Course Handbook
Postgraduate Certificate Promoting Psychological Wellbeing (IAPT)
Graduate Certificate Promoting Psychological Wellbeing (IAPT)
2019/20
Liz Kell
School of Community Health and Midwifery

Please read this Handbook in conjunction with the University's Student Handbook.

Contents

1. Welcome to the course

Welcome to the University of Central Lancashire, and in particular, the School of Community Health and Midwifery.

This suite of programmes has been developed in line with the Improving Access to Psychological Therapies (IAPT) initiative, and mirrors the national curriculum for Low Intensity therapy training. Your course will prepare you for the role of Psychological Wellbeing Practitioner within an IAPT service and other primary care and wellbeing service settings, and cultivate and enhance your skills in working with people with mild/moderate depression and anxiety disorders.

This course handbook offers an overview of the awards and the modules. The description of each module is also available on the module blackboard websites.

The University Student Handbook includes further information on the wider University, and you should use both these handbooks as they contain a range of useful information and contact details that will help and support you during the course.

As your Course Leader, please feel free to contact me at any time if you have questions about your course. I wish you well in your studies and future career.

Liz Kell

1.1 Rationale, aims and learning outcomes of the course

The IAPT Psychological Wellbeing Practitioner (PWP) role and training was developed as part of the wider IAPT programme in response to the Layard report (2006) on the impact of Depression and Anxiety disorders on society, including the economy. The programme trains practitioners to deliver psychological interventions to those suffering with depression and anxiety disorders within a stepped care model. Step 2 (PWP) offers guided self-help within a Behaviour Change framework to patients.

Students take 3 modules: Working with Common Mental Health Problems: Assessment and Engagement, Guided Self Help for Anxiety and Depression, and Values, Diversity and Context.

Students are required to be employed, or on an honorary contract within an IAPT service, or primary mental health or wellbeing service of a similar structure, 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. The course team offers supervision training to supervisors each year.

The training is underpinned by a behaviour change model – COM-B (Michie et al 2011). The training includes a number of Cognitive Behavioural Therapy (CBT) based interventions, including behavioural activation, problem solving and cognitive restructuring, and other low intensity interventions including medication support, physical activity and exercise, and signposting to community resources. As the PWP roles are expanded into areas beyond anxiety disorders and depression, and the evidence base for low intensity interventions continues to grow and develop, the range of low intensity interventions is likely to further increase.

In addition, the self-help aspect of low-intensity interventions raises challenges for effective delivery. Effective self-help puts more responsibility and demands on the patient for carrying out the treatment than e.g. therapist delivered high intensity CBT. Engaging and motivating people are accordingly central issues: COM-B (Michie at al 2011) as a model of behaviour and behaviour change is followed to address this important element of the role. This model sets out that behaviour comes about from an interaction of 'capability' to perform the behaviour, and 'opportunity' and 'motivation' to carry out the behaviour: new behaviour, or behaviour change requires a change in one or more of these.

1.2 Course Team

Course Leader
Liz Kell – lkell@uclan.ac.uk – 012772 893724 – Brook Building BB330
Speciality – IAPT and Primary Care

Module Leaders

Module 1 – Working with Common Mental Health Problems: Engagement and Assessment
Liz Kell – lkell@uclan.ac.uk 01772 893724 – Brook Building BB330
Speciality – IAPT and Primary Care

Module 2 – Guided Self Help for Depression and Anxiety
Lowri Dowthwaite – ldowthwaite1@uclan.ac.uk 01772 893703 – Brook Building BB330
Speciality – IAPT and Primary Care

Module 3 – Values, Diversity and Context
Matt Pitcher –MPitcher1@uclan.ac.uk 01772 897547 – Brook Building BB330
Speciality – IAPT and Primary Care

Expert Teaching Team

Rick Fothergill – krfothergill@uclan.ac.uk – 01772 892736 – Brook Building BB344
Speciality – CBT and mental health nursing

Joanne Cunningham – Jcunningham7@uclan.ac.uk – 01772 895135 – Brook Building
BB330
Speciality – IAPT and Primary Care Long Term Conditions

Imelda Hatton-Yeo – Ihatton-yeo@uclan.ac.uk – 01772 895535 – Brook Building BB218
Speciality – Children and Young People IAPT Services

Bas Chaudhri – Bchaudhri@uclan.ac.uk – 01772 895128 Harrington Buidling HA253
Speciality – CBT

Gill Rayner – Grayner@uclan.ac.uk – 01772 895599 – Brook Building BB321
Speciality – CBT, Psychosis and Self-Harm

Gosia Bowling – Gbowling1@uclan.ac.uk – 01772 893148 Harrington Building HA252

1.3 Expertise of staff

The course team comprises of qualified and experienced Psychological Wellbeing
Practitioners, CBT Therapists and Mental Health Nurses with experience of working in brief
therapy in primary and secondary care, and clinically based IAPT staff. Several of the team
are engaged regionally and nationally within IAPT networks and all are engaged in research
at postgraduate/doctoral level.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support
during the year. They will be the first point of call for many of the questions that you might
have during the year. Your Academic Advisor will be able to help you with personal
development, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details

Course Administration Service provides academic administration support for
students and staff and are located in the following hubs which open from 8.45am
until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general
assistance and advice regarding specific processes such as extenuating circumstances,
extensions and appeals.

Brook Building
Community, Health and Midwifery
Nursing
Sport and Health Sciences
Social Work, Care and Community
Telephone: 01772 891992/891993
Email: BrookHub@uclan.ac.uk

1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

The course team will normally contact you via your UCLAN email and we try to reply to your emails within 3 working days. Announcements will also be posted on the Course and Module Blackboard sites.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the External Examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

External Examiners:

Lisa Atkinson

Senior Lecturer, Northumbria University

Low Intensity Service Lead, Sunderland Psychological Wellbeing Service

2. Structure of the course

2.1 Overall structure

Graduate Certificate Promoting Psychological Well-being (IAPT)
This programme consists of three modules:
Working with Common Mental Health Problems: Assessment and Engagement
Guided Self-Help for Anxiety and Depression
Values, Diversity and Context **is examined at level 6 and is 60 credits**

Post Graduate Certificate Promoting Psychological Wellbeing (IAPT)
This programme consists of three modules:
Working with Common Mental Health Problems
Guided Self-Help for Anxiety and Depression

Values, Diversity and Context **is examined at level 7 and is 60 credits**

2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

The programme specifications are attached as appendices at the end of this document. Undergraduate and postgraduate modules will be taught together.
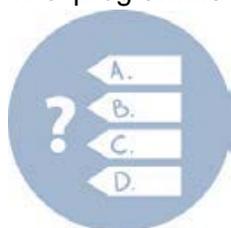
2.3 Course requirements
The course is taught over 45 days in total for the 60 credit award. Each module has a specific set of foci and learning outcomes, the clinical competencies build on each other and the majority of the teaching activity is focused on clinical competence development through clinical simulation and skills practice. Over the 3 modules of 45 days, 25-30 days are delivered as theoretical learning and skills practice and 15-20 days as directed practice-based learning.

The training program also requires trainees to learn from observation and skills practice under supervision while working in fully functioning IAPT services. Trainees should complete **a minimum of 80 clinical contact hours** with patients (face to face and telephone) within an IAPT service (or equivalent stepped care service) as a requirement of their training and should undertake **a minimum of 40 hours of supervision** of which at least 20 hours should be case management supervision and at least 20 hours should be clinical skills supervision. **These 80 clinical hours and 40 supervision hours are in addition to the 15-20 practice-based learning days.**

2.4 Module Registration Options
Discussions about your progression through the course normally take place in February each year. It is an opportunity for the course leader to speak with your employer/placement provider and yourself to support your successful completion of the programme.

2.5 Study Time
2.5.1 Weekly timetable
A timetable will be available once you have enrolled on the programme, through the student portal.

2.5.2 Expected hours of study
The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLAN and time spent in private study.

Classroom attendance: You are required to attend all timetabled activities e.g. lectures, small group activities, clinical skills practice etc. We won't teach you for 6 hours at a time though – we aim to keep teaching sessions to 1-2 hours in length that will be broken up into facilitated discussion and lead lectures by staff. Clinical practice sessions will be longer.

We keep a register for each timetabled session and employers are informed of any absences

Directed study: Time allocated during a university study day to do set work. This may mean using the computers at the university that are open for students or completing workbooks with colleagues or reading etc. If you keep up with the directed study this will help you towards your assignments.

Supervised days in practice: These are required attendance. They are allocated within a full working day (7.5 hours) and are designed to provide you with the opportunity to work more closely with your supervisor to develop a range of skills and techniques and knowledge to support your learning in practice.

Private study: This is what it means – time for you to do what you need to do to improve your learning, read more widely, set up meetings to find out more…. Again time is allocated within each day or week. If you choose to do other things during this private study time, then that is your choice. However, if you use your time wisely you should be able to keep your days off for personal pursuits.

Academic Advisor sessions: These will be scheduled by you in agreement with your Academic Advisor.

Students must complete 80 hours of clinical practice and 40 hours of supervision during the course of the programme.

2.5.3 Attendance Requirements
You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

Liz Kell – lkell@uclan.ac.uk 01772 893724

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

A Student Attendance Monitoring (SAM) system is used to log your attendance. You can check your attendance record through my UCLan. Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system.** To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

The Course Leader will inform your employer of any absences from the programme.

3. Approaches to teaching and learning

3.1 Expertise of staff
The course team comprises of qualified and experienced Psychological Wellbeing Practitioners, CBT Therapists and Mental Health Nurses with experience of working in brief therapy in primary and secondary care, and clinically based IAPT staff. Several of the team are engaged regionally and nationally within IAPT networks and all are engaged in research at postgraduate/doctoral level.

3.2 Learning and teaching methods

A range of learning and teaching methods are used to enable knowledge accumulation alongside specific skills development: lectures, action learning sets, modelling by programme team, clinical simulation, clinical skills practice, use of media, self-directed study, assessment of practice documents and competencies.

You can access information on Blackboard both prior to and after sessions to further support your learning.

3.3 Study skills
There are a variety of services to support students and these include
WISER http://www.uclan.ac.uk/students/study/wiser/index.php

3.4 Learning resources
3.4.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. The library is open 24 hours during term time http://www.ucan.ac.uk/library/opening_times.php

3.4.2 Electronic Resources
LIS provide access to a huge range of electronic resources including e-journals and databases, e-books, images and texts and all resources specific to your modules (e.g. lecture notes and power points) will be on the Blackboard site where reading lists are also available.

3.5 Personal development planning
Personal Development Planning (PDP) is a process designed to assist you to get the most from your time at University. It is intended to provide you with a structured and supported process through which you can reflect on your learning, performance and/or achievements and plan for your personal, educational and career development. By becoming actively involved in PDP you can improve your capacity to understand what and how you are learning, and how to review, plan and take responsibility for your own learning and future development. PDP will be encouraged throughout your time on the course and a range of resources are

3.6 Preparing for your career

Many of the students attending this course will already be employed as a trainee Psychological Wellbeing Practitioner, however, it is still important for you to consider your ongoing career development, and particularly for people employed on fixed term contracts or who are only on placements with IAPT services. Your course has been designed with employability learning integrated into it: this is not additional to your qualification, but an important part of it which will help you to show future employers just how valuable your qualification is.

The UCLAN Careers service offers a range of support for you including:
- Career and employability advice and guidance appointments
- Support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- Workshops, seminars, modules, certificates and events to develop your skills.

Daily drop in service available 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access careers and employability resources via the student portal.

4. Student Support

The 'I' is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits (continuing students only), Printing and Printer Credit, UCLAN Cards, the 'I' shop and UCLAN Financial Support Bursary (first year students only).

4.1 Academic Advisors

You will be allocated an Academic Advisor at the beginning of the programme. This is the person that you should contact if you need any advice or support, and will guide you through the programme. Please establish with your Academic Advisor the best method of communication.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/

5. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.
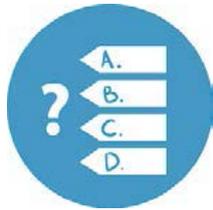
5.1 Assessment Strategy

Assessment is a process that allows the demonstration of your learning achievements and is not just an end product. Assessment strategies therefore vary across the course, some may be innovative, but all are designed to measures your achievement of learning outcomes across the course. Each module maintains a coherent structure that links content, teaching, learning, outcomes and assessment.

The assessment strategy is designed to assess skills development and competencies as well as examined academic excellence. The range of assessments reflect this and the students are asked to critically reflect on their skills development throughout the programme. The assessments undertaken within the university setting are coupled with practical assessments carried out in the clinical setting and marked by your supervisors. All elements of the assessment must be passed to successfully complete the course.

5.2 Notification of assignments and examination arrangements

Assignment guidance will be posted on Blackboard along with the relevant dates and times for submission. A rubric denoting the marking criteria used for academic assignments is available on Blackboard and the assessment templates for practical assessments is available under the assignments tab on the Blackboard sites.

5.3 Referencing

Students are expected to use the American Psychological Association (APA) referencing style. A link is available on the module Blackboard sites.

5.4 Confidential material

There are both ethical and legal reasons for maintaining anonymity and confidentiality of individuals and organisations. The policy of maintaining anonymity and confidentiality applies to **all** students whether an undergraduate or post graduate student.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards

are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

As a course team we meet with you to evaluate the programme to find out what went well and what you feel could be improved. From these meetings, we have:
- Restructured the timetable to give you more time between formal university attendance and examinations and assessments to help you manage your increasing caseload and university commitments
- Continued with the inclusion of Action Learning Sets within the programme
- Information on assessments released earlier

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook. The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Your Student President will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting
- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

8. Appendices

8.1 Programme Specification(s)

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Programme Specification

This Programme 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 he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1.	**Awarding Institution / Body**	University of Central Lancashire
2.	**Teaching Institution and Location of Delivery**	University of Central Lancashire Preston Campus
3.	**University School/Centre**	School of Community Health and Midwifery
4.	**External Accreditation**	British Psychological Society (BPS)
5.	**Title of Final Award**	Postgraduate Certificate in Promoting Psychological Wellbeing (IAPT)
6.	**Modes of Attendance offered**	Part time
7a)	**UCAS Code**	
7b)	**JACS and HECOS Code**	B760 100473
8.	**Relevant Subject Benchmarking Group(s)**	Psychological Therapies National Occupational Standards National Curriculum for the Education of Psychological Wellbeing Practitioners National Occupational Standards for Mental Health NHS Knowledge and Skills Framework The Ten Essential Shared Capabilities
9.	**Other external influences**	Improving Access to Psychological Therapies initiative Nice Guidelines for Anxiety and Depression LSE Depression Report No Health Without mental Health The NHS Five Year Forward View

10. Date of production/revision of this form	January 2016/September 2019

11. Aims of the Programme

The aim of the Postgraduate Certificate in Promoting Psychological Wellbeing (IAPT) programme is to prepare and develop low intensity mental health practitioners including Psychological Wellbeing Practitioners, who can lead and develop low intensity primary mental health care practice in supporting people with common mental health problems and aid self management. The programme is designed to enable students to:

- Implement and evaluate a range of evidence-based, low-intensity psychological treatments for people with common mental health problems in primary care settings.

- Function independently as effective mental health practitioners in primary care settings.
- Work in partnership with clients as unique human beings who have individualised mental health needs
- Recognise and respect the cultural diversities that arise in health care, challenge discriminatory practice and endeavour to give of their best without prejudice.
- Understand the complexity of people's health, social and occupational needs and recognise the need and have the ability to work with a range of services that can support people to recovery.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

At the end of the programme of study students will be able to:

A1   Demonstrate systematic understanding of the legal, ethical and policy dimensions of modern mental health practice policy frameworks and service management arrangements.

A2   Demonstrate synthesis in the use of forms of knowledge to create new insights and solutions for primary care mental health practice

A3   Critically evaluate the evidence base for low-intensity, psychological and pharmacological interventions for common mental health problems

A4   Critically review and evaluate the culture of primary care and its interactions within society including other statutory and non-statutory health, social care and occupation/employment agencies.

A5   Display a broad perspective on practice taking into account the importance of individual diversity, and the influences of culture and gender on mental health and the impact that these have on individual care and service provision.

A6   Demonstrate 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.

A7   Appraise and evaluate the range of supervision strategies commonly used in low intensity Services

A8   Critically evaluate the impact that power issues within the therapeutic context can have on patient care and collaborative working.

Teaching and Learning Methods

- Lectures
- Role play
- Seminars
- Problem-based learning exercises
- Individual and group tutorials
- Action Learning Sets
- Supervised clinical practice

Assessment methods

- Essays
- Video Role Play
- Telephone Role Play
- Seminar Presentations
- Recorded real assessment/intervention session with patient

Knowledge for practice is also continually assessed during supervised clinical practice via the 'Practice Assessment Documents' (pass/fail). Practice assessment documents are also exposed to verification processes by academic staff as well as external examiner scrutiny

B. Subject-specific skills

At the end of the programme of study students will be able to:

B1   Manage their own mental health care practice in accordance with ethical and legal frameworks ensuring the primacy of client interest and well-being, recognising personal limitations and case complexity in order to refer clients to others appropriate to the clients' needs.

B2   Practise in a non-discriminatory manner, respecting the variety of beliefs and cultural practices of individuals and groups.

B3   Effectively participate in inter-professional approaches to care that respect and utilise the contributions of the wider health and social care team.

B4   Through a patient centred assessment process effectively gather a and utilise information on employment needs, well-being and social inclusion.

B5	Develop individualised, therapeutic alliances with patients that enable them (and where appropriate their carers) to be purposefully involved in a partnership of care.
B6	Utilise core skills in low intensity mental health practice to undertake and record systematic, accurate and holistic assessments of the health needs of individual patients, using appropriate psychometric instruments and formulate care plans based on best available evidence.
B7	Based on the assessed needs of patients and within a case management framework, implement and support a range of low intensity psychological/pharmacological interventions based on a self-management model of mental health care including managing end of contact.
B8	Utilise managerial and clinical supervision to ensure clinical care is optimum and tailored to patient, family and community needs; and that learning needs are identified and acted upon to ensure personal development.
B9	Produce an accurate risk assessment and collaboratively create and manage risk in line with local policies and procedures.
B10	Demonstrate mastery in delivering low intensity interventions using a range of communication methods.

Teaching and Learning Methods

- Role-play
- Problem-Based-Learning
- Clinical skills practise
- Action Learning Sets
- Clinical skills are also developed through supervised clinical practice.

Assessment methods

- Essays
- Role Plays
- Seminar Presentations
- Clinical Practice document
- Recorded real assessment/intervention session with patient

C. Thinking Skills

At the end of the programme of study students will be able to:

C1 Critically reflect on and evaluate their own academic and professional progression

C2 Extract, evaluate and synthesise information from primary and secondary sources

C3 Critically appraise issues relating to primary care mental health practice

C4 Synthesise knowledge/information in order to improve the health and wellbeing of clients

C5 Critically evaluate contemporary evidence for their practice under-pinning professional
    approaches to care

Teaching and Learning Methods

Thinking skills are developed through seminars, group work, clinical supervision and the student's practice.

Assessment methods

Essays
- Role Plays
- Seminar Presentations
- Recorded real assessment/intervention session with patient
- Clinical Practice document

D. Other skills relevant to employability and personal development

D1	Communicate effectively (verbal, non-verbal, written) in a variety of settings with a range of individuals.
D2	Effectively utilise information technology / health informatics.
D3	Demonstrate research and enquiry skills by accessing and analysing literature in order to inform and develop practice.
D4	Work co-operatively and effectively with others as a member of a team.
D5	Reflect on their own academic and clinical performance and utilises strategies to improve these.

| D6 | Use logical and systematic approaches to problem-solving and decision-making. |

Teaching and Learning Methods

- Seminars
- Group-work
- Problem-Based-Learning
- Supervised clinical practice
- Presentations

Assessment methods

- Essays
- Role Plays
- Seminar Presentations
- Recorded real assessment/intervention session with patient
- Clinical Practice document

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	NU4280	Working with Common Mental Health Problems: Engagement & Assessment	20	**Postgraduate Certificate in Promoting Psychological Wellbeing (IAPT)**
Level 7	NU4018	Enhanced Guided Self Help for Anxiety and Depression	20	Requires 60 credits at Level 6 or above with a minimum of 40 credits at Level 7
Level 7	NU4281	Values, Diversity and Context	20	

15. Personal Development Planning

Personal Development Planning (PDP) is a core learning process for education, work-based learning and Continual Professional Development (CPD). Skills in PDP include self-reflection, recording target setting, action planning and monitoring. These are all skills which are key components of employability. Your engagement with PDP on this programme will add value to your learning by enabling you to reflect on your academic and practical experiences and demonstrate and articulate resulting competencies. Your personal tutor will support you in this process.
As part of this course you will be involved in regular supervision both in university and in clinical practice.

16. Admissions criteria
(including agreed tariffs for entry with advanced standing)
Correct as at date of approval. For latest information, please consult the University's website.

- Evidence of recent Level 6 study in a relevant subject (i.e. health related or social science) from an approved institution of higher education. If you do not meet these criteria or you think you may have evidence of Accredited Prior Learning (APL) or you can apply via portfolio. You are advised to contact the course leader for advice re the portfolio and visit the following website for further information.
- http://www.uclan.ac.uk/information/services/sss/accreditation/index.php

- Be working in a primary care health or social care setting and have access to a caseload
- Have the written support of your employer to attend the programme and to complete the necessary requirements for both the theoretical and practical elements of the qualification

17. Key sources of information about the programme

- Fact sheets
- Open days
- UCLan prospectus
- http://www.uclan.ac.uk/information/courses/pgcert_primary_care_mental_health_practice.php

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes Knowledge and Understanding							
				A1	A2	A3	A4	A5	A6	A7	A8
LEVEL 7	NU4280	Working with Common Mental Health Problems: Engagement & Assessment	Comp						LO1 LO5		
	NU4018	Enhanced Guided Self Help for Anxiety and Depression	Comp		LO1	LO4					
	NU4281	Values, Diversity and Context	Comp	LO1			LO6	LO2 LO3		LO5	LO4

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes Subject-specific skills									
				B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
LEVEL 7	NU4280	Working with Common Mental Health Problems: Engagement & Assessment	Comp		LO3		LO2 LO3 LO4	LO3	LO2 LO4 LO5 LO7			LO2	
	NU4018	Enhanced Guided Self Help for Anxiety and Depression	Comp					LO2	LO3	LO1 LO2 LO3 L04 LO5 LO6		LO6	LO1 LO3

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)									LO5		
	NU4281	Values, Diversity and Context			LO2 LO3	LO5 LO6						Lo5		
			Comp	LO1 LO7		LO7	LO6							

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes				
				Thinking skills				
				C1	C2	C3	C4	C5
LEVEL 7	NU4280	Working with Common Mental Health Problems: Engagement & Assessment	Comp	LO1 LO5 LO6 LO8	LO1 LO5 LO6 LO8	LO1 LO5 LO6 LO8	LO1 LO5 LO6 LO8	LO1 LO4 LO5 LO6 LO8
	NU4018	Enhanced Guided Self Help for Anxiety and Depression	Comp	LO1 LO4 LO6	LO1 LO4 LO6	LO1 LO4 LO6	LO1 LO4 LO6	LO1 LO4 LO6
	NU4281	Values, Diversity and Context	Comp	LO1 LO2 LO3 LO4 LO5 LO6 LO7	LO1 LO2 LO3 LO4 LO5 LO6 LO7	LO1 LO2 LO3 LO4 LO5 LO6 LO7	LO1 LO2 LO3 LO4 LO5 LO6 LO7	LO1 LO2 LO3 LO4 LO5 LO6 LO7

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes					
				Other skills relevant to employability and personal development					
				D1	D2	D3	D4	D5	D6

LEVEL	Code	Module	Type	Col1	Col2	Col3	Col4	Col5	Col6
LEVEL 7	NU4280	Working with Common Mental Health Problems: Engagement & Assessment	Comp	LO2 LO3 LO4 LO5 LO6 LO7	LO2	LO1 LO5 LO6 LO8		LO1 LO5 LO6 LO8	
	NU4018	Enhanced Guided Self Help for Anxiety and Depression	Comp	LO1 LO2	LO1	LO1 LO4 LO6		LO1 LO4 LO6	LO1 LO2
	NU4281	Values, Diversity and Context	Comp	LO7		LO1 LO2 LO3 LO4 LO5 LO6 LO7	LO7	LO4 LO5 LO7	

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Note: *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme 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 he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1.	**Awarding Institution / Body**	University of Central Lancashire
2.	**Teaching Institution and Location of Delivery**	UCLan Preston College for Humanistic Sciences ICPS Hugh Baird College
3.	**University School/Centre**	School of Community Health and Midwifery
4.	**External Accreditation**	British Psychological Society (UCLan Preston Campus only)
5.	**Title of Final Award**	Graduate Certificate Promoting Psychological Wellbeing (IAPT)
6.	**Modes of Attendance offered**	Part time
7a)	**UCAS Code**	
7b)	**JACS and HECOS Code**	B760 100473
8.	**Relevant Subject Benchmarking Group(s)**	Psychological Therapies National Occupational Standards National Curriculum for the Education of Psychological Wellbeing Practitioners National Occupational Standards for Mental Health NHS Knowledge and Skills Framework The Ten Essential Shared Capabilities
9.	**Other external influences**	Improving Access to Psychological Therapies initiative Nice Guidelines for Anxiety and Depression LSE Depression Report No Health Without Mental Health The NHS Five Year Forward View
10.	**Date of production/revision of this form**	January 2016 January 2019 (ICPS) April 2019 (Hugh Baird)
11.	**Aims of the Programme**	

The aim of the Graduate Certificate Promoting Psychological Well-being (IAPT) programme is to prepare and develop low intensity mental health practitioners including Psychological Wellbeing Practitioners, who can lead and develop low intensity primary mental health care practice in supporting people with common mental health problems and aid self management. The programme is designed to enable students to:

- Implement and evaluate a range of evidence-based, low-intensity psychological treatments for people with common mental health problems in primary care settings.
- Function independently as effective mental health practitioners in primary care settings.
- Work in partnership with clients as unique human beings who have individualised mental health needs
- Recognise and respect the cultural diversities that arise in health care, challenge discriminatory practice and endeavour to give of their best without prejudice.
- Understand the complexity of people's health, social and occupational needs and recognise the need and have the ability to work with a range of services that can support people to recovery.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

At the end of the programme of study students will be able to:

A1   Demonstrate systematic understanding of the legal, ethical and policy dimensions of modern mental health practice policy frameworks and service management arrangements.

A2   Demonstrate synthesis in the use of forms of knowledge to create new insights and solutions for primary care mental health practice.

A3   Critically evaluate the evidence base for low-intensity, psychological and pharmacological interventions for common mental health problems.

A4   Critically review and evaluate the culture of primary care and its interactions within society including other statutory and non-statutory health, social care and occupation/employment agencies.

A5   Display a broad perspective on practice taking into account the importance of individual diversity, and the influences of culture and gender on mental health and the impact that these have on individual care and service provision.

A6   Demonstrate 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.

A7   Appraise and evaluate the range of supervision strategies commonly used in low intensity Services.

A8   Critically evaluate the impact that power issues within the therapeutic context can have on patient care and collaborative working.

Teaching and Learning Methods

- Lectures
- Role play
- Seminars
- Problem-based learning exercises
- Individual and group tutorials
- Action Learning Sets
- Supervised clinical practice

Assessment methods

- Essays
- Video Role Play
- Telephone Role Play
- Seminar Presentations
- Recorded real assessment/intervention session with patient

Knowledge for practice is also continually assessed during supervised clinical practice via the 'Practice Assessment Documents' (pass/fail). Practice assessment documents are also exposed to verification processes by academic staff as well as external examiner scrutiny

B. Subject-specific skills

At the end of the programme of study students will be able to:

B1   Manage their own mental health care practice in accordance with ethical and legal frameworks ensuring the primacy of client interest and well-being, recognising personal limitations and case complexity in order to refer clients to others appropriate to the clients' needs.

B2   Practise in a non-discriminatory manner, respecting the variety of beliefs and cultural practices of individuals and groups.

B3   Effectively participate in inter-professional approaches to care that respect and utilise the contributions of the wider health and social care team.

B4   Through a patient centred assessment process effectively gather a and utilise information on employment needs, well-being and social inclusion.

B5   Develop individualised, therapeutic alliances with patients that enable them (and where appropriate their carers) to be purposefully involved in a partnership of care.

B6   Utilise core skills in low intensity mental health practice to undertake and record systematic, accurate and holistic assessments of the health needs of individual patients, using appropriate psychometric instruments and formulate care plans based on best available evidence.

B7   Based on the assessed needs of patients and within a case management framework, implement and support a range of low intensity psychological/pharmacological interventions based on a self-management model of mental health care including managing end of contact.

B8   Utilise managerial and clinical supervision to ensure clinical care is optimum and tailored to patient, family and community needs; and that learning needs are identified and acted upon to ensure personal development.

B9   Produce an accurate risk assessment and collaboratively create and manage risk in line with local policies and procedures.

B10   Demonstrate mastery in delivering low intensity interventions using a range of communication methods.

Teaching and Learning Methods

- Role-play
- Problem-Based-Learning
- Clinical skills practise
- Action Learning Sets
- Clinical skills are also developed through supervised clinical practice.

Assessment methods

- Essays
- Role Plays
- Seminar Presentations
- Clinical Practice document
- Recorded real assessment/intervention session with patient

C. Thinking Skills

At the end of the programme of study students will be able to:
C1 Critically reflect on and evaluate their own academic and professional progression.
C2 Extract, evaluate and synthesise information from primary and secondary sources.
C3 Critically appraise issues relating to primary care mental health practice.
C4 Synthesise knowledge/information in order to improve the health and wellbeing of clients.
C5 Critically evaluate contemporary evidence for their practice under-pinning professional approaches to care.

Teaching and Learning Methods

Thinking skills are developed through seminars, group work, clinical supervision and the student's practice.

Assessment methods

Essays
- Role Plays
- Seminar Presentations
- Recorded real assessment/intervention session with patient
- Clinical Practice document

D. Other skills relevant to employability and personal development

D1	Communicate effectively (verbal, non-verbal, written) in a variety of settings with a range of individuals.
D2	Effectively utilise information technology / health informatics.
D3	Demonstrate research and enquiry skills by accessing and analysing literature in order to inform and develop practice.
D4	Work co-operatively and effectively with others as a member of a team.
D5	Reflect on their own academic and clinical performance and utilises strategies to improve these.
D6	Use logical and systematic approaches to problem-solving and decision-making.

Teaching and Learning Methods

- Seminars
- Group-work
- Problem-Based-Learning
- Supervised clinical practice
- Presentations

Assessment methods

- Essays
- Role Plays
- Seminar Presentations
- Recorded real assessment/intervention session with patient
- Clinical Practice document

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 6	NU3280	Working with Common Mental health problems: Engagement and Assessment	20	**Graduate Certificate Promoting Psychological Wellbeing (IAPT)**
Level 6	NU3118	Guided Self Help for Anxiety and Depression	20	Requires 60 credits at Level 5 or above with a minimum of 40 credits at Level 6
Level 6	NU3056	Values, Diversity and Context	20	

15. Personal Development Planning

Personal Development Planning (PDP) is a core learning process for education, work-based learning and Continual Professional Development (CPD). Skills in PDP include self-reflection, recording target setting, action planning and monitoring. These are all skills which are key components of employability. Your engagement with PDP on this programme will add value to your learning by enabling you to reflect on your academic and practical experiences and demonstrate and articulate resulting competencies. Your personal tutor will support you in this process.
As part of this course you will be involved in regular supervision both in university and in clinical practice.

16. Admissions criteria
(including agreed tariffs for entry with advanced standing)
Correct as at date of approval. For latest information, please consult the University's website.

- Evidence of recent Level 5 study in a relevant subject (i.e. health related or social science) from an approved institution of higher education. If you do not meet these criteria or you think you may have evidence of Accredited Prior Learning (APL) or you can apply via portfolio. You are advised to contact the course leader for advice re the portfolio and visit the following website for further information.
- http://www.uclan.ac.uk/information/services/sss/accreditation/index.php

- Be working in a primary care health or social care setting and have access to a caseload
- Have the written support of your employer to attend the programme and to complete the necessary requirements for both the theoretical and practical elements of the qualification

17. Key sources of information about the programme

- Fact sheets
- Open days
- UCLan prospectus
- http://www.uclan.ac.uk/information/courses/pgcert_primary_care_mental_health_practice.php

18. Curriculum Skills Map

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes — Knowledge and Understanding							
				A1	A2	A3	A4	A5	A6	A7	A8
LEVEL 6	NU3280	Working with Common Mental Health Problems: Engagement & Assessment	Comp						LO1 LO5		
	NU3118	Enhanced Guided Self Help for Anxiety and Depression	Comp		LO1	LO4					
	NU3056	Values, Diversity and Context	Comp	LO1				LO6	LO2 LO3	LO5	LO4

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes — Subject-specific skills									
				B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
LEVEL 6	NU3280	Working with Common Mental Health Problems: Engagement & Assessment	Comp		LO3		LO2 LO3 LO4	LO3	LO2 LO4 LO5 LO7			LO2	
	NU3118	Enhanced Guided Self Help for Anxiety and Depression	Comp					LO2	LO3	LO1 LO2 LO3 L04 LO5 LO6		LO6	LO1 LO3

	NU3056	Values, Diversity and Context							LO5		
					LO2 LO3	LO5 LO6				Lo5	
			Comp	LO1 LO7		LO7	LO6				

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes				
				Thinking skills				
				C1	C2	C3	C4	C5
LEVEL 6	NU3280	Working with Common Mental Health Problems: Engagement & Assessment	Comp	LO1 LO5 LO6 LO8	LO1 LO5 LO6 LO8	LO1 LO5 LO6 LO8	LO1 LO5 LO6 LO8	LO1 LO4 LO5 LO6 LO8
	NU3118	Enhanced Guided Self Help for Anxiety and Depression	Comp	LO1 LO4 LO6	LO1 LO4 LO6	LO1 LO4 LO6	LO1 LO4 LO6	LO1 LO4 LO6
	NU3056	Values, Diversity and Context	Comp	LO1 LO2 LO3 LO4 LO5 LO6 LO7	LO1 LO2 LO3 LO4 LO5 LO6 LO7	LO1 LO2 LO3 LO4 LO5 LO6 LO7	LO1 LO2 LO3 LO4 LO5 LO6 LO7	LO1 LO2 LO3 LO4 LO5 LO6 LO7

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes					
				Other skills relevant to employability and personal development					
				D1	D2	D3	D4	D5	D6

LEVEL 6									
	NU3280	Working with Common Mental Health Problems: Engagement & Assessment	Comp	LO2 LO3 LO4 LO5 LO6 LO7	LO2	LO1 LO5 LO6 LO8		LO1 LO5 LO6 LO8	
	NU4318	Enhanced Guided Self Help for Anxiety and Depression	Comp	LO1 LO2	LO1	LO1 LO4 LO6		LO1 LO4 LO6	LO1 LO2
	NU3056	Values, Diversity and Context	Comp	LO7		LO1 LO2 LO3 LO4 LO5 LO6 LO7	LO7	LO4 LO5 LO7	

Note: *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbook*