

Programme Specification

Post Graduate Certificate in Low Intensity CBT with IAPT PWP status Academic year 2017-18

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of study	Part-time
Duration in years	One to three years following standard progression for a PT student
Accreditation details	British Psychological Society
Final award	Post Graduate Certificate
Name of award	Post Graduate Certificate in Low Intensity CBT with IAPT PWP status
Interim Exit awards	N/A
FHEQ level of final award	Post Graduate Certificate
UCAS code	N/A
QAA Subject Benchmark or other external reference	Improving Access to Psychological Therapies Curriculum; (IAPT) National Occupational Standards for Cognitive Behavioural Therapy; Knowledge and Skills Framework; The Ten Essential Shared Capabilities and Skills for Health
Programme Coordinator	Simon Grist
Date specification was written	12/05/2015
Date programme was validated	July 2015
Date specification last update	April 2017

Programme Overview

Brief outline of the programme

The IAPT Psychological Wellbeing Practitioner (PWP) programme was developed following a Government report in 2006 by Lord Layard into the impact of depression and anxiety. The programme trains practitioners to deliver psychological interventions to those suffering with anxiety and depression within a stepped care model. Step 2 (PWP) offers guided self-help within a cognitive behavioural framework to patients and step 3 (High Intensity – delivered within school of psychology) offers formal face to face cognitive behaviour therapy (CBT). Students take 3 modules; the first module is Engagement and assessment of patients with common mental health problems using low intensity CBT (LI CBT), second is Evidenced based low intensity CBT treatment for common mental health disorders, third is Values, diversity and context. Students are required to be employed, or on an honorary contract, within an IAPT service where they are currently delivering a commissioned IAPT service to the local community. The student is required, in addition to completing the modules, to complete an assessment of practice document which is overseen by a supervisor who is trained in IAPT supervision (a supervision module is available separately and delivered in conjunction with the school of psychology). The key therapy underpinning the programme is CBT.

Learning and teaching

A range of learning and teaching methods are used to enable knowledge accumulation alongside specific skills development.

- Didactic lectures.
- Action Learning Groups.
- Modelling by programme team.
- Clinical simulation.
- Forum theatre.
- Role play.
- Use of educational videos.
- Self-directed study.
- Assessment of practice documents and competencies.

Assessment

Assessment is based upon the National curriculum and each module comprises of the following three elements (and shown in appendix 1). (Please note According to National Curriculum guidance as stipulated by the British Psychological Society the OSCE/Therapy submission must be passed on the 2nd attempt to continue on the programme. A second referral in either of these will result in termination of the programme):

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1. **Module 1** - Clinical assessment session OSCE, **Module 2** - submission of a therapy recording (audio or video) of treatment session, **Module 3** - diversity patient case presentation.
 2. 3,000 word Reflective essay based on the OSCE, therapy submission and the case presentation.
 3. Assessment of Practice document.
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Educational Aims of the Programme

Psychological wellbeing practitioners deliver low intensity interventions to support people with common mental health problems (principally anxiety and depression) and aid self-management. Treatment programmes are designed to aid clinical improvement and social inclusion, including return to work or other meaningful activity. PWP's do this through the provision of information and support for evidence based low intensity psychological treatments, mainly involving cognitive behavioural therapy. By the end of the programme the student will be able to:

- Undertake a patient centred interview which identifies both the person's main difficulties and areas where the person wishes to see change and/or recovery.
- Deliver low intensity CBT interventions to aid clinical improvement through the provision of information and support for evidenced based low intensity CBT treatments to those suffering with common mental health problems.
- Operate at all times from an inclusive values base which promotes recovery and recognises and respects diversity.
- Manage caseloads; operate safely and to high standards and use supervision to aid their clinical decision making.

Programme Learning Outcomes

The programme follows a national curriculum as stipulated by the National IAPT team and the BPS. This therefore negates having individual programme and module learning outcomes and the programme utilises the nationally agreed learning outcomes for each of the three modules.

Module 1 (module code NURS6108) – Engagement and assessment of patients with common mental health problems using low intensity CBT (PWP route)

- 1) Demonstrate knowledge, understanding and critical awareness of concepts of mental health and mental illness, diagnostic category systems in mental health and a range of social, medical and psychological explanatory models.
- 2) Demonstrate knowledge of, and competence in applying the principles, purposes and different types of assessment undertaken with people with common mental health disorders
- 3) Demonstrate knowledge of, and competence in using 'common factors' to engage patients, gather information, build a therapeutic alliance with people with common mental health problems, manage the emotional content of sessions and grasp the client's perspective or "world view".
- 4) Demonstrate knowledge of, and competence in 'patient-centred' information gathering to arrive at a succinct and collaborative definition of the person's main mental health difficulties and the impact this has on their daily living.
- 5) Demonstrate knowledge of, and competence in recognising patterns of symptoms consistent with diagnostic categories of mental disorder from a patient centred interview.
- 6) Demonstrate knowledge of, and competence in accurate risk assessment to patient or others.
- 7) Demonstrate knowledge of, and competence in the use of standardised assessment tools including symptom and other psychometric instruments to aid problem recognition and definition and subsequent decision making.
- 8) Demonstrate knowledge, understanding and competence in using behaviour change models in identifying intervention goals and choice of appropriate interventions.
- 9) Demonstrate knowledge of, and competence in giving evidence-based information about treatment choices and in making shared decisions with patients.
- 10) Demonstrate competence in understanding the patient's attitude to a range of mental health treatments including prescribed medication and evidence-based psychological treatments.
- 11) Demonstrate competence in accurate recording of interviews and questionnaire assessments using paper and electronic record keeping systems.

Module 2 (module code NURS6109) – Evidenced based low intensity CBT treatment for common mental health disorders (PWP route)

- 1) Critically evaluate a range of evidence-based interventions and strategies to assist patients manage their emotional distress and disturbance.
- 2) Demonstrate knowledge of, and competence in developing and maintaining a therapeutic alliance with patients during their treatment programme, including dealing with issues and events that threaten the alliance.
- 3) Demonstrate competence in planning a collaborative low-intensity psychological or pharmacological treatment programme for common mental health problems, including managing the ending of contact.
- 4) Demonstrate in-depth understanding of, and competence in the use of, a range of low-intensity, evidence-based psychological interventions for common mental health problems.
- 5) Demonstrate knowledge and understanding of, and competence in using behaviour change models and strategies in the delivery of low-intensity interventions.
- 6) Critically evaluate the role of case management and stepped care approaches to managing common mental health problems in primary care including ongoing risk management appropriate to service protocols.
- 7) Demonstrate knowledge of, and competence in supporting people with medication for common mental disorders to help them optimise their use of pharmacological treatment and minimise any adverse effects.
- 8) Demonstrate competency in delivering low-intensity interventions using a range of methods including face-to-face, telephone and electronic communication.

Module 3 (module code NURS6110) – Values, Diversity and Context (PWP route)

- 1) Demonstrate knowledge of, and commitment to a non-discriminatory, recovery orientated values base to mental health care and to equal opportunities for all and encourage people's active participation in every aspect of care and treatment
- 2) Demonstrate respect for and the value of individual differences in age, sexuality, disability, gender, spirituality, race and culture.
- 3) Demonstrate knowledge of, and competence in responding to peoples' needs sensitively with regard to all aspects of diversity, including working with older people, the use of interpretation services and taking into account any physical and sensory difficulties service users may experience in accessing services.
- 4) Demonstrate awareness and understanding of the power issues in professional / service user relationships.
- 5) Demonstrate competence in managing a caseload of people with common mental health problems efficiently and safely.
- 6) Demonstrate knowledge of, and competence in using supervision to assist the worker's delivery of low-intensity psychological and/or pharmacological treatment programmes for common mental health problems.
- 7) Demonstrate knowledge of, and competence in gathering patient-centred information on employment needs, wellbeing and social inclusion and in liaison and signposting to other agencies delivering employment, occupational and other advice and services.
- 8) Demonstrate an appreciation of the worker's own level of competence and boundaries of competence and role, and an understanding of how to work within a team and with other agencies with additional specific roles which cannot be fulfilled by the worker alone.
- 9) Demonstrate a clear understanding of what constitutes high-intensity psychological treatment and how this differs from low-intensity work.

Knowledge and Understanding

Module 1

Having successfully completed this programme you will be able to demonstrate knowledge and understanding of, and be able to:

- Articulate knowledge of DSM and ICD categorisation systems in mental health.
- Understand the similarities and differences between a diagnostic model and a patient centred model of health care and other models such as social, psychological and contextual.
- Understand prevalence and phenomenological information for both common and low prevalence mental health problems.
- Understand the impact of culture, class, ethnicity and gender on prevalence and help seeking.
- Understand the policy context within which health care is delivered and how it relates to psychological therapies, including the concept of evidence-based treatments, guidelines and policy directives.
- Demonstrate verbal empathy, summarising, reflection, clarification, non-verbal and verbal prompts and non-verbal skills such as posture.
- Demonstrate warmth and maintain appropriate eye contact while taking notes.
- Demonstrate the ability to introduce themselves to patients in a calm, efficient and reassuring manner, ensuring they provide the patient with a clear set of expectations regarding session content and duration.
- Manage endings to sessions effectively and efficiently whilst engendering hope in the patient.

- Demonstrate the use of effective information gathering through non-leading, general open, to specific open and finally specific questions in a patient-centred funneling approach to gather problem specific detail for all aspects of a patient's problem(s).
- Gather information on the physical, behavioural and cognitive aspects of a patient's problem, triggers of the patient's current difficulties and the impact of these difficulties.
- Ascertain where patients' problem(s) occur, with whom they are better or worse and when they occur.
- Gather information on onset, duration, previous episodes, attitudes to and receipt of past and current treatments, alcohol and drug use, expectations of patients, goals for treatment and other information which patients feel is important to divulge.
- Gather information on risk.
- Collaboratively agree a problem statement with the patient using triggers, physical, behavioural and cognitive aspects and impact to describe the problem(s) accurately and succinctly.
- Demonstrate how to use information gathered in a patient-centred interview to understand patterns in the patient's symptom presentation. These patterns can be understood in terms of diagnostic systems for common mental health problems.
- Differentiate between different anxiety disorders and between anxiety and mood disorders when patients present their difficulties.
- Use the specific constellation of autonomic, behavioural and cognitive symptoms to help distinguish between mild, moderate and severe depression and between obsessive, phobic, traumatic or general anxiety disorders.
- Gather information on risk of suicide, self-harm or neglect to self from the patient.
- Determine any risks to other people including family or dependents.
- Differentiate between thoughts, plans, actions and preventative factors associated with suicide.
- Agree a collaborative summary with the patient on their risk status.
- Recognise where additional support is needed for the patient and at what level according to the risk assessment.
- Demonstrate knowledge of and the use of a range of standard 'off the shelf' and patient centred problem scales.
- Demonstrate how these measures are sensitively applied, scored, interpreted and fed back to the patient.
- Demonstrate the ability to give a sound rationale for the measures used and a full understanding of their implications together with skill in using measures in clinical and supervision situations.
- Demonstrate competent and accurate information giving about problems identified in the patient centred interview and about evidence-based treatment choices for these problems.
- Articulate the rationale for a range of CBT based low-intensity treatments, including behavioural activation, self-help recovery programmes and computerised CBT.
- Discuss common medicines used to treat anxiety and depression and impart knowledge on effects and side effects.
- Give information about interventions offered by both the psychological wellbeing practitioner and other members of health, social care and third sector organisations including employment agencies.
- Involve patients in informed collaborative decisions as to choosing treatment.
- Demonstrate the competent use of information products such as books, leaflets and CD-ROMS to assist them in their communication of treatment choices and the patient's decision making.
- Demonstrate the ability to determine the views of patients on the choices of treatment and intervention offered as part of their low-intensity role.
- Demonstrate competence in eliciting patient's knowledge, attitudes and opinions about medication and about evidence-based psychological treatment choices.
- Show how they use this information to inform their own information giving about therapeutic options to enable patients to come to a collaborative shared decision.
- Demonstrate accurate record keeping in the form of clinical notes and other records such as clinical outcome measures. These should be in the format used in the service within which the student is working but include a record of the patient-centred assessment, problem statements, goals, risk, treatment plan and continuation notes.
- Demonstrate competence in the electronic entry of the minimum data set required by the Improving Access to Psychological Therapies programme.
- Demonstrate competence in the operation of one of the approved or recommended data management systems (such as PC-MIS).

Module 2

Having successfully completed this programme you will be able to demonstrate knowledge and understanding of, and be able to:

- Articulate knowledge of evidence-based interventions, supported in National Institute for Clinical Excellence (NICE) Guidelines, Cochrane and other reviews and in the primary empirical literature.
- Use systematic review and primary study sources to critically evaluate the strength of the evidence underpinning low-intensity treatments.
- Critically evaluate the evidence base for interventions other than those which the psychological wellbeing practitioners deliver.
- Demonstrate knowledge of the range of empirically supported treatments outside their own competence.
- Demonstrate knowledge of psychological and pharmacological interventions.
- Demonstrate common factors skills (verbal empathy, summarising, reflection, clarification, non-verbal and verbal prompts, non-verbal skills such as posture, warmth, appropriate eye contact, unobtrusive note taking etc.).

- Demonstrate the ability to develop and strengthen their alliance with patients, including where they need to recognise and manage ruptures in the alliance and be responsive to patients' changing agendas and expectations.
- Be able to deal with patients' responses to setbacks in treatment which may also threaten the therapeutic alliance.
- Demonstrate competence in working with patients to plan treatment based on a patient centred shared understanding of the patient's difficulties. Planning includes discussion of patient-identified goals, appropriate choices for intervention available, the 'pros and cons' of these choices and the effort required to undertake the range of interventions available.
- Demonstrate the relevant stages of planning an intervention in terms of information giving and the collaborative use of information sources with a patient.
- Discuss the use of medication and support with written information on best practice in medicines concordance.
- Demonstrate understanding and knowledge of applying the CBT competencies framework (Roth and Pilling) to their work and low intensity work in general.
- Articulate theoretical and empirical knowledge of modern methods of organising mental health care for high prevalence disorders, particularly the evidence base and operational characteristics of collaborative care and stepped care.
- Understand and evaluate risk management strategies beyond initial risk assessment.
- Critically appraise different models of stepped and collaborative care, including the different roles and relationships between primary care generalists, case managers and mental health specialists.
- Demonstrate the ability to help patients optimize pharmacological treatments by giving competent and accurate information about medication.
- Help patients address any concerns and questions about medication, based on information which is in the public domain.
- Differentiate between accurate information giving and prescribing advice which is outside their competence and role.
- Use accurate, published and bespoke information sources to assist patients in coming to informed and shared decisions about their medication.
- Competently help patients address common concerns and misperceptions about medication, such as fears of addiction, taking medication in an ad hoc manner, expressed fears of inadequacy because of taking medication etc.
- Demonstrate an ability to work with prescribers, including GPs and mental health experts, to assist patients to make the best of their pharmacological treatment.
- Demonstrate knowledge of and competence in using telephones, face-to-face appointments and email or any other means of communication to deliver low-intensity interventions.
- Demonstrate understanding of the adaptations required to session organisation, interpersonal style and therapeutic processes when conducting their work on the telephone compared with face-to-face.

Module 3

Having successfully completed this programme you will be able to demonstrate knowledge and understanding of, and be able to:

- Demonstrate comprehensive knowledge of the diversity and social inclusion agenda.
- Show how their work reflects a commitment to an inclusive, recovery orientated set of values which respects diversity and multi-culturalism.
- Show how they understand that diversity represents the range of cultural norms including personal, family, social and spiritual values held by the diverse communities served by the service within which the worker is operating.
- Show how they respect and value individual differences in age, sexuality, disability, gender, spirituality, race and culture.
- Demonstrate understanding of how different groups in society construct and interpret their experiences of mental health.
- Demonstrate how this understanding will impact on their information gathering, information giving and shared decision making when planning treatments for patients with different identities and characteristics.
- Demonstrate how they will assess the need for, access to and use of translation services.
- Demonstrate how to take into account any physical and sensory difficulties people may experience in accessing services, and how they make provision in their work to ameliorate these.
- Show how they are aware of the difficulties people with different physical and sensory abilities may experience in daily life, how this may impact on their mental health and how it may form a barrier to accessing mental health care.
- Demonstrate how to act upon a commitment to equal opportunities for all, and how to work to encourage all people's active participation in care and treatment. Overall this should be demonstrated by students in the way in which they approach their work, their planning of treatment and their clinical practice.
- Show the use of the principles of patient centred practice to show how they promote people's active engagement when information gathering, information giving and especially shared decision making at all stages of their low-intensity clinical practice.
- Demonstrate a focus on accurate information giving and choice.
- Demonstrate an understanding of the literature on power in professional / patient relationships and show how they take steps in their clinical practice to reduce any potential for negative impact this may have.
- Critically analyse the nature of professional / patient relationships, taking into account how such concepts might facilitate or impede a patient's ability to engage with and implement a low-intensity treatment programme.

- Demonstrate knowledge of patient pathways into and out of active treatment in a stepped care, high-volume environment.
- Show competence in managing this process in terms of their own case load, with as many as 45 active cases at any one time.
- Demonstrate competence in organising appointments or contacts for service-users at different stages in recovery.
- Demonstrate competence in decision making and recognition of how to prioritise patients who would benefit from different frequencies of contact, dependent on diagnoses, problem identification, symptom severity, disability, distress and impact on daily living.
- Articulate and demonstrate the competences required for supervision.
- Recognise where they should seek supervision based on an assessment of their own clinical competence, patient clinical presentation and patient response to low-intensity treatments.
- Present cases accurately and succinctly in supervision.
- Use electronic records systems, particularly those built to automatically trigger supervision, to the benefit of their clinical practice and personal development.
- Use process and outcome data to aid their discussions with supervisors and assist their self-reflection on their clinical practice.
- Demonstrate knowledge of the role of employment, occupational and well-being strategies in good mental health.
- Show that they have knowledge of statutory and community agencies which assist patients in their return to work and / or meaningful activity.
- Demonstrate how they will use this knowledge in their clinical activity with patients.
- Demonstrate the use of effective patient-centred information gathering through general open, specific open and finally specific questions in a patient-centred funneling approach to gather information on patients' employment needs, well-being and social inclusion.
- Collaboratively agree a problem statement which includes a summary of these issues where information gathering has identified them as issues for intervention.
- Demonstrate the ability to recognise the limits of their own competence and when and where it is appropriate to seek further advice, a step up or a signposted service.
- Appreciate how the delivery of support to patients often involves liaison work, particularly where people require intervention or advice outside the core low-intensity evidence-based interventions taught in module 2.
- Show knowledge of how to communicate with other workers within and without their own clinical teams.
- Articulate the difference between high-intensity psychological treatment, specifically cognitive behavioural treatment, and their own work at low intensity.
- Evaluate the criteria by which different intensities of treatment can be distinguished and by the types of mental health difficulties each type of treatment is designed to assist.
- Demonstrate understanding of how these different intensities of treatment are organised and fit into the structure of a stepped care model.
- Demonstrate competence in their liaison role when signposting patients to other agencies, such as those involved in employment, occupational and other well-being initiatives.
- Demonstrate critical awareness of systems of health and social care and the way these operate
- Include an appreciation of the roles of various sectors in health and social care such as community, commercial, statutory and voluntary providers.

Subject Specific Intellectual and Research Skills

Having successfully completed this programme you will be able to:

- Synthesise, evaluate critically and apply theory to low intensity CBT working.
- Apply the skills of academic study and enquiry to the study of low intensity CBT working.
- Synthesise information from a number of sources to gain an understanding of theory and practice relating to low intensity CBT working.
- Apply strategies for the appropriate selection of relevant information from a wide source and body of knowledge
- Demonstrate the use of problem-solving and decision-making skills within low intensity CBT working.
- Analyse, interpret and evaluate evidence underpinning low intensity CBT working and initiate change appropriately.
- Reflect critically and constructively on low intensity CBT working.
- Evaluate your contribution and that of other professionals relating to the needs of service users, demonstrating the ability to form critical judgements

Transferable and Generic Skills

Having successfully completed this programme you will be able to:

- *Knowledge and understanding, analysis; synthesis and evaluation - identify and propose solutions to problems, both in relation to low intensity CBT and to other educational and social issues;*
- *Problem solving - negotiate informally with peers and formally with members of organisations; identify and propose solutions to problems, both in relation to low intensity CBT and to other educational and social issues.*

- *Reflection* - reflect on and review progress in your own studies, and seek assistance or guidance as appropriate in order to enhance your own personal development.
- *Communication and interactive skills* - communicate with others in a clear and articulate manner, using word or number, through written work using appropriate academic conventions; present ideas and arguments verbally in formal presentations and seminars, and informal discussions in a variety of environments.
- *Liaise* with others in the preparation and presentation of group work, and take responsibility for an agreed area of shared activity; use information technology to store, retrieve and produce material for coursework, drawing on skills in the use of word processing, databases and spread sheets as appropriate to the task; gather and analyse relevant information from a wide variety of sources using appropriate manual and electronic systems.
- *Ethical understanding and safe professional practice* - work independently and identify personal needs for skill development on an on-going basis; recognise issues relating to equal opportunities, and identify appropriate action in relation to such issues.

Teaching and Learning Methods

Core knowledge will be acquired through lecture sessions, skills training workshops, clinical simulations, role play exercises, action learning groups and small and large group discussions. This will be enhanced by directed study tasks aimed at consolidating your knowledge and applying it to clinical environments. This will all be underpinned through the use of an assessment to practice document with distinct practice orientated outcomes.

Assessment methods

- Observed Clinical Simulation Examination in assessment of those with common mental health problems using low intensity CBT.
- Submission of therapy recording (audio/video) of actual low intensity CBT treatment therapy session with a patient.
- Clinical case presentation demonstrating skills to care of people with a variety of needs from a variety of diverse groups.
- Reflective accounts.
- Assessment of Practice document.

Programme Structure

Typical course content

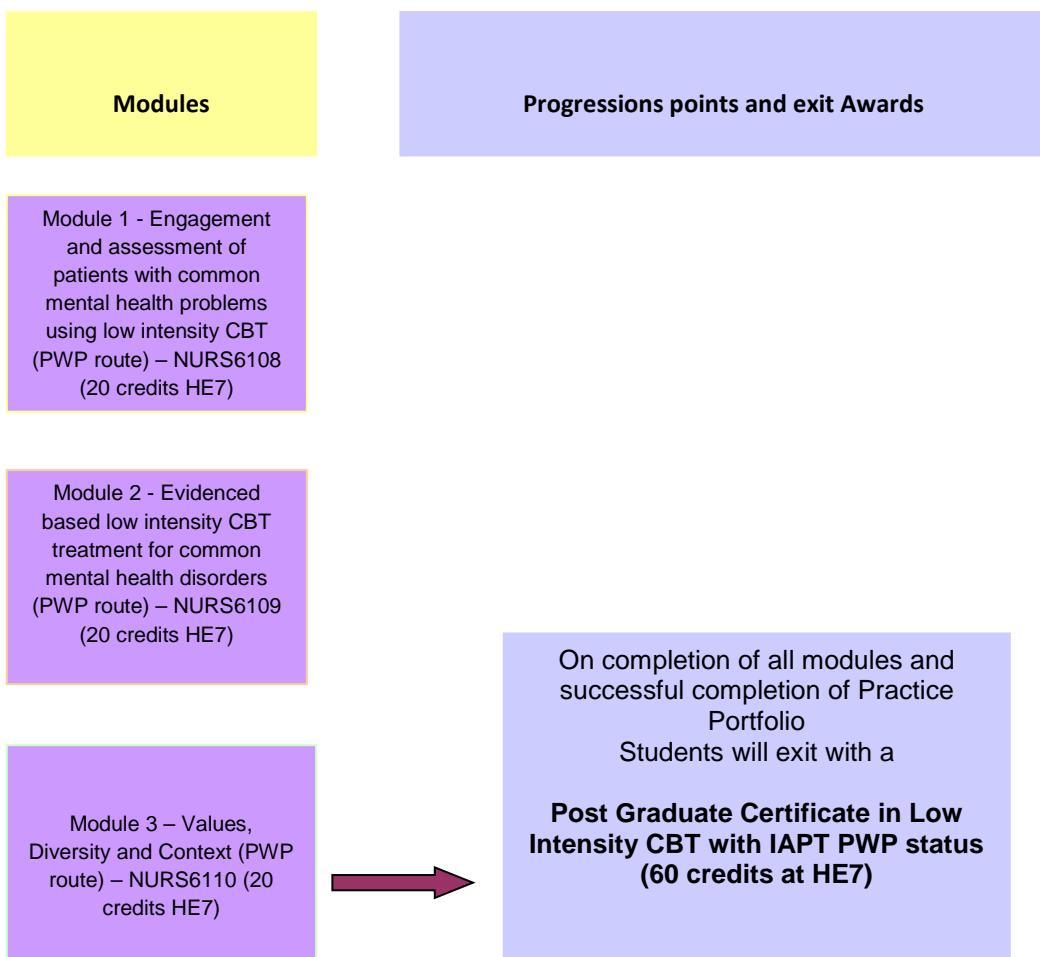
This programme is based upon a National Curriculum, for which **ALL** assessment components must be completed and passed. The student should be employed, or on a honorary contract, within an IAPT service and receive supervision and support from a suitably qualified PWP who has undergone accredited supervision training. The programme is designed to be delivered in conjunction with practice based work, which will help develop and consolidate your skills. The programme is comprised of the three following modules:

1. Engagement and assessment of patients with common mental health problems using low intensity CBT (PWP route).
2. Evidenced based low intensity CBT treatment for common mental health disorders (PWP route).
3. Values, Diversity and Context (PWP route).

In addition students are required to complete an assessment of practice document which measures clinical competence and the development of skills. This is evidenced through reflective pieces and completion of supervision logs. The supervisor also signs a final statement indicating if the student is competent to practise as a PWP.

Programme details

The programme follows the following structure:



Special Features of the programme

This programme has no special features.

Additional Costs

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. Costs that students registered for this programme typically also have to pay for are included in Appendix 2.

Progression Requirements

The programme follows the University's regulations for [Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes](#) as set out in the University Calendar.

Support for student learning

There are facilities and services to support your learning some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources
- High speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- Standard ICT tools such as Email, secure filestore and calendars.
- Access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Student Services Centre
- Enabling Services offering assessment and support (including specialist IT support) facilities if you have a disability, dyslexia, mental health issue or specific learning difficulties
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career Destinations, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- a range of personal support services : mentoring, counselling, residence support service, chaplaincy, health service
- A Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

Methods for evaluating the quality of teaching and learning

You will have the opportunity to have your say on the quality of the programme in the following ways:

- Completing student evaluation questionnaires for each module of the programme
- Acting as a student representative on various committees, e.g. Staff: Student Liaison Committees, Faculty Programmes Committee OR providing comments to your student representative to feed back on your behalf.
- Serving as a student representative on Faculty Scrutiny Groups for programme validation
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group

The ways in which the quality of your programme is checked, both inside and outside the University, are:

- Regular module and programme reports which are monitored by the Faculty
- Programme validation, normally every five years.
- External examiners, who produce an annual report
- British Psychological Society Accreditation visits and Annual Monitoring Reports
- A national Research Assessment Exercise (our research activity contributes directly to the quality of your learning experience)
- Institutional Review by the Quality Assurance Agency

Criteria for admission

University Commitment

The University will at all times seek to operate admissions regulations that are fair and are in accordance with the law of the United Kingdom, and the University's Charter, Statutes, Ordinances and Regulations.

This includes specific compliance with legislation relating to discrimination (e.g. Equality Act 2010) and the University's Equal Opportunities Policy Statement. This includes a commitment that the University will:

- actively assist groups that experience disadvantage in education and employment to benefit from belonging to the University
- actively seek to widen participation to enable students that do not traditionally participate in Higher Education to do so;
- Ensure that admission procedures select students fairly and appropriately according to their academic ability and that the procedure is monitored and regularly reviewed.

Entry Requirements

The University's Admissions Policy applies equally to all programmes of study. The following are the typical entry criteria to be used for selecting candidates for admission. The University's approved equivalencies for the requirements listed below will also be acceptable.

Normally a first degree within a minimum 2:1 class classification (for postgraduate route), evidence of study at level 6, or submission of an essay which will be marked with level 6 criteria (for undergraduate route) alongside successful recruitment into a trainee PWP post in an IAPT service, or meet the requirements for an honorary contract with an IAPT service. All candidates will be required to demonstrate knowledge and/or experience of working with those with mental health problems.

Qualification	Grade/GPA	Subjects requirements	Specific requirements
Bachelor's degree	2.1 Hons or higher	A relevant subject from a clinical/health or science background	Applicants should have secured recruitment into a trainee PWP post in an IAPT service, or meet the requirements for an honorary contract with an IAPT service.

Mature applicants

The University of Southampton admits students on individual merit and does not discriminate on the grounds of age. The University encourages applications from mature students and is keen to support students through the application process and the transition to studying at University.

Applicants must provide evidence of recent formal study. Successful applicants must satisfy the Programme Leader that they are competent to pursue the programme. The right to refuse permission shall be reserved to the Programme Leader.

Recognition of Prior Learning (RPL)

The University has a [Recognition of Prior Learning Policy](#). Applications for recognition of prior learning will be considered on a case by case basis.

English Language Proficiency

Candidates whose first language is not English are required either:

- to reach a satisfactory standard in an approved test in English. The Faculty of Health Sciences' International English Language Testing System (IELTS) requirement is 6.5 overall with each component at 6.0 or higher. Other Secure English Language Tests (SELT) are accepted as identified on the university website <http://www.southampton.ac.uk/studentadmin/admissions/admissionspolicies/language/>, or
- to offer a first degree from a UK university, or
- to have been instructed in English and come from a country which appears on the list of those exempt from testing.

If the candidate cannot provide any of the above requirements, they must otherwise demonstrate to the Faculty that they have an adequate command of both written and spoken English language to follow the proposed course. An original English language certificate is required as evidence in all cases except where online verification is available; ie: IELTS results.

Overall	Reading	Writing	Speaking	Listening
6.5	6.0	6.0	6.0	6.0

Career Opportunities

Successful completion will allow for individual accreditation as a PWP with the British Association of Behavioural and Cognitive Psychotherapists (BABCP). At present qualified PWP's are in high demand, both in employing services and through agencies.

External Examiners(s) for the programme

Name Dr Donal McAteer

Institution. University of Ulster

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their personal tutor in the first instance.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook.

Appendix 1:

Module Code	Module Title	Formative	Coursework 1	Coursework 2	Assessment of practice
NURS6108	Engagement and assessment of patients with common mental health problems using low intensity CBT (PWP route) – (20 credits HE7)	OSCE - Triage assessment. (Pass/Fail)	OSCE – Assessment of a patient with a common mental health problem. (Pass/Fail) Please note According to National Curriculum guidance as stipulated by the British Psychological Society the OSCE/Therapy submission must be passed on the 2 nd attempt to continue on the programme. A second referral in either of these will result in termination of the programme.	3000 word reflection on clinical skills in OSCE (100%) .	Successful completion of 3 practice outcomes.
NURS6109	Evidenced based low intensity CBT treatment for common mental health disorders (PWP route) - (20 credits HE7)	Treatment session role plays	Audio or video recording of a real low-intensity treatment session with a patient treated by the trainee, in either of which the trainee is required to demonstrate skills in planning and implementing a low-intensity treatment programme. (Pass/Fail) Please note According to National Curriculum guidance as stipulated by the British Psychological Society the OSCE/Therapy submission must be passed on the 2 nd attempt to continue on the programme. A	3000 word reflection on clinical skills in OSCE (100%)	Successful completion of 3 practice outcomes.

			second referral in either of these will result in termination of the programme.		
NURS6110	Values, Diversity and Context (PWP route) – (20 credits HE7)	Practice presentations.	Oral case presentation in which trainees are required to demonstrate knowledge and skills in working with a person with a variety of needs from one or more of a range of diverse groups. (50%)	3000 word Reflective essay on the case presentation demonstrating the use of supervision with this case. (50%)	Successful completion of 3 practice outcomes.

Mapping document (Learning Outcomes to Assessment)

Module 1 (NURS6108) Engagement and assessment of patients with common mental health problems using low intensity CBT (PWP route).

Learning outcome	Competency assessment (OSCE)	Reflective essay	Assessment of practice document
1	✓	✓	✓
2	✓	✓	✓
3	✓	✓	✓
4	✓		✓
5	✓	✓	✓
6	✓	✓	✓
7	✓	✓	✓
8	✓	✓	✓
9	✓	✓	✓
10	✓	✓	✓
11			✓

Module 2 (NURS6109) Evidenced based low intensity CBT treatment for common mental health disorders (PWP route).

Learning outcome	Treatment therapy recording	Reflective essay	Assessment of practice document
1		✓	✓
2	✓	✓	✓
3	✓	✓	✓
4	✓	✓	✓
5	✓	✓	✓
6		✓	✓
7	✓	✓	✓
8		✓	✓

Module 3 (NURS6110) Values, Diversity and Context (PWP route).

Learning outcome	Oral case presentation	Reflective essay	Assessment of practice document

1	✓	✓	✓
2	✓	✓	✓
3	✓	✓	✓
4	✓	✓	✓
5		✓	✓
6		✓	✓
7	✓	✓	✓
8		✓	✓
9			✓

Appendix 2

Additional Costs

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme typically also have to pay for the items listed in the table below.

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at www.calendar.soton.ac.uk.

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS
Stationery	N/A	You will be expected to provide your own day-to-day stationary items, e.g. pens, pencils, notebooks, etc). Any specialist stationery items will be specified under the Additional Costs tab of the relevant module profile.
Textbooks	N/A	Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source. Some modules suggest reading texts as optional background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module.
Equipment IT	Recording Equipment:	Recordings of therapy sessions will need to be completed and the sourcing of the recording equipment will be the responsibility of the student and the employing Trust and not the University.
	Computer Discs/data sticks	The recordings of the therapy sessions must be provided on either a CD or a data stick. Sourcing of the CD/data sticks will be the responsibility of the student and the employing Trust and not the University.
Costs	Disclosure and Barring Certificates or Clearance	These are a requirement of working with patients, however the cost of these will be undertaken by the employing organisation.
Parking Costs	N/A	Parking costs are the responsibility of the student.