

Programme Specification:
Postgraduate Certificate Psychological Wellbeing Practitioner:
Level 7

PROGRAMME DETAILS	
Academic Year	2024/5
Framework for Higher Education Qualifications (FHEQ) Level	Final and Interim Award(s)
FHEQ Level 7	Postgraduate Certificate
Variants	Part time March October
Degree Awarding Body	University of Bradford
Faculty	Management, Law and Social Sciences
Partner, Delivery Organisation and/or Support Provider(s) <i>(if applicable)</i>	NHS Talking Therapies. NHS England.
Accrediting Body <i>(if applicable)</i>	The British Psychological Society
External Frameworks/ Reference Points <i>(if applicable)</i>	Standards for the Accreditation of psychological wellbeing practitioner training programmes, 2019, BPS. The National Curriculum for Psychological Wellbeing Practitioner (PWP) Programmes, Fourth Edition, July 2022.
Date of Original Approval	March 24
Date of Publication <i>(see Review/Modification Schedule for any version updates)</i>	November 24

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

PROGRAMME AIMS

Since the turn of the millennium there has been an increasing awareness of the impact of common mental health disorders (depression and the anxiety disorders) on the physical, economic and psychological health of our communities. In 2008 the Improving Access to Psychological Therapies (IAPT) programme was initiated in England to deliver evidence-based psychological therapies in Primary Care. A cornerstone of this service delivery is the Psychological Wellbeing Practitioner; a new Psychological Practitioner role that enables widespread and fast access to high quality evidence-based psychological care, with the aim to provide effective early intervention and prevent the escalation of psychological ill- health. Since the start of the COVID-19 pandemic there has been a global recognition that we are in a mental health crisis and in the 2022 World Health Organisation World Mental Health Report: Transforming Mental Health for all, Low Intensity Psychological Interventions, as delivered by PWP's, were highlighted as a key tool that will be used to meet the growing global need for effective psychological care.

IAPT services in England are now called 'NHS Talking Therapies for Anxiety and Depression' (NHS TTAD). NHS TTAD services provide access and care for more than one million people each year, with expanding delivery targets year by year. These teams of psychological practitioners and therapists deliver 'recovery' outcomes for more than 50% of service users and 'reliable improvement' for two thirds of service users. All assessment and first-line intervention in NHS TTAD is delivered by Psychological Wellbeing Practitioners and 76% of the people who access Primary Care psychological therapy services receive a course of treatment that is delivered by a Psychological Wellbeing Practitioner.

The University of Bradford has offered British Psychological Society accredited Psychological Wellbeing Practitioner training since 2020/21. In that time our students and qualified practitioners who hold the Certificate that the University of Bradford award, have provided more than 100,000 hours of high-quality evidence-based psychological care in their communities. The training required by the National Curriculum for Psychological Wellbeing Practitioner Programmes is multi-faceted and rewarding. Trainees will develop the ability to reflect in practice and learn from observation and evaluation of their own work, as well as developing their ability to provide equitable psychological services, exploring their own values and beliefs about identity and difference. Trainees build theoretical understanding of Cognitive Behavioural Therapy oriented models and evidence-based treatment strategies while honing core 'common factor' skills in the areas of interpersonal and engagement capabilities. Students practice while they learn, working as employees and under clinical supervision in NHS TTAD services during the training year, which provides a rich learning environment where knowledge and skills are used and refined in live clinical practice.

Professional registration and regulation for Psychological Wellbeing Practitioners became mandatory in June 2022. Both the British Psychological Society and the British Association of Behavioural and Cognitive Therapies hold Professional Standards Authority accredited registers for Psychological Wellbeing Practitioners. The Accredited Certificate in Psychological Wellbeing Practitioner issued by the University of Bradford meets the requirements for entry onto these registers, enabling our successful students to achieve full professional status on completion of the course. Psychological Wellbeing Practitioner students are expected to adhere to the standards of ethics, conduct and practice required by the registering organisations throughout their training, demonstrating professionalism and integrity in all aspects of work and study.

PROGRAMME LEARNING OUTCOMES

Upon successful completion of this programme, students will be able to demonstrate achievement of the following learning outcomes:

1. Demonstrate an understanding of diagnostic criteria and explanatory models for common mental health disorders (ICD-11) and case conceptualisation (including person-centered problem identification, formulation and goal setting) relevant to Low Intensity psychological interventions, including a recognition, understanding and ability to manage complexity in case presentation.
2. Demonstrate an understanding of Diversity and Inclusion that supports equitable delivery of psychological assessment and interventions and service design, with a commitment to reducing inequalities and an ability to make reasonable adjustments to service delivery.
3. Demonstrates knowledge and application of clinical skills and methodology specific to Low Intensity psychological interventions for both assessment and treatment of common mental health disorders, including an understanding of the central importance of the COM-B behaviour change model.
4. Demonstrates an ability to deliver service user centred assessment and treatment across a range of modes of delivery, with consideration of service user suitability, attitude and access needs.
5. Demonstrates the necessary understanding and a commitment to work safely and ethically, in-line with NICE guidance and within the requirements of the standards of ethics and conduct held by the PSA accredited bodies who deliver Psychological Wellbeing Practitioner registers, including an understanding of power issues in the role of Psychological Wellbeing Practitioner.
6. Demonstrate an understanding of the local and national context for safe implementation of Low Intensity psychological interventions, including awareness of the NHS Talking Therapies context and stepped care service model, and use this information to provide exemplary psychological care to the public.
7. Demonstrates core professional competence for work as a registered health and social care practitioner including competence in note keeping, engagement with supervision, commitment to continuous professional development and excellent teamwork and public facing behaviours.
8. Demonstrates accurate self-evaluation and reflective ability.
9. Develops satisfactory critical evaluation and insight into the theoretical models, clinical method and research evidence specific to the approach, with the ability to critically evaluate the range of Low Intensity psychological treatment strategies when in direct contact with service users.
10. Able to suggest potential advancements in theory and direction for future research, with insight into the implications for clinical practice.
11. Demonstrates a good understanding of how theory and research evidence inform treatment planning and clinical practice.

ADMISSIONS REQUIREMENTS

The University welcomes applications from all prospective students and most important in the decision to offer a place is our assessment of a candidate's existing academic potential and core skills in interpersonal and engagement competencies, as well as their potential to benefit from their studies and of their ability to succeed on this programme.

This programme is typically of interest to candidates who have got a desire to hold a professional qualification for practice as a registered psychological practitioner in NHS settings. This is often motivated by an interest in providing effective psychological care and reducing the burden and distress caused by common mental health conditions in the candidate's community.

Candidates for the Postgraduate Certificate in Psychological Wellbeing Practitioner demonstrate previous successful study at Level 6 or higher, which can be in any subject. Candidates must demonstrate core interpersonal and engagement competence and an awareness and understanding of common mental health conditions. Candidates are required to have two prior years of paid or voluntary experience in a mental health setting, which can include experience drawn from personal life. A background of work experience in professional mental health settings is highly desirable and will equip candidates with essential knowledge and experience of fundamentals of professional practice, such as clinical risk management and clinical record keeping.

Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

All students on this programme must have successfully applied and have gained a PWP training contract with an NHS Talking Therapies service provider. The University of Bradford joins the service provider recruitment process to ensure that all successful candidates meet the academic and clinical requirements for entry into this programme.

The current tariff and accepted qualifications for entry onto the programme, is published at <<Insert course page URL >>.

PROGRAMME STRUCTURE

Taught components: The didactic teaching and modelling of the skills required for competence in low intensity psychological practice. Teaching of theory that underpins the low intensity assessment process and evidence-based low intensity treatment interventions. Teaching on values, ethics, diversity and context pertinent to the Psychological Wellbeing Practitioner role. This component includes intensive role play practice with peers under direct observation and feedback from the course teaching team.

Clinical Practice Outcomes: This portfolio of reflective writing, logs of supervision and clinical activity and evidence of competence records the learning that is derived from employment and clinical practice with supervision in an NHS Talking Therapies provider service during the training year. Within this portfolio the clinical supervisor details their observations of the student's performance of the role in the service setting and confirms their evaluation of the student's clinical competence and ability to perform the role to the required standards.

Aims/Outcomes

The Aims and outcomes of the taught components are that students will develop a theoretical base and enhance common and specific clinical skills in order to provide competent evidence-based psychological assessment and intervention in NHS talking Therapies services while working from an inclusive and anti-discriminatory values base and working in line with the ethical standards of the profession.

The clinical practice outcomes portfolio demonstrates that the trainee has achieved the clinical practice hours and supervision hours required to practice as a qualified and registered Psychological Wellbeing Practitioner. This also demonstrates the trainee's ability to reflect on and evidence their learning for the clinical practice outcomes that are specified in the national curriculum for training.

Structure/Modules

October Entry

FHEQ Level	Module Title	Core/Option	Credit	Study Period	Module Code
7	Engagement and Assessment of Patients with Common Mental Health Problems	Core	20	SEM 1	PSY7024-B
7	Evidence-Based Low Intensity Treatment for Common Mental Health Disorders	Core	20	SEM 2	PSY7023-B
7	Values, Diversity and Context	Core	20	SEM 2	PSY7025-B
7	PWP Clinical Practice Outcomes portfolio	Core	0	ACYR	PSY6018-Z

March Entry

FHEQ Level	Module Title	Core/Option	Credit	Study Period	Module Code
7	Engagement and Assessment of Patients with Common Mental Health Problems	Core	20	SEM 2	PSY7024-B
7	Evidence-Based Low Intensity Treatment for Common Mental Health Disorders	Core	20	SEM 3	PSY7023-B
7	Values, Diversity and Context	Core	20	SEM 1*	PSY7025-B
7	PWP Clinical Practice Outcomes portfolio	Core	0	NSYR	PSY6018-Z

*Module is studied in the next academic year.

LEARNING, TEACHING AND ASSESSMENT STRATEGY

This programme is designed to train psychological practitioners for safe and ethical practice as registered Psychology Practitioners. The Learning, teaching and assessment strategy of the programme therefore is fully aligned to the national curriculum for training Psychological Wellbeing Practitioners. The programme enables

and supports students to develop and demonstrate both the clinical competencies outlined in this national curriculum, as well as the academic competencies appropriate to the level of study.

Self-directed study is a key expectation at all stages of the programme.

In Module 1: Skills based competencies will be learnt through a combination of clinical simulation in small groups working intensively under close supervision with peer and tutor feedback and supervised practice through supervised direct contact with patients in the workplace. Knowledge will be learnt through a combination of lectures, seminars, discussion groups, guided reading and independent study.

Assessment will include a simulated assessment role play that aims to mimic the requirements of clinical practice in terms of case presentation and time limitations. In this standardised role-play scenario trainees are required to demonstrate skills in undertaking problem focused assessments. This will be video-recorded and assessed by teaching staff using specified standardised assessment measures.

An academic essay is used to assess the student's understanding of theory that is relevant to the module.

In Module 2: Skills based competencies will be learnt through a combination of clinical simulation and role plays in small groups working intensively under close supervision with peer and tutor feedback and supervised practice through supervised direct contact with patients in the workplace.

Knowledge will be learnt through a combination of lectures, seminars, discussion groups, guided reading and independent study.

Teaching will provide trainees with the opportunity to practice different modes of evidence-based treatment delivery. Group facilitation skills will be learnt through teaching on and feedback on experiential practice of group facilitation.

This approach could help trainees to learn how to present information in different ways e.g. designing PowerPoint slides, using an interactive whiteboard, and to learn how to tailor information to different audiences including minoritised communities.

Assessment An audio or video recording of a real low-intensity treatment session with a patient treated by the trainee, in which the trainee is required to demonstrate skills in planning and implementing a low-intensity treatment. This recording will be assessed by teaching staff using a specified standardised assessment measure.

A reflective commentary on performance in the above recorded treatment session enables assessment of theoretical understanding and clinical decision-making competence.

In Module 3: Skills based competencies will be learnt through a combination of clinical simulation in small groups working intensively under close supervision with peer and tutor feedback and supervised practice through supervised direct contact with patients in the workplace. Knowledge will be learnt through a combination of lectures, seminars, discussion groups, guided reading and independent study.

Assessment A presentation that demonstrates knowledge and skills in working with a person or people with a variety of needs from one or more of a range of diverse groups, accompanied by a reflective commentary that demonstrates competence in using case management and clinical skills supervision in the above work.

The clinical assessment elements, including the portfolio of clinical practice, are assessed against the requirements of the PWP national curriculum.

The academic assessment elements, including an essay submission in module 1, and reflective commentaries in Module 2 and 3, provide students with the opportunity to engage with, and be assessed against sector-benchmark thresholds at Level 7, including:

Having a critical awareness of current problems and/or new insights at the forefront of their area of professional practice.

Showing originality in the application of knowledge, and critically evaluating current research and advanced scholarship in the field.

Demonstrating self-direction and originality in tackling and solving problems, and planning and implementing tasks at a professional or equivalent level.

Further detail regarding learning, teaching and assessment strategies and pass thresholds for each component/assessment task are available in individual module descriptors.

PWP students are required to resubmit any failed assessments within two weeks of mark release after submission (typically four weeks for marking and moderation, plus two weeks to correct the assessment and resubmit. An extension can be requested on resubmission deadlines). There are two reasons for this rapid resubmission schedule.

- 1) Clinical and public safety. PWP students are asked not to begin work in live clinical practice until after they have passed the first clinical competency benchmark, which is the OSCE submission in Module 1. This ensures a basic but safe level of clinical competence in the core skills required to practice this approach to psychological therapy. If PWP trainees fail the OSCE they cannot work with patients in a live clinical setting. This would mean that they cannot complete the Module 2 and 3 assessments or gather the necessary practice experience to complete the portfolio submission, and therefore cannot progress on the course. Likewise, the Module 2 submission of a live treatment session ensures that all trainees have their live clinical treatment practice evaluated by an impartial assessor against validated competency criteria, which ensures a further level of safety for the public and is an essential learning and development opportunity for the trainee.
- 2) PWP trainees are employed on a one-year contract which is typically not extended if trainees fail any assessments on this programme. We must progress students through the course and release certificates within one calendar year, or as close to that timeframe as possible, in order not to put student's employment at risk.

As per item 2 above, an arrangement is in place for the release of PWP Certificates immediately after the Exam Board by early conferment by the Vice Chancellor.

There is a 100% attendance requirement for this programme. If students miss up to two taught sessions per module (20%) this can be accommodated with a 'missed teaching session' form. Students catch up on the missed material in in-service supervision, through reviewing peer notes, in tutorials with course teaching team and by reading relevant primary and secondary sources. This learning is documented on the missed teaching session form which is submitted in the clinical practice outcomes portfolio.

PLACEMENT/STUDY ABROAD OPPORTUNITIES

No additional placement or study abroad opportunities are available to students on this programme. There is an expectation that the employment within NHS Talking Therapies and study on this programme will receive full attention in order to give the best chance of a successful outcome from this publicly funded course.

REGULATIONS

This Programme conforms to the standard University Undergraduate Assessment Regulations which are available at the link: www.bradford.ac.uk/regulations/

However, there are the following exceptions to these regulations for the programme.

1. Maximum number of attempts not to exceed 2 attempts.
2. Students must attempt re-assessment where required within 2 weeks of receiving results (see learning, teaching and assessment strategy above for details).
3. Compensation or condoned marks at Module level are not permitted on the programme.
4. Students must pass all components within each module, failure at any component will result in overall failure on the programme
5. Students must pass the PWP Clinical Practice Outcomes Portfolio Module (PSY6018-B) to achieve a pass on the programme; there are no interim exit awards

This programme also conforms to the British Psychological Society and NHS England regulations for training Psychological Wellbeing Practitioners.

EXTERNAL FRAMEWORKS

This programme was developed in line with:

The Fourth Edition (V4.3 April 2023) NHS England and NHS Talking Therapies for Anxiety and Depression National Curriculum for Psychological Wellbeing Practitioner (PWP) Programmes available at:

<https://www.hee.nhs.uk/our-work/mental-health/improving-access-psychological-therapies#:~:text=PWP%20training%20follows%20a%20national,cognitive%20restructuring%20and%20panic%20management>

And

The British Psychological Society Standards for the Accreditation of Psychological Wellbeing Practitioner Training Programmes available at: <https://cms.bps.org.uk/sites/default/files/2022-07/Psychological%20Wellbeing%20Practitioner%20Handbook%202019.pdf>

REVIEW/MODIFICATION SCHEDULE

Date	Review/Modification Activity Since last Publication
November 2024	Annual changes for 2024 academic year

