have:

1. The skills, knowledge, values and competence in understanding behaviour change theory and behaviour change interventions;
2. The skills, knowledge, values and competence to develop PWP engagement and assessment skills with patients with common mental health problems;
3. The skills, knowledge, values and competence to develop and deliver evidence based PWP interventions for common mental health problems;
4. The skills, knowledge and values to work effectively with patients from a diverse range of backgrounds, understanding and respecting the impact of difference and diversity upon their lives;
5. The skills, knowledge and values to work within a social, work and healthcare context;
6. The skills in managing personal learning agenda and self-care.

17. Programme learning outcomes

Knowledge and understanding of:	
K1	Concepts of mental health and a range of diagnostic category systems and social, medical and psychological explanatory models and tools to aid assessment and understanding of common mental health problems;
K2	Factors that influence patient engagement processes;
K3	Evidence based low intensity interventions, particularly the core PWP interventions specified in the national curriculum;
K4	A non-discriminatory, recovery oriented values base to mental health care;
K5	The impact of diversity and difference on people's lives and the implications for working practices;
K6	Stepped care and case management approaches to managing common mental health problems;
K7	The NHS and other relevant healthcare, employment, and voluntary agencies;
K8	Supervisory methods and processes.

Skills and other attributes:	
Patient relevant competencies:	
S1	Competence in engaging patients and use of patient centred information gathering;
S2	Competence in assessing and bringing together assessment of a person's mental health, social and employment needs;
S3	Competence in assessing risk to self and others posed by patients;
S4	Competence in planning, shared decision making, and carrying out a range of low intensity psychological treatment packages for common mental health problems using a range of methods;
S5	Competence in low-intensity intervention specific, problem specific and meta self-help interventions based on behaviour change and self help CBT principles.
Generic practitioner skills:	
S6	To manage effectively issues of difference, diversity and the inherent power imbalance in clinical practice;
S7	Competence in managing a caseload of people with common mental health problems;
S8	To work within a team, be aware of own level of competence and liaise with other agencies;
S9	Competence in keeping accurate, timely and appropriate records;
S10	Competence in using supervision.

18. Teaching, learning and assessment

The primary method of teaching is through skills based workshops and supervised work experience to ensure competence in the skills required for employment as a PWP working in an NHS IAPT centre (learning outcomes S1 to S10). Case management supervision and clinical supervision are conducted in the service. Clinical skills groups (module 1) reflective practice groups (module 2) and academic tutorials (both module 1 and 2) in the University will enable further learning of the required skills and competencies (S1 to S5).

Lectures and seminars will provide the knowledge and understanding of the evidence base for the competencies and skills and the IAPT services where low intensity psychological interventions will be offered (learning outcomes K1 to K8). Guided reading and self directed learning will enable students to read the literature in greater depth and provide time for preparation of their clinical work and for their assignments. Clinical skills workshops will provide further space for practice of the clinical competencies and also critical discussion of the literature.

Opportunities to demonstrate achievement of the learning outcomes are provided through the following assessment methods:

Acquisition of the basic principles and knowledge base will be assessed through the Practice Portfolio which will assess learning outcomes K1 to K8.

Understanding and clinical application of this knowledge to patient management (S1 to S5) will be assessed through one observed structured clinical exam concerning low intensity assessment competencies plus an associated written reflection and one tape of a low intensity treatment session submitted from routine clinical practice plus an associated written reflection. Understanding and application of this knowledge to working with difference and diversity (S6) will be assessed by one written case study of the low intensity treatment patient with a diversity need and associated reflection on the use of clinical supervision (S10) in order to complete the work. Application of knowledge to case management supervision (S10) will be assessed through the submission of a process analysis of a recorded and transcribed case management supervision session, with inherent reflective commentary.

Work supervisors will assess candidates' clinical and organisational competencies on agreed practice outcomes in the Practice Portfolio. This includes rating six PWP treatment sessions of stipulated interventions across a range of clients. Supervisors will provide a recommendation of pass or fail on each of the stated competencies, and an overall pass or fail mark.

19. Reference points

The learning outcomes have been developed to reflect the following points of reference:

Subject Benchmark Statements

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>

Framework for Higher Education Qualifications (2008)

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/The-framework-for-higher-education-qualifications-in-England-Wales-and-Northern-Ireland.aspx>

University Strategic Plan

<http://www.sheffield.ac.uk/strategicplan>

Learning and Teaching Strategy (2016-21)

http://www.shf.ac.uk/lets/strategy/lts11_16

Department of Health (2010). *Improving Access for Psychological Therapies: Curriculum for the Education of PWPs*. Care Services Improvement Partnership and National Institute for Mental Health in England. (National descriptions of the curriculum for low-intensity psychological interventions).

Descriptions of the core competencies required for cognitive behavioural therapy are provided in Roth & Pilling (2007).

Learning outcomes have been mapped against the Capable Practitioner Framework (Sainsbury Centre for Mental Health, 2001) and the National Service Framework for Mental Health (Department of Health, 1999).

20. Programme structure and regulations

The structure of the 1-year Programme comprises an initial week-long teaching block, one-day per week teaching, clinical work (4 days per week in an IAPT service) and private study time. This structure enables theory-practice links to be maintained throughout the Programme.

This programme comprises two modules delivered over one year. The programme focuses on the development of clinical competence to provide low-intensity psychological assessment and interventions. Students will be employed full-time by the NHS in IAPT services or in 3rd sector IAPT services utilizing stepped-care principles. During the year, trainees will be engaged in close supervised practice in their clinical services. The curriculum is designed to develop students' skills in assessing and supporting people with common mental health problems in the self-management of their recovery. Therefore, the first module (Semester 1) provides knowledge and understanding and skills training in the assessment, engagement and low-intensity treatments for common mental health problems. The second module (Semester 2) explores the context in which these skills are provided. Hence teaching in the second module covers social, work and healthcare context, plus teaching on the inclusive values base that promotes recovery and values diversity. Throughout the teaching programme the integration of theory with practice will be required, and there will be opportunities for students to reflect on their own practice and understanding.

Clinical work and the academic programme are designed to link with each other wherever possible. Following the one-week intensive academic workshop, students will begin shadowing and observation of patient work and will begin supervised work with clients who have common mental health problems after completing and passing an OSCE assessing the ability to conduct a patient centred assessment with a patient with a common mental health problem. NHS work supervisor will review clinical skills progression mid-way through the programme, including the supervisor's assessment of clinical competence. At the end of the programme the supervisor's again makes a summary assessment of clinical competence. Students need to be passed by the service supervisor in the Practice Portfolio in order to complete the course. If Fitness to Practice concerns are raised, then these will be dealt with via the appropriate mechanisms.

Detailed information about the structure of programmes, regulations concerning assessment and progression and descriptions of individual modules are published in the University Calendar available on-line at <http://www.sheffield.ac.uk/calendar/regs>.

21. Student development over the course of study

There are assessed pieces of course work that must be submitted throughout the course. To be awarded the Certificate candidates have to pass all pieces of coursework, including the Practice Portfolio. The assessments are as follows:

Module 1; One observed structured clinical exam (OSCE) of a 45-minute low intensity assessment session with written 2000 word reflective commentary. The OSCE is assessed using the assessment competency-rating tool. For the trainee to pass this assessment, they must pass both the simulation and the reflective writing components, but these are considered as separate submissions by the Exam Board.

Module 1; One submitted session from routine practice of a 35-minute low intensity treatment session, with written 2000 word reflective commentary. The treatment session is assessed using the treatment competency-rating tool. For the trainee to pass this piece of coursework, they must pass both the simulation and the reflective writing components, but these are considered as separate submissions by the Exam Board.

Module 2; One 2000 word process analysis of the transcription of a 60-minute case management supervision session. The tape of the session is not submitted.

Module 2; submission of a case study of the low intensity treatment of a patient seen in the clinical service presenting with a diversity issue. Trainees write a 3000 word reflective commentary on the methods used to engage the patient, adaptations made that take account of diversity issues and also on their use of clinical supervision in treating the patient.

Work supervisors will assess progress of candidates' performance on specified practice outcomes at mid-year and end of year: NHS and 3rd sector Clinical Supervisors will provide a recommendation of pass or fail on each of the stated clinical practice competencies. The trainee PWP's need to submit a Practice Portfolio containing records of supervision contracts, mid and final supervisors reports, clinical practice hours (80) and associated clinical outcomes, supervision hours (20 hours of case management and 20 hours of clinical supervision), supervision progress forms, competency rating sheets by supervisors of live material, reflective learning log (3000 words), 14 declarative knowledge exercises (250-500 words each), 5 self-practice diaries, the 20-day supervised learning in workplace document and teaching catch-up forms. The Programme Examination Board

will make the final decision of pass or fail on the Practice Portfolio and as with other pieces of work there is only one possibility of resubmission (under normal circumstances) should the Practice Portfolio be failed.

22. Criteria for admission to the programme

Students are normally expected to have a degree in a health related subject or to have extensive experience of work in a mental healthcare setting and a demonstrated capacity to work at a masters' level. Students will either be employed in an NHS or prison IAPT service or a 3rd sector IAPT service or have managerial support for access to patients suitable for low intensity psychological interventions with associated clinical and case management support.

23. Additional information

This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching department(s) and the University. In addition to programme specific information, further information about studying at The University of Sheffield can be accessed via our Student Services web site at <http://www.shef.ac.uk/ssid>.