

**Trainee CWP Practitioner  
(Brief Evidence-Based Interventions for Children and Young People with Common Mental Health Problems)**

**Salary:** £23,949 per annum (Band 4)

**Hours:** Full time

**Term:** One year course commencing January 2023

*\*draft timetable included within Application Pack, this is subject to change prior to start date*

This course is the Children and Young People's Mental Health Graduate/Postgraduate Certificate in Brief Evidence-Based Interventions for Children and Young People with Common Mental Health Problems (Children's Wellbeing Practitioner - CWP) training delivered by the Charlie Waller Institute, University of Reading.

Upon successful completion of the course the post holder will remain employed as a qualified CWP Practitioner.

The CWP programme has been designed specifically for practitioners whose role will routinely include brief therapeutic interventions for:

- children and adolescents with mild-to-moderate anxiety or depression and,
- parents of children experiencing anxiety disorders and/or behavioural difficulties

To meet the requirements of the programme trainees will complete a minimum of 80 clinical hours over the course of the programme, so consistent access to suitable cases throughout the training is essential.

### **What to Expect**

The CWP programme offers an exciting opportunity to learn about evidence-based approaches for working with children, young people, and their families. It also offers a great opportunity to make new friends and meet lots of new people undertaking the same training.

Although there are scheduled directed study days, you will need to allocate some of your own time for extra work. It is likely that you will need to spend several hours per week on programme-related work, including carrying out additional reading, role-playing clinical practice, completing academic assignments, and preparing for supervision. The CWP training is a Graduate (Degree) or Postgraduate (Masters) level programme, which requires students to use their own initiative to identify useful resources and carry out an appropriate amount of revision.

As well as being rewarding, it can be a challenging year having to juggle the competing demands of programme work, workplace commitments, and home-life. Getting the right balance between these three important areas can be tricky at times. The course team is there to help ensure students maximise opportunities for learning and provide support where needed. We hope you enjoy your time with us.

## Entry Requirements

The course you will be completing at the University of Reading as part of this role is a Level 2 accredited course with BABCP. This means that upon completion trainees will meet criteria to apply for provisional accreditation as a CBT therapist with the BABCP.

To apply, you must meet the criteria for CBT training and also have a BABCP-recognised professional background in mental health or related areas. This means having a recognised Core Profession. You can find out whether you have a recognised Core Profession at <https://babcp.com/Accreditation/Provisional-Accreditation/Core-Professions>

If you do not have a Core Profession, you must complete a portfolio of evidence to show that you have equivalent training and experience. This is known as the Knowledge, Skills and Attitudes portfolio (KSA). You can find out more on the KSA portfolio here: <https://babcp.com/Accreditation/Provisional-Accreditation/Knowledge-Skills-and-Attitudes>

Prior to interview, you should have completed your KSA. You will be asked for a copy of your self-statement for KSA criterion 4 in the interview. Please see the BABCP website for guidance and exemplars.

<b>Postgraduate Certificate in Brief Evidence-Based Interventions for Children and Young People with Common Mental Health Problems (CWP) (Level 7)</b>	
<b>Academic</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Honours Degree graded at 2.2 or above</li> <li>• If a candidate has a degree graded 2.3, they may be required to pass a pre-entry essay, prior to acceptance on the training programme.</li> <li>• Good solid basic literacy and numeracy qualifications at a minimum of level 2</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• Relevant Honours Degree (e.g., psychology, mental health, sociology etc.) graded at 2.2 or above.</li> <li>• Knowledge of children and young people gained through academic study in child development, child wellbeing or mental health.</li> </ul>
<b>Experience</b>	A minimum of one year's experience of supporting children/young people with their mental health.
<b>Attributes</b>	<ul style="list-style-type: none"> <li>• Ability to study as a self-motivated learner who can formulate their own progress towards learning objectives</li> <li>• Ability to personally manage a sensitive, traumatic and potentially emotionally distressing caseload</li> <li>• Excellent oral and written communication skills</li> <li>• Able to travel to meet the requirements of the post</li> </ul>

<b>Graduate Certificate in Brief Evidence-Based Interventions for Children and Young People with Common Mental Health Problems (CWP) (Level 6)</b>	
<b>Academic</b>	<p><b>Essential</b> Will not hold an Honours degree or may hold a degree of Third Class Honours standard or below;</p> <ul style="list-style-type: none"> <li>• Evidence of ability to study at Level 6 (e.g. previous successful study at level 5, or successful part completion of an Honours degree – level 6, or a pre-entry essay for the University of Reading that achieves a passing standard). Please note, an academic reference may be sought;</li> <li>• Note that candidates who hold an Honours degree of 2.2 or above should apply for the Postgraduate route;</li> <li>• Good solid basic literacy and numeracy qualifications at a minimum of level 2.</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• Knowledge of children and young people gained through academic study in child development, child wellbeing or mental health.</li> </ul>
<b>Experience</b>	A minimum of one year's experience of supporting children/young people with their mental health.
<b>Attributes</b>	<ul style="list-style-type: none"> <li>• Ability to study as a self-motivated learner who can formulate their own progress towards learning objectives</li> <li>• Ability to personally manage a sensitive, traumatic and potentially emotionally distressing caseload</li> <li>• Excellent oral and written communication skills</li> <li>• Able to travel to meet the requirements of the post</li> </ul>

**NOTE:**

- Students cannot be accepted onto any training programme if they are currently undertaking studies elsewhere.
- We do not accept candidates who have previously studied for the same award at another institution.
- The University of Reading has a requirement that candidates who have English as an additional language (EAL) have achieved a minimum IELTS score of 6.5. (Further information available on University of Reading website)

## Course Structure

- The programme comprises three modules, as follows:
  - Module 1: Core Skills Fundamental Principles for Working with Children and Young People (PY3FPC for Graduate/PYMFPC for Postgraduate)
  - Module 2: Engagement and Assessment of Common Mental Health Problems in Children and Young People (PY3EAC for Graduate/ PYMEAC for Postgraduate)
  - Module 3: Evidence-based Low Intensity Interventions for Children and Young People presenting with Common Mental Health Problems (PY3LIC for Graduate/ PYMLIC for Postgraduate)
- Successful completion of the programme provides 60 Degree/60 Masters Level credits, which equates to a Graduate/Postgraduate Certificate.
- Training will be a combination of face-to-face teaching, remote online teaching, and university-directed independent learning sessions.
- Trainees' academic performance will be assessed by in numerous ways including an in-class test, recordings of clinical assessment and intervention sessions, and written work comprising reflective analyses, case reports and a portfolio of academic and clinical work completed during the programme.
- Trainees' clinical competence will be assessed in two ways. First, by the programme team via recordings of clinical assessment and intervention sessions. Second, by workplace supervisors.
- There is mandatory attendance at a 1-day induction at the University of Reading in January 2023. Trainees are expected to attend 100% of the university teaching, and must catch up on any missed teaching.
- Teaching begins in January 2023 with a series of teaching blocks that will comprise 3-4 days of face-to-face teaching and 1-2 days of university-directed independent learning. During the course of training the proportion of time spent in practice on placement increases, and attendance at university decreases.
- Most face-to-face teaching and university-directed learning sessions will take place on Monday-Wednesdays between 09:30-16:30 during term time (other than during the initial teaching block).
- Trainees will receive weekly case management supervision and fortnightly clinical skills supervision in the workplace provided by CYP Mental Health trained supervisors.
- Individual and group tutorials will be offered throughout the duration of the training for all students.

- A range of university-level student support services will be available to trainees (e.g., study skills support), and access to these services will be actively encouraged by the programme team.

## Requirements to Pass the Course

The programme is provided with 60 Degree/60 Masters Level credits which equates to a Graduate/Postgraduate Certificate. The difference in the two routes reflects the academic expectation involved.

Students undertaking the Postgraduate route must achieve a mark of at least 50% to pass academic assessments, whilst those undertaking the Graduate route must achieve a mark of at least 40% (i.e. in-class test, essay, case report and the reflective analysis).

Both Graduate and Postgraduate students must achieve a mark of at least 50% to pass clinical assessments (i.e. recordings of assessment and intervention sessions) with no auto-fails recorded (e.g. unsatisfactory or omission of risk assessment).

In addition, all supervisor assessments and portfolios must be deemed to be at pass standard.

Trainees are expected to attend 100% of face-to-face teaching and university-directed learning sessions. If a live teaching session is missed (e.g. due to illness), students will be required to watch a video recording of the session and / or complete missed activities (with the support of a programme tutor). Ideally, this will take place before the end of the corresponding module. If a university-directed learning day is missed, students will be required to complete the session before the end of the corresponding module.

In cases where a trainee needs to complete a university-directed learning session on a day that is different to the one stated in the programme timetable, this must be agreed by both the University and the trainee's employer in advance.

If more than 20% of attendance in any one module is missed, the student would need to attend the respective missed teaching with another cohort, which may affect graduation and employment. In addition to the requirements already outlined, trainees must meet the required number of supervision hours for passing the programme.

### To apply:

Send a completed Application Form and Equal Opportunities Monitoring Form as a PDF to Leila Zafar [leila.zafar@livingwellconsortium.com](mailto:leila.zafar@livingwellconsortium.com)

**Application closing date:** Sunday 2 October, midnight

**Interview dates:** Monday 10 October & and Tuesday 11 October 2022