



Queen Margaret University

EDINBURGH

Programme Specification

Where appropriate outcome statements have been referenced to the appropriate Benchmarking Statement (BS)

1	Awarding Institution	Queen Margaret University, Edinburgh
2	Teaching Institution	Lothian NHS Trust and Greater Glasgow & Clyde NHS Trust
3	Professional body accreditation	Queen Margaret University, Edinburgh
4	Final Award	Postgraduate Masters in Cognitive Behavioural Therapy
	Subsidiary exit awards	Postgraduate Certificate/Diploma in Cognitive Behavioural Therapy
5	Programme Title	Postgraduate Certificate/Diploma/MSc in Cognitive Behavioural Therapy
6	UCAS code (or other coding system if relevant)	QMU Course code: PGDCBTPD
7	SCQF Level	11
8	Mode of delivery and duration	Part time, 9/18/36 months
9	Date of validation/review	May 7th 2014

10. Educational Aims of the programme

The overall aim of the postgraduate programmes in cognitive behavioural therapy is to:

- Focus on the acquisition, practising and communication of specialised clinical skills, within an explicit theoretical framework
- Promote excellence in cognitive behavioural therapy by offering opportunities to develop personally, professionally and collaboratively.

To achieve this, the programme aims to:

- Provide a sound knowledge of cognitive behavioural models, concepts and methods
- Encourage the development of competence in assessing patient suitability for CBT. This will lead to accurate case conceptualisations which will provide the platform for devising and implementing individual treatment programme
- Develop knowledge and skills of health care professionals who are already familiar with individual case work, history taking and caseload management; in particular to enable students to effectively undertake the diagnosis, assessment and application of Cognitive Behavioural Psychotherapy skills
- Enable the acquisition of skills to such a level that participants can practise CBT in clinical settings and use CBT based supervision.
- Provide sufficient theoretical and skills training that participants can, in due course, seek to be accredited by the BABCP as a Cognitive Behavioural Therapist.
- Develop academic skills in critical analysis of literature and research methodologies

11. Benchmark statements/professional and statutory body requirements covered by the programme

Cognitive Behavioural Therapy is widely recognised as a very effective psychological treatment for conditions such as depression and anxiety disorders. According to Department of Health Recommendations, CBT has the greatest and strongest evidence base of any psychotherapy and is the most well recognised and frequently requested model of psychotherapy by service users (Treatment Choice in Psychological Therapies and Counselling, DoH 2001). There is a growing demand for therapists specifically trained in this field (see rationale below).

It is part of the Scottish Government agenda to increase access to evidence based psychological therapies for mental health problems.

“We will increase the availability of evidence-based psychological therapies for all age groups in a range of settings and through a range of providers”-Delivering for Mental Health (2006)

The SoS CBT programme is one of only two training programmes providing training in such evidence based therapy. The SoS CBT programme has strong ties with NHS Education Scotland (NES) who are our link with the Government agenda and who fully support the continuation of the programme and its re-design. With the demand for psychological therapies vastly outweighing supply, there is a clear and ongoing requirement for CBT therapists, and hence our programme, from the National Health Service perspective as our main employer of graduates from the programme.

The National Health Service currently promotes continuing professional development as part of a lifelong learning process. This programme offers the flexibility for individuals to undertake the Postgraduate Certificate, Diploma and Masters.

12. Learning Outcomes of the Programme

These may be divided in the following categories:

- Knowledge and understanding (A)
 - Intellectual (thinking) skills (B)
 - Practical skills (C)
 - Transferable skills (D)
1. Exercise appropriate clinical judgement to assess and select patients suitable for CBT. (Modules 1-3) (A,B,C,D)
 2. Review, organise, synthesise and critically evaluate evidence as a basis for Cognitive Behaviour Therapy practice. (Module 1)(A,B,D)
 3. Demonstrate ability to self-manage the delivery of a programme of CBT to an individual with a major indication for CBT. (Modules 1-8)(A,B,C,D)
 4. Collaborate with the patient to identify problems and find workable solutions through treatment. (Modules 1-8)(B,C,D)
 5. Record, review and critically evaluate CBT therapy sessions, using appropriate rating scales and recognised measures for CBT. (Modules 1-8)(A,B,C,D)
 6. Take the initiative in supervision sessions, making appropriate and ethical use of supervision time in order to analyse treatment and troubleshoot where necessary. (Modules 1-8)(A,B,C,D)
 7. Demonstrate ability to gather and analyse data and knowledge, reviewing and critically evaluating core texts, literature and relevant research, in order to produce case write-ups and written assessments. (modules 1-8)(A,C,D)
 8. Deliver Cognitive Behaviour Therapy to a standard recognised by the British Association of Behavioural and Cognitive Psychotherapy (BABCP) and which can count towards BABCP accreditation. (Modules 1-8)(A,B,C)

9. Review, organise, synthesise and critically evaluate evidence as a basis for Cognitive Behaviour Therapy practice. (Modules 1-12)(A,B,D)
10. Demonstrate facility in the use and criticism of research methodology (Modules 5, 9-12)(A,B,D)
11. Demonstrate facility in research data management (Module 5, 9-12)(A,B,D)

The following outcomes must be met for the Postgraduate Masters in Cognitive Behavioural Therapy:

12. Demonstrate advanced study skills in a specialist topic via the production of a substantial research based academic dissertation, showing detailed analysis and critical research skills. (Modules 9-12)(A,B,D)
13. Demonstrate ability to understand the limitations of the research evidence base in terms of patient selection, exclusion criteria, publication bias etc. (Modules 5, 9-12)(A,B)

13. Teaching and learning methods and strategies

The South of Scotland CBT programme is highly committed to self-reflective practice. This is an integral ingredient in all supervision sessions. Students are asked to audio record their therapy sessions, listen to the recordings themselves, critique their own performance and reactions, and take these summaries to supervision. Parts of the recording may be listened to in supervision sessions. Supervision also involves exploration of the student's emotions about, and reactions to, the patient they are treating, and the impact of this on the therapy process.

Outside individual therapy, there is an emphasis on helping the students reflect on their learning experience, changes in beliefs and behaviours as the programme progresses, both through open discussion and role play.

Fortnightly clinical supervision sessions provide the crucial opportunity for facilitating and monitoring students' progress. These are the clinical equivalent of tutorials. One supervisor is allocated to either one or two students. Students are expected to play a pro-active role in the learning process and to prepare both clinical and academic material between sessions.

Students are responsible for selecting suitable patients for cognitive behavioural therapy and offering an appropriate programme of treatment on a one to one basis. The case is then discussed at supervision sessions. Practical skills are honed by detailed discussion of two CBT cases, followed by audio recorded sessions, sections of which are heard and discussed by student and supervisor. Detailed supervision of cases offers students the chance to scrutinise, adjust and expand clinical skills.

Formal teaching for the Postgraduate Certificate and Diploma in Cognitive Behavioural Therapy consists of day-long teaching workshops every fortnight. These workshops teach and offer practice in practical therapeutic techniques and are designed to be interactive, thought-provoking and challenging for the student. They are given by eminent British CBT Practitioners. Many of these offer regular input. Students are offered core video and audio recordings to consolidate what they have learnt. Approximately 10% of workshops will vary from year to year to allow students to learn from available experts in their specialist areas.

Additionally one tutorial per module (up to Diploma level) will be organised by the programme team which is an opportunity to focus in on theoretical or clinical issues or difficulties Students may be encountering during their training.

The teaching and learning strategies employed afford students the opportunity to direct their learning processes and take a high level of responsibility for their learning. Emphasis is placed on methods that provoke thought and encourage interactive, investigative learning skills. Methods will include the use of group focused discussions, role play and collaborative case analysis. The unique individual contributions of students to the learning situation are seen as an important resource. Student feedback forms encourage students to reflect on the value of each workshop and allow speakers and programme leaders to modify workshops in response to comments.

Analytical and critical skills are further developed through written assessments, namely the case studies and essays. This part of the learning is largely self-directed, but supervisors, with the support of programme leaders, may offer guidance on one draft of a piece of academic work.

The Equality and Diversity policies of both QMU and NHS Lothian are adhered to within the teaching and learning process. Guidance on requirements for participants with a disability is available on

http://www.gmu.ac.uk/prospective_students/student_services/disability.htm

Teaching staff are supported by QMU, for example by the provision of marking and academic writing skills workshops, and attendance at Learning and Teaching workshops offered by the Centre for Academic Practice, in accordance with the terms of the Memorandum of Agreement. Staff also receive advice and support as required from the Disability Co-ordinator, Subject Area Nursing.

14. Assessment strategies

Assessment strategies promote academic thinking and the achievement of the students' personal and professional goals. This programme demands a questioning approach and an understanding of reflective practice. Assessment procedures are clarified by written detailed guidelines for both students and markers, and the provision of samples of (anonymous) previous students' work to demonstrate the expected standard. Markers examine the application of reflective skills, critical analysis and reasoned discussion. A variety of modalities are used in assessment, including case studies, essays, assessment of audio recorded therapy sessions and assessments by the student's supervisor. See module descriptors for further details of these.

Regular supervisors' meetings (at least 4 per year) provide a forum to discuss student progress. The programme administrator keeps a record of student progress as discussed at the meetings, so that remedial action can be taken and followed up where necessary. Supervisors keep a case diary of their supervision sessions and this is submitted at the end of the programme year, along with the supervisor's assessment of the student's ability.

Assessment of a student's progress throughout the programme is carried out by the student's supervisor. Progress reports will be requested by programme leaders and will be discussed at the supervisors' meetings. The programme Administrator will keep a written record of progress discussed at these meetings and of any remedial action that may be required.

Teaching staff are supported by QMU, for example by the provision of marking workshops, and attendance at Learning and Teaching workshops offered by the Centre for Academic Practice, in accordance with the terms of the Memorandum of Agreement. In line with QMU's quality assurance policies, assignments submitted for modules in their first presentation are moderated by QMU staff. New markers are supported by experienced markers.

The Equality and Diversity policies of QMU are adhered to within the assessment process. Guidance on requirements for participants with a disability is available on http://www.qmu.ac.uk/prospective_students/student_services/disability.htm

15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

In order to achieve the Postgraduate Certificate in Cognitive Behavioural Therapy, students must complete four modules. These are: Modules 1 Principles of Cognitive Behavioural Therapy, Module 2-3 (Double Module) Application of Cognitive Behavioural Therapy and Module Four, CBT for Anxiety and Depression. On successful completion of the certificate, the student will have achieved learning outcomes 1 - 9 of the programme applied to mild to moderate disorders of anxiety and depression.

It is anticipated that the Post Graduate Certificate in Core Cognitive Behavioural Therapy Skills will be delivered in nine months.

Students who continue to post graduate Diploma must have successfully completed all four of the certificate modules. Students must also complete four additional modules:- module 5 Research Skills in CBT; module 6 – Advanced CBT for Anxiety Disorders; module 7 – Advanced CBT for Depression, module 8 – Approaches to Complex Adaptation of CBT. On successful completion of the diploma, the student will have achieved learning outcomes 1- 11 applied to high intensity disorders of anxiety and depression.

For progression to Masters, students must have completed all eight of the above modules. A quadruple module undertaken in years two to three of the Programme, is required for those who wish to complete the Masters. The Masters programme will enable students to develop and apply the skills of research and inquiry as it applies in practice to a specialised area in the field of CBT. On successful completion of the Masters, the student will have achieved learning outcomes 1- 13

16. Criteria for admission

Students will complete an application supplied by the South of Scotland Cognitive Behavioural Therapy Programme. NHS Lothian and NHS Greater Glasgow shall select appropriately qualified students for admission as students of the University and formally offer them a place. NHS Lothian and NHS Greater Glasgow will notify all accepted candidates to the Academic Registrar of the University, who will initiate procedures for on-line matriculation. The University has absolute discretion to refuse to matriculate students that it considers are not appropriately qualified for or suited to the Programme.

Normally candidates who apply will be:

- A UK registered health care professional from psychiatry, psychology, occupational therapy, social work and nursing or general medical practice
- Working in an area where they can practise cognitive behavioural therapy
- Experienced in working with people with mental health problems on an individual case work basis, including history taking, and be competent at managing their own caseload
- Have a caseload, or access to a caseload of patients suitable for Cognitive Behavioural Therapy

Normally, candidates:

- Should be in possession of a relevant first degree or show equivalent level of study (e.g. a recent professional qualification in an appropriate field or professional updating through Continuing Professional Development)
- Should be able to demonstrate statement of equivalence with regards to professional qualifications if studied abroad
- Should be able to provide evidence of the influence of psychological theory to their clinical work
- Should be able to provide 2 referees who can vouch for their professional qualifications and ability

In addition, acceptance onto the Postgraduate Diploma in Cognitive Behavioural Therapy will be on the basis of a fully completed application form, an agreement that funding for the Programme has been secured, and an interview. Interviews will take place in Edinburgh or Glasgow during the summer before the programme commences. Programme numbers are limited to thirty depending on the number of available supervisors.

17. Support for students and their learning

- Allocation of supervisor
- Student handbooks
- Access to Student Learning Services, Library and IT support
- Access to Student Services: careers, counselling, disability advice
- Representation through Student-Staff Committees

Module co-ordinators and teaching teams are drawn from NHS Greater Glasgow and NHS Lothian. Visiting lecturers contribute to a substantial number of programme teaching days. Our lecturers are some of the most eminent CBT experts in Britain and they provide excellence in areas not available locally. This also promotes cross-fertilization and links with CBT in other centres of excellence. Senior lecturers are accreditable with the BABCP, as well as other professional organisations.

A pool of experienced supervisors provide student support and new supervisors to the programme may be recruited annually. A new supervisor will have an informal discussion with one or both of the Programme Leaders. If they are considered suitable as supervisors, they will first of all be offered the opportunity to shadow (or “buddy”) an existing supervisor for a year. If a new supervisor is already well experienced in CBT supervision, this may not be necessary. All new supervisors are asked to attend a supervisors’ induction training. This is normally a day workshop which is run prior to or around the start of the CBT programme itself. In addition, all supervisors are given a supervisor’s handbook, which gives practical information regarding the CBT programme, as well as educational journal extracts relating to supervision.

Supervision meetings are held at least 4 times per year. These are a forum in which queries may be raised and new information may be shared. Any important new information regarding supervision will also be communicated to all supervisors by the programme administrator. All staff have access to workshops held in QMU by the Centre for Academic Practice, and academic link staff provide specific workshops on request e.g. supervising and marking.

Teaching is delivered at venues across Scotland, selected from a variety of suitable venues for teaching in accordance with geographical demands. Individual sites vary in the nature of the accommodation used for teaching. However all learning environments have suitable seating and working accommodation, support facilities such as catering, and access to audio-visual aids such as overhead projectors, flip charts, and data projectors.

18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <http://www.qmu.ac.uk/quality/>