Programme Specification

PgDip Cognitive Behavioural Therapy HLST238

MSc Cognitive Behavioural Therapy (Top-Up) HLST239

Faculty of Health & Life Sciences

Amended Academic Year 19/20

Contents

Introduction

Adequate access to a choice of effective psychological therapies has become a key government priority (Dept. Of Health, 2011), and the 'Improving Access to Psychological Therapies (IAPT)' agenda is the most ambitious government funded mental health initiative in the history of the NHS. Health Education England (HEE) has been provided with funding to support the delivery of training programmes, in conjunction with local Clinical Commissioning Groups (CCGs), in order to ensure there will be sufficient numbers of qualified staff able to provide focused therapeutic interventions. Health Education England is working in partnership with CCGs and HEIs to ensure high quality competency-based academic awards as the central feature of training.

Coventry University was successful in being awarded a contract by what was then the SHA (now Health Education West Midlands) to develop and deliver an IAPT (High Intensity) CBT training programme. There is a nationally set curriculum for the programme and students tend to be psychotherapists, counsellors, mental health nurses and graduate mental health workers, and are usually employed by local NHS service providers or similar health care providers. A condition of their employment contract is enrolment on the PgD Cognitive Behavioural Therapy, attendance at the University for two days a week, and competency-based training in the place of employment. Students submit a Practice Portfolio which forms part of the accreditation process with the BABCP in accordance with the BABCP guidelines (2012) and the course status as a BABCP Level 2 Accredited training programme.

The course works closely with IAPT clinical sites and other service providers to ensure an integrated learning experience and to facilitate the generalisation and transfer of learning from theory into practice. On-site supervisors provide placement reports outlining student competencies in relation to course learning outcomes.

Health trusts have to ensure staff are trained in CBT in order to meet ongoing government targets. The combination of three aspects: government policy, solid evidence base and demand from user groups, ultimately means Higher Education Institutions need to ensure they offer the appropriate training and educational programmes to meet requirements of Health Trusts and other organisations as well as their staff. As a result, we also offer the MSc Top-Up award Cognitive Behavioural Therapy in order to facilitate the development of skills, knowledge and competencies as psychological therapists with evidenced based interventions to maximise professional development.

The MSc Top-Up has been designed to add a research component to the Curriculum for High Intensity Therapies Workers. It gives the students the opportunity to enhance their research knowledge and skills by completing a Research Proposal and a Systematic Literature Review. In accordance with the QAA Quality Code for Higher Education October 2014, the MSc Top-Up develops students' "comprehensive understanding of techniques applicable to their own research,… practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge and conceptual understanding [allowing them] to evaluate critically current research and advanced scholarship in CBT and to evaluate methodologies and develop critique of them and, where appropriate, to propose new hypotheses", thus enhancing their skills as researcher-practitioners (4.17 Descriptor for a higher education degree qualification at level 7 on the FHEQ and

SCQF level 11 on the FQHEIS: master's degree available from https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks, p.28).

Part 1: Programme Specification for PgD Cognitive Behavioural Therapy and MSc Cognitive Behavioural Therapy (Top-Up)

<table>
<tr><td colspan="4">1. Available Award(s) and Modes of Study</td></tr>
<tr><td>Title of Award *</td><td>Mode*</td><td>UCAS Code</td><td>FHEQ Level*</td></tr>
<tr><td>PgD Cognitive Behavioural Therapy</td><td>FT 1 year</td><td>N/A</td><td>7</td></tr>
<tr><td>MSc Cognitive Behavioural Therapy (Top-UP)</td><td>FT 1 year</td><td>N/A</td><td>7</td></tr>
<tr><td colspan="4">Qualification descriptors can be found at https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks</td></tr>
<tr><td>2. Awarding Institution/Body</td><td colspan="3">Coventry University</td></tr>
<tr><td>3. Teaching Institution</td><td colspan="3">Coventry University</td></tr>
<tr><td>4. Internal Approval/Review Dates</td><td colspan="3">Date of approval/latest review: December 2015, amended March 2019
Date for next review 2021</td></tr>
<tr><td>5. Programme Accredited by</td><td colspan="3">British Association for Behavioural and Cognitive Psychotherapies (PgDip CBT only - re-accredited in 2014)</td></tr>
<tr><td>6. Accreditation Date and Duration</td><td colspan="3">2010 initial accreditation for five years (Pg Diploma CBT)
2014 Re-accreditation for further five years (Pg Diploma CBT)</td></tr>
<tr><td>7. QAA Subject Benchmark Statement(s) and/or other external factors</td><td colspan="3">PgD Cognitive Behavioural Therapy has been designed in accordance with the Curriculum for High Intensity Therapies Workers (IAPT, 2019) and the British Association for Behavioural and Cognitive Psychotherapies course accreditation criteria (BABCP, 2012)

QAA Quality Code for Higher Education October 2014 (4.17 Descriptor for a higher education degree qualification at level 7 on the FHEQ and SCQF level 11 on the FQHEIS: master's degree) available at: http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf
QAA Master's Degree Characteristics available at: http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf</td></tr>
<tr><td>8. Date of Programme Specification</td><td colspan="3">December 2015; amended March 2019</td></tr>
<tr><td>9. Programme Manager/Course Tutor</td><td colspan="3">Mrs Vickie Presley (Pg Diploma CBT)
Dr Magda Marczak (MSc CBT Top-Up)</td></tr>
</table>

10. Educational Aims of the Programme

The PgD in Cognitive Behavioural Therapy has been designed in accordance with the Curriculum for High Intensity Therapies Workers (Improving Access to Psychological Therapies, 2019) and the British Association for Behavioural and Cognitive Psychotherapies course accreditation criteria (BABCP 2012), BABCP Standards of Conduct, Performance and Ethics (2017), and BABCP Minimum Training Standards (2012) for CBT therapists:

"The courses will have a cognitive behavioural theoretical base with a preference for approaches with the soundest evidence and where cognitive and behavioural techniques are integrated into the therapy. In addition to providing practical, intensive and detailed skills training to facilitate skills development to a defined standard of competence, the courses will aim to increase students' knowledge base of theory and research in CBT, and to promote a critical approach to the subject. It will aim to equip students to become skilled and creative independent CBT practitioners (IAPT, 2019, p. 2).

The MSc Top-Up has been designed to add a research component to the Curriculum for High Intensity Therapies Workers. It gives the students the opportunity to enhance their research knowledge and skills by completing a Research Proposal and a Systematic Literature Review. In accordance with the QAA Quality Code for Higher Education October 2014, the MSc Top-Up develops students' "comprehensive understanding of techniques applicable to their own research,… practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge and conceptual understanding [allowing them] to evaluate critically current research and advanced scholarship in CBT and to evaluate methodologies and develop critique of them and, where appropriate, to propose new hypotheses", thus enhancing their skills as researcher-practitioners (4.17 Descriptor for a higher education degree qualification at level 7 on the FHEQ and SCQF level 11 on the FQHEIS: master's degree available from https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks, p.28).

On successful completion of the courses students will be able to:

- Construct maintenance and developmental CBT conceptualisations for depression and anxiety disorders
- Develop CBT-specific treatment plans
- Practise CBT with depression and anxiety disorders systematically, creatively and with good clinical outcomes
- Deal with complex issues arising in CBT practice
- Take personal responsibility for clinical decision making in straightforward and more complex situations
- Demonstrate self-direction and originality in tackling and solving therapeutic problems
- Practise as 'scientist practitioners', advancing their knowledge and understanding and develop new skills to a high level
- Demonstrate a systematic knowledge of the principles of CBT and the evidence base for the application of CBT techniques
- Demonstrate a systematic knowledge of CBT for depression and anxiety disorders

- Demonstrate a critical understanding of the theoretical and research evidence for cognitive behavioural models and an ability to evaluate the evidence
- Demonstrate an ability to adapt CBT sensitively, and to ensure equitable access for people from diverse cultures and with different values.

(The course aims directly map on to the nationally agreed IAPT High Intensity Therapies Curriculum (2019). Please consult this curriculum, Roth and Pilling's CBT Competency Framework (2007) and the programme MIDs for more detailed learning outcomes)

Additionally, for the MSc Top-Up:
- Display competence in quantitative and qualitative research methods and data analysis
- Demonstrate ability to conduct research in ethical, safe and effective way under supervision
- Demonstrate ability to systematically review and critically evaluate a specified area of cognitive behavioural therapy literature.

11. Intended Learning Outcomes

The PgD Cognitive Behavioural Therapy should enable students to:

1. Demonstrate practical competency in the fundamentals of CBT
2. Critically evaluate the theoretical and research literature relating to CBT
3. Develop and demonstrate competency in CBT for depression and anxiety
4. Develop and demonstrate competency in CBT for depression and anxiety
5. Consider the influence of diversity, values, and therapist schema, and apply this to practice
6. Demonstrate ability to work safely and effectively, including use of supervision
7. Critically reflect on personal and professional issues relevant to psychotherapeutic practice

These intended learning outcomes directly map onto the High Intensity Therapies Curriculum (IAPT, 2019). As noted, for more detailed specific learning outcomes for individual modules, please consult this curriculum, Roth and Pilling's CBT Competency Framework (2007) and the programme's individual Module Descriptors.

The MSc Cognitive Behavioural Therapy Top-up should enable students to:

1. Demonstrate practical competency in analysing quantitative and qualitative research data
2. Critically evaluate the theoretical and research literature relating to CBT
3. Demonstrate ability to conduct research in an ethical, safe and effective way, including use of supervision
4. Utilise knowledge of research methods and ethical procedures in order to write a research proposal
5. Systematically review and critically evaluate a specified area of cognitive behavioural therapy literature.
6. Structure and present information in a manner appropriate to communicate with others in the field of psychotherapy

11.1 Knowledge and Understanding

On successful completion of the PgD Cognitive Behavioural Therapy a student should be able to demonstrate knowledge and understanding of:

KU1   A systematic understanding of the theoretical principles of high intensity psychological therapies for depression and anxiety disorders

KU2   A systematic understanding of the principles of CBT and the evidence base for the application of CBT techniques

KU3   The relevance of theory and research to professional practice

KU4   How to construct maintenance and developmental CBT conceptualisations for depression and anxiety disorders

KU5   How to practise as 'scientist-practitioner', advancing their knowledge and understanding to develop new skills to a high level

On successful completion of the MSc Cognitive Behavioural Therapy (Top-Up) a student should be able to demonstrate knowledge and understanding of:

KU3   The relevance of theory and research to professional practice

KU5   How to practise as 'scientist-practitioner', advancing their knowledge and understanding to develop new skills to a high level

KU6   Research methods and data analysis techniques

KU7   The capacity to gather evidence, review literature, analyse data and write a research proposal

The principal teaching, learning and assessment methods normally used to enable these outcomes to be achieved and demonstrated are identified below:

	Teaching and Learning	Assessment
KU1-KU5	Lectures, skills practice workshops, small group activities, access to journal articles and book chapters, supervised practice, role plays, self-directed learning.	Clinical practice reports, clinical session recordings, critical appraisal of literature, clinical log-books.
KU6 & KU7	Lectures, small group activities, access to journal articles and book chapters, research supervision, self-directed learning, on-line lectures	Methodological assessment, research proposal, systematic literature review

11.2 Cognitive (thinking) Skills*

On successful completion of the PgD Cognitive Behavioural Therapy a student should be able to:

CS1   Demonstrate a critical understanding of the theoretical and research evidence for cognitive behavioural models

CS2   Critically evaluate research findings in the field of cognitive behaviour therapy and other significant therapeutic interventions

CS3   Synthesise information from a range of sources in order to demonstrate a critical and coherent understanding of the impact of mental health problems and how they might be most effectively treated

On successful completion of the MSc Cognitive Behavioural Therapy (Top-Up) a student should be able to:

CS1   Demonstrate a critical understanding of the theoretical and research evidence for cognitive behavioural models of therapy

CS2   Critically evaluate research findings in the field of cognitive behaviour therapy and other significant therapeutic interventions

CS3   Synthesise information from a range of sources in order to demonstrate a critical and coherent understanding of the impact of mental health problems and how they might be most effectively treated

CS4   Systematically review and critically evaluate research in an area of cognitive behavioural therapy

The principal teaching, learning and assessment methods normally used to enable outcomes to be achieved and demonstrated are identified below:

	Teaching and Learning	Assessment
CS1-CS3	Lectures, small group activities, access to journal articles and book chapters, supervised practice, role plays, self-directed learning, online materials	Clinical practice reports, clinical session recordings, critical appraisal of literature, clinical log-books, research proposal, systematic literature review
CS4	Lectures, small group activities, access to journal articles and book chapters, research supervision, self-directed learning, online materials	Methodological assessment, research proposal, systematic literature review

11.3 Practical Skills*

On successful completion of the PgD Cognitive Behavioural Therapy a student should be able to:

PS1   Demonstrate awareness of the need to work professionally in accordance with appropriate ethical codes of conduct, and with respect for cultural diversity

PS2   Develop CBT-specific treatment plans based on information gathering, theoretical concepts, and evidence-based practice

PS3   Evaluate and apply research findings to professional practice and evaluate outcome

PS4   Evidence the ability to work effectively within an inter-professional context

PS5   Practice CBT with depression and anxiety disorder systematically, creatively, and with good clinical outcomes

On successful completion of the MSc Cognitive Behavioural Therapy (Top-Up) a student should be able to:

PS1   Generate and explore hypotheses and research questions drawing on relevant theory and research

PS2   Analyse, present and evaluate quantitative and qualitative data and evaluate research findings

PS3   Employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the range of methodologies

PS4   Carry out an extensive piece of empirical research that requires them individually to demonstrate a range of research skills including planning, considering and resolving ethical issues, analysis and dissemination of findings

The principal teaching, learning and assessment methods normally used to enable outcomes to be achieved and demonstrated are identified below:

	Teaching and Learning	Assessment
PS1-PS5	Lectures, small group activities, access to journal articles and book chapters, supervised practice, role plays, self-directed learning	Clinical practice reports, clinical session recordings, critical appraisal of literature, clinical log-books, supervised practice, reflective analysis of therapy skills, methodological assessment, research proposal and systematic literature review

11.4 Transferable Skills

On successful completion of the PgD Cognitive Behavioural Therapy a student should be able to:

TS1   Communicate effectively to different audiences

TS2   Use effective self-management strategies to organise time and workloads

TS3   Take responsibility for personal and professional learning and development, understanding future career opportunities and challenges

TS4   Utilise information technology effectively and efficiently

TS5   Deal with complex issues arising in CBT practice

TS6   Take personal responsibility for clinical decision making in straight forward and more complex situations

TS7   Demonstrate an ability to adapt CBT sensitively, and to ensure equitable access for people from diverse cultures and with different values

On successful completion of the MSc Cognitive Behavioural Therapy (Top-Up) a student should be able to:

TS1   Communicate effectively to different audiences

TS2   Use effective self-management strategies to organise time and workloads

TS3   Take responsibility for personal and professional learning and development, understanding future career opportunities and challenges

TS4   Utilise information technology effectively and efficiently

Transferable/key skills are generally incorporated within modules and relate to relevant assessments as appropriate. Self-directed learning forms an element of all modules and the necessity to work within tight deadlines is an essential requirement across the programme. The ability to communicate in writing will be developed across the range of modules and demonstrated in assignments. The use of information technology is an integral component of online learning.

12. Programme Structure and Requirements, Levels, Modules, Credits and Awards

The PgD Cognitive Behavioural Therapy course is modular, offered on a full-time basis, and is delivered through a combination of university attendance, clinical supervision in the place of employment, and access to online learning materials. Students will normally complete the PgDip Cognitive Behavioural Therapy in one year, completing 120 credits. Students complete the taught component and must pass all six modules (7000CBT, 7001CBT , 7002CBT , 7003CBT , 7004CBT and 7005CBT). After the successful completion of PgDip in CBT, students are eligible to enrol on the MSc CBT (Top-Up).

Students will normally complete the MSc (Top-Up) Cognitive Behavioural Therapy in one year. After the successful completion of PgDip in CBT, students are eligible to enrol on the MSc CBT (Top-Up). Students will normally complete the MSc (Top-Up) Cognitive Behavioural Therapy in one year. The 180 credits required for MSc award are combined by APEL-ing 120 credits awarded through Pg Diploma in CBT and a successful completion of 60 credits across three modules (7080PY, 7081PY and 7099PY).

The mandatory modules within the course, the module credit ratings, and possible awards are:

PgD Cognitive Behavioural Therapy:

Semester 1	Semester 2	Semester 3
(7000CBT) Introductory CBT (30 Credits)	**(7001CBT)** CBT for Anxiety Disorders (30 Credits) **(7002CBT)** CBT for Depression (15 Credits) **(7003CBT)** Foundations of Reflective Practice (10 Credits)	**(7004CBT)** CBT for More Complex Cases (15 Credits) **(7005CBT)** Personal and Professional Development in Clinical Practice (20 Credits)

MSc Cognitive Behavioural Therapy Top-Up:

Semester 1	Semester 2	Semester 3
7080PY Research Methods (15 Credits)	**7099PY** Project Planning and Ethics in Psychology (15 Credits)	**7081PY** Research Project (30 Credits)

13. Support for Students and their Learning

- Students attend an induction period preceding the start of the course. This involves a welcome and introduction to the University, the course, Course Director, module leaders, lecturers, supervisors, key staff and Tutors who provide academic and pastoral support. Academic Staff are also regularly available in 'Academic Surgeries' where students can seek advice without prior appointment. There is an opportunity to be trained on CU on-line, a tour of the library and study skills development.

    - Students have access to the facilities of the University library (https://www.coventry.ac.uk/study-at-coventry/student-support/academic-support/lanchester-library/) and as postgraduate students have access to a bespoke postgraduate study area based within the University Library. Students also have access to the University's 'Open Access' computing laboratories, including local PC laboratories.

- The University and the Faculty provide a range of support mechanisms to meet the educational and pastoral needs of students. Programme and Faculty specific support for students with special needs are actioned in conjunction with central provision and support from the Disabilities Office. Students may also draw on help from the Centre for Academic Writing for individualised advice on writing essays, reports, dissertations, theses, exams and other assignments. Students experiencing or diagnosed as having difficulties in statistics will be referred to the Mathematics Support Centre which offers extra help to students experiencing difficulties in this area via the Statistics Advisory Service.

- All students are provided with a course handbook and a module guide for each module taken specifying module aims, learning outcomes, indicative content, assessment criteria and recommended reading. Online support is available via the course, subject and module webs.

- Reasonable adjustments can be made to the teaching, learning, assessment and support of the course(s) to maximise accessibility to students with disabilities. The Course Team can confirm that reasonable adjustments can be made to the teaching, learning, assessment and support of the course(s) to maximise accessibility to students with disabilities. Programme and Faculty specific support for students with special needs are actioned in conjunction with central provision and support from the Disabilities Office.

- Additional support can be accessed at Student Services and International Students may obtain further help from the student welfare team in the International Office (https://students.coventry.ac.uk/InternationalOffice/Pages/StudentAdvice.aspx). The Welfare team at the International Office supports all International Students and them to have a successful and enjoyable time whilst studying at the University. It is located in the Student Centre and open throughout the year between Monday and Friday. They are devoted solely to International Students and common topics that they give advice on include finance, immigration, accommodation, cultural shock and social events. Coventry University is one of a select few in the UK to provide a dedicated facility for its postgraduate students. The University has the teaching and learning resources designed specifically to meet the needs of Postgraduate students, providing a pleasant environment in which to study. Students have access to well-equipped teaching and conference rooms, quiet Wi-Fi work areas, computer suites, café bar and social areas. The Centre is there to support students throughout their studies at Coventry University, by providing top class teaching, learning and social facilities.

- Academic staff have academic surgery/office hours when students can drop in and see them. This allows students to talk to staff about specific queries with academic material, general study skills problems and possibly personal problems.

14. Criteria for Admission

Admission to the PgD Cognitive Behavioural Therapy will normally require:

- An upper second or first class award at degree level, or other evidence of ability to study at postgraduate level (as assessed via an academic screening exercise as part of the course interview process, below)
- A core profession as defined by the BABCP, or evidence of meeting the BABCP's key 'Knowledge, Skills and Attitudes' criteria
- Successful completion of an Academic Screening Test, and satisfactory interview
- Course-related employment or placement within a trust or equivalent health care setting. This will usually be an NHS IAPT-commissioned service, must be attended three days per week and include clinical supervision provided by a BABCP accredited supervisor

Entry on to the MSc (Top-Up) will require successful completion of the PgD Cognitive Behavioural Therapy or equivalent (i.e. PgD High Intensity Psychological Interventions).

We are committed to supporting all applicants to achieve successful course outcomes and will endeavour to provide the required support and preparation.

Students whose first language is not English are normally required to have an IELTS score of 6.5 or above, with no lower than 5.5 in any component, or equivalent. Pre-sessional English is available if required.

15. Method for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

The PgD Cognitive Behavioural Therapy have been designed in accordance with the Curriculum for High Intensity Therapies Workers (IAPT, 2019) and the British Association for Behavioural and Cognitive Psychotherapies course accreditation criteria (BABCP, 2012). The PgD course has been accredited by the BABCP who conducted a re- accreditation visit in December 2014. The next re-accreditation visit is due in December 2019.

Both programs are managed by the PSBS Board of Study in the Faculty of Health and Life Sciences.

The Programme Assessment Board (PAB) for PSBS is responsible for considering the progress of all students and making awards in accordance with both the University and course-specific regulations.

The assurance of the quality of modules is the responsibility of the Boards of Study which contribute modules to the programmes (in this case PSBS).

External Examiners report annually on the programmes and their views are considered as part of the annual quality monitoring process (CQEM). The annual reports are presented to the Board of Study.

Student views are also sought through module and course feedback questionnaires, and via course representative meetings.

16. Regulation of Assessment

This Course conforms to the standard University Regulations Mode R.

University policy requires the internal moderation of all assessments.

External Examiners are appointed for all named University awards. The role of the External Examiner at module level is to ensure that academic standards are in line with national norms for the subject. External Examiners undertake the moderation of examination papers and assessment tasks, and view representative samples of work for the modules for which they have responsibility. At programme level, External Examiners help to ensure fairness in the consideration of student progression and awards. They have the right to comment on all aspects of the assessment system and participate as full members of the assessment boards.

For the PgD CBT course a coursework is marked on a 40% pass basis commensurate with the Academic Regulations for Taught Postgraduate awards. A student who achieves at the first attempt an average of at least 70% in three quarters of the modules shall be eligible for an award with Distinction; a student who achieves an average of at least 60% but less than 70% under the above calculation shall be eligible for an award with Merit. Students must pass all components of a module to achieve a module pass grade and all modules to achieve the award. In addition, as per professional accreditation requirements require attendance at a minimum of 80% of the scheduled sessions to pass the module. Students attending less than 80% of the scheduled sessions across all modules will not pass the attendance aspect of the course.

For the MSc CBT (Top-Up) all coursework is marked on a 40% pass basis commensurate with the Academic Regulations for Taught Postgraduate awards. Students must pass all components of a module to achieve a module pass grade and all modules to achieve the award.

17. Indicators of Quality and Standards

The PgD Cognitive Behavioural Therapy has been designed in accordance with the Curriculum for High Intensity Therapies Workers (IAPT, 2019) and the British Association for Behavioural and Cognitive Psychotherapies course accreditation criteria (BABCP, 2012).

The PgD CBT has been accredited by the British Association for Behavioural and Cognitive Psychotherapies.

The QAA's review of higher education undertaken in February 2015 confirmed that Coventry University meets UK expectations in:

- The setting and maintenance of the academic standards of its awards;
- The quality of student learning opportunities;
- The quality of the information about learning opportunities;
- The enhancement of student learning opportunities.

18. Additional Information

Key sources of information about the course and student support can be found in:

- Programme Handbook (PgDip in Cognitive Behavioural Therapy ; MSc in Cognitive Behavioural Therapy Top-Up)
- HLS PG Students Handbook
- Module Guides
- SOLAR
- Student support information is available from the CU student portal
- Coventry University (www.coventry.ac.uk)
- Module Information Directory (http://mid.coventry.ac.uk/)
- Improving Access to Psychological Therapies (www.iapt.nhs.uk)
- British Association for Behavioural and Cognitive Therapies (www.babcp.com)

The nationally dictated learning outcomes for this programme are extensive. 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 s/he 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 each module can be found in the Module Information Directories (MIDs), student module guides and the course handbook. Please also consult the High Intensity Therapies Curriculum (IAPT, 2019) and the Roth and Pilling (2007) CBT Competency framework.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

19. Mandatory and Option Modules   (M = Mandatory O = Option)

Module code	Module title	Credit value	Pre/Co requisite	Status Course A
7000CBT	Introductory CBT	30	Enrolment	M
7001CBT	CBT for Anxiety Disorders	30	Enrolment	M
7002CBT	CBT for Depression	15	Enrolment	M
7003CBT	Foundations of Reflective Practice	10	Enrolment	M
7004CBT	CBT for More Complex Cases	15	Enrolment	M
7005CBT	Personal and Professional Development in Clinical Practice	20	Enrolment	M
7080PY	Research Methods	15	Pg. Dip	M
7099PY	Project Planning and Ethics in Psychology	15	Pg. Dip	M
7081PY	Research Project	30	Pg. Dip	M

20. Curriculum Map

	Intended Learning Outcomes																						
	Knowledge and Understanding							Cognitive Skills				Practical Skills					Transferable Skills						
Module codes	KU1	KU2	KU3	KU4	KU5	KU6	KU7	CS1	CS2	CS3	CS4	PS1	PS2	PS3	PS4	PS5	TS1	TS2	TS3	TS4	TS5	TS6	TS7
7000CBT (Intro)	√	√	√	√	√			√	√				√	√		√					√		√
7001CBT (A)	√			√	√					√						√							√
7002CBT (D)	√			√	√					√						√							√
7003CBT (Found)			√		√					√		√		√	√		√	√	√	√	√	√	√
7004CBT (Complex)	√			√	√					√						√							√
7005CBT (PPDCP)	√	√	√	√	√					√		√	√	√	√	√	√	√	√	√	√	√	√
7080PY (Res1)			√		√	√	√	√	√	√	√	√	√	√	√		√	√	√	√			
7099PY (Res 2)			√		√	√	√	√	√	√	√	√	√	√	√		√	√	√	√			
7081PY (Res 3)			√		√	√	√	√	√	√	√	√	√	√	√		√	√	√	√			

21. Capabilities (Skills) Map

Module codes	Communication/ Presentation skills	Personal development	Inter-professional Learning	Supervision
7000CBT (Intro)	√	√	√	√
7001CBT (A)	√	√	√	√
7002CBT (D)	√	√	√	√
7003CBT (Found)	√	√	√	√
7004CBT (Complex)	√	√	√	√
7005CBT (PPDCP)	√	√	√	√
7080PY (Res 1)	√	√	√	
7099PY (Res2)	√	√	√	
7081PY (Res 3)	√	√	√	√