School of Health and Social Work

Title of Programme: MSc Cognitive Behavioural Therapy
                    PgDip Cognitive Behavioural Therapy

Programme Code: HSCBT

Programme Specification

This programme specification is relevant to students entering:
26 September 2022

Associate Dean of School (Academic Quality Assurance):
Cheryl Holman

Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme

Date	Section	Amendment

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification
MSc Cognitive Behavioural Therapy

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended 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 teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	College Lane
Programme accredited by	British Association of Behavioural & Cognitive Psychotherapies (BABCP)
Final Award (Qualification)	PgDip/MSc
All Final Award titles (Qualification and Subject)	Cognitive Behavioural Therapy
FHEQ level of award	7
Language of Delivery	English

A. Programme Rationale

This is a flexible programme aimed at assisting students to achieve competency as cognitive behavioural psychotherapists. The programme has three exit points:

- Post graduate certificate in CBT (60 credits)
- Post Graduate Diploma in CBT (120 credits)
- Masters in CBT (180 credits).

No form of psychological therapy has had such a development in the last 25 years as cognitive behavioural therapy (CBT). It has now been developed into a comprehensive form of psychological therapy with research evidence for its effectiveness in many areas. The NHS has made the implementation of the "Improving Access to Psychological Therapies" (IAPT) agenda one of their priorities as directed by the Department of Health (DoH 2008).

The development of this programme responds to the national IAPT agenda and includes an exit pathway for the high intensity low volume workers (DoH 2008). The content of the programme focuses on CBT which is the treatment of choice for many mental health problems as defined by the National Institute for Health and Care Excellence (NICE) guidelines (NICE 2004, 2006). It mirrors the recommended national curriculum (DoH 2008a) for high intensity workers. The programme will also satisfy the requirements for the British Association of Behavioural & Cognitive Psychotherapies (BABCP) accreditation (Holland 2006; Haddock 2008).

Modules comprising the post-graduate diploma in CBT fulfil the accreditation criteria of the British Association of Behavioural & Cognitive Psychotherapies. This means that students who successfully complete the appropriate modules are eligible for accreditation with the BABCP as a CBT therapist.

A distinct feature of the programme is that it offers formal supervision as distinct modules. This enables students to gain supervision whilst applying newly learnt knowledge and CBT skills. It also ensures that students on the programme receive adequate supervision to achieve BABCP accreditation.

The programme is set up in such a way that it allows for flexibility in student learning and progression. Students may opt for an exit award at postgraduate certificate or postgraduate diploma or continue to complete the full MSc award.

University of Hertfordshire **UH**

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in UPR TL03.

Additionally this programme aims to:
- Provide specialist clinical training and academic learning in cognitive behavioural therapy
- Provide a structure for students to gain accreditation with relevant professional and statutory bodies (e.g. BABCP)

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2021) have been used as a guiding framework for curriculum design.

Knowledge and Understanding:	Teaching/learning methods & strategies	Assessment
A1 - The theoretical underpinning of the principles of CBT A2 - The evidence base for the application of CBT techniques in different contexts A3 - The theoretical and research evidence for cognitive behavioural models A4 - The evaluation of the evidence that underpins the application of CBT. A5 - Evaluating clinical outcomes A6 - The supervisory relationship **In addition to the above MSc students will also be able to:** A7- The evaluation of research methodologies and evidence that underpins the application of CBT in different context.	Acquisition of knowledge and understanding is through critical analysis, problem solving and modelling skills, small group discussions, critical reflection and coursework. The supervision modules support teaching/ learning through group and individual supervision sessions. Transcripts and tapes of recorded CBT intervention with clients are sources of teaching and learning. Use is made of CTS(r) scale. Feedback on presentations and during supervision is an important teaching and learning strategy. Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.	Knowledge and understanding are assessed through a combination of formative and summative assessments. Formative assessment involves a presentation to peers when feedback is provided. Summative assessment involves; coursework, reflective accounts, transcripts and tapes of recorded CBT intervention with clients.
Intellectual skills:	Teaching/learning methods & strategies	Assessment
B1 - Critically analyse the knowledge base underpinning CBT B2 - Evaluate critically the evidence base underpinning CBT B3 - Discriminate the evidence base for the application of specific disorders B4 - Isolate and analyse	Intellectual skills are developed through critical analysis (B1-B6), problem solving and modelling skills (B3-B4), small group discussions (B1-B6), critical reflection (B1-B6) and coursework B1-B6). The supervision module supports teaching/learning through group and individual supervision sessions (B1-B6). Digital recordings of CBT	Intellectual skills are assessed through a combination of formative and summative assessments. Formative assessment involves a presentation to peers when feedback is provided (B1-B6). Summative assessment involves; coursework (B1-B6), reflective accounts (B1-

University of Hertfordshire UH

issues in complex situations B5 - Critical evaluate clinical outcome measures **In addition to the above MSc students will also be able to:** B6 - Advance CBT knowledge and understanding to a higher level	intervention with clients are sources of teaching and learning (B3-B4). Feedback on presentations and during supervision is an important teaching and learning strategy (B1-B5). Throughout, the learner is encouraged to develop intellectual skills further by independent study.	B6), Digital recordings of recorded CBT intervention with clients (B3-B4).
Practical skills:	Teaching/learning methods & strategies	Assessment
C1 - Construct maintenance and developmental CBT conceptualisations for a wide range of CBT techniques in different contexts C2 - Develop CBT-specific treatment plans for a wide range of CBT techniques in different contexts C3 - Practice CBT for specific disorders systematically, creatively and with good clinical outcomes C4 - Deal with co-morbid and complex issues arising from CBT practice C5 - Practice as "scientist practitioners", advancing knowledge and understanding and develop new skills to a high level C6 - Provide constructive feedback to other practitioners of CBT C7 - Utilise supervision competently. **In addition to the above MSc students will also be able to:** C8 - Ability to design and conduct a systematic investigation into development and /or practice of CBT	Practical skills are developed through role plays and modelling skills (C1-C7), small group discussions (C1-C8) and coursework (C1-C8) clinical work and supervision (C1-C7). Digital recordings of recorded CBT intervention with clients are sources of teaching and learning (C1-C7). Feedback on presentations and during supervision is an important teaching and learning strategy (C1-C7). Throughout, the learner is encouraged to develop practical skills by maintaining a record of evidence and completing a portfolio of practice as indicated by the accreditation requirements of the relevant professional body or statutory organisation, BABCP.	Practical skills are assessed through a combination of formative and summative assessments. Formative assessment involves presentations in groups and individually during supervision sessions when feedback is provided (C1-C7). Summative assessment involves; Digital recordings of CBT interventions with clients, reflective accounts (C1-C7) and passing the competency mark of structured therapy evaluation instruments like the Cognitive Therapy Scale Revised. C8 is assessed through the dissertation module.
Transferable skills:	Teaching/learning methods & strategies	Assessment
D1 - Take personal responsibility for decision making in straightforward and more complex situations D2 - Demonstrate self-direction and originality in tackling and solving	Transferable skills are developed through critical reflection, small group discussions (D1-D5) and coursework (D1-D5) clinical work and supervision (D1-D5). Digital recordings of recorded CBT intervention with clients are	Transferable skills are assessed through a range of assignments built into the curriculum both formative and summative (D1-D5): oral presentations, Digital

University of
Hertfordshire UH

problems D3 - Apply CBT sensitively, and to ensure equitable access for people from diverse cultures and with different values in different situations and for different age groups. D4 - Communicate effectively in writing and orally D5 - Present cases / arguments in a logically and systematic manner.	sources of teaching and learning (D1-D5). Feedback on presentations and during supervision is an important teaching and learning strategy (D1-D5). Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a portfolio of practice as indicated by the BABCP requirements.	recordings of recorded CBT intervention with clients.

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered over one to five years in either full time or part time modes and leads to the award of a MSc in Cognitive Behavioural Therapy. On successful completion of this programme, students are eligible to apply for accreditation by BABCP. A specific pathway for Improving Access to Psychological Therapies (IAPT) is available over one year. Entry is normally at BSc level and with relevant professional experience and employment in mental health practice. Intake is normally semester A.

Professional and Statutory Regulatory Bodies
The British Association of Behavioural & Cognitive Psychotherapies (BABCP) has provided level 2 accreditation to all modules related explicitly to cognitive behavioural therapy. This means any student achieving this level is eligible for BABCP accreditation as a cognitive behavioural psychotherapist.

Programme Structure
The programme structure and progression information below (Table 1a and 1b) are provided for the award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules.

Table 1a Outline Programme Structure

Mode of study – full time *(specific pathway for IAPT Improving Access to Psychological Therapies)*
Entry point – September

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Foundation in Cognitive Behavioural Therapy	7SCH0108	30	English	0	100	0	A
CBT for Common Mental Health Problems 1	7SCH0109	30	English	0	100	0	AB
Beginning with Clinical Supervision	7HSK0023	15	English	0	100 P/F*	0	A
CBT for Common Mental Health Problems 2	7SCH0110	30	English	0	100	0	B
Continuing with Clinical Supervision	7HSK0024	15	English	0	100 P/F*	0	BC
Integrating Research with Professional Practice	7HSK0179	15	English	0	100	0	A, B
Dissertation Project	7HSK0178	45	English	0	100	0	ABC, BCA

*The additional Pass/Fail elements of assessment must be successfully completed to pass the module, however it will not contribute to the overall numeric grade awarded.

University of Hertfordshire UH

Mode of study – part time *(all other students)*
Entry point – September

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Foundation in Cognitive Behavioural Therapy	7SCH0108	30	English	0	100	0	A
CBT for Common Mental Health Problems 1	7SCH0109	30	English	0	100	0	B
Beginning with Clinical Supervision	7HSK0023	15	English	0	100 P/F*	0	AB
CBT for Common Mental Health Problems 2	7SCH0110	30	English	0	100	0	AB
Continuing with Clinical Supervision	7HSK0024	15	English	0	100 P/F*	0	AB
Integrating Research with Professional Practice	7HSK0179	15	English	0	100	0	A, B
Dissertation Project	7HSK0178	45	English	0	100	0	ABC, BCA

*The additional Pass/Fail elements of assessment must be successfully completed to pass the module, however it will not contribute to the overall numeric grade awarded.

The award of an MSc Cognitive Behavioural Therapy requires a pass in all listed modules.

Table 1b Final and interim awards available
The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of (normally):	Programme Learning Outcomes developed (see above)
MSc	Cognitive Behavioural Therapy	180 credit points including at least 150 at level 7	3 Semesters	All programme learning outcomes
Postgraduate Diploma	Cognitive Behavioural Therapy	120 credits, to include at least 90 credits at Level 7 (with no more than 15 credits below Level 6) On successful completion of the PgDip, the student is eligible to apply for BABCP provisional accreditation.	2, 3 Semesters	A1, A2, A3, A4, A5, A6 B1, B2, B3, B4, B5 C1, C2, C3, C4, C5,C6, C7 D1, D2, D3, D4, D5

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
Postgraduate Certificate		60 credit points, including at least 45 at level 7	1-2 Semesters	*For untitled awards:* See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm

University of
Hertfordshire UH

Masters and Diploma awards can be made "with Distinction" or "with Commendation" where criteria as described in UPR AS14, Section D and the students' handbook are met.

_____

Programme-specific assessment regulations

The programme is compliant with the University's academic regulations (in particular, UPR AS11, UPR AS12/UPR AS13 and UPR AS14) with the exception of those listed below, which have been specifically approved by the University:

- Students may retain their PgDip award as it is commensurate with accreditation to practice and still progress to the MSc.
- In order to meet professional body requirements, final compensatory credit (exemption from UPR AS14 section D4.4) and or intramodular compensation is not permissible within the programme.

Further points of clarification and interpretation relevant to this specific programme are given below:
- For students who do not belong to a "core profession" as defined by BABCP, progression requires the submission and verification of KSA standards.
- Students are expected to attend all elements of the programme including theory and practice. There is a 90% attendance requirement.
- APCL is accepted for the second year of the programme for year 2 from other BABCP level 2 programmes only
- We will use every reasonable effort to provide your educational and other related services in the manner and to the standards set out in our prospectuses, on our website, and in our other published materials. At times there may be circumstances outside our reasonable control which have a detrimental effect on how we provide our services to you. If circumstances such as these arise, we cannot make an absolute commitment that your studies will not be disrupted, but we will use every reasonable effort to minimise any disruption to you.
- Due to the nature of certain programmes of study, we advise applicants who will be under 18 years of age on or after the date of registration that this may mean there are financial implications and/or an impact on the structure, timing and trajectory of their studies, since the legislative requirements for safeguarding students under the age of 18 may present challenges in securing an appropriate range and scope of practice placements. If you have any concerns, we would be pleased to discuss the issues outlined above with any potential applicants.

E. Management of Programme & Support for student learning

Management
The programme is managed and administered through:
- Dean of School of Health and Social Work
- Associate Dean of School (AQA) who has delegated responsibility for programmes in the school.
- Programme Leader who is responsible for the operation and monitoring of the programme, the co-ordination of the programme management team and is responsible for advising students on the programme as a whole
- An Admissions Leader with specific responsibility for student selection
- An Administrator team to deal with day to day administration associated with the programme
- Module Leaders who are responsible for individual modules
- A programme committee, the membership of which includes academic staff, practice representatives, student representatives and service user representatives

Support
Students are supported by:
- Personal Tutors to provide academic and pastoral support
- A Programme Lead to help students understand the course/programme structure
- BABCP accredited clinical supervisors
- A student handbook

University of Hertfordshire UH

- A designated programme administrator
- Attractive modern study environments in two Learning Resources Centres;
- Study Net, a versatile on-line inter-active intranet and learning environment;
- Guided student-centred learning on StudyNet module sites
- Access to extensive digital and print collections of information resources
- An Equality Office
- Careers Enterprise and Employment Services
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support, etc;
- Office of Dean of Students, incorporating Chaplaincy, Counselling and nursery
- Printing, photocopying, laminating and document binding facilities;
- Nightline – a confidential student listening and information service in the evening when other services are not available.
- Medical Centre
- University Disability Advisors
- Student representatives on programme committees;
- the Students' Union;
- A project supervisor for individual and team projects;
- School and university Computer Facilities; technical support staff;

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:
- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The Ask Herts website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: http://www.herts.ac.uk/secreg/upr/. In particular, UPR SA07 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/.

G. Entry requirements

The normal entry requirements for the programme are:
- A UK degree in a health related topic or equivalent plus a minimum of two years practice experience working within a health or social care setting.
- A professional qualification in health or social care that relates to working with mental health service users, plus two years post qualifying practice experience in a health or social care setting to allow for consolidation of learning.
  or
- Evidence that the candidate can conduct CBT sessions with clients in their current work environment. The prospective student will be working, in employment or in a volunteer capacity, for at least four hours per week as a trainee CBT-therapist (allowing the trainee to practice CBT with at least eight clients and encompassing at least 200 hours of CBT practice over the two year period).
- For the IAPT pathway the prospective student will be employed in an IAPT site, where they will work as a

University of
Hertfordshire UH

trainee High Intensity Worker for 3 days per week, with the other two available for modules listed above. IAPT guidance recommends a case load of between 10 to 12 clients per week.

- For successful post-qualification accreditation as a CBT therapist, students will need to demonstrate that they possess a core profession as defined by the British Association for Behavioural and Cognitive Psychotherapies (BABCP).
- Students who do not possess a core profession will need to present a portfolio following the KSA framework as outlined by the BABCP (See www.babcp.com).
- A suitable professional and/or academic reference to ensure that the student's application is supported.
- All candidates are interviewed prior to unconditional offers being made.

For the duration of the programme, all students must be working in a paid or voluntary capacity within a health or care organisation or within a voluntary sector. They would have access to a relevant client group plus supervision within their workplace.

For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in UPR SA03), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact: ask@herts.ac.uk

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

University of
Hertfordshire UH

MSc Cognitive Behavioural Therapy

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																										
		Knowledge & Understanding							Intellectual Skills							Practical Skills								Transferable Skills				
Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5
Foundation in CBT	7SCH0108	+	+	+	+				+	+	+						+						+		+	+	+	+
Common Mental Health Problems 1	7SCH0109	+	+	+	+	+			+	+	+		+		+	+							+		+	+	+	+
Beginning with Clinical Supervision	7HSK0023		+		+	+	+		+	+			+					+	+	+	+			+	+	+	+	+
Common Mental Health Problems 2	7SCH0110	+	+	+	+	+			+	+	+	+	+		+	+	+	+	+				+		+	+	+	+
Continuing with Clinical Supervision	7HSK0024		+		+	+	+		+	+		+	+		+	+		+	+	+	+			+	+	+	+	+
Integrating Research with Professional Practice	7HSK0179		+	+	+	+		+		+	+		+					+				+	+	+	+		+	+
Dissertation Project	7HSK0178		+	+	+	+	+	+	+	+	+	+	+	+	+		+		+			+	**+**	+	+	+	+	+

Key: Learning Outcome which is assessed as part of the module ☒

University of Hertfordshire UH

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

A1   The theoretical underpinning of the principles of CBT.

A2   The evidence base for the application of CBT techniques in different contexts.

A3   The theoretical and research evidence for cognitive behavioural models.

A4   The evaluation of the evidence that underpins the application of CBT in different contexts.

A5   Evaluating clinical outcomes

A6   The supervisory relationship

Intellectual Skills

B1   Critically analyse the knowledge base underpinning CBT.

B2   Evaluate critically the evidence base underpinning CBT.

B3   Discriminate the evidence base for the application of specific disorders.

B4   Isolate and analyse issues in complex situations.

B5   Critical evaluate clinical outcome measures.

B6   Advance CBT knowledge and understanding to a higher level.

Practical Skills

C1   Construct maintenance and developmental CBT conceptualisations for a wide range of CBT techniques in different contexts.

C2   Develop CBT specific treatment plans for a wide range of CBT techniques in different contexts

C3   Practice CBT for specific disorders systematically, creatively and with good clinical outcomes.

C4   Deal with co morbid and complex issues arising from CBT practice.

C5   Practice as 'scientist practitioners", advancing knowledge and understanding and develop new skills to a high level.

C6   Provide constructive feedback to other practitioners of CBT.

C7   Utilise supervision competently

C8   Ability to design and conduct a systematic investigation into development and /or practice of CBT.

Transferable Skills

D1   Take personal responsibility for decision making in straightforward and more complex situations.

D2   Demonstrate self-direction and originality in tackling and solving problems.

D3   Apply CBT sensitively, and to ensure equitable access for people from diverse cultures and with different values in different situations and for different age groups.

D4   Communicate effectively in writing and orally.

D5   Present cases/arguments in a logically and systematic manner.

University of Hertfordshire UH

Section 2

Programme management

Relevant QAA subject benchmarking statements   none

Type of programme   Taught postgraduate

Date of validation/last periodic review   November 18

Date of production/ last revision of PS   May 2021

Relevant to level/cohort   Level 7 entering September 2022

Administrative School   School of Health and Social Work

Table 3 Course structure

Course details		
Course code	Course description	HECOS
HSCBTPGD	PgDip Cognitive Behavioural Therapy	100993

Course details		
Course code	Course description	HECOS
HSCBTMSC	MSc Cognitive Behavioural Therapy (Top-Up)	100993

University of Hertfordshire UH