



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	University of the West of England	
Teaching Institution	University of the West of England	
Delivery Location	Frenchay Campus, UWE	
Faculty responsible for programme	Health and Life Sciences	
Department responsible for programme	Psychology	
Modular Scheme Title	Life Sciences	
Professional Statutory or Regulatory Body Links		
<i>Name of PSRB</i>		
<i>Type of approval</i>		
Dates		
Highest Award Title	PGDip Psychological Therapies (Cognitive Behavioural Therapy)	
Default Award Title	None	
Interim Award Titles	PG Cert Cognitive Behavioural Therapy Studies (any 60 credits)	
UWE Progression Route	None	
Mode(s) of Delivery	Part time	
Codes	UCAS: C85A4	JACS:
	ISIS2: C85A42	HESA:
Relevant QAA Subject Benchmark Statements		
CAP Approval Date	25 March 2012	
Valid from Date	September 2012	
Valid until Date	September 2018	
Version	1	

Part 2: Educational Aims of the Programme

This programme is for students who wish to develop expertise in CBT theory and practice engage with 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

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
<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 	<p>Teaching/learning methods and strategies: 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</p>

Part 3: Learning Outcomes of the Programme	
<p>using CBT in culturally diverse and changing communities</p> <p>4. Models of mental health promotion and individual recovery plans in the context of ongoing policy changes within various 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>independent reading both to supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject.</p> <p>Assessment:</p> <p><i>Testing of the knowledge base (1-6) is through assessed coursework, formal examinations seminar presentations, research critiques .</i></p>
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.</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/learned and to broaden their individual knowledge and understanding of the subject.</p> <p>Assessment:</p> <p><i>Testing of 1-6 is through assessed coursework, formal examinations, seminar presentations, research critiques.</i></p>
C Subject, Professional and Practical Skills	
<p>C Subject, Professional and Practical Skills</p> <p>able to: ...</p> <ol style="list-style-type: none"> 1. Practise evidence-based CBT creatively and with good clinical 	<p>Teaching/learning methods and strategies:</p> <p>Skills (1-6) are synthesised across the range of modules. The relationship between theory and</p>

Part 3: Learning Outcomes of the Programme

<p>outcomes</p> <ol style="list-style-type: none"> 2. Develop CBT-specific treatment plans for depression, anxiety and more complex presentations 3. Evaluate and respond to complex issues arising in CBT practice, in a variety of settings 4. Demonstrate enhanced ethical practice through a critical awareness of own values, beliefs and attitudes 5. Communicate and work effectively across professional and interagency boundaries 6. Develop CBT practise to include new developments in the field (third wave approaches). 	<p>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. 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: 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


<p>D Transferable Skills and other attributes <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. Demonstrate an appreciation of research; reviewing literature, identifying a research question, designing a protocol 6. Communicate research findings clearly in both written and oral form. 	<p>Teaching/learning methods and strategies: 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.</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 .</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>
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Part 3: Learning Outcomes of the Programme

Assessment:

Testing of 1-6 is through assessed coursework, formal examinations, seminar presentations, practice portfolio.

Part 4: Programme Structure

<p>ENTRY</p> 	<p>USPJV7-10-M Introduction to Cognitive-Behavioural Therapy</p> <p>USPJV8-10-M Fundamentals of Cognitive-Behavioural Therapy</p> <p>USPJV9-20-M Problem Specific Cognitive- Behavioural Therapy</p> <p>USPJME-20-M Quantitative & Qualitative Methods</p> <p>USPJVB-10-M Accreditation Portfolio 1</p> <p>USPJVA-20-M Professional Practice Portfolio</p> <p>Year 1</p>	<p>Optional Modules</p>	<p>Interim Awards</p> <p>PG Cert CBT Studies</p>
	<p>Compulsory Modules</p> <p>USPJVC-10-M Accreditation Portfolio 2</p> <p>USPJVD-10-M Cognitive-Behavioural Therapy For Complex and Enduring Problems</p> <p>USPJVE-10-M Third Wave Cognitive- Behavioural Therapy</p> <p>Year 2</p>	<p>Optional Modules</p>	<p>Interim Awards</p> <p>PG Cert CBT Studies</p>

Part 6: Assessment										
Compulsory Modules Level 2	USPJVA-20-M Professional Practice Portfolio									100
	USPJVC10-M Accreditation Portfolio 2									100
	Mod USPJD-10-M Cognitive-Behavioural Therapy For Complex and Enduring Problems			A (25)				B (75)		
	Module No USPJVE-10-M Third Wave Cognitive-Behavioural Therapy			A (25)				B (75)		

Part 7: Student Learning
<p>Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated</p> <p>At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.</p> <p>On the PGDip Psychological Therapies (CBT) programme teaching is a mix of scheduled, independent and placement learning.</p> <p>Scheduled learning includes .lectures, demonstration, practical classes and workshops; work based learning. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module.</p> <p>Placement learning: includes a practice placement. This constitutes an average per level as indicated below.</p>
<p>Description of Distinctive Features and Support</p> <p>Students on the PGDip 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</p>

Part 7: Student Learning

supervisors.

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. There is a placement co-ordinator to facilitate communication between the course tutors and placement supervisors.

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.

Part 8: Reference Points and 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 Masters level.

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

Part 8: Reference Points and Benchmarks

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.

All modules, but especially Qualitative and Quantitative Methods in Psychology module.

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

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.

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, available on the University's website.