

PROGRAMME SPECIFICATION

| | | |
|----------|---------------------------------|--|
| 1 | Awarding Institution | Newcastle University |
| 2 | Teaching Institution | Newcastle University |
| 3 | Final Award | Postgraduate Diploma |
| 4 | Programme Title | Postgraduate Diploma in High Intensity Psychological Therapies |
| 5 | UCAS/Programme Code | 3416F, 3421F |
| 6 | Programme Accreditation | N/A |
| 7 | QAA Subject Benchmark(s) | N/A |
| 8 | FHEQ Level | 7 |
| 9 | Date written/revised | February 2009 |

10 Programme Aims

The diploma aims to provide training in cognitive behavioural therapies for delivery to adults experiencing depression and/or anxiety disorders. It will:

- provide practical intensive and detailed skills training to facilitate skill development to a defined standard of competency,
- increase students' knowledge base of theory and research in CBT
- promote a critical approach to the subject.
- equip students to become skilled and creative independent CBT practitioners, in accordance with BABCP guidelines for good practise, and to contribute to the further development of CBT.
- develop competency in Cognitive Behaviour Therapy for depression and anxiety
- develop students' critical knowledge of the theoretical literature relating to CBT

11 Learning Outcomes

(a) The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. Individual learning outcomes addressed by each teaching learning and assessment method are indicated in parentheses. Students will undertake work related to the diploma whilst in the workplace.

Knowledge and Understanding

On completing the programme students should:

- A1 Demonstrate a systematic knowledge of the principles of CBT and the evidence base for the application of CBT techniques
- A2 Demonstrate knowledge and understanding of the construction of maintenance and developmental CBT conceptualisations for depression and anxiety disorders
- A3 Demonstrate a critical understanding of the theoretical and research evidence for cognitive behaviour models and an ability to evaluate the evidence
- A4 Demonstrate a systematic knowledge of CBT for depression and anxiety disorders

Subject knowledge and understanding (including cognitive skills, see below) are developed through:

- Clinical placement in the workplace (A1, A2,A4)
- Lectures are used to establish a learning framework for the development of understanding, to explain complex CBT concepts, and to provide early insight into the relationship between theory and practice. (A1, A2, A3, A4)
- Small group work, to provide opportunities for interaction, discussion and clarification in support of learning in selected areas (A2, A3)
- Guided self-study, supported by the provision of targets and direction in Module Guides, to expand knowledge and understanding through active and task-based learning.
- Individual and group tutorials, to develop individual and collective understanding and to plan for practical tasks. (A1, A2, A3, A4)
- Direct participation in, and reflection on, the formal activities that make up the research cycle (A3)
- The opportunity for interaction and the exploration of knowledge and its clinical application in small groups (featuring experiential learning) (A2, A4)
- Experiential and skills based workshops providing students with a strong foundation in the clinical procedures of CBT, and addressing the most up-to-date research developments (A2, A3)

Assessment Strategy

Assessment of the underpinning knowledge base is achieved through a combination of Essays (A1), literature reviews (A3) and assessed therapy tapes (A1, A2, A4), case studies (A1, A2, A3, A4), and a reflective practice portfolio (A1, A2, A4)

Intellectual/Cognitive Skills

On completing the programme students should be able to:

- B1 Practice as a scientist practitioner demonstrating the skills and strategies to advance their own knowledge and understanding and develop new skills to a high level
- B2 Be able to evaluate and address complex issues arising in CBT practice
- B3 Gather, synthesise and evaluate clinical and research information
- B4 Demonstrate skills in independent, critical analysis

Teaching and Learning Methods

Intellectual and cognitive skills are developed through:

- Clinical placement in the workplace (B1, B2, B3,)
- Lectures used to establish a learning framework for the development of evaluative and critical analytic skills (B2, B3, B4)
- Small group work, to provide opportunities for interaction, discussion and clarification (B1, B2,)
- Guided self-study, supported by the provision of targets and direction in Module Guides (B1, B2, B3, B4)
- Direct participation in, evaluation of and reflection on, the formal activities that make up the research cycle. (B2, B3, B4)
- Guided reflection, simulations and self study. (B1, B2, B3, B4)
- Experiential and skills based workshops providing students with a strong foundation in the clinical procedures of CBT, and addressing the most up-to-date research developments and explicitly encouraging the students' ability to engage critically with the literature and to reflect effectively on their learning experience. (B1, B2, B3, B4)

Assessment Strategy

Assessment of intellectual and cognitive skills is achieved through a combination of essays (B2, B3, B4), literature reviews (B2, B3, B4) and assessed therapy tapes (B1, B2, B3, B4), case studies (B1, B2, B3, B4), and a reflective practice portfolio (B1, B2, B3, B4).

Practical/professional Skills

On completing the programme students should be able to:

C1 Develop CBT specific treatment plans

C2 Practice CBT with depression and anxiety disorders independently, systematically and creatively

C3 Take responsibility for clinical decision making in straightforward and in more complex cases

C4 demonstrate an ability to sensitively adapt CBT, and ensure equitable access to diverse cultures and values

Teaching and Learning Methods

Practical skills are developed through:

- On-going clinical supervision provided by members of the course team and at the place of work (C1, C2, C3, C4)
- Problem-oriented learning opportunities, to develop problem-solving, critical reasoning and clinical decision-making skills through evidence-based activities (C3, C4)
- Video simulations and demonstrations and role play, to teach effective clinical skills. (C2, C3, C4)
- Small group activities, to encourage team work (C1, C2, C3, C4)
- Written exercises to promote investigative and exploratory study and report writing, (C1, C2, C3, C4)

Assessment Strategy

Assessment of practical skills is achieved through a combination of assessed therapy tapes (C1, C2, C3, C4), case studies (C1, C2, C3, C4), and a practice based portfolio (C1, C2, C3, C4)

Transferable/Key Skills

On completing the programme students should be able to:

D1 demonstrate self-direction and originality

D2 demonstrate effective oral and written communication

D3 demonstrate organisational skills

D4 demonstrate independent self study skills

D5 demonstrate skills in self reflection

Teaching and Learning Methods

Key (transferable) skills are developed through:

- Planning, preparation of assignments and computer based activities (D1, D2, D3, D4, D5)
- Shared learning, group based activities and team working (D2, D3,)
- Workshops, lectures, experiential exercises, simulations and other methods are used to facilitate the acquisition of key skills. (D2, D3, D4, D5)

Assessment Strategy

Assessment of transferable/key skills achieved through a combination of assessed therapy tapes (D1, D2, D3, D4, D5), Objective Structured Clinical Examinations (OSCE) involving role play assessments focusing on particular problems/skills (D2, D3, D4, D5), case studies (D1, D2, D3, D4, D5), and a practice based portfolio (D1, D2, D3, D4, D5). It should also be noted that informal assessment, evaluation and feedback occur regularly within the workshops. These frequently involve students demonstrating key/transferable skills in relation to different topic areas (e.g. effective communication) in a way that facilitates the tutor in providing corrective feedback.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

Students will be employed in IAPT (Increasing Access to Psychological Therapies) services providing high intensity (face to face) Cognitive Behavioural Therapy (CBT) services.

The Diploma consists of a mixture of academic and clinical modules. The theoretical foundations for the diploma are based within a cognitive behavioural theoretical framework and the emphasis is on approaches with the soundest evidence and where cognitive and behavioural techniques are integrated in therapy.

The diploma will enable students to develop competency in CBT and become skilled and independent practitioners in this therapeutic approach, and develop an advanced knowledge of both theory and research in CBT, thereby promoting critical thinking skills.

An Adult Learning Approach

Underpinning the programme is a student centred, adult learning approach. This features the provision of:

- A motivational context for learning based upon theory/knowledge application.
- A well-structured, evidence-based, widely transferable core knowledge base, focused upon integrated units of study and delivered by local practitioners and tutors with expertise.
- Clearly articulated learning outcomes and regular learning needs assessments.
- A student-centred approach, which encourages the adoption of a problem-oriented, self-motivating learning style, and promotes active learning through guided reflection, simulations and self study.
- The opportunity for interaction and the exploration of knowledge and its clinical application in small groups (featuring experiential learning, as in drawing out implications for practice).

The Curriculum

The programme will consist of two 40 credit modules (Assessment Skills & the Fundamentals of Cognitive Behavioural Therapy and the Reflective Practice Portfolio) and two 20 credit modules (CBT for Anxiety Disorders, CBT for Depression). Students will be University based for approx 2 days per week and will attend a combination of lectures, workshops, one to one or group supervision, student-led work, with the remainder being self directed study and/or work place based learning. All modules will run across semesters one and two with the exception of the Reflective Practice Portfolio, which will run across semesters 1,2,&3.

Key features of the programme (including what makes the programme distinctive)

In the National Institute of Clinical Excellence (NICE) guidelines for anxiety disorders and depression Cognitive Behaviour Therapy (CBT) was strongly recommended. Many clinicians have had some exposure to CBT, few have had the opportunity to develop competency. This Postgraduate Diploma will serve high intensity psychological therapies workers and aims to provide a post-qualification training in evidence based cognitive behavioural therapy for delivery with adults with depression and/or any of the anxiety disorders.

The students will work in NHS based IAPT services providing the high intensity (face to face) CBT component during their time on the diploma. University staff will work in close liaison with the NHS service providers through integrated supervision, placement visits by course staff and close liaison on all core issues.

Competencies

All competencies addressed by the programme both general and specific are integral to the CBT competency framework. Each module also contains general and specific learning outcomes. It is anticipated that the learning outcomes and competencies will accumulate as students' progress through the modules.

Course Structure

For most weeks it is anticipated that students will attend the University 2 days per week. However, there may be intensive workshops at the beginning of each module, depending upon the suitability of this approach to the material to be addressed. Taught modules will run over semester 1&2. During semester 3 students will be engaged in completion of the Reflective Practice Portfolio.

The University and IAPT clinical sites will work closely together to ensure an integrated learning experience and to facilitate generalisation of skills into practise. Regular placement reviews will be carried out between members of the course team, students and relevant staff on the clinical site. On-site supervisors will provide placement reports outlining student competencies in relation to course learning outcomes.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/>

13 Criteria for admission*Entry qualifications:*

All candidates will have as a minimum an undergraduate degree. Entry is open to post-graduates drawn from clinical psychology and psychotherapy professions, as well as people with experience of mental health in other professional capacities such as nursing and counselling (and including graduate mental health workers who can demonstrate professional and academic equivalence). Diversity within the intake is encouraged, but as all our trainees are NHS employees, the Course is, therefore, not in a position to offer places to overseas applicants who require a permit to work in the UK. We also require that all applicants are fluent in spoken and written English. In terms of equal opportunities, we aim to select for attributes related to effective practice and successful performance on the Diploma with potential as both an NHS therapist and as a post graduate student of the University. Within these parameters, selection otherwise confirms to the equal opportunities policy of the University.

Admissions policy/selection tools

See above

Non-standard Entry Requirements

See above

Additional Requirements

See above

Level of English Language capability

A minimum score of International English Language Testing System (IELTS) band 7 is required for speaking and listening, band 8 for academic reading, and band 6 for academic writing. Evidence of this should be provided and appended to your application.

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: www.ncl.ac.uk/students/

Induction

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New will be given detailed programme information and the timetable of lectures/ tutorials etc.

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Academic support

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies. Contact outside of teaching days will be maintained via Blackboard and email.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer.

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

15 Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies.

Mechanisms for gaining student feedback

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process.

Accreditation reports

Additional mechanisms

The programme will also be subject to review by the NHS purchaser.

16 Regulation of assessment

Pass mark

The pass mark is 50 (Postgraduate programmes). The Board of examiners had the discretion to award a merit (60-69%) or distinction (70%+) for eligible candidates. In accordance with professional guidelines the Reflective Practice Portfolio will be marked on a pass/fail basis.

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees.

Students must pass all assessed work. One resit opportunity for each item of assessment is permitted. Should a student fail the Reflective Practice Portfolio (PSY8004) they will be re-assessed for a second time 8 weeks following the initial assessment.

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Certificate and Diploma programmes

<50 Fail
50 or above Pass

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies.

The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The School Brochure

The University Regulations (see <http://www.ncl.ac.uk/regulations/docs/>)

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.