

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Post-Graduate Certificate
4	Programme Title	Post-Graduate Certificate in Low Intensity Psychological Therapies
5	UCAS/Programme Code	3069F, 3070F, 3503F
6	Programme Accreditation	BPS
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	7
9	Date written/revised	July 2021

10 Programme Aims

The programme aims to provide the academic foundations and clinical training in low intensity psychological methods to assess and treat patients with mental health problems such as depression and anxiety. It is part of the Increasing Access to Psychological Therapies (IAPT) programme which trains Psychological Wellbeing Practitioners (PWP) for NHS employment.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Knowledge and Understanding

On completing the programme students should be able to:

- A1. describe and distinguish between mental health and illness systems/categories including diagnosis and psychological models;
- A2. describe the range of low intensity, evidence-based psychological interventions for common mental health problems and the underlying principles of these;
- A3. critically appraise community resources/agencies which may directly or indirectly promote mental health;
- A4. describe the impact of power, culture and diversity on mental health and psychotherapeutic processes; and how to positively accommodate these within a therapeutic setting;
- A5. discuss issues associated with the delivery of a non-discriminatory and accessible mental health services.

Teaching and Learning Methods

Knowledge and Understanding are developed through:

- Didactic sessions used to establish a learning framework for the development of the students' understanding of complex concepts, and to provide insight into the relationship between theory and practice;
- Small group work, to provide opportunities for interaction, discussion and clarification in support of learning in selected areas;
- Guided self-study, supported by the provision of targets and direction within the service handbook and assignments posted within the University setting, to expand knowledge and understanding through active and task-based learning;
- Individual and group tutorials, to develop individual and collective understanding and to plan for practical tasks. Experiential and skills-based workshops.
- Developed and embedded by supervised practice within a clinical placement.

<p>Assessment Strategy</p> <p>Assessment of the underpinning knowledge base is achieved through a combination of a written examination (A1-A5), clinical planning scenario/presentation (A1, A4), a standardised role-play scenario assessment (A1, A2) plus reflective commentaries (essays; A1, A2, A4, A5). Knowledge and skill development is also collated within a workplace portfolio and signed off by a workplace supervisor.</p>
<p style="text-align: center;">Intellectual Skills</p> <p>On completing the programme students should be able to:</p> <p>B1. comprehend and interpret the literature;</p> <p>B2. evaluate critically the appropriate evidence-based interventions and delivery models;</p> <p>B3. use abstraction to develop a coherent argument from their reading;</p> <p>B4. use reflective and planning skills to translate these into practical skills development.</p>
<p>Teaching and Learning Methods</p> <p>Intellectual skills are developed through:</p> <ul style="list-style-type: none"> • Critical engagement with the evidence base is taught in didactic teaching as well as in participation in teaching sessions; • Interpretation of the literature is also facilitated within tutorials and also through the supervision which the student receive whilst on placement; • Likewise, service related issues and processes (e.g., the stepped care service model) will be explored within the teaching sessions and also experienced through placement experience; • Personal development skills will be taught within teaching and supported within tutorials and placement supervision.
<p>Assessment Strategy</p> <p>Assessment of the underpinning intellectual skills are achieved through a combination of written exam (B1-B3) and outcomes to be achieved on placement via a placement portfolio (B1-B4).</p>
<p style="text-align: center;">Practical Skills</p> <p>On completing the programme students should be able to:</p> <p>C1. engage collaboratively with patients, in order to assess and diagnose relevant psychological difficulties;</p> <p>C2. communicate assessment information effectively, facilitating patients' understanding and participation in decision making;</p> <p>C3. utilise a range of low intensity, evidence-based psychological interventions (and social support arrangements) for common mental health problems.</p> <p>C4. appropriately record these activities;</p> <p>C5. respond to patients sensitively, promoting their empowerment;</p> <p>C6. manage caseload efficiently and effectively, drawing on clinical supervision to work effectively (including liaison across agencies and team membership);</p> <p>C7. elicit the patient 'world-view' (which might vary according to culture/diversity) in regard to the cause and their understanding of their difficulties, as well as a range of mental health treatments to facilitate engagement and support.</p> <p>C8. undertake the above, whilst compensating for differences in economic, social or ethnic background;</p> <p>C9. develop and deliver coherent, persuasive arguments concerning patients' care to other professionals and community agents.</p>
<p>Teaching and Learning Methods</p> <p>Practical skills are developed through:</p> <ul style="list-style-type: none"> • Experiential and skills-based workshops; • Video simulations and demonstrations and role play, to teach communication skills; • Clinical skills training and supervision in clinical placement; • Small group activities.

Assessment Strategy
Assessments of practical skills is achieved through a standardised role play scenario assessment (C1, C2, C5, C7), case study/clinical session video assessment (C2, C3, C5, C7)a clinical planning scenario/presentation (C1, C5), as well as the supervisor's evaluation of the achievement of practice competencies whilst on clinical placement, via the portfolio (C1-C9).
Transferable/Key Skills
On completing the programme students should be able to: D1. utilise independent self-study skills and originality; D2. communicate effectively in both written and oral form; D3. use ICT effectively in practice; D4. execute organisational skills; D5. utilise self-reflective abilities in regard to supervision and personal growth;
Teaching and Learning Methods
Transferrable skills are developed through: <ul style="list-style-type: none"> • planning and preparation of assignments which involve computer-based activities (e.g., word processing and literature searching); • shared learning through group activities and practice, • group-based exercises and team working; • workshops, lectures and simulation/role play.
Assessment Strategy
Core competencies (e.g., generic communication skills; study skills) are assessed within these various assessment techniques. It should also be noted that formative assessment, evaluation and feedback will occur within the training workshops. These involve students demonstrating their competencies in relation to different topic areas (effective communication) in a way that facilitates the teacher in providing corrective feedback. Similarly, on placement, students receive regular feedback on their performance from their manager/supervisor. Assessment of transferable skills is achieved through reflective commentaries (essays, D1 – D5), a standardise role play scenario assessment (D2, D4), a case study/clinical session video assessment (D2, D4),a clinical planning scenario/presentation (D2) and the placement portfolio (D5).

12 Programme Curriculum, Structure and Features
Basic structure of the programme
The programme is 1 year in duration to be undertaken in conjunction with a low-intensity worker (or equivalent) post or placement. Students will attend the University on 1 day per week over two semesters, with University-set work-based activity comprising a further day per week of educational activity. For the remaining time, trainees are working within post / placement. There are 3 (20 credit) modules within the programme along with a non-credit bearing placement module. Candidates whose academic work does not meet the criteria for a Postgraduate Certificate award but does meeting the passing standard for undergraduate study may exit with a Graduate Certificate in Low Intensity Psychological Therapies.
Key features of the programme (including what makes the programme distinctive)
This course offers training in the delivery of low intensity psychological treatments (e.g., guided self-help) within a multi-dimensional context (e.g., NHS, community, diverse groups).

Programme regulations (link to on-line version)

https://teaching.ncl.ac.uk/docs/regsdocs2021/documents/-R3069F,%203070F,%203503F_vFinal.pdf

14 Support for Student Learning

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

15 Methods for evaluating and improving the quality and standards of teaching and learning

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

16 Regulation of assessment

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

In addition, information relating to the programme is provided in:

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/courses/>

The University Regulations <http://www.ncl.ac.uk/regulations/docs/>

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