Module Descriptor

Title	CBT Models and Core Therapeutic Competencies		
Session	2026/27	**Status**	Published
Code	NURS11112	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Robert Boyd		

Summary of Module

This is the first module of the PgDip / Pg Cert in Cognitive Behavioural Therapy.

This module will introduce the student to the essential practices and professional activities that are regarded as the essence of good psychotherapeutic practice in Cognitive Behavioural Therapy (CBT) practice. The student will learn about the history of CBT, and will be able to consider this orientation from a critical perspective. The historical development of CBT will be reviewed and the relative contributions of the cognitive behavioural schools will be introduced in relation to a contemporary 5 areas model. Key emphasis will be given to the factors that influence the formation and maintenance of good therapeutic relations, as will choosing and interpreting specific assessment tools in order to measure important factors that may be relevant to choosing effective treatment.

Module Delivery Method	**On-Campus[1]** ☒	**Hybrid[2]** ☐	**Online[3]** ☐	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1 ☒	Term 2 ☐	Term 3 ☐	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate a critical understanding of the development of trans diagnostic basic concepts theories and skills underpinning the effective use of CBT.
L2	Use a significant range of the principle skills techniques and practices and CBT assessment models to assess client's Thoughts feelings and behaviours and identify appropriate problems and goals in collaboration with clients.
L3	Critically reflect on personal performance in relation core CBT skills, in the context of patient/client assessment.
L4	Apply critical analysis and synthesis to CBT principles to analyse and interpret assessment data in the production of a 'here and now' case formulation and treatment plan.
L5	Communicate effectively using appropriate methods to a wide range of audiences with different levels of expertise including clients using the principles and structure of guided discovery.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Consolidation and application of new and previously learned skills in conducting a CBT session. Effectively applying models and principles of relationship to a treatment and concluding phase of therapy. Demonstrate knowledge of how to help clients generalise their gains from therapy, conclude a therapy and therapeutic relationship, record progress and outcomes and evaluate a model of treatment more critically.
Practice: Applied Knowledge and Understanding	**SCQF 11** Skills workshops will focus on promoting and generalising client gains, ending therapy, and having a chance to repeat key skills training exercises and increase students' ability to use them in different case scenarios Students will practice clinical skills and critical appraisal skills in relation to the monitoring and recording of client progress and interim outcomes across the course of treatment. Opportunities to reflect on the use of clinical supervision as a medium to reflect critically on one's actions and attitudes, and to contribute to personal growth and quality systems underpinning safe and effective practice.
Generic Cognitive skills	**SCQF 11** Increased awareness of own needs for skill development and ways to learn them. Increased self-reflection and review of clinical work.

	Demonstrated critical judgement in the development of evidence and arguments for selecting treatment interventions relevant to specific cases. Reflecting on feedback received from them assessment processes.
Communication, ICT and Numeracy Skills	**SCQF 11** Demonstrate competency in the interpretation and evaluation of data emerging from key assessments, measures and tools, and communicates the same to significant others. Demonstrated critical judgement in the selection of appropriate interventions and articulated rationales for these selections within a multidisciplinary context. Selection and utilisation of appropriate technological and educational materials to promote well-being in the clinical context (e.g. computerised self-help or client homework materials).
Autonomy, Accountability and Working with Others	**SCQF 11** Application and understanding of transference concepts to relationships within professional and interagency contexts. Evidence of professional accountability in relation to adherence to professional, legal, and ethical codes underpinning safe and effective practice. Enhanced examples of appropriate leadership, organisational and collaborative skills within a multi-disciplinary context.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. Learning Activities/Categories: During completion of this module, the learning activities undertaken to achieve the module learning outcomes are designed to help meet the requirements of BABCP accreditation. The activities are stated below: Lectures/Keynote Presentations Seminars/Discussions Skills Workshops, Simulations And Video Analyses Problem-Solving Exercises Self-directed study

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	60
Personal Development Plan	20
Asynchronous Class Activity	20
Independent Study	100
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Beck, J. S. (2011). Cognitive behavior therapy: Basics and beyond. Guilford Press Fitzmaurice, B., McDonough, M. and Tone, Y. (2012) Overcoming obstacles in CBT: Key issues in CBT practice. United Kingdom: SAGE Publications Simmons, J. and Griffiths, R. (2017) CBT for Beginners. Sage Publications Wills F (2008) Skills in Cognitive Behaviour Therapy, Counselling and Psychotherapy London Sage Publications
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** 80% face to face contact.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. The School of Health, and Life Sciences believes that education and practitioner diversity are central toachieving quality of care. Within the programme, quality of care, inclusiveness and employability are achieved by:

Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities toprospective students and students. Promotion of confidence and knowledge of their rights as a student and employee. Promotion of respect and knowledge of client diversity, their needs, rights and the associated practitionerresponsibilities. The above aims, supported by staff belief in fairness and equal opportunities, guide content, teaching andlearning, assessment and evaluation. This module involves the development and application of theory to the clinical area. The module competencestandards must be achieved for successful completion of the module. Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of thismodule. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment toprogress will be experienced. To enable the module to be responsive to the demand for equality and diversity, processes and procedureshave been subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation by all key stakeholders throughout the life of the module is also central to meeting our commitments.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Mental Health Nursing Midwifery Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	MHMH L9-11
Moderator	Angie McDonald
External Examiner	M Lincoln
Accreditation Details	BABCP
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Reflective written assignment based on the student's personal development and clinical supervision during the module. Student will reflect on three clinical skills.
Assessment 2
Assessment 3

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☒	☒	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**