1 | Programme Title
PGCert Psychological Therapies Practice (Low Intensity Cognitive Behavioural Therapy) | NQF Level: 7

2 | Description of the Programme
Are you interested in a career as a Psychological Wellbeing Practitioner? Would you like to develop your clinical competency in the low intensity cognitive behavioural therapy clinical method? Would you like to have an understanding of ways to adapt your practice to accommodate diversity and increase access to evidence-based psychological therapies? If the answer to these questions is ‘yes’ then this may be the programme for you. This programme will provide you with an outstanding opportunity to develop the competencies and knowledge associated with practice as a Psychological Wellbeing Practitioner. A strong emphasis throughout the programme is placed upon your personal and professional development. Advantages of the programme are that:

- You will study within a vibrant, stimulating and internationally-recognised research environment, where members of your teaching team have first-hand experience within the clinical setting.

- Your learning experience will be enriched by nationally-recognised, innovative, clinical teaching approaches, designed to develop you on your terms.

3 | Educational Aims of the Programme
The aims of the PGCert Psychological Therapies Practice (Low Intensity Cognitive Behavioural Therapy) are to:

- Provide you with a thorough grounding in the Department of Health curriculum for Psychological Wellbeing Practitioners working within the Improving Access to Psychological Therapies Programme.

- Develop your understanding and clinical competency in the low intensity CBT clinical method and enable you to adapt your practice to work effectively with patients with diverse needs.

- Provide you with the foundations to establish a commitment to continuing professional development and becoming an evidence-based practitioner.

- Provide you with a high quality and stimulating learning experience in a supportive environment that is enriched by an internationally-recognised research environment, nationally-recognised innovative clinical teaching approaches and current clinical practice.

4 | Programme Structure
The PGCert Psychological Therapies Practice (Low Intensity Cognitive Behavioural Therapy) programme is a nine month part-time programme of study at National Qualification Framework (NQF) level 7 (as confirmed against the FHEQ). This programme is offered in a single stage. The programme is also divided into units of study called modules which are assigned a number of credits. The credit rating of a module is proportional to the total workload, with 1 credit being nominally equivalent to 10 hours of work.

5 | Programme Modules
The following tables describe the programme and constituent modules. Constituent modules may be updated, deleted or replaced as a consequence of the annual programme review. Descriptions of the individual modules are given in full on the College website:

http://cedar.exeter.ac.uk/programmes/

Stage 1: 60 credits of compulsory modules

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<td>Engagement and Assessment of Patients with Common Mental Health Problems</td>
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<tr>
<td>PYCM017</td>
<td>Evidence-Based Low Intensity Treatment for Common Mental Health Problems</td>
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<tr>
<td>PYCM018</td>
<td>Values, Diversity and Context</td>
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</tbody>
</table>

6 Programme Outcomes Linked to Teaching, Learning and Assessment Methods

On successfully completing the programme students will be able to:

A Specialised Subject skills knowledge and experience
1. Describe the low intensity clinical method as defined by the Improving Access to Psychological Therapies programme and demonstrate clinical competency in low intensity CBT assessment and supporting low intensity interventions.
2. Outline the skills required to effectively engage and maintain therapeutic relationships, even in the face of difficulties and ruptures.
3. Apply an understanding of health behaviour change to inform, and demonstrate competency in providing support for low intensity CBT interventions.
4. Apply skills of scientific writing with a particular focus upon enhancing clinical practice associated with the clinical applications of psychology, through a range of methods, at a level appropriate to a PGCert.

Learning/ Teaching strategies (in/out of class)
Knowledge and detailed information is largely developed through a ‘flipped classroom’ pedagogy based on the directed reading of texts and journals before lectures with the knowledge discussed, critically evaluated and applied within the classroom. Independent but highly directed and prescribed study and practice therefore forms a major part of our teaching and learning methods.
Clinical competency is developed through clinical skills modelling, case studies, role play, placement-based supervision and self-practice/self-reflection, supported by directed research of texts and journals. Independent study and practice also forms a major part of our teaching and learning methods.

Assessment Methods
The ILOs are assessed by the following individual methods or a combination of these.
ILOs 1-4: competency assessment, reflective commentaries, clinical case study, practice based outcomes portfolio, examination.

B Academic Discipline Core skills knowledge and experience
5. Demonstrate skills of scientific writing and presenting results.
6. Review and critically evaluate empirical evidence using a range of defined techniques.
7. Review and critically evaluate published work as well as your own work.
8. Explain the wider ethical issues relating to the subject and its application.

Learning Teaching/ strategies (in/out of class)
All ILOs are developed through a ‘flipped classroom’ pedagogy based on the directed reading of texts and journals before lectures with the knowledge discussed, critically evaluated and applied within the classroom. Independent but highly directed and prescribed study and practice therefore forms a major part of our teaching and learning methods.

Assessment Methods
The ILOs are assessed by the following individual methods or a combination of these.

ILO 5: reflective commentary, clinical case study.
ILO 6: reflective commentary, clinical case study, examination.
ILO 7: reflective commentary, clinical case study.
ILO 8: clinical portfolio and practice outcomes document.

**C Personal/ Transferable/ Employment skills knowledge and experience**

9. Think critically, creatively and independently.
10. Identify and solve complex problems demonstrating confidence and flexibility.
11. Use electronic information retrieval and management tools proficiently and access information from a variety of sources.
12. Interact effectively within a group.
13. Work effectively on your own or as part of a team.
14. Manage your own learning (autonomy, time management, self-teaching, self-reflection, seeking and using feedback, personal responsibility, self-criticism).
15. Use supervision and personal reflection as a means to improve your professional effectiveness as demonstrated in the reflective commentaries.

**Learning/ Teaching strategies (in/out of class)**

All ILOs are achieved through supported reflection on own practice, clinical skills modelling, case studies, role play, placement-based and university based supervision and self-practice/self-reflection. Independent study and practice also forms a major part of our teaching and learning methods.

**Assessment Methods**

The ILOs are assessed by the following individual methods, or a combination of these.

ILO 9: reflective commentary, clinical case study.
ILOs 10, 14: reflective commentary, clinical case study and competency assessments.

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### Programme Regulations

**Credit**

The programme consists of 60 credits taken part-time over a year.

**Progression to Award**

You must pass all the modules in the table above. The pass mark for these modules is 50% with an additional requirement to pass all individual assessments within individual modules. If you fail any modules you will not be permitted to continue with the PGCert programme. If you fail any modules but your mark is in the range 40-49% you will be transferred to the GradCert Psychological Therapies Practice (Low Intensity Cognitive Behavioural Therapy). If you fail any modules with a mark of less than 40% your registration as a student will be terminated with immediate effect.

The award of PGCert will be achieved upon successful completion of the programme. Additionally you will be permitted to progress onto the PGDip Psychological Therapies Practice (Low Intensity Cognitive Behavioural Therapy).

**Classification**

The marking of modules and the classification of awards broadly corresponds to the following percentage marks:

**Postgraduate Degrees**

- Distinction 70%+
- Merit 60-69%
- Pass 50-59%

Full details of [PGT programmes assessment regulations](#) can be found in the Teaching Quality Assurance Manual (TQA) on the University of Exeter website. [Generic marking criteria](#) are also published here.

Please see the [Teaching and Quality Assurance Manual](#) for further guidance.
**Personal and Academic tutoring:** It is University policy that all Colleges should have in place a system of academic and personal tutors. The role of academic tutors is to support you on individual modules; the role of personal tutors is to provide you with advice and support for the duration of the programme and extends to providing you with details of how to obtain support and guidance on personal difficulties such as accommodation, financial difficulties and sickness. You can also make an appointment to see individual teaching staff.

**IT Support within Psychology:** Within Psychology there is a well-equipped suite of PCs dedicated for postgraduate use, with further support provided by a dedicated IT and statistics helpdesk.

**Student Support Services:** A range of services are available to support your study both from within Psychology. These include:

- Team development programme.
- Personal and professional development planning.
- Student handbooks and programme guides.
- Range of specialist advisors, including for: women students, non-school leavers, and overseas students.
- Computing and Statistics Help Desk.
- Virtual Resource Room and other web-based learning materials.
- Clinically focused seminars, the ‘Think Tank’, provided by the Mood Disorders Centre.

All modules will have ELE pages. ELE is the University of Exeter’s online Virtual Learning Environment (VLE). It provides an online set of integrated tools to support e-Learning activities and enables students to access course materials and use tools such as Discussion Forums and Quizzes to interact online.

Student/Staff Liaison Committee enables students and staff to jointly participate in the management and review of the teaching and learning provision during termly meetings.
University Support for Students and Students’ Learning

Please refer to the University Academic Policy and Standards guidelines regarding support for students and students’ learning.

Admission Criteria

Undergraduate applicants must satisfy the Undergraduate Admissions Policy of the University of Exeter.

Postgraduate applicants must satisfy the Postgraduate Admissions Policy of the University of Exeter.

Specific requirements required to enrol on this programme are available at the respective Undergraduate or Postgraduate Study Site webpages.

For those entrants to this programme with an Honours Degree, it is expected that they will have gained a degree class equivalent of 2:2 or better (i.e., 50%+). Those holding Third Class Honours may apply and each case will be considered on its own merits. Those without an Honours degree, or those holding Third Class Honours who are not accepted onto this Postgraduate Certificate programme, may be considered for admission onto the Graduate Certificate in Psychological Therapies Practice (Low Intensity Cognitive Behavioural Therapy).

Candidates will need to provide evidence of a satisfactory Disclosure and Barring Service (DBS) check. Non-standard applications will be considered where applicants can demonstrate existing knowledge experience and skills developed in the workplace, relevant to this degree. Please contact the Programme Director for consideration, if you feel you qualify as a non-standard applicant.

To undertake the PGCert students must be employed on a paid or voluntary basis within a healthcare setting that has access to patients with depression or anxiety, and is compliant with the requirements associated with an Improving Access to Psychological Therapies service (specifically in receipt of weekly case management supervision and fortnightly clinical skills supervision or its equivalent).

Regulation of Assessment and Academic Standards

Each academic programme in the University is subject to an agreed College assessment and marking strategy, underpinned by institution-wide assessment procedures.

The security of assessment and academic standards is further supported through the appointment of External Examiners for each programme. External Examiners have access to draft papers, course work and examination scripts. They are required to attend the Board of Examiners and to provide an annual report. Annual External Examiner reports are monitored at both College and University level. Their responsibilities are described in the University’s code of practice. See the University's TQA Manual for details.

Indicators of Quality and Standards

Accreditation for this programme has been granted by the BPS as meeting the standards required for accreditation as an Improving Access to Psychological Therapies Psychological Wellbeing Practitioner programme.
Methods for Evaluating and Improving Quality and Standards

The University and its constituent Colleges draw on a range of data in their regular review of the quality of provision. The College will document, on an annual basis through the Annual Programme Monitoring cycle, the performance in each of its programmes, against a range of quality parameters:

- Admissions, progression and completion data
- In Year Analysis data
- Previous monitoring report
- Monitoring of core (and optional) modules
- External examiner’s reports and University and College responses (reported to Staff-Student Liaison Committee)
- External reports to the British Psychological Society
- External reports to Health Education South West
- Annual course evaluation (based on modular evaluation and accreditation reports) disseminated to Health Education South West and clinical services with students undertaking training in specific cohort
- Consultation with employers and former students
- Staff evaluation
- Student evaluation
- Programme aims

Subject areas are reviewed every four years through a periodic subject review scheme that includes external contributions.

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<tr>
<td>14</td>
<td>Awarding Institution</td>
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<tr>
<td>15</td>
<td>Lead College/Teaching Institution</td>
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<td>Final Award(s)</td>
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