

## 1.2.1 Programme Specification

### Programme Specification

The Programme was designed with reference to the *Framework for Higher Education Qualifications in England, Wales & Northern Ireland (FHEQ)*, Level 7, Master's Degree. There are no QAA Subject Benchmarks for Counselling or CBT, therefore, the curriculum was prepared with reference to: BABCP Minimum Training Standards: For the Practice of CBT and IAPT Implementation Plan: Curriculum for high-intensity therapies workers.

<b>1. Qualification</b> M.Sc. PG Dip  PG Certificate	<b>2. Programme Title</b> Cognitive Behavioural Therapy  Cognitive Behavioural Approaches	<b>3. UCAS Code</b> B940	<b>4. Programme Type</b> Postgraduate
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### 5. Main Purposes and Distinctive Features of the Programme

- i) To develop critical knowledge and understanding of the theory and practice in CBT and research literature relating to CBT.
- ii) To have an appreciation of the importance of evidence based practice and competence to access and apply proven techniques in their practice.
- iii) To develop practical competency in CBT for common psychiatric disorders such as depression and anxiety.
- iv) To develop a professional identity and knowledge of therapeutic practice in the NHS, voluntary sector and private practice.
- v) To have developed therapeutic competence and have completed 200 hours of supervised practice in CBT.
- vi) At PG Diploma level, to have fulfilled the Minimum Training Standards eligibility requirements for BABCP accreditation.
- vii) To be able to design research and employ advanced research methods.
- viii) To carry out, analyse and report an original empirically based research study.

i) – ii) apply to all qualifications; iii) – vi) apply to PG Dip/MSc CBT; vii) – viii) apply to MSc CBT

Distinctive features: a professional qualification in CBT (PG Dip CBT) available to those without a core profession (as specified in BABCP Accreditation Criteria); strong emphasis at postgraduate level of use of primary research sources; a flexible programme with three exit points providing both a professional qualification (PG Dip CBT) and continuing professional development (PG Cert/MSc); suitable for a variety of career development requirements; supervised opportunities to apply proven techniques in practice and evaluate their efficacy; an accessible and knowledgeable course team of CBT therapists and active researchers; learning in small groups; learner-centred, supportive learning environment responsive to individual needs and expectations; a programme aimed towards widening access to achieve regional targets for higher level skills attainment.

<b>6. What a graduate should know and be able to do on completion of the programme</b>	
<p>Knowledge and understanding in the context of the subject(s)</p>	<p>Subject-specific practical/professional skills</p>
<ul style="list-style-type: none"> <li>• Systematic and comprehensive subject knowledge in cognitive behavioural therapy</li> <li>• Critical awareness of the conceptual frameworks underpinning cognitive behavioural therapy</li> <li>• Advanced understanding of clinical research and the scientist-practitioner model</li> <li>• Critical awareness of current problems, issues and debates at the forefront of topic areas</li> <li>• Advanced knowledge of research design, ethics and methods relevant to cognitive behavioural therapy</li> <li>• Comprehensive understanding of selected data analysis techniques (including both qualitative and quantitative approaches) relevant to cognitive behavioural therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Able to work within an ethical framework</li> <li>• Able to assess and manage risk</li> <li>• Able to demonstrate generic therapeutic competences</li> <li>• Able to implement CBT using a collaborative approach</li> <li>• Able to demonstrate basic CBT competences</li> <li>• Able to demonstrate specific behavioural and cognitive therapy techniques</li> <li>• Able to demonstrate problem specific competences</li> <li>• Able to demonstrate meta competences (generic and CBT specific) e.g. capacity to adapt interventions in response to client feedback</li> <li>• Able to access and evaluate clinical research relevant to practice</li> <li>• Able to apply models/techniques and evaluate their usefulness</li> <li>• Able to access and benefit from supervision</li> <li>• Able to carry out an electronic literature search</li> <li>• Able to carry out an evaluative literature review using primary sources</li> <li>• Able to design an advanced research study and write a research proposal</li> <li>• Able to carry out an advanced piece of independent research using appropriate methods and analyses with due regard to ethical issues</li> <li>• Able to write concisely and clearly to produce a research report in the standard format for the subject area suitable for publication.</li> </ul>

<p>Cognitive skills in the context of the subjects(s)</p> <ul style="list-style-type: none"> <li>• The ability to think independently and act autonomously</li> <li>• Advanced skills in analytic thinking</li> <li>• Advanced skills in evaluative thinking</li> <li>• Advanced skills in synthetic thinking</li> <li>• Advanced skills in creative thinking</li> <li>• Continued development of problem solving skills</li> <li>• Ability to make informed judgements in the absence of complete or ambiguous evidence</li> <li>• Appreciation of the limits of knowledge in selected areas of study</li> </ul>	<p>Other skills (e.g. key/transferable) developed in subject or other contexts</p> <ul style="list-style-type: none"> <li>• A high level of competence in interpersonal skills</li> <li>• Able to communicate, present information and conclusions and take questions from both an informed and naïve audience</li> <li>• Ability to study independently and willingness to take responsibility and be accountable for ideas and judgement</li> <li>• Confidence to be responsive to the views and ideas of others</li> <li>• Confidence to examine and criticise the ideas of others</li> <li>• Able to engage in supportive peer interaction and constructive criticism</li> <li>• The commitment to engage in self-motivated study</li> <li>• Able to engage in independent learning appropriate for continued professional development</li> <li>• Awareness of and willingness to engage in Personal Development Planning with respect to life-long learning.</li> </ul>
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**7. Qualities, Skills & Capabilities Profile**

<b>A Cognitive</b>	<b>B Practical</b>	<b>C Personal &amp; Social</b>	<b>D Other</b>
Independent thinking	Advanced data handling/analysis skills	Other-awareness	Presentation skills
Analytic thinking	Able to work professionally	Self-awareness	
Evaluative thinking	Advanced generic therapeutic competences	Willingness to make decisions and accept responsibility for them	
Synthetic thinking	CBT specific competences	Self-development	
Creative thinking	Advanced condition specific CBT competences	Self-confidence	
Critical thinking	Advanced competence in accessing and evaluating published research	Able to work independently	
	Able to apply and evaluate models/techniques	Self-motivation	
	Advanced skills of oral communication		
	Advanced skills of written communication		
	Advanced research design skills		

### 8. Duration and structure of Programme/Modes of Study/Credit Volume of Study Units

PG Cert: One year part-time (60 approved credits at HE7)

PG Dip: One year full-time, two years part-time (120 mandatory credits at HE7)

MSc: 18 months full-time, three years part-time

120 mandatory credits, 20 approved methods credits and 40 credits dissertation at HE7

	<u>Mandatory Modules (HE7)</u> (normally 20 credits each)	<u>Approved Options (HE7) (normally 20 credits each)</u>	<u>Project (HE7) (40 credits)</u>
M.Sc. (180 credits)		<ul style="list-style-type: none"> <li>• Concepts and Principles of Research Design</li> <li>• Qualitative Inquiry</li> <li>• Quantitative Inquiry 1: Analysing Multivariate</li> <li>• Independent Study (10 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Dissertation (40 credits, level HE7)</li> </ul>
PG Diploma (120 credits)	<ul style="list-style-type: none"> <li>• Psychological Principles of CBT</li> <li>• Professional Practice, Skills &amp; Attitudes (10)</li> <li>• Applications of CBT 1</li> <li>• Applications of CBT 2</li> <li>• Applications of CBT 3</li> <li>• Practice Portfolio Preparation &amp; Supervised Practice I (10)</li> <li>• Supervised Practice II (10)</li> <li>• Supervised Practice III (10)</li> </ul>		
PG Certificate (60 credits)	<ul style="list-style-type: none"> <li>• Psychological Principles of CBT</li> </ul>	<ul style="list-style-type: none"> <li>• Applications of CBT 1</li> <li>• Applications of CBT 2</li> <li>• Applications of CBT 3</li> </ul>	

<p><b>9. Learning, Teaching and Assessment Strategy</b></p> <p><b>Learning and Teaching Methods</b> Independent and active learning promoted by small group lectures, seminars, tutorials, workshops, open learning materials, practical exercises</p> <p><b>Assessment Methods</b> Assessment tasks are linked to the learning outcomes of each module and are normally completed throughout the module to facilitate both formative and summative assessment. Diverse range of assessment including essays, evaluative reviews, case reports, process reports, therapy tape rating, practical reports, presentations, research proposal and dissertation.</p> <p><b>Assessment Classification System</b> Pass mark 40% Masters assessment criteria for coursework. Specific criteria for non-standard assessments. Opportunity for MSc with Distinction.</p> <p><b>Distinction Classification Bands</b> Average 70% or over in taught modules AND Dissertation 70% or over</p>	<p><b>10 Other Information</b> (including compliance with relevant Institute policies)</p> <p>Date programme first offered October 2008</p> <p><b>Admissions Criteria</b></p> <p><b>Standard Requirements</b> Normally 2(i) or above honours degree Certificate in Counselling Skills Experience of working with individuals affected by difficult personal circumstances Capacity for reflective learning and personal and professional development.</p> <p><b>Non Standard Entry</b></p> <p><b>Indicators of Quality and Standards</b> Psychology QAA rating of 24 (November 1999)</p>
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