Module Descriptor

Title	CBT Knowledge Skills and Attributes		
Session	2026/27	**Status**	Published
Code	NURS10037	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Robert Boyd		

Summary of Module

This module is designed for those wishing to attend Post Graduate Diploma Cognitive Behavioural Therapy (CBT) who do not have recognised core professional training or qualification as outlined by the British Association for Behavioural and Cognitive Psychotherapies (BABCP). There are two levels of portfolio to provide evidence of mental health or related training and experience, these being, the full and condensed portfolios. The module will guide students to provide evidence by assembling a portfolio which can include formal qualifications, informal and formal training, self-directed study, work related experience, and references confirming the student has knowledge, skills, competencies and attitudes. There are fourteen core components of the Knowledge Skills Attitudes (KSA) and guidance will be given on the evidence required for each one.

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	To demonstrate a critical and in-depth understanding of the Knowledge Skills and Attitudes (KSA) as outline by the BABCP.
L2	To demonstrate an in-depth knowledge and critical understanding of stages of life and human development, health and social care approaches and diagnostic skills.
L3	To demonstrate principle professional skills techniques and practice in risk management, managing records, comprehension of research and commitment to ethic principles.
L4	To demonstrate the attitude of an enquiring mind, taking a scientific approach and receptive to undertake critical analysis, self-evaluation and/or synthesis of ideas, concepts and information.
L5	To demonstrate fitness to practice and develop a biography or clinical experience record.

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 10** Demonstrate extensive knowledge and understanding of the principles, policy and standards that govern contemporary mental health practice.
Practice: Applied Knowledge and Understanding	**SCQF 10** Demonstrate a range of professional skills which are underpinned by research and at the forefront of practice within mental health to deliver and evaluate specialist care.
Generic Cognitive skills	**SCQF 10** Analyse and synthesise evidenced based practice drawing on a range of sources when making judgements and recommendations for development.
Communication, ICT and Numeracy Skills	**SCQF 10** Use a range of ICT and other appropriate methods to communicate effectively with individuals and those involved in the development and delivery of mental health care.
Autonomy, Accountability and Working with Others	**SCQF 10** Take responsibility and exercise accountability for aspects of own professional practice. Collaborate with clinical colleagues, service user/carers and other healthcare professionals in accordance with professional, legal and ethical standards.

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.

The module will be guided by social constructivist epistemology, encouraging shared learning and recognising the students previous mental health experience and knowledge and the value this has in a shared learning process. The module materials will be delivered online and will augmented by preparatory reading and follow up discussion. Peer support sessions will be facilitated online to encourage networking within the student cohort. Module materials will be framed via material from the BABCP and supporting materials stored on the VLE. These will shape engagement within the module discussion boards and in the online tutorials. Peer support will also be encouraged through the development of online discussion boards and a module social media platform.

Students must participate in the online tutorial sessions or evidence engagement with recordings of these sessions via discussion board contributions.

Prior to commencing the module students should ensure that they have access to the technology and understanding required to access online materials and to participate within online video communication.

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	12
Tutorial / Synchronous Support Activity	14
Asynchronous Class Activity	10
Independent Study	164
n/a	
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Students should familiarise themselves fully with the BABCP website BABCP | British Association for Behavioural & Cognitive Psychotherapies, in particular;

Knowledge Skills and Attitudes (babcp.com)

KSA Guidelines (babcp.com)

Other core text

Aveyard, H. and Sharp, P. (2017) A Beginner's Guide to Evidence Based Practice [Electronic book]. Maidenhead: Open University Press.

Burnard, A (Ed) (2011) Key Themes in Health and Social Care. London: Routledge

Cook A, & Miller E. (2012) Talking Points. Personal Outcomes Approach. Edinburgh: Joint Improvement Team

Cottrell, S. (2019) The Study Skills Handbook (5th Ed) [Electronic book] London: Red globe Press.

Day, T. (2018) Success in academic writing. 2nd Ed. Basingstoke: Palgrave MacMillan.

Hjelm, J.R. (2010) The Dimensions of Health – Conceptual Models, Sudbury, Jones and Bartlett Publishers

Jasper, M. (2013) Professional development, reflection and decision-marking in nursing and health care. 2nd ed. Chichester UK, Wiley-Blackwell.

Jolley, J. (2020) Introducing Research and Evidence-based Practice for Nursing and Healthcare Professionals (3rd Ed) [Electronic book]. Abingdon: Routledge.

Kemshall, H. And Wilkinson, B. (Eds) (2011) Good Practice in Assessing Risk Current Knowledge, Issues and Approaches. Philadelphia PA: Jessica Kingsley Publishers

Mughal A.F., Richards S.(2015) The Deprivation of Liberty Safeguards (DoLS) Handbook. Hounslow, Books Wise Publications Ltd

Pears, R. and Shields, G. (2019) Cite them right: the essential referencing guide. 11th rev. edn. London: Red Globe Press.

(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:

Students are required to attend online tutorials or to evidence engagement with the tutorials through review of the session recordings and contributions to the related online discussion. Students will be expected to access module materials.

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	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
For those requiring full KSA, evidence of the 14 KSA will be required in a portfolio. For those requiring condensed KSA, details can be found on KSA website for the requirements for each profession. Professions eligible for Condensed KSA Portfolios (babcp.com).
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**
Portfolio of written work	☒	☒	☒	☒	☒	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