PROGRAMME SPECIFICATION

This Programme Specification is correct as of the date indicated; however, minor amendments may be made throughout the year and will be incorporated in the annual updating process.

SECTION A: DETAILS OF THE COURSE AND AWARD

Programme Title	**MSc / Post Graduate Diploma / Post Graduate Certificate in Cognitive Behavioural Therapy**
Awarding Body	**Buckinghamshire New University**
Teaching Institution	**Buckinghamshire New University**
Faculty	**Society & Health**
School	**Social Sciences, Primary Care & Education**
Name of Final Award	**Master of Science, MSc**
NQF/FHEQ Level of Qualification	**Level 7: Master's degree**
QAA Benchmark Statement(s)	**This programme has been developed in accordance with the Framework for Higher Education Qualifications (FHEQ) and meets the requirements for level 7:** **This programme has been designed to meet the minimum training requirements of the British Association of Behavioural and Cognitive Psychotherapies.**
UCAS Code	**N/A**
Course Code(s)	**MH1CBT1** **MH1CBT2** **MH2CBT1** **MH2CBT2** **MH3CBT2**
Mode and Length of Study	**Full time one year** **Part time two years** **Certificate – Part time one year**
Number of Intakes	**One intake in September**
Regime of Delivery	**Attendance**
Language of Study	**English**
Details of Accreditation	**BABCP Level Two Accredited**
Publication Date	**16 January 2014**

Potential Student Profile / Criteria for Admission:
What the award is about and who the programme is aimed at:

The CBT programme will attract people with first degrees in areas such as psychology, medicine, nursing and social work. It is also relevant to general practitioners and a range of professionals from education. Those wishing to study Cognitive Behavioural Therapy are usually from the health professions and applied psychology.

Why students should choose this award:

Students should choose this award as it fulfils the minimum training standards of the British Association of Behavioural and Cognitive Psychotherapies (BABCP) and leads to eligibility to apply for accreditation as a cognitive behavioural therapist,

Opportunities available for students after completion of the award:

Following successful completion of this course graduates are eligible to become accredited as a cognitive behavioural therapist. This is a recognised qualification that is sought by employers in the NHS, Educational, Business and Charitable sectors.

Expected knowledge and skills that the entrant will have on entry to the programme:

For all students applying to the programme, the minimum qualifications for registration are:

I   a second class honours degree from a UK university, or an overseas qualification of an equivalent standard obtained after a programme of study extending over not less than three years in a university (or educational institution of university rank), in an appropriate subject: These could include but are not limited to, a first degree in Nursing or Social work. This is to ensure that all applicants should be able to undertake study at post-graduate level. All applicants must meet the BABCP Knowledge, Skills and Attitudes criteria as evidenced by the production of a KSA Portfolio if they do not hold a core profession. If students cannot demonstrate that their qualifications are acceptable to the BABCP as core then they will need to produce a KSA Portfolio.

II   Those with non-standard qualifications and experience will be required to provide detailed Curriculum Vitae with résumé of courses completed. They will only be considered for the programme following two years post qualification experience and evidence of personal and Professional development (PPD) at level six or Masters Level. A portfolio demonstrating the acquisition of Key Skills and Attitudes (KSA) Criteria will be necessary. The production of Job and Person specifications and/or references from employers will be required.

III   Applicants must have a Core Professional Qualification and be a member of their professional body, i.e. they should be qualified in one of the recognised helping professions such as counselling or medicine in which they will have received training in the basics of psychotherapy. Applicants without a Core Professional Qualification, will need to meet the requirements detailed in the BABCP's 'Knowledge, Skills and Attitudes Supplement' before they can apply for the course. This is to ensure that those entering training have a first degree that is relevant to the practice of CBT where basic human understanding will have been taught.

IV   All applicants will need to secure a placement (either paid or voluntary) in which they can see clients on a one to one basis to implement CBT and maintain a suitable placement for the duration of the Course.

Applicants who have experience of working in a mental health setting and a commitment to the CBT approach will be preferred.

SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

Programme Aims

The main educational aims of the CBT Programme are:

- To provide the necessary theoretical and practical training to meet the minimum training standards of BABCP (Modules PS715 PS716 PS717 PS749 PS719 PS720 PS721 PS750)
- To provide students with an up-to-date and advanced training in CBT theory and practice. (PS719 PS721 PS750)
- To enable students to acquire advanced training and expertise in the design, analysis, evaluation and presentation of research in CBT (PS17)
- To enable students to develop the knowledge, expertise and skills necessary to practise ethically (PS715 PS716 PS717 PS721)
- To ensure that the wide range of skills that students following the programme develop may be generalised to a broader context (PS715 PS716 PS749 PS719 PS720 PS750)
- Prepare students to practice competently as cognitive behavioural therapists (All Modules)
- Prepare students to recognise personal limitations and refer clients on when Necessary (PS 717 PS750)
- To enable students to deliver formulation driven CBT treatments/interventions for common psychological problems based on a sound understanding and application of CBT theory and evidence (PS715 PS716 PS717 PS719 PS720 PS721)

Programme Learning Outcomes

A. Knowledge and Understanding
On successful completion of the programme a graduate will be able to demonstrate:
1. a systematic understanding of knowledge and a critical awareness of current mental health problems informed by the forefront of their area of professional practice
2. 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
3. a comprehensive understanding of techniques applicable to their own research
4. conceptual understanding that enables the student: to evaluate critically current research and advanced scholarship in the discipline of CBT
5. in depth working knowledge of the practice of CBT in therapeutic settings

B. Intellectual/Cognitive Skills
On successful completion of the programme a graduate will be able to demonstrate:
1. comprehensive understanding of ethical and professional issues as they relate to the practice of CBT
2. self-direction and originality in tackling and solving problems, and an ability to act autonomously in planning and implementing tasks at a professional level
3. an ability to critically evaluate theoretical and empirical evidence in CBT research and clinical practice methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
4. an ability to evaluate and 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

5.   an ability to develop new skills to a high level.

C. Practical Skills
On successful completion of the programme a graduate will be able to:
1.   deal with complex issues both systematically and creatively in practice
2.   evaluate and critically problem solve complex issues using professional judgement in the therapeutic setting
3.   communicate their conclusions clearly to specialist and non-specialist audiences
4.   demonstrate their critical understanding of disorder specific models by applying them in practice
5.   demonstrate conceptual understanding of theory and research and apply this in a clinical setting

D. Key/Transferable Skills
On successful completion of the programme a graduate will be able to:
1.   exercise initiative and personal responsibility
2.   make decisions in complex and unpredictable therapeutic situations
3.   demonstrate an independent learning ability required for continuing professional development as required by BABCP.
4.   continue to advance their knowledge and understanding and to develop new skills to a high level.
5.   develop both personally and professionally with the ability to self-reflect critically

Table 1: Programme Skills Matrix – Assessment

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
PS715	☒	☒	☒	☒	☒	☒	☐	☒	☒	☐
PS716	☒	☒	☒	☒	☒	☒	☐	☒	☒	☐
PS717	☒	☒	☒	☐	☒	☒	☐	☐	☒	☐
PS749	☒	☒	☒	☒	☒	☒	☐	☒	☒	☒
PS719	☒	☒	☒	☒	☒	☒	☐	☒	☒	☐
PS720	☒	☒	☒	☒	☒	☒	☐	☒	☒	☐
PS721	☒	☒	☒	☐	☒	☒	☐	☐	☒	☐

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
PS750	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
PS723	☒	☒	☒	☐	☒	☒	☒	☐	☒	☐

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

Students will be provided with a variety of approaches to teaching to enhance their learning opportunities and experience; the main methods are outlined below. As individuals have different learning styles the breadth of teaching strategies will hopefully allow all students to experience their preferred approach to learning. Also the importance of confidentiality and ethical guidelines will be incorporated from the start of the Programme into the teaching strategy, to enable students to practice safely, confidentially and within ethical guidelines.

Lectures
Lectures provide a formal teaching strategy used for the dissemination of knowledge to a number of students. Lectures provide structure to the topic area in order to facilitate understanding. This information is delivered to the students for them to critically consider.

Workshops
Workshops are a less formal mode of teaching in which students will be encouraged to interact and explore ideas and understanding of the topic area. The content of the session will vary dependent upon the module; it will generally consist of discussion and debate, practical skills including role play activities using, for example, guided imagery, practitioner listening skills and case presentations in preparation for presentation to professional teams in the workplace. The aim of the workshops will be to promote intellectual and practical understanding of the issues, debates and application of CBT, which approach is applicable to the presenting problem and the ability to articulate clearly to other health care professionals.

Supervised Practice

Supervision of client work may be provided by the placement provider. If internal supervision is not provided then students will be expected to seek supervision from a suitably qualified BABCP accredited CBT practitioner. The cost of external supervision can vary widely and is the responsibility of the student although help and advice will be given where possible by the Core Team. Supervision will also be provided on the course

Two years supervision from a supervisor who is a BABCP accredited therapist is a requirement of the BABCP if students wish to apply for individual accreditation. It is also a requirement of the Programme. The Supervisor or line manager at the student's placement

will be required to complete a student evaluation form to assess professionalism and progress at the end of each semester. A copy of this form can be found in the 'Placement Handbook' together with the placement agreement form. Placement supervision and completed evaluation forms will form part of the overall assessment for the Supervised Practice Modules PS749 & PS750. For further information on Supervision please refer to the Placement Handbook

The Laboratory can be used for role-play activities. Role play work may be video recorded and students will have the opportunity to watch their interaction with pseudo clients to look for the appropriate use of body language, and the physical aspects of process, reaction and interaction.

Group presentations will be given by the students to develop their team-work and communication skills. These are highly desirable and transferable skills essential for interacting with other health-care professionals in the work place.

Individual tutorials will enable students to explore, in private, any academic or professional worries that may arise during the course and will be confidential, in keeping with the ethos of counselling.

The *virtual learning environment, Blackboard*™ is a digitally based programme that will be used as an additional resource. Through this facility students can access full text journals to which the library subscribes from wherever they can access the internet. Students can use the discussion board facility to interact with other students. They can also place notices regarding the course to maintain communication with other students between contact periods. Information regarding assessment criteria, reading lists and module outlines will also be posted.

Personal Therapy / Self Reflection

Personal therapy is not a requirement of the course however; it is a requirement of some placement providers to ensure that personal issues do not interfere with client work. Self reflection is encouraged throughout the course to reflect on client work and personal development.

Placement Learning

During their time on the course students will complete 200 hours of clinical practice for which they will receive ongoing supervision from an external supervisor and also from the course team to ensure safe and ethical practice. The 200 clinical hours are a requirement of the British Association of Behavioural and Cognitive Psychotherapies (BABCP) and will count towards the minimum training standards as set by BABCP; these hours will be undertaken with a minimum of eight clients five of whom will have completed a course of treatment (minimum of five sessions) and the student will treat a minimum of three different presenting problems.

It is the responsibility of the student to gain a placement either paid or voluntary prior to the start of the course and to maintain this throughout the course.

SECTION C: PROGRAMME STRUCTURE(S) AND MATRIX MAPPING

Table 2: Programme Structure Table

Course Title	MSc Cognitive Behavioural Therapy								
Course Code	MH1CBT1								
Mode of Study	Full Time								
Credit Value	UK	180		ECTS		90			

Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]ore / [O]ptional)	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
PS715	CBT Theory and Practice: Foundation	7	1	C	15		80	20	1
PS716	CBT Skills: Foundation	7	1	C	15		100		1
PS717	Research and Integrated Practice	7	1	C	15	50	50		1
PS749	Reflective Practice	7	1	C	15		100		1
PS719	CBT Theory and Practice: Advanced	7	1	C	15		100		2
PS720	CBT Skills: Advanced	7	1	C	15		100		2
PS721	Applications of Cognitive Behavioural Therapy	7	1	C	15		100		2
PS750	Advanced Reflective Practice	7	1	C	15		100		2
PS723	Dissertation (MSc only)	7	1	C	60		100		SB

Course Title	PG Dip Cognitive Behavioural Therapy								
Course Code	MH2CBT1								
Mode of Study	Full Time								
Credit Value	UK	120		ECTS		60			

Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]ore / [O]ptional)	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	

PS715	CBT Theory and Practice: Foundation	7	1	C	15		80	20	1
PS716	CBT Skills: Foundation	7	1	C	15		100		1
PS717	Research and Integrated Practice	7	1	C	15	50	50		1
PS749	Reflective Practice	7	1	C	15		100		1
PS719	CBT Theory and Practice: Advanced	7	1	C	15		100		2
PS720	CBT Skills: Advanced	7	1	C	15		100		2
PS721	Applications of Cognitive Behavioural Therapy	7	1	C	15		100		2
PS750	Advanced Reflective Practice	7	1	C	15		100		2

Course Title	MSc Cognitive Behavioural Therapy				
Course Code	MH1CBT2				
Mode of Study	Part Time				
Credit Value	UK	180	ECTS	90	

Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]ore /[O]ptional)	Credit Value	Written Exam %	Coursework %	Practical %	Semester Taught
						Assessment Regime			
PS715	CBT Theory and Practice: Foundation	7	1	C	15		80	20	1
PS716	CBT Skills: Foundation	7	1	C	15		100		1
PS717	Research and Integrated Practice	7	2	C	15	50	50		1
PS749	Reflective Practice	7	1	C	15		100		2
PS719	CBT Theory and Practice: Advanced	7	2	C	15		100		2
PS720	CBT Skills: Advanced	7	1	C	15		100		2
PS721	Applications of Cognitive Behavioural Therapy	7	2	C	15		100		2
PS750	Advanced Reflective Practice	7	2	C	15		100		1
PS723	Dissertation (MSc only)	7	2	C	60		100		SB

Course Title	PG Dip Cognitive Behavioural Therapy
Course Code	MH2CBT2
Mode of Study	Part Time

Credit Value	UK	120		ECTS		60			

Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]ore / [O]ptional)	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
PS715	CBT Theory and Practice: Foundation	7	1	C	15		80	20	1
PS716	CBT Skills: Foundation	7	1	C	15		100		1
PS717	Research and Integrated Practice	7	2	C	15	50	50		1
PS749	Reflective Practice	7	1	C	15		100		2
PS719	CBT Theory and Practice: Advanced	7	2	C	15		100		2
PS720	CBT Skills: Advanced	7	1	C	15		100		2
PS721	Applications of Cognitive Behavioural Therapy	7	2	C	15		100		2
PS750	Advanced Reflective Practice	7	2	C	15		100		1

Course Title	PG Certificate Cognitive Behavioural Therapy
Course Code	MH3CBT2
Mode of Study	Part Time

Credit Value	UK	60		ECTS		30			

Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]ore / [O]ptional)	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
PS715	CBT Theory and Practice: Foundation	7	1	C	15		80	20	1
PS716	CBT Skills: Foundation	7	1	C	15		100		1
PS720	CBT Skills: Advanced	7	1	C	15		100		2
PS749	Reflective Practice	7	1	C	15		100		2

Table 3: Mapping of Programme Outcomes to Modules

Programme Outcome	Level 4 (Code)	Level 5 (Code)	Level 6 (Code)	Level 7 (Code)	Level 8 (Code)
A. Knowledge and Understanding					
A1				PS715 PS716 PS717 PS719 PS720 PS721	
A2				PS749 PS750	
A3				PS717	
A4				PS717 PS723	
A5				All Modules	
A6				PS715	
B. Intellectual / Cognitive Skills					
B1				All Modules	
B2				All Modules	
B3				PS717 PS723	
B4				PS719 PS720	
B5				PS750 PS723	
C. Practical Skills					
C1				All Modules	
C2				All Modules	
C3				All Modules	
C4				PS49 PS50	
C5				All Modules	
D. Key / Transferable Skills					
D1				PS49 PS50	
D2				PS17 PS19 PS20 PS21 PS750	
D3				All Modules	
D4				All Modules	
D5				All Modules	

SECTION D: CONTACT HOURS

Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.

Table 4: Breakdown of Contact Hours

Full Time MSC Cognitive Behavioural Therapy

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	420	1380		**1800**
Total				**1800**

PG Dip Full Time Cognitive Behavioural Therapy

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	360	840		**1200**
Total				**1200**

MSc Part Time Cognitive Behavioural Therapy

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	180	420	0	**600**
Year Two	240	960	0	**1200**
Total	**420**	**1380**	**0**	**1800**

PG Dip Part Time Cognitive Behavioural Therapy

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	180	420	0	**600**
Year Two	180	420	0	**600**
Total	**360**	**840**	**0**	**1200**

PG Certificate Cognitive Behavioural Therapy

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total

Year One	180	420	0	**600**
Total				**600**

SECTION E: ASSESSMENT REGULATIONS

This programme conforms to the approved University procedures as detailed on the University website with the following exceptions:

None of the assessments can be condoned; all elements must be passed to pass the course

No modules to be condoned

From enrolment students will have five years in which to complete their client contact hours; this does not include time while suspended.

There is an 80% attendance criterion: This is to ensure that upon completion of the course students will have received 200 taught hours. This is a requirement of BABCP (the Accrediting body). Failure to complete the 80% attendance will result in failure of the 'missed' modules and therefore failure of the course. These modules will have to be repeated as an associate student which may incur a further charge.

In addition this programme will be covered by the following University regulations:

 Regulations for postgraduate taught awards

Special Regulations for Courses Leading to a Professional Qualification

APPENDIX 1: MAPPING TO THE UK QUALITY CODE OF HIGHER EDUCATION – CHAPTER B3

Chapter B3: Learning and Teaching (December 2011): Section 2 – Work-based and placement learning

Indicator	Indicator Explanation	Course Response
1	Where work-based or placement learning is part of a programme of study, awarding institutions ensure that its learning outcomes are: • clearly identified • contribute to the overall and coherent aims of their programme • assessed appropriately.	The assessment for Placement learning is clearly reported in PS749 PS750 and the Placement Handbook It is integral to the aims of the programme to train students in CBT and assessed appropriately by both the University course team and the Placement Provider in line with BABCP criteria All students will be required to secure a placement prior to the start of the course and to maintain this for the duration of the course.
2	Awarding institutions are responsible for the academic standards of their awards and the quality of provision leading to them, and have in place policies and procedures to ensure that their responsibilities, and those of their partners involved in work-based and placement learning, are clearly identified and met.	Placement providers are informed of the requirements of the Programme: These are that the student will need to see clients on a one to one basis for face to face CBT to be engaged in and that the student will need ongoing supervision. To maintain University standards students client work is monitored by the course team via case presentations in PS749 & PS750 and by listening to client recordings as part of the assessment for PS715 PS716 PS719 & PS750
3	Awarding institutions ensure that all partners providing work-based and placement learning opportunities are fully aware of their related and specific responsibilities, and that the learning opportunities provided by them are appropriate.	All Placements have to be approved by the Programme Leader before they can be embarked upon. All placement providers have access to the Placement Handbook that set out what the expectations are of the student Placement visits are made by the Programme Leader
4	Awarding institutions inform students of their specific responsibilities and entitlements relating to their work-based and placement learning.	Students are informed of the expectations at the interview stage and these are clearly defined in the Student Handbook and the Placement Handbook
5	Awarding institutions provide students with appropriate and timely information, support and guidance prior to, throughout and following their work-based and placement learning.	The expectations of the course and the placement requirements are explained at interview. Continuous support is available to our students. Due to the nature of the work we can be contacted if required outside of 'office hours'.

Indicator	Indicator Explanation	Course Response
6	Awarding institutions ensure that work-based and placement learning partners are provided with appropriate and timely information prior to, throughout and following the students' work-based and placement learning.	Placement providers are advised by the student of their offer of a place on the course. At this stage the aims and expectations of the placement aspect of the course are shared. All Placement providers are informed that they can contact the Programme Leader if they have any questions in connection with the placement.
7	Awarding institutions ensure that: • their staff involved in work-based and placement learning are appropriately qualified, resourced and competent to fulfil their role(s) • where applicable, other educational providers, work-based and placement learning partners have effective measures in place to monitor and assure the proficiency of their staff involved in the support of the relevant work-based and placement learning.	• All team members are BABCP Accredited therapists; this is a requirement of the BABCP and are therefore deemed competent to fulfil this role. • All students have a BABCP Accredited Therapist to supervise their client work
8	Awarding institutions have policies and procedures for securing, monitoring, administering and reviewing work-based and placement learning that are used effective and reviewed regularly.	The course is subject to the Universities policy for taught post graduate courses and in particular the fitness to practice documentation: http://bucks.ac.uk/about/policies/formal_documents

Follow the link for information on BABCP minimum training standards:

BABCP Minimum Training Standards