



PROGRAMME SPECIFICATION

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	University of the West of England
Delivery Location(s)	Frenchay Campus, UWE
Faculty responsible for programme	Health and Life Sciences
Modular Scheme title	Life Sciences
Professional Statutory or Regulatory Body Links (type and dates)	Application to British Association for Behavioural and Cognitive Psychotherapies (BABCP) for approval within one year of commencement
Highest award title	MSc Psychological Therapy (Cognitive Behavioural Therapy)
Default award title	None
Interim award titles	PG Cert Cognitive Behavioural Therapy Studies (any 60 credits) PG Dip Cognitive Behavioural Therapy Studies (any 120 credits)
UWE progression route	None
Mode(s) of delivery	Part Time
Codes: UCAS code CB8942	JACS code(s):
ISIS code	HESA code
Relevant QAA subject benchmark statements	
On-going/valid until* (*delete as appropriate/insert end date)	Ongoing
Valid from (insert date if appropriate)	From: September 2011
Original Validation Date: May 2011	
Latest Committee Approval: Quality and Standards Committee	
Version Code: 1	

Section 2: Educational aims of the programme

This programme is for students who wish to develop expertise in Cognitive Behavioural Therapy (CBT) theory and practice and to carry out independent research which contributes to the field. As well as attending UWE for lectures, workshops and skills practice, students are on placement throughout both years where they practice CBT with clients and are supervised by CBT trained practitioners. On successful completion of the programme, students would be eligible to practice as cognitive behavioural therapists in a variety of settings including the NHS, voluntary organisations and in private practice.

The programme aims to facilitate the understanding of mental health theory and practice and how this can be used within diverse and changing communities by:

- Developing practical skills in Cognitive Behaviour Therapy (CBT) for common psychiatric disorders such as depression and anxiety.
- Developing critical knowledge of the theoretical and research literature relating to CBT.
- Actively developing capabilities and competencies in managing contemporary practice within cognitive behaviour therapy
- Interrogating the policy, legal, ethical and value contexts within which cognitive behaviour therapy is delivered within various settings
- Critically analysing the range of strategies by which mental health can be promoted at multiple levels and contexts by cognitive behaviour therapy
- Enhancing capability to initially reflect on experience and/or practice
- Facilitating a greater understanding of, and capacity to engage with, issues of diversity and culture within mental health

Section 3: Learning outcomes of the programme

A Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
<p>A Knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. The principles of CBT and the evidence base for the application of CBT techniques 2. CBT for depression and anxiety disorders. 3. Professional and ethical issues related to using CBT in culturally diverse and changing communities 4. Models of mental health promotion and individual recovery plans in the context of ongoing policy changes within various 	<p>Teaching/learning methods and strategies:</p> <p>Knowledge and understanding of 1-6 will be facilitated through a wide range of learning and teaching strategies including: interactive lectures, student led seminars, small group work, application of theory to practice using live and video demonstration, use of IT and web-based resources</p> <p>Throughout, the learner is required to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p>

<p>settings</p> <p>5. Collaboration with the client/service user in primary mental health care</p> <p>6. New developments in CBT theory & practice</p>	<p>Assessment: <i>Testing of the knowledge base (1-6) is through assessed coursework, formal examinations seminar presentations, research critiques and a dissertation.</i></p>
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B Intellectual Skills

<p>B Intellectual Skills</p> <p>Is able to:</p> <ol style="list-style-type: none"> 1. Critically analyse current theoretical developments in cognitive behavioural therapy and their relationship to practice. 2. Synthesise complex and competing information currently used within cognitive behavioural therapy in an innovative manner. 3. Critically evaluate competing research methodologies and their utility in cognitive behavioural therapy. 4. Demonstrate initiative and originality in addressing current issues related to cognitive behavioural therapy. 5. Interrogate research in terms of its ability to inform and advance CBT practice in diverse settings 6. Consider issues related to care provision and delivery for those working in the field of mental health 	<p>Teaching/learning methods and strategies</p> <p>Intellectual skills (1-6) are developed through framework lectures and research planning exercises to prepare students for independent learning. Seminars, presentations, workshops and tutorial contact challenge and support an appreciation of competing perspectives and approaches. They also provide a context for students to test their ideas amongst peers and in a broader academic context through the presentation of reports and critiques of their own and published work. Skills of analysis, synthesis, evaluation and application are developed in a wide range of contexts from critiquing research papers, and planning and executing original research.</p> <p>Intellectual skills are synthesised across the full range of modules.</p> <p>Throughout, the learner is required to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p> <p>Assessment <i>Testing of 1-6 is through assessed coursework, formal examinations, seminar presentations, research critiques, the design implementation and analysis of an original piece of independent research.</i></p>
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C Subject, Professional and Practical Skills

<p>C Subject/Professional/Practical Skills - <i>able to: ...</i></p> <ol style="list-style-type: none">1. Practise evidence-based CBT creatively and with good clinical outcomes2. Develop CBT-specific treatment plans for depression, anxiety and more complex presentations3. Evaluate and respond to complex issues arising in CBT practice, in a variety of settings4. Demonstrate enhanced ethical practice through a critical awareness of own values, beliefs and attitudes5. Communicate and work effectively across professional and interagency boundaries6. Develop CBT practise to include new developments in the field (third wave approaches).	<p>Teaching/learning methods and strategies</p> <p>Skills (1-6) are synthesised across the range of modules. The relationship between theory and practice, ethical issues and current research and professional practice developments are also addressed across modules. CBT skills are addressed in the professional practice and accreditation portfolio elements of the programme and Dissertation module in particular. Skills 1 - 6 are learned, through key lectures and work based /placement learning. Students are expected to manage their own learning in practice by using reflective practice skills at all levels within the programme. Also, skills 3, 4 and 6 will be developed and enhanced through group discussions and seminars.</p> <p>Assessment</p> <p>All (1-6) are common features of good mental health practice in terms of therapeutic engagement, and therefore feature as part of all assessment. A formative portfolio will be used throughout the programme linking all modules to the development of each individual's professional practice and is particularly relevant for skills 1-4.</p>
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D Transferable Skills and other attributes

D Transferable skills and other attributes	Teaching/learning methods and strategies
<p>- <i>able to:</i></p> <ol style="list-style-type: none"> 1. Demonstrate self-direction and originality in therapeutic problem solving. 2. Practise as 'scientist practitioners', advancing their knowledge and understanding and develop new skills to a high level. 3. Enhance ability to manage self, own leadership style and collaborative ways of working, through seeking ongoing supervision. 4. Demonstrate an ability to adapt CBT sensitively, and to ensure equitable access for people from diverse cultures and with different values. 5. Undertake independent research to a high standard including; reviewing literature, identifying a research question, designing a protocol, selecting appropriate methodology, and analysing data. 6. Develop in-depth understanding of a chosen area of study and to communicate research findings clearly in both written and oral form. 	<p>Transferable skills such as problem solving, utilising learning resources, self reflection, the management of information and autonomy are developed to a very high standard across all modules and especially in the masters dissertation.</p> <p>Communication skills are developed in seminars where there is the opportunity to debate and exchange ideas, and to be self-reflective. Students receive feedback on both content and presentation of their work.</p> <p>Personal effectiveness skills such as time management, goal setting, and management of learning are required in all modules and especially the dissertation.</p> <p>The Professional skills module enables students to learn necessary skills and professional working 1-4, and this is consolidated in placement/workplace.</p> <p>Throughout, the learner is required to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p> <p>Assessment Testing of 1-6 is through assessed coursework formal examinations, seminar presentations, practice portfolio the design implementation and analysis of an original piece of independent research,</p>

Section 4: Programme structure

Part Time (2 years):

Year 1 (90 M level credits)

USPJV7-10-M Introduction to CBT	USPJV8-10-M Fundamentals of CBT	USPJV9-20-M Problem Specific CBT	USPJVA-20-M Professional Practice Portfolio in CBT	USPJVB-10-M Accreditation Portfolio in CBT 1	USPJME-20-M Quantitative & Qualitative Methods
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Year 2 (90 M level credits)

USPJM8-60-M Dissertation in Psychology	USPJVE-10-M Third Wave CBT	USPJVD-10-M CBT & Complex Problems	USPJVC-10-M Accreditation portfolio in CBT 2
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Level M – Year 1

<p>Compulsory modules</p> <ul style="list-style-type: none"> USPJV7-10-M Introduction to Cognitive-Behavioural Therapy USPJV8-10-M Fundamentals of Cognitive-Behavioural Therapy USPJV9-20-M Problem Specific Cognitive-Behavioural Therapy USPJME-20-M Quantitative & Qualitative Methods USPJVB-10-M Accreditation Portfolio in Cognitive-Behavioural Therapy 1 USPJVA-20-M Professional Practice Portfolio in Cognitive-Behavioural Therapy
<p>Core modules</p> <ul style="list-style-type: none"> N/A
<p>Optional modules</p> <ul style="list-style-type: none"> N/A
<p>Interim Awards: PG Cert CBT studies</p> <p>Credit requirements: 60</p>

Year 2

<p>Compulsory modules</p> <ul style="list-style-type: none"> USPJVC10-M Accreditation Portfolio in Cognitive-Behavioural Therapy 2 USPJVD-10-M Cognitive-Behavioural Therapy For Complex and Enduring Problems USPJVE-10-M Third Wave Cognitive-Behavioural Therapy USPJM8-60-M Dissertation in Psychology
<p>Core modules</p> <ul style="list-style-type: none"> N/A
<p>Optional modules</p> <ul style="list-style-type: none"> N/A
<p>Interim Awards: PG Dip CBT studies</p> <p>Credit requirements: 120</p>
<p>Award/s: Masters Degree Credit requirements: 180</p>

Section 5: Entry requirements

Applicants should possess at least a second class honours degree (or equivalent) and preferably an upper second class honours degree in Psychology or a related subject. They should preferably have some experience of working therapeutically with clients in a mental health setting.

Section 6: Assessment Regulations

UWE Academic Regulations and Procedures

Section 7: Student learning: distinctive features and support

Students on the MSc Psychological Therapies (CBT) have the opportunity to gain expertise in CBT via academic learning as well as on placement working with clients. There is a placement co-ordinator to facilitate communication between the course tutors and placement supervisors and each student is allocated to a personal tutor.

A student handbook is provided for induction that includes information on the Faculty, the University, its regulations and procedures and is supplemented at an award level by an award handbook and module guides. Students are supported during their time at UWE by, student advisers and by central student support services.

Student autonomy and self direction is also developed through interaction with peers and private study. The dedicated School of Life Sciences Postgraduate Room provides an invaluable space where students can meet to exchange ideas and a quiet location for private study with appropriate specialist resources.

Section 8: Reference points/benchmarks

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

The learning outcomes have been developed with reference to the qualification descriptors used in the QAA Framework for Higher Education Qualifications, and in particular those that describe a higher education qualification at level 7: Master's Degree.

The QAA Framework provides the points of reference for setting standards across various levels of education. UWE has incorporated these into its assessment and grading profiles, and this programme will adopt the HLS standard marking and assessment criteria for level M (see table, below). Some of the framework aspects are more closely tied to some modules than others. These are detailed thus:

Overall master's degrees criteria (QAA framework)

* a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
All modules.

* a comprehensive understanding of techniques applicable to their own research or advanced scholarship
Qualitative and Quantitative Methods in Psychology module, Accreditation Portfolio

* originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge

in the discipline
All modules, but especially Intro to CBT, Fundamentals of CBT, Problem specific CBT, Complex Problems, Third Wave CBT

* conceptual understanding that enables the student:
 to evaluate critically current research and advanced scholarship in the discipline, to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Dissertation in Psychology module, QQM

Typically, holders of the qualification will be able to:

* deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences

All modules

* demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level

Dissertation in Psychology , Professional practice portfolio

* continue to advance their knowledge and understanding, and to develop new skills to a high level.

All modules, but particularly Third Wave CBT and Complex problems & CBT.

And holders will have:

* the qualities and transferable skills necessary for employment requiring:

the exercise of initiative and personal responsibility

decision-making in complex and unpredictable situations

the independent learning ability required for continuing professional development.

All modules

The HLS Level M marking scale:

Level M		Indicative Qualities
100 - 90%	Outstanding/ Exceptional	An exceptional and outstanding piece of academic work; showing advanced and critical awareness at the forefront of the discipline or professional practice. Exceptional use of appropriate texts, research and other learning materials, well beyond the taught content, displaying originality; new insights; innovation and advanced scholarship; displaying outstanding, systematic and comprehensive of knowledge of the subject. Demonstrating mastery of clarity in argument, communication and professionalism. Exemplary
89 - 80%	Excellent	An excellent piece of academic work clearly demonstrating critical awareness of the discipline, current research or professional practice. Evidence of originality and advanced scholarship. Excellent analysis in most areas; use of new sources and approaches evident; balanced in analysis and argument, and factually accurate. Excellent presentation /communication demonstrating clarity of argument and comprehensive knowledge.
79 - 70%	Very Good	A very good and competent piece of work, demonstrating good critical awareness and analysis of the subject. Comprehensive understanding of knowledge, with the ability to develop critiques at an advanced level and shows evidence of originality, innovation and scholarship; negligible errors or omissions. Notably good presentation/communication of ideas and comprehension.
69 - 60%	Good	A good piece of academic work demonstrating a moderate

		degree of critical awareness in the discipline or professional practice. Some ability to develop critiques at an advanced level and shows some evidence of originality and innovation. Good understanding and scholarship in the main concepts, although containing some minor errors. Some attempt at developing a critical analysis of the subject or current research. A reasonable presentation /communication of the study.
59 - 50%	Pass	An adequate piece of work, demonstrating an acceptable level of critical awareness in the discipline or professional practice. Generally sound, but lacking in originality or scope. Some evidence of reading and critical thought beyond the taught material but lacking in extensive evaluation and critique. Some areas covered moderately well; some errors and omissions; lacking in overall presentation.
49 - 40%	Marginal Fail	A piece of work not meeting the minimum requirements/standards expected for the assessment; some positive elements but containing an unacceptable level of error and/or omission; or lacking in overall presentation for assessment.
39 - 30%	Poor	Less than complete; some positive elements but weak all round, with serious deficiencies; insufficient in quality and/or quantity for consideration as a marginal fail. Weak understanding of issues; unfocused/illogical argument; many errors or omissions; poor presentation.
29 - 20%	Weak	Incomplete, very few positive elements and very weak all round, with serious deficiencies; little evidence of reading; lack of analysis; absence of developed ideas; mostly irrelevant or incorrect.
19 - 10%	Very Weak	A few odd positive elements but very weak all round, with very serious deficiencies; irrelevant or incorrect; no analysis; little ability shown. token attempt.
9 - 0%	Exceptionally Weak	No positive elements and exceptionally weak all round, with very serious deficiencies; no evidence of any preparation. Entirely irrelevant; and/or little or nothing worthwhile presented.
<p>Degree classes are based on the weighted aggregation of marks across modules comprising the programme. A Distinction is awarded for marks of 70% and above (providing the project is also 70% or over), a Merit for marks of 60-70% (providing the project is also 60% or over), a Pass for marks of 50-60%, and a Fail for marks below 50%.</p>		