

PRO-FORMA FOR NOTIFICATION OF NEW OR FAST-TRACK COURSE PROPOSALS

THIS FORM SHOULD BE COMPLETED ONCE A FACULTY HAS APPROVED A NEW COURSE PROPOSAL (INCLUDING FAST-TRACK)

Its purpose is to ensure that relevant Offices are informed of the approval of new course proposals, in accordance with the procedures for course approval, and that the Learning, Teaching and Quality Office can report to the Learning and Teaching Committee. Please answer the questions below and return (by email or by internal mail to: Secretary, Learning & Teaching Committee					
FACULTY	SSF	SCHOOL	EDU		
FAST-TRACK	✓	NEW			
DEGREE AWARD (e.g. BSc/MA)		PG CERT			
TITLE OF PROGRAMME		POSTGRADUATE CERTIFICATE IN COGNITIVE BEHAVIOURAL THERAPY SKILLS			
START DATE	IMMEDIATELY	LENGTH OF COURSE	12 MONTHS		
PROGRAMME SPECIFICATION ATTACHED			YES	✓	NO
(Please tick where appropriate)					
IS THIS THE TITLE OF AN EXISTING COURSE			YES		NO ✓
(Profile contained within the PG Cert in Continuing Professional Development)					
IS THIS A CHANGE IN THE TITLE OF AN EXISTING COURSE			YES		NO ✓
IF SO, WHAT IS/WAS THE COURSE CODE?					
DOES IT AFFECT ANY EXISTING COHORTS?			YES	✓	NO
HAVE THEY BEEN CONSULTED			YES	✓	NO
DID THEY ALL SUPPORT THE PROPOSAL			YES	✓	NO
Course Approved by:					
Faculty Associate Dean (LTQ)			HELENA GILLESPIE 18.10.12		
Faculty Learning, Teaching and Quality Committee			SSF		

RELEVANT OFFICE INFORMED (please note that course code has already been notified)				
Planning Office (Barrie Osborne)		MAS (Laura Carter)		LEARNING AND TEACHING OFFICE
LTQ OFFICE ONLY:				
Proposal added to report for next LTC meeting	YES		NO	
Date of LTC Meeting				
Programme Specification loaded to website	Yes		No	
Date Planning Office (PO) informed (if not already done so)				
Date Marketing and Admissions Services (MAS) informed (if not already done so)				



LEARNING & TEACHING SERVICE

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

(NEW ACADEMIC MODEL)

NOTE: Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave. Where this is the case, the University will endeavour to inform students.

PROGRAMME SPECIFICATION DATE	<i>September 2012</i>
COURSE TITLE	Post Graduate Certificate in Cognitive Behavioural Therapy Skills

JOINT PROGRAMME? (ie owned/taught by more than one School)		YES	NO √	COURSE CODE	Currently module CCECM01Y within T2X921301
SCHOOL(S) OF STUDY		EDU		FACULTY or FACULTIES	SOCIAL SCIENCES
NAME/S OF COURSE DIRECTOR/S (one from each School for Joint Programmes)		JANE NICHOLS			
AWARD	PG CERT		EXIT AWARD(S) AND TITLE(S)	N/A	
FULL/PART-TIME (please specify)		P/T	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED	YES √	NO
PROFESSIONAL AWARD (if any)		N/A			
ACCREDITING/VALIDATING BODY (if relevant)		N/A		Date when accreditation/validation may take place	N/A
LEVEL	Sub-degree (e.g. Cert. Dip.)				
	Undergraduate				
	Integrated Masters				
	Masters		√		
	Other postgraduate (please specify)				
DURATION (years or months)	1 YEAR		MODE OF ATTENDANCE (full-time, part-time, distance, other)	PART TIME	
RELEVANT SUBJECT BENCHMARK STATEMENT(S)			http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/SBS-counselling-and-psychotherapy.aspx NB. This benchmark relates to professional training programmes, whereas this Certificate, whilst at a comparable academic level, is designed to offer training in CBT skills for use in other professional contexts. It may, however, offer some useful indications as to the kind of components required in counselling and psychotherapy training at all levels e.g. the importance of raising self awareness		

PS1 COURSE PROFILE

note PS1

STAGE 4 profile

This column will be deleted prior to publication

Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
CCECM01Y	COMPULSORY	60	PG CERTIFICATE IN COGNITIVE BEHAVIOURAL THERAPY SKILLS	YEAR-LONG	existing

PS2 MAPPING LEARNING OUTCOMES

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type STAGE 4 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
• Show a comprehensive understanding of the theoretical foundations of the Cognitive Behavioural Approach	TBA								
• Demonstrate the use of a range of techniques used in CBT and have a conceptual understanding of their rationale	TBA					TBA	TBA		
• Demonstrate the ability to create a supportive and collaborative helping relationship	TBA					TBA	TBA		
• Demonstrate a conceptual understanding of the use of behavioural experiments and their rationale	TBA								
• Plan and critically evaluate a behavioural experiment	TBA					TBA	TBA		
• Demonstrate an understanding of the ways in which the Cognitive Behavioural approach can be applied to their own work environment	TBA								

<ul style="list-style-type: none"> • Reflect on and critically evaluate their own CBT skills practice 	TBA					TBA	TBA		
<ul style="list-style-type: none"> • Demonstrate an understanding of the origins, theoretical model, and application of Mindfulness-based Cognitive Therapy (MBCT) and Mindfulness-based Stress Reduction (MBSR) techniques 	TBA								
<ul style="list-style-type: none"> • Demonstrate an understanding of the theoretical model, and application of Motivational Interviewing 	TBA								
<ul style="list-style-type: none"> • Demonstrate an ability to pursue independent work-based and academic research. 	TBA								
Other: please give details									

PS3.1 vertical and horizontal integration

Please explain how this programme is designed to deliver a coherent body of knowledge, skills and understanding. Comment on vertical and horizontal integration, in terms of complementarity and progression of modules within and across stages.

note PS3.1

The Certificate takes the form of a single 60-credit module. Taken as a whole, it seeks to deliver a coherent body of knowledge, skills and understanding. The course is designed to familiarise students with the theoretical model used in CBT and to help them develop CBT based skills and techniques which can be integrated in to their current role in counselling, health, social care, probation and allied professions. This course also provides a useful foundation for anyone wanting to go on to train as a CBT therapist through Diploma level practitioner training. The practical nature of this Certificate should be emphasised; it aims to develop attitudes, self-awareness and skills built on a sound theoretical knowledge base.

The course aims:

- **To provide a comprehensive understanding of the theoretical foundations of the Cognitive Behavioural Approach**
- **To provide familiarity with the procedures used in a range of cognitive techniques and a conceptual understanding of their rationale**
- **To provide an understanding of the conditions necessary for a supportive and collaborative helping relationship**
- **To provide opportunities to practice and develop the use of CBT skills and techniques**
- **To provide a conceptual understanding of the use of behavioural experiments and their rationale**
- **To provide an in-depth understanding and comprehensive knowledge of the use of the Cognitive Behavioural approach in a variety of settings**
- **To provide an understanding of the origins, theoretical model, and application of Mindfulness-based Cognitive Therapy (MBCT) and Mindfulness-based Stress Reduction (MBSR) techniques**
- **To provide an understanding of the theoretical model and application of Motivational Interviewing**
- **To provide a foundation for further professional development and therapist training at Diploma level**
- **To develop students' ability to critically evaluate current research and to engage in research into their own practice**
- **To develop students abilities to pursue independent work-based and academic research**
- **To enable students to apply a critical analysis of the ethical and professional issues involved in their use of CBT skills**
- **To facilitate progression to further postgraduate study and professional development.**

PS3.2 feedback cycle

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?

note PS3.2

A variety of assessment methods will be used including:

- **A presentation of students' work with a client including a 15-minute recorded demonstration of an aspect of CBT skills practice followed by peer and tutor feedback and discussion. (3000 words equivalent)**
- **Two essays (2000 words each)**
- **Case study (2000 words)**
- **A research project investigating an aspect of students' own practice and professional work settings (3000 words).**

Feedback on written assignments occurs throughout the year and seeks to assist students in developing their cognitive and clinical skills. Feedback aims to assist students in applying their learning in their work setting and develops skills that can inform learning at higher levels.

PS4	EXAMINATIONS	<i>note PS4</i>	
		Written	Practical (e.g. OSCEs and OSPES)
How many modules will include an exam element?	N/A		
How many hours of exams are there in Stage 0? (if applicable)	N/A		
How many hours of exams are there in Stage 1?	N/A		
How many hours of exams are there in Stage 2?	N/A		
How many hours of exams are there in Stage 3?	N/A		
How many hours of exams are there in Stage 4? (if applicable)	N/A		
How many hours of exams are there in Stage 5? (if applicable)	N/A		
How many hours does the programme (as a whole) include?	N/A		

PS5	EQUALITY	<i>note PS5</i>	
PS5.1	How do the admissions criteria ensure equality of opportunity for all applicants?		
	<p>Applications will be encouraged from anyone who believes that they are equipped to engage with and benefit from study at M level. Before being offered a place on a unit or on the award, all candidates will be expected to demonstrate appropriate prior experience of study at UG or PG level, or equivalent recent experience of professional development training and/or practice-related activities.</p> <p>No applicant will receive less favourable consideration on the grounds of gender, marital status, race, colour, nationality, ethnic origin or religious belief. We will welcome applications from people with disabilities. Recruitment literature will make this clear to potential applicants.</p>		
PS5.2	What steps have been taken to ensure an inclusive curriculum?		
	<p>All teaching and learning resources and strategies are inclusive in terms of content and implicitly and explicitly acknowledge, work with and build upon diversity. These themes are major elements of the course.</p>		
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity and equality of opportunity?		
	<p>Teaching approaches will be sensitive to the differences in experiences and expectations brought by students from different cultures (for example by varying the ways in which students are given opportunities to participate in taught sessions).</p> <p>Teaching and assessment will take account students' developing competence with academic English (for example by offering feedback on formative written assignments at early stages of the course).</p>		