1. Awarding body
   University of Surrey

2. Teaching institution (if different)
   NA

3. Final award and
   programme/pathway title
   PG Cert Advanced Practice in Psychological Wellbeing
   Grad Cert Advanced Practice in Psychological Wellbeing

4. Subsidiary award(s) and title(s)
   Award
   Title
   NA

5. FHEQ Level
   PG Cert – 7
   Grad Cert - 6

6. Credits and ECTS credits
   60 UK credits (30 ECTS) credits

7. Name of Professional, Statutory or
   Regulatory Body (PSRB)
   British Psychological Society (BPS)

8. Mode of study and route code
<table>
<thead>
<tr>
<th>Mode of study</th>
<th>Route code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>Y</td>
</tr>
<tr>
<td>Full-time with PTY</td>
<td>N</td>
</tr>
<tr>
<td>Part-time</td>
<td>N</td>
</tr>
<tr>
<td>Distance learning</td>
<td>N</td>
</tr>
<tr>
<td>Short course</td>
<td>N</td>
</tr>
</tbody>
</table>

9. JACs code
   NA

10. QAA Subject benchmark statement
    (if applicable)
    NA

11. Other internal and / or external
    reference points
    NA

12. Faculty and Department/School
    Faculty of Health and Medical Sciences; School of Health Sciences

13. Programme Leader
    Joanna Rodriguez

14. Date of production/revision of the
    specification
    July 2016

15. Educational aims of the programme

   The aims of the programme accord with the Department of Health programme "Improving Access to Psychological Therapies" (IAPT). Psychological Wellbeing Practitioners (PWPs) assess and support patients with common mental health problems – principally anxiety and depression – in the self-management of their recovery. Interventions are designed to aid clinical improvement and social inclusion, including return to work, meaningful activity or other occupational activities. PWPs do this through the provision of information and support for evidence-based low-intensity psychological treatments, mainly informed by cognitive-behavioural principles, but also including physical exercise and supporting medication adherence. Behaviour change theory and models provide the framework which support an integrated approach to the choice and delivery of the interventions that PWPs provide.

   Course objectives to acquire cultural competence align with statutory duties under the Equality Act 2010, requiring public authorities who exercise public functions, and organisations carrying out public functions on behalf of a public authority, to advance equality of opportunity, eliminate unlawful discrimination and foster good relations between people of shared protected characteristics and those who do not. Achieving cultural competence is a lifelong learning process. Cultural competence for Psychological Wellbeing Practitioners will aim to develop trainees’ ability to recognise their own reaction to people who are perceived to be different and values and beliefs about the issue of difference, so as to be able to work effectively with them.
16. Programme learning outcomes – the programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

**PG Cert**

**Knowledge and understanding**

- Critical engagement and assessment of people with common mental health problems
- Application of evidence based low intensity treatments for common mental health problems
- Analysis of issues relating to values, diversity and context

**Intellectual / cognitive skills**

- Demonstrate in-depth understanding of the difference between low and high intensity treatments for common mental health problems
- Understand the scientific basis of the therapies that they are delivering
- Apply a range of interventions to demonstrate in depth understanding which will vary according to relevant cultural issues, and issues relating to values and diversity
- View the interventions in the wider context of health and social care
- Apply learning to practice and support peer development.

**Professional practical skills**

- Psychological wellbeing practitioners will acquire a wide range of competencies described in the National Curriculum and also in the ‘Job description for Workers Providing Low-Intensity Interventions’. These competencies include:
- Engagement and assessment of people with common mental health problems (including an assessment of risk)
- Provision of support so that people can self-manage their recovery
- Facilitation of recovery and social inclusion – including return to work, meaningful activity or other occupational activities.

**Key / transferable skills**

- Communicate concisely
- Give oral presentations of patients
- Work with a group

**Grad Cert**

**Knowledge and understanding**

- Engagement and assessment of people with common mental health problems
- Evidence based low intensity treatments for common mental health problems
- Issues relating to values, diversity and context

**Intellectual / cognitive skills**

- Understand the difference between low and high intensity treatments for common mental health problems
• Understand the scientific basis of the therapies that they are delivering
• Understand how interventions will vary according to relevant cultural issues, and issues relating to values and diversity
• View the interventions in the wider context of health and social care
• Apply learning to practice and support peer development

Professional practical skills

• Psychological wellbeing practitioners will acquire a wide range of competencies described in the National Curriculum and also in the ‘Job description for Workers Providing Low-Intensity Interventions’. These competencies include:
• Engagement and assessment of people with common mental health problems (including an assessment of risk)
• Provision of support so that people can self-manage their recovery
• Facilitation of recovery and social inclusion – including return to work, meaningful activity or other occupational activities

Key / transferable skills

• Communicate concisely
• Give oral presentations of patients
• Work with a group

17. Programme structure – including the route / pathway / field requirements, levels modules, credits, awards and further information on the mode of study.

The programmes comprises of 29 days of taught study and 16 days of directed study. The clinical competencies build on each other and the majority of teaching activity on clinical competence development is through clinical simulation/role play. Trainees should complete a minimum of 80 clinical contact hours with patients (face to face or on the telephone) within an IAPT services 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 and 20 hour should be clinical skills supervision. These 80 clinical contact hours and 40 supervision hours are in addition to the 15-20 practice-based learning days directed by the university of Surrey (as outlined in the assessment pack).

The programmes are one year full time and are divided into four modules. The programme requires 50 percent theory and 50 percent practice in modules 1 and 2. All taught modules are worth 15 credits.

In order to register for / achieve the Graduate Certificate students must:
• normally hold a previously accumulated credit volume of 360 credits at FHEQ levels 4, 5 and 6 (achieved a 2:1) if which a minimum of 120 must be at FHEQ level 6
• be working / have recent experience in a relevant healthcare setting
• complete 60 credits at FHEQ level 6
• achieve a minimum of 40% in each assessment

In order to register for / achieve the Postgraduate Certificate students must:
• normally hold a previously accumulated credit volume of 120 credits at FHEQ level 5 and 120 credits at FHEQ level 6
• be working / have recent experience in a relevant healthcare setting
• complete 60 credits at FHEQ level 7
• achieve a minimum of 50% in each assessment
### Programme adjustments (if applicable)

NA

### FHEQ Level 6: Potential awards – Grad Cert

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module title</th>
<th>Core /compulsory /optional</th>
<th>Credit volume</th>
<th>Semester (1 / 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA**</td>
<td>Engagement and assessment of common mental health problems</td>
<td>Core</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>HEA**</td>
<td>Evidence based treatment of common mental health problems</td>
<td>Core</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>HEA**</td>
<td>Values, Diversity and Context</td>
<td>Core</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>HEA**</td>
<td>Evidencing your practice</td>
<td>Core</td>
<td>15</td>
<td>1 &amp; 2</td>
</tr>
</tbody>
</table>

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level? NA

### FHEQ Level 7: Potential awards – PG Cert

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module title</th>
<th>Core /compulsory /optional</th>
<th>Credit volume</th>
<th>Semester (1 / 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA**</td>
<td>Engagement and assessment of common mental health problems</td>
<td>Core</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
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<td>2</td>
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<tr>
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<td>Evidencing your practice</td>
<td>Core</td>
<td>15</td>
<td>1 &amp; 2</td>
</tr>
</tbody>
</table>

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level? NA

18. Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme

- Associate Tutor(s)/Guest Speakers/Visiting Academics: Y
- Professional Training Year (PTY): N
- Placement(s) (study or work that are not part of the PTY or Erasmus Scheme): N
- Clinical Placement(s) (that are not part of the PTY Scheme): Y
- ERASMUS Study (that is not taken during Level P): N
- Study exchange(s) (that are not part of the ERASMUS Scheme): N
- Dual degree: N

19. Quality assurance

The Regulations and Codes of Practice for taught programmes can be found at: [http://www.surrey.ac.uk/quality_enhancement/index.htm](http://www.surrey.ac.uk/quality_enhancement/index.htm)