

**PROGRAMME SPECIFICATION
(CATS)**



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Post Graduate Certificate
4	Programme Title	Post Graduate Certificate in Cognitive Behavioural Therapy Studies (Praxis)
5	Programme Code	3066P
6	Programme Accreditation	NA
7	QAA Subject Benchmark(s)	NA
8	FHEQ Level	Level 7
9	Last updated	December 2013

10 Programme Aims

The Postgraduate Certificate in Cognitive Behavioural Therapy Studies provides an introduction to the theoretical models, the core principles and the evidence base which underpins CBT. The award aims to facilitate the development of skills and knowledge which will inform practice regardless of professional affiliation, service or setting. It can also be used as the basis to develop study of a broader range of other evidence based psychological theories and approaches or as preparation to embark on specialist practitioner training in CBT.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the area of Cognitive Behavioural Therapy (CBT) as follows:

Knowledge and Understanding

On completing the programme students should be able to:

- A1 Apply a transdiagnostic CBT model and principles to inform their own practice regardless of role and setting.
- A2 Demonstrate knowledge matched against set competencies in CBT for disorder-specific models of anxiety and depression.
- A3 Demonstrate knowledge of the specific phenomenology of key disorders for which CBT is used in therapeutic interventions.
- A4 Critically appraise their own practice and personal development using CBT principles.

Teaching and Learning Methods

On line Lectures (A1-A4); attendance at clinical supervision (A2-A4); interactive assessment and formulation exercises (A1-A3); on line quiz (A1-A3); observation of expert practitioners demonstrating assessment, formulation, therapy and discharge with a variety of case examples (A1-A4).

Assessment Strategy Summative assessment of knowledge is via written assignments which include reviews of the Cognitive behavioural Model, the research literature and a range of treatment techniques. Formative appraisal of therapy sessions is carried out by the clinical supervisor using a valid and reliable clinical tool: the Revised Cognitive Therapy Scale (CTSR).

Intellectual Skills

On completing the programme students should be able to:

- B1 Critically evaluate key theories and concepts underpinning the practice of CBT for commonly occurring mental health problems.
- B2 Develop declarative knowledge in clinical assessment, case formulation and knowledge of appropriate interventions using a CBT model as a framework.
- B3 Display skills in articulating the above knowledge as it applies to a service user's individual symptoms and experiences.

Teaching and Learning Methods

On line lecture content includes diagnostic assessment, phenomenology of key disorders and links to individual NICE Guidance (B1-B3). This includes guidance on analysing and reporting literature on treatment principles and outcome research (B1). On line case studies include examples of assessment, diagnosis and treatment methods. Learning methods also include observation of expert practitioners demonstrating therapeutic change techniques from assessment through to discharge with a variety of case examples (B1-B3). Exercises to analyse clips of expert practitioners to show 'observation of theory in practice' (B2-B3).

Assessment Strategy Intellectual skills (B1-B3) will be assessed by essays.

Practical Skills

On completing the programme students should be able to:

- C1 Demonstrate acquisition of clinical skills matched against set competencies in CBT for disorder-specific models of anxiety and depression
- C2 Demonstrate accountability for clinical decision making including the use of supervision and underpinning theory to guide interventions.
- C3 Apply basic cognitive-behavioural therapy principles and techniques to professional practice.
- C4 Apply basic cognitive-behavioural change techniques.

Teaching and Learning Methods

Students are supported in the development of these skills through: on line lectures outlining treatment techniques and competency framework (C1-C4); observation of expert practitioners demonstrating practical skills in assessment and treatment (C1, C3, C4); role plays of these observations in clinical supervision. (C1-C4).

Assessment Strategy

Summative assessment is via written assignment (C1-C4). Formative assessment of clinical skills in therapy sessions is undertaken by the supervisor using the Revised Cognitive Therapy Scale (CTSR) (C1-C4).

Transferable/Key Skills
<p>On completing the programme students should be able to:</p> <p>D1 Employ subject-specific skills to enable decision-making relating to assessment, formulation and interventions</p> <p>D2 Source and critically appraise appropriate scientific literature which will inform practice.</p> <p>D3 Apply knowledge of measures of clinical change outcome to collaborate effectively with service users.</p>
<p>Teaching and Learning Methods</p> <p>On line Lecture content, including video clips, highlights transfer of assessment skills and treatment principles to new situations (D1-D3). Guidance on treatment questionnaires, original publications and copies of measures are included (D1, D3). Links are made with several measures used on line and in practice are reported on in outcome studies in the CBT literature (D2, D3). Clinical supervision is used to report measures with supervisor and discuss implications for treatment (D1-D3)</p>
<p>Assessment Strategy</p> <p>Summative assessment via written assignment examines developing formulations and maintenance patterns for psychological problems by adhering to CBT principles rather than following a manual or seeking direct advice. Essay and case studies include critical appraisal of literature and reporting on used of treatment measures to assess need and provide evidence of change. Formative assessment is done in clinical supervision where formulations are shared as an inductive rather than didactic process and individual case records and measures are checked and discussed.</p>
<p>12 Programme Curriculum, Structure and Features</p>
<p>Basic structure of the programme</p> <p>The PRAXIS suite of modules consists of four 20 credit modules which are taught via an on-line training package.</p> <p>To be eligible for the award students must have first successfully completed Fundamental Principles of CBT (20 credits) followed by Cognitive Behavioural Approaches to Depression (20 credits). The remaining 20 credits are gained by completing either CBT for Anxiety Disorders I or CBT for Anxiety Disorders II.</p> <p>The modules, which run three times each academic year, (in Semesters 1, 2 and 3) are delivered in small on-line cohorts, tutorials are offered on-line or via telephone, and there is an optional peer discussion forum.</p>
<p>Key features of the programme (including what makes the programme distinctive)</p> <p>The programme uses PRAXIS CBT, an established and innovative online training package providing core training in Cognitive Behavioural Therapy with accompanying academic and supervisory support for those starting out in the CBT field. It was developed by reputable therapists and researchers in the field of CBT training and supervision.</p> <p>As well as providing core training, PRAXIS CBT can also be used to enhance Continuing Professional Development (CPD) requirements. The web-based training programme demonstrates CBT in a straightforward yet stimulating and highly interactive way, using a step-by-step, flexible approach which has been commended by service leads, managers and students alike.</p>
<p>Programme regulations (link to on-line version)</p>
<p>http://www.ncl.ac.uk/regulations/programme/</p>

13 Criteria for admission

Applicants from the UK who wish to register for stand-alone modules which contribute to the Certificate will usually have obtained a first or second class Honours degree or equivalent from a recognised university. EU and overseas applicants must provide evidence that they have achieved an equivalent standard. Applications are welcome from health professionals without the standard qualifications if they can demonstrate the skills and abilities needed to undertake postgraduate study. All applicants must be in a position to fulfil any clinical practice requirements and must be working in a relevant role in a healthcare setting.

Students for whom English is not their first language must have achieved IELTS level 7 English language qualification; with a minimum of 7 in speaking and listening, 8 in academic reading and 6.5 in academic writing.

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: <http://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 and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

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.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

Academic and Pastoral support

Each undergraduate and taught postgraduate student will be assigned a personal tutor.* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities

The University's Disability Support team 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

Due to the evidence based approach of CBT, Praxis content is based on NICE Guidelines which are updated every 5 years. Praxis modules are therefore updated periodically to reflect this. Changes to, or the introduction of new, modules are considered at the IAPT High Student-Staff Committee. New modules and major changes to existing modules are also subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

Programme reviews

The Curriculum Committee conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. FLTSEC then takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Learning, Teaching and Student Experience Committee.

External Examiner reports

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

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff Committee, and the Board of Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

External Examiner reports

Mechanisms for gaining student feedback

Feedback is considered by the IAPT Curriculum Committee.

Faculty and University Review Mechanisms

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

16 Regulation of assessment

Pass mark

The pass mark is 50%

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

Candidates are required to pass 60 credits worth of PRAXIS modules to be eligible for the award. There is no compensation; however, a module passed by discretion will count as a passed module for this purpose.

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

Summary description applicable to postgraduate Masters programmes

<50
50 or above

Summary description applicable to postgraduate Certificate and Diploma programmes

Fail
Pass

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Learning, Teaching and Student Experience Committee, following recommendation from the Board of Studies. The External Examiner is expected to:

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. Report to the University on the standards of the programme

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

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/>

The School Brochure <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

Degree Programme and University Regulations: <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.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
CBT Fundamentals	Pre requisite Compulsory	A1-A4	B1-B3	C2, C3, C4	D1-D3
CBT Depression	Compulsory	A1-A4	B1-B3	C1-C4	D1-D3
CBT Anxiety I	Optional	A1-A4	B1-B3	C1-C4	D1-D3
CBT Anxiety II	Optional	A1-A4	B1-B3	C1-C4	D1-D3