

## PROGRAMME SPECIFICATION – POSTGRADUATE COURSES

1	<b>Awarding institution/body</b> University of Worcester
2	<b>Teaching institution:</b> University of Worcester
3	<b>Programme accredited by</b> N/A
4	<b>Final award :</b> MSc
5	<b>Programme title :</b> Cognitive Behavioural Interventions
6	<b>Pathways available:</b> N/A
7	<b>Mode and/or site of delivery :</b> University of Worcester, Blended learning, including work based learning and web based activity
8	<b>Mode of attendance :</b> P/T
9	<b>UCAS Code:</b> N/A
10	<b>Subject /Professional Benchmark statements:</b> N/A
11	<b>Date of Programme Specification preparation/revision:</b> Dec 2010
12	<p><b>Educational aims of the programme</b></p> <p>The Masters Award in Cognitive Behavioural Interventions has been designed as an accessible and multidisciplinary award, which supports individuals advancing skills and knowledge in clinical activity, as part of CPD and lifelong learning. The philosophy of the course is broadly grounded in Cognitive Behavioural Therapy (CBT). The CBT approach has been supported by research evidence and advocated by professional bodies and government. CBT is based in cognitive and behavioural models of psychological disorder, and continues to evolve, resulting in an expanding range of interventions.</p> <p>The course aims to;</p> <ul style="list-style-type: none"> <li>• Enhance the student’s ability to function as part of a flexible workforce, which is responsive to individuals with a variety of mental health disorders</li> <li>• Enable the student to become a critically aware ‘consumer’ of approaches to intervention, able to evaluate the validity and quality of support claimed for a therapeutic intervention.</li> <li>• Offer the student a means of extending confidence as an autonomous practitioner, able to demonstrate an advanced ability to function effectively as a therapeutic agent in complex care arenas.</li> <li>• Promote the student’s ability as a reflective practitioner, active in development of his or her own therapeutic skills</li> <li>• Foster deeper understanding of operating therapeutically as part of teams and communities.</li> </ul>
13	<p><b>Intended learning outcomes and learning, teaching and assessment methods</b></p> <p>The Masters Award in Cognitive Behavioural Interventions has been developed to comply with national recommendations and process as outlined by NICATS Generic Level Descriptors (NICAT 2008), of the intellectual knowledge skills and attributes expected at masters level (Level 7). The programme adheres to the prescriptions of the Framework for Higher Education Qualifications (FHEQ) at masters level.</p>

At the end of the course, the student will be able to:

1. Critically appraise the content and focus of therapeutic interventions, to enable identification of mechanisms of change in named approaches and techniques.
2. Critically evaluate the reliability and quality of evidence offered in support of therapeutic approaches and interventions
3. Develop ability to recognise own competence and value system operating in relation to therapeutic interventions
4. Synthesise learning from practice and theory in 'safe' environment, via peer and tutor feedback, supervision and workshop based activities.
5. Critically explore and discuss ethical aspects, including Codes of Professional Practice, diversity and boundary issues.
6. Consolidate cognitive and transferable skills, develop independence and autonomy in learning

### **Knowledge and Understanding**

At the end of a postgraduate certificate programme, the student will, as a minimum\*, be able to;

- Explain the epistemological underpinnings of her/his discipline as well as the conceptual background of the developments and policies discussed.
- Demonstrate a critical appreciation of the interface between political agendas and the provision and delivery of health, social care and social welfare.
- Demonstrate the advanced knowledge, skills and competences required within the health, social care and welfare arenas.
- Demonstrate self-awareness and a critical understanding of his/her own and others perspectives and values within health, social care and welfare and the relevance of these differing perspectives to practice.
- Engage in debates relevant to own area of practice.
- Develop coherent and sustained arguments leading to logical conclusions.

### **Intellectual Skills**

At the end of a postgraduate certificate programme, the student will as a minimum\*, be able to:

- Deal with complex issues systematically and creatively.
- Apply the concept of evidence based practice to his/her own understanding of work in health and welfare, his/her own practise and to the delivery of services.
- Apply reflective and critical skills to his/her own understanding and practice.

## **Transferable Skills**

At the end of a postgraduate certificate programme, the student will, as a minimum\*, be able to:

- Assess, plan, meet and provide evidence of achievement of personal learning goals.
- Organise her/his own time effectively to meet both personal and organisational and professional commitments.
- Critically reflect on own knowledge, skills and competence to inform personal development planning.
- Make decisions in complex and unpredictable situations.

On achieving the postgraduate diploma, the student should be able to demonstrate all of the above plus:

- Critically analyse a variety of research methodologies and apply them appropriately to the discipline.
- Consolidate communication and dissemination skills through a range of methods and media, demonstrating high standards of clarity and coherence.
- Systematically analyse a range of complex issues that influence the provision and delivery of health, social care and welfare.

By the end of the MSc programme, the student will be able to demonstrate all the above plus :

- Independently design, manage, undertake and evaluate an individual research or review project relating to psychological intervention to the rigorous standards of advanced scholarship demonstrating the critical analysis skills and skills of argument as above.

## **Examples of Learning and Teaching Methods:**

Self and directed learning, critical reflection, clinical supervision, e-portfolio activities, portfolio development, workshop activities including skills rehearsal, key lectures where experienced clinicians act as 'expert witnesses', seminar and group work, problem based scenarios, collaborative learning and teaching. Work based activity will be focussed and supported through the e-portfolio and tutorial and group activity in the workplace, with some supportive learning and teaching at the University.

The table below shows the different types of assessments used in the course modules and how these map onto the learning outcomes. A key element of the assessment strategy is students' providing evidence of competence in applying learning to practice, in a safe and ethical

manner.

In order to gain the award of MSc in Cognitive Behavioural Interventions, students must successfully complete seven mandatory modules, including the 60 credit Dissertation, validated within the postgraduate programme, including a 15,000 word Dissertation, plus 200 hours of supervised practice. To be awarded a Postgraduate Diploma, students must successfully complete six mandatory modules plus 200 hours of supervised practice. For a Postgraduate Certificate, students must successfully complete three mandatory modules only.

<b>Module Title</b>	<b>Credit Values</b>
The Role of the Therapeutic Relationship (MATI 4004)	20
Psychology of Mental Health (MPSY4010)	20
Enabling Individuals and Teams to deliver Therapeutic Interventions (MATI 4005)	20
<b>On completion of the 3 above compulsory modules (total of 60 credits), exit/interim award is Postgraduate Certificate Psychological Therapies</b>	
Advanced Research Analysis (MPSY 4002)	20
Developments in Therapeutic Interventions (MATI 4006)	20
Work Based Practice (MATI 4007)	20
<b>On completion of 6 of the above compulsory modules (total of 120 credits), plus 200 hours of supervised clinical practice, the exit/interim award is Postgraduate Diploma in Cognitive Behavioural Interventions.</b>	
Dissertation (MPTH 4003)	60
<b>On completion of all 6 compulsory modules, 200 hours of supervised clinical practice, PLUS 60-credit dissertation (total of 180-credits), exit award is MSc in Cognitive Behavioural Interventions</b>	

### 12. Award Map

<b>Module Code</b>	<b>Module title</b>	<b>Credits (number)</b>	<b>Status Mandatory (M) or Optional (O)</b>	<b>Prerequisites</b>
MPSY 4002	Advanced Research Analysis	20	M	None
MPSY 4010	Psychology of Mental Health	20	M	None

MPTH 4003	Dissertation	60	M	None
MATI 4004	The Role of the Therapeutic Relationship	20	M	None
MATI 4005	Enabling Teams and Individuals to Deliver Therapeutic Interventions	20	M	None
MATI 4006	Developments in Therapeutic Intervention	20	M	None
MATI 4007	Work Based Practice	20	M	None

The Assessment strategy has been planned with the intention of enabling students to demonstrate their achievement of modular learning outcomes by use of diverse methods of assessment, which require knowledge and skill across the range of postgraduate competences.

Where appropriate, assessment items will be marked anonymously, a sample moderated and a range of assessments forwarded to the external examiner. External Examiners will be invited to attend Seminar Presentations and Course Committee meetings.

The work based Practice module requires students to work collaboratively with the course tutor and a named workplace mentor. Students are also responsible for ensuring they have regular clinical supervision, from a suitably experienced supervisor. Evidence that supervision has taken place will be reflected in the student's portfolio and certain e-portfolio activity.

## **15 Programme structures and requirements**

The Masters in Cognitive Behavioural Interventions requires the successful completion of 180 credits at Level 7, and 200 hours of supervised clinical practice. The course is modular in structure, and for a Postgraduate Certificate, which requires successful completion of 60 credits, Postgraduate Diploma, which requires successful completion of 120 credits and 200 hours of supervised clinical practice or the Masters award. The award follows a single pathway.

The table below sets out the modular structure of the programme. All modules in the programme are at Level 7 and each is worth 20 credits.

The award for the Master's degree also includes the mandatory triple dissertation module, which is worth 60 Level 7 credits.

### **Masters in Cognitive Behavioural Interventions**

Students who successfully complete the 2 Mandatory modules, 3 module dissertation, 4 Mandatory modules and 200hours of supervised clinical practice will be entitled to the award of MSc Cognitive Behavioural Interventions.

### **Postgraduate Certificate in Therapeutic Interventions**

To achieve the named award, students must successfully complete;

- MPSY 4002 Advanced Research Analysis and two 20 credit modules from the above listing.
- Or: three 20 credit modules from the above listing.

### **Postgraduate Diploma in Therapeutic Interventions**

To achieve the named award, students must successfully complete;

- Two mandatory modules, plus three modules from the award specific module selection, and 200 hours of supervised practice.

## **16 QAA Academic Infrastructure**

The programme meets the requirements of the Framework for Higher Education Qualifications in respect of postgraduate level qualifications.

Further documents informing this programme:

- The NHS Knowledge and Skills Framework for Mental Health (NHS KSF/MH) (Department of Health 2004)
- Improving Access to Psychological Therapies, (NIMHE 2004)
- New Ways of Working [www.newwaysofworking.org.uk](http://www.newwaysofworking.org.uk)
- 10 Essential Shared Capabilities, (Department of Health, 2004)
- The Competences required to deliver effective cognitive and behavioural therapy for people with depression and with anxiety disorders (Department of Health 2007)

## **17 Support for students**

Prior to commencing the course, students will be invited to attend an induction day that will familiarise them with the University, the IHS and the course.

The module tutor plays an important role in the provision of student support within the Cognitive Behavioural Interventions course. All students registered for the degree are allocated a personal tutor for the duration of the course; however, it is important to acknowledge that many individuals access modules from a CPD perspective. A student may be part time in study, but full or part-time in employment, so find contact with the module tutor more flexible than contacting a personal tutor. Additionally, the programme leader is another source of support for students, especially in respect of overall guidance.

All students are allocated a supervisor whilst undertaking their

dissertation Course handbooks and module guides provide more detailed information in respect of the course and individual modules. In addition, there is an area of Blackboard where students can gain more information in respect of their studies.

Feedback on assessment items is given via the Item Report Form.

Registry Services manage student records with student specific information in respect of modules being taken, results and contact information readily available via the SOLE pages.

Information and Learning Support (ILS) provide an information desk to assist with IT and Library related issues. Subject specific librarians are available to provide subject specific advice and information guides.

English language support is available for International students.

### **18 Admissions policy, criteria and procedures**

The university is committed to widening participation to candidates from diverse backgrounds, abilities and ages. The programme is open to those already in counselling practice and to those with the appropriate background who wish to pursue a career in Cognitive Behavioural Interventions.

#### **Entry Requirements:**

- An honours degree preferably in an associated subject or equivalent professional qualifications
- A recognised Diploma in counselling or psychotherapy, or equivalent professional practice
- A counselling placement or present work within a counselling context
- International students must hold a qualification equivalent to a UK first or second class honours degree
- All international students for whom English is not their first language are required to achieve IELTS 6.5 or equivalency

Any student who wishes to use their counselling practice with children or vulnerable adults, for their practice placement will have to have a current enhanced Criminal Records Check (CRB). Many placements will require students to have a current enhanced CRB irrespective of their client group. In either case students are responsible for funding their CRB check.

The programme is open to those already in counselling or psychotherapeutic practice and to those with the appropriate background who wish to pursue a career in Cognitive Behavioural interventions.

Given that CBT training is emotionally as well as intellectually demanding, and that the research evidence identifies that a sustained therapeutic relationship is crucial to positive client outcomes, it is professionally and ethically important that due consideration is awarded to the readiness of the applicant to undertake these demands. With this in mind all prospective students are interviewed by two tutors and will participate in a number of reflective activities

as part of this interviewing process.  
In addition, candidates will be required to obtain satisfactory health clearance.

Students with additional needs will be provided with relevant and appropriate support and where necessary, extra support will be assessed and provided with assistance from the University's Equal Opportunities department.

Once accepted and prior to the commencement of the course students are invited to an induction day that will familiarise them with the University, the Department and Course requirements.

### **Accreditation of Prior Learning (APL)**

Students may seek APL in accordance with the University and IHSCP APL procedures and are within the parameters set out within the University Postgraduate Regulatory Framework. See the APEL section of the University website: [www.worc.ac.uk/4216.html](http://www.worc.ac.uk/4216.html)

## **19. Methods for evaluating and improving the quality and standards of teaching and learning**

- Student feedback:

- Mid and end of module evaluations
- Practice learning evaluation
- External Examiner Reports
- Student representation on course committee
- Personal tutor and module feedback
- Student Forums

- Feedback from other sources:

- External Examiner reports
- Annual Course Monitoring Reports
- Periodic review and external scrutiny
- Peer observation
- Staff annual appraisal
- Moderation and second marking
- QAA and UW validation documentation

- IHS committees responsible for monitoring and evaluating quality standards:

- Course Committee
- Ethics Committee
- Academic Quality Standards
- Learning and Teaching Committee
- Research Committee

- UW committees:

- Academic Standards and Quality Enhancement Committee
- Learning, Teaching and Student Experience

## **20. Regulation of assessment**

### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is 50% for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements (delete if this does not apply).
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### **Submission of assessment items**

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at 50% unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module, which will incur payment of the module fee.
- For full details of submission regulations see Postgraduate Regulatory Framework.

### **Retrieval of failure**

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment takes place during the following semester or during the summer reassessment period at the end of the academic year.
- If following reassessment the module has been passed, the module grade will be capped at 50%.
- If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.
- A student who fails 40 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

### **Requirements for Awards**

<b>Award</b>	<b>Requirement</b>
PG Cert (Cognitive Behavioral Studies)	Passed a minimum of 60 credits at level 7
PG Dip (Cognitive Behavioral Therapy)	Passed a minimum of 120 credits at level 7, plus 200 hours supervised CBT practice.
Masters (Cognitive Behavioral therapy)(MA/MSc/MBA/MTL)	Passed a minimum of 180 credits at level 7 including a minimum of 40 credits from the Dissertation and 200 hours supervised CBT practice.

The awards of PG Cert, PG Dip or Masters may be made with Merit or Distinction.

Departmental Examination Boards review and confirm results for modules, and the Scheme Examination Board considers candidates' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

The University requires Departments and/or course teams to have a formally stated policy for internal and external verification and moderation of marking which meets the requirements of the University Assessment Policy.

## **21. Indicators of quality and standards**

In November 2005, the institution was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education.

The University of Worcester holds the Investors in People Kite Mark – renewed in 2008.

All those teaching and supervising have appropriate CBT and counselling qualifications, and are in clinical practice.

## **22. Career Opportunities & Links with Employers**

Masters students will often be employed whilst undertaking the course, many in clinical roles, in statutory, non-statutory and voluntary sectors in the mental health field. The degree aims to enhance professional development and employability. Specific careers in counselling or working with clients in health and social care settings will be open to successful graduates. Students may progress to higher degrees in research. The award, or selected modules, may be used to fulfil CPD,

professional, regulatory, individual or employer needs. Ability to produce work at master's level is strong evidence of personal and professional competence. The award may be accepted as a 'feeder' course for BABCP (British Association of Behavioural and Cognitive Psychotherapy) approved CBT Postgraduate Diploma courses (required for practice as CBT Therapist). Further clarification from the BABCP is awaited.

**Please note:** 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 study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.