Postgraduate Programme Specification

Session	2026/27	**Last Modified**	March 2025
Named Award Title	MSc Cognitive Behavioural Therapy		
Award Title for Each Award	MSc Cognitive Behavioural Therapy PG Dip Cognitive Behavioural Therapy PG Cert Cognitive Behavioural Therapy		
Date of Approval	June 2024		
Details of Cohort Applies to	January 2025 onwards		
Awarding Institution	University of the West of Scotland	**Teaching Institution(s)**	University of the West of Scotland
Language of Instruction & Examination		English	
Award Accredited by		BABCP PgD	
Maximum Period of Registration		6 years	
Duration of Study			
Full-time		**Part-time**	3 years
Placement (compulsory)	No		
Mode of Study	☐ Full-time ☒ Part-time		
Campus	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)
School	**Health and Life Sciences**		
Divisional Programme Board	**Mental Health Nursing Midwifery Health**		
Programme Leader	Angie McDonald		

Admissions Criteria

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

Appropriate Undergraduate Qualifications:

Applicants will typically possess a degree or equivalent. In the absence of a degree, where entry requirements do not conform to the general entry requirements, other evidence can be considered on an individual basis in line with Regulations 2.13 – 2.36 (Recognition of Prior Learning – RPL / Recognition of Credit).

Completion of first degree in a relevant subject* and experience in working within the field of mental health. In certain cases, equivalent experience within a mental health field will suffice. Such an applicant must offer evidence of their ability to manage academic work and requirements**.

Other Required Qualifications/Experience

1. Non-native speakers of English will need to provide evidence of proficiency (IELTS 7.0).
2. Minimum two years experience in a mental health field (e.g. Mental health nursing, psychology, psychiatry, social work, occupational therapy, counselling), or be able to fulfil the Key Skills and Attributes (KSA) requirements as specified by the BABCP. Candidates must demonstrate - via portfolio and an entrance interview, that they have sufficient professional or practice based experience to undertake this Programme.
3. Current engagement in mental health clinical setting / or / placement agreed in clinical setting where referral of appropriate clients is managed (i.e. 3 cases of mild-moderate depression or anxiety per week)
4. Arrangement with workplace management (direct and/or senior manager) for work release for training days
5. A suitably qualified and experienced clinical supervisor. (BABCP accredited or having applied for BABCP Accreditation) practitioner as defined by the BABCP
6. Admission based on Recognition of Prior Learning (RPL) will comply with the University's Regulatory Framework (Section 6) and will be assessed for equivalence with characteristics of postgraduate study as set out in the Scottish Credit and Qualifications Framework, as well as University regulations on postgraduate study and guidance on RPL. For credit to be transferred into this programme it must have been subject to reliable and valid methods of assessment at a recognised HEI. RPL credits recognised will normally account for less than half of the credits at SCQF Level 11 that may be counted towards an award. Students who have completed the previous PG Certificate in CBT at UWS will meet the requirements to APEL/ RPL directly into the 2nd year of the programme. Students who have completed a Pg Certificate in CBT at another BABCP accredited University will also meet the requirements to APEL /RPL into the second year. Other students may meet these requirements however this will have to be assessed on an individual basis and evidenced prior to admission.

Further desirable skills pre-application

* Relevant first degrees include the following: •Arts Therapists – HCPC Registered
•Counseling – Accredited with the BACP, IACP, COSCA, or FDAP (NCAC)
•Medicine – Psychiatrist or General Practitioner, MBChB or MBBS, and usually PG training with membership of MRCGP, MRCP or MRCPsych
•Occupational Therapy – BSc (Hons) Occupational Therapy, MSc Occupational Therapy, or Dip C.O.T and HCPC Registered
•Psychotherapy/ Psychotherapeutic Counselling - UKCP Registration
•Registered Nurse – Mental Health (RMN), or Learning Disability
•Social Work – CQSW, DipSW, MA Social Work, or BA/BSc Hons Social Work. Registered with one of four UK regulators - Social Work England (SWE), Social Care Wales (SCW), Northern Ireland Social Care Council (NISCC) and Scottish Social Services Council (SSSC)

•Postgraduate Doctorate in Clinical/Counselling Psychology - accredited by the British Psychological Society and HCPC Registered as Practitioner Psychologist
•Educational Psychology - Doctorate or QEPS - must have BPS Chartership (CPsychol) and HCPC Registration as Practitioner Psychologist
•Health Psychology - QHP stage 2 - must have BPS Chartership (CPsychol) and HCPC Registration as Practitioner Psychologist
•Forensic Psychology - QFP stage 2 - must have BPS Chartership (CPsychol) and HCPC Registration as Practitioner Psychologist ** Those not in possession of a first degree in a relevant subject must complete a "BABCP Knowledge, Skills and Attitudes Portfolio" before beginning the programme. see: http://ww.babcp.org.uk/files/Accreditation/KSA/KSA-Portfolio-Guidelines-V1-050913.pdf.

General Overview

The programme has been designed to enable mental health professionals develop the necessary knowledge, skills, and attitudes – together, the clinical competencies – to provide effective psychological interventions within the practice of cognitive behaviour therapy, at a level that meets BABCP standards and their accreditation for practice. The programme is BABCP accredited at level 2 meaning successful graduates will be able to register as accredited CBT therapists with the BABCP . Cognitive behaviour therapy (CBT) is an effective psychological intervention to help people manage the problems associated with mental disorder (National Collaborating Centre for Mental Health, 2011; NICE 2009). This evidence base has made it an attractive treatment of choice to both commissioners and practitioners.

The design of the programme has been guided by a concern for the student experience and consideration of how different modes of delivery, engagement, and placement opportunities will affect the student. While this is a simple guiding principle it is rather complicated to realise in practice. This has required working closely with a large number of clinical colleagues and providing guidance and support to ensure the highest standards are maintained. Given the likely diversity of mental health professionals this programme is expected to attract, and the varied interests, experience, and aptitudes expected, great care has been given to ensuring the appropriate level of supervision. As such ensuring students are personally supervised by an appropriately qualified and experienced clinician has been at the centre of planning and programme design. This diligence is reflected in the student's supervision and documented in their practice portfolio and the assessment strategy of the programme. Both are designed to support the students to deliver high quality care during their training. Teaching has been specifically designed to provide quality training blending skills training through role play and demonstration with more traditional teaching of the relevant theory. There is a blend between face-to-face lecture workshop delivery, supervision, and innovative virtual teaching and learning opportunities utilising the Scotia Medical Observation and Training System (SMOTS lab.) The PgDip learning, teaching and assessment framework has been carefully aligned with the University's Strategic Plan and mapped against the key institutional strategies. Recognising that 'how learners learn' is an important element of their experience, we have therefore endeavoured to keep learning at the forefront of planning. As such the strategy is to support a flexible, learner-orientated engagement with learning practice. The framework has been designed to provide a rich variety of integrated learning opportunities and experiences, increasing discipline knowledge and understanding while developing key transferable skills. Learners will be engaged in learning and teaching through various face-to-face events and activities and remotely through a range of learning and teaching technologies. Critical thinking and effective problem solving are essential hallmarks of postgraduate study and underpin autonomous professional practice. The aforementioned strategies are detailed in the programme specification and the module descriptor documents respectively. The University's Virtual Learning Environment (VLE) will be used on all modules

to provide a platform for communication and to structure and facilitate learning, teaching and assessment, both synchronously and asynchronously. In line with UWS Equality Outcomes, equality of opportunity and an equitable learning experience for all learners will be ensured by embedding accessibility and inclusivity in the design and operation of module sites. For example; powerpoints of lectures are made available prior to the class to enable those students with learning difficulties to better prepare for the session. The VLE will contain essential e-materials to both complement the taught programme and enable a tutor-peer communication channel. The VLE educational support facility is resourced by expertise from UWS's Distance Learning Unit and the Centre for Professional and Academic Development and can be readily accessed both on and off campus from work-based computers or from the students home PC via personalised computer access codes. Supervision Students will be encouraged to plan for the achievement of their personal development goals and formulate those goals within their academic and clinical supervision. Students will be supported on the programme through academic and clinical supervision. The academic supervisor will be a lecturer from the programme team. The clinical supervisor will be a mental health professional from practice who is accredited or accreditable with the BABCP and with relevant therapeutic experience. Close links with practice facilitate communication between UWS and practice supervisors at each Health Board. Practice supervisors are supported by meetings with programme staff and the use of the BABCP recommended Clinical Therapeutic Skills-Revised (CTS-R) competency framework. Individual supervision will ensure safe practice and promote skills development in practice. Group supervision, designed to promote peer review and reflection, will be provided by programme staff for the first hour of each afternoon that students are in attendance at university. Partnerships engagement A further means of quality assurance is the active involvement of stakeholders. There is a dedicated Programme Management Committee which meets regularly this comprises: Programme lecturers, academic managers, Nurse Consultants, Specialist Practitioners, existing students and programme graduates. Partners have actively engaged in the programme development by attendance at regular networking opportunities at the university.

The School has been fortunate in being able to capitalise on its existing strengths and available expertise when designing this new programme. This was possible through established partnerships with health and social care service providers. Employer expectations are core to the design of the programme and this incorporates the challenges faced by health, social care, private, independent and voluntary organisations. The programme proposes to equip students with the capacity and capability to provide high quality CBT either within their existing role or to use these skills to further their career. Close links are established with the BABCP through conference attendance, professional networking and external moderation processes. Assessment strategies The development of a coherent assessment strategy has been central to the design of the programme. This recognises the range of learning and communication styles and skills learners possess and develop, and provides opportunities for learners to engage in a variety of forms of assessment. As part of this strategy, learners will undertake a range of formative activities, explicitly linking assessment practice to the learning experience and encouraging a cycle of reflection self- evaluation, self-assessment and continually change their behaviour to reflect what has been learned. In line with BABCP recommendations and therefore normative practice there are four assessments that consist of a case study accompanied by a recorded therapy session that is marked using the CTS-r and a personal reflection. In order to add variety of challenge and assess a wider understanding of relevant concepts module 1 and module 6 have assessments which are not case study based. Overall assessments are designed to cumulatively build students engagement with, and achievement of, stated learning outcomes while at the same time providing the necessary assessment of knowledge and skills for BABCP accreditation. Reflective practice will be encouraged throughout the programme and evidenced by a critically reflective review of the therapy process of the first

five sessions of therapy with each of the four cases chosen for their case studies. Their CTS-R feedback together with comments and their 1,000 word self- assessment and critical review will be stored in the appropriate area of the Clinical Portfolio. Students will be expected to engage in a critical appraisal of the relative merits of the evidence base underpinning key concepts, principles and interventions pertinent to the CBT approach to care. Assessments will also be 'externally facing' and 'workplace relevant' and designed to support learners' development of key graduate and citizenship attributes and employability competencies. To support this process, learners will be provided with a clinical supervision portfolio which they are required to complete. This documents their achievement of the various practice and supervision requirements for BABCP accreditation and provides them with a record that can be used to support their application for accreditation with the BABCP. Extending the external facing focus, the learning, teaching and assessment strategies will also support and facilitate work-related and work-based learning opportunities: this includes a commitment to future development of sustainable research and knowledge exchange relationships with appropriate external partners by way of facilitating authentic research-led learning opportunities. Students will be explicitly engaged in considering the attributes and competencies that identify the professional, critical, reflective and culturally-engaged relationship between a therapist and client. They will also be supported in capturing their reflective practice and development through the production of recordings of their clinical practice that will be reviewed by their supervisors and rated using the CTS-R. Each module has both academic learning outcomes and clinical competency outcomes which are detailed in the Module Descriptors and Clinical Portfolio documents respectively. Regulations for the anonymous submission of academic work are in place through the use of Turnitin, as are those for the anonymous marking, moderation and external examination of assessment material. The marking and grading scheme (regulation will be made available to the students via the Student Handbook, as will be advice on mitigation/appeals. To meet the overall standard of academic assessment students must meet all the module learning outcomes. The standard qualifying for a pass will be 50% or above. Conduct of academic assessment To support this integrated learning, teaching and assessment framework, academic staff from the programme team will work closely with our clinical colleagues to provide a seamless experience for the students. University based learning relates appropriately to the clinical experience of practice and provides students with the required knowledge and skills to meet the clinical requirements of the workplace in line with government strategies and guidelines for the effective provision of mental health services. By harnessing the professional expertise available within these teams (and learning for best practice of colleagues in other parts of the institution) and embedding this expertise in programme design, a rich pedagogically-informed and technology-enhanced learning environment will be developed that promotes and maintains a flexible and inclusive learner experience. All academic work will be subject to university regulations and will follow a predetermined process of internal marking and moderation, external examiner review and progression through the Mental Health Subject Panel. The academic assignments will be subject to a double marking process involving internal marking, moderation and grading. A selected sample of scripts, in line with University policy, will be subject to external examiner scrutiny.

Typical Delivery Method

The delivery modes of our programmes of study are flexible, and student-centred, and will include on-campus and online activities. On-campus learning events will focus on providing active and interactive learning. These will be supported by asynchronous pre- and post-learning event preparation and consolidation activities.

Any additional costs

None

Graduate Attributes, Employability & Personal Development Planning

Students are required to receive clinical supervision and to reflect on the feedback they receive to inform future practice. This is evidenced through their personal reflections which they are required to produce as part of summative assessments in each module. Further personal development is facilitated through the use of clinical portfolios that document their clinical experience and supervision. All students are already employed in Mental Health but successfully completing this course improves their skill set and enhances their opportunities for promotion.

UWS Graduate Attributes aim to prepare graduates who will be Universal, Work ready and Successful. Therefore through studying the PG Dip programme at UWS.
Students will develop attributes across three dimensions which encapsulate the breadth of the learning experience at University level, i.e., Academic; Personal; and Professional. Therefore within the context of Mental Health this programme develops graduates with knowledge and Skills in delivering CBT to a high standard.

In addition, it ensures that graduates have sufficient experience to deliver CBT across a wide variety of settings and a wide range of disorders.

Work Based Learning/Placement Details

Clinical caseload commitments have been outlined in Sections 2 and 5, along with supervisory guidance by the clinical supervisors. Students will be expected to engage in on-going self-directed study by accessing VLE, reading key texts and reference materials, engaging fully in personal development planning activities at the commencement of each trimester/module. Such activity should be evidenced in the student's clinical portfolio. The portfolio documents that students have met the minimum requirements in clinical practice and clinical supervision to meet BABCP accreditation requirements.

Attendance and Engagement

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 programme, academic engagement equates to the following:

Students are defined as academically engaged if they are regularly engaged with timetabled on-campus or on-line teaching and skills sessions, including virtual meetings, course-related learning resources on the virtual learning platform, contact with module coordinators and programme lead and complete assessments and submit these on time.

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.

At UWS and within the School of Health and Life Sciences we are committed to advancing and promoting equality and diversity in all of our activities and aim to establish an inclusive culture, free from discrimination and based upon the values of fairness, dignity and respect. We do this by promoting equality, valuing diversity and communicating the importance of dignity both at work and study, We are committed to enhancing wellbeing: see https://www.uws.ac.uk/current-students/supportingyour-health-wellbeing/ and have the structures, leadership and support in place to embed equality.

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

Learning Outcomes

SCQF LEVEL 11 - Postgraduate Certificate (PgCert) Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate extensive knowledge and understanding of the key theories concepts and models underpinning the effective use of CBT.
A2	Show a detailed awareness of professional legal and ethical issues underpinning client engagement in therapy.
A3	Demonstrate knowledge and understanding in relation to the analysis and interpretation of data collected during the assessment process and how this Data is used to produce an individualised formulation and treatment plan.
A4	Critically review the trans diagnostic framework within CBT practice.
A5	Critically appraise the evidence base for the effective use of CBT with anxiety and Depression.
Practice - Applied Knowledge and Understanding	
B1	Apply knowledge and understanding to apply a significant range of appropriate CBT Skills in partnership working with clients to address the individual problems and goals and promote agreed therapeutic outcomes.
B2	Effectively use a range of specialist CBT concepts to analyse and interpret assessment data in the production of a case conceptualisation and treatment plan.
B3	Show sound clinical judgement in the selection of evidence based interventions to address problems identified in the assessment process.
B4	Maintain records in relation to the monitoring and recording of client progress and therapeutic outcomes across the course of treatment.
B5	Use the process of clinical supervision to critically reflect on one's own actions and attitudes and to contribute to personal growth.
Communication, ICT and Numeracy Skills	
C1	Analyse and interpret the presenting data from a broad range of assessment and referral sources and make informed judgements.
C2	Negotiate and collaborate with a client to produce an appropriate formulation and treatment plan designed to address the client's desired outcomes of therapy and develop creative responses to problems and issues.
C3	Demonstrate ability to effectively use a wide range of appropriate psycho educational processes in order to promote client understanding of CBT in relation to the presenting symptoms. Accounting for the varying abilities of different clients.
C4	Interpret and use outcome measurements and CBT tools effectively evaluate interventions.
C5	Review, consolidate and present the evidence from a range of sources demonstrating the ability to analyse qualitative and quantitative data.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	

D1	Demonstrate a "scientific practitioner" approach to therapy using a wide range of evidence based interventions selected to effectively address the problems presented by the client.
D2	Reflect on and Evaluate each session demonstrating insight into strengths and weaknesses of the therapist's approach, together with the ability to use this reflection to improve and plan future sessions.
D3	Select and evaluate appropriate teaching materials in relation to the client's specific difficulties.
D4	Effectively evaluate client progress in therapy demonstrating flexibility and sound judgement to make appropriate adjustments to the clients formulation and treatment plan.
D5	
Autonomy, Accountability and Working with Others	
E1	Work effectively as part of the multi-disciplinary team to provide appropriate high quality care. demonstrating ability to communicate effectively regarding the progress of therapy for your individual clients.
E2	Demonstrate professional accountability in relation to professional legal and ethical codes that underpin safe and effective practice.
E3	Take responsibility for autonomous working within the scope of a trainee CBT therapist. Taking accountability for selecting topics and issues to take to clinical supervision.
E4	Effectively negotiate with clinical supervisors in the setting of supervision agenda's ensuring that your needs and development are effectively addressed in supervision.
E5	

Postgraduate Certificate (PgCert) Modules

CORE

SCQF Level	**Module Code**	**Module Title**	**Credit**	**Term**			**Footnotes**
				1	**2**	**3**	
11	NURS11112	CBT Models and Core Therapeutic Competences	20	☒	☐	☐	
11	NURS11114	CBT Strategies Skills and Interventions	20	☐	☒	☐	
11	NURS11109	Applying CBT with Anxiety and Depression	20	☐	☐	☒	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	

Footnotes for Core Modules

In addition to the completion of core modules, student must also complete a Clinical Portfolio showing evidence of achievement of CBT Clinical Competencies and required practice hours.

Postgraduate Certificate (PgCert) Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 11- Postgraduate Certificate (PgCert)
Criteria for Award
Please refer to UWS Regulatory Framework for related regulations

On successful achievement of 3 core modules (60 credits) at postgraduate level students may exit with the award of Postgraduate Certificate in Cognitive Behavioural Therapy.

SCQF LEVEL 11 - Postgraduate Diploma (PgDip) Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate an enhanced Knowledge and understanding of the disorder specific models, concepts and principles underpinning the use of effective CBT with GAD.
A2	Show a critical understanding of the disorder specific models, concepts and principles underpinning the use of effective CBT with OCD.
A3	Demonstrate extensive, detailed and critical knowledge and understanding of the disorder specific models, concepts and principles underpinning the use of effective CBT with social anxiety.
A4	Work with a critical awareness of the disorder specific models, concepts and principles underpinning the use of effective CBT with health anxiety.
A5	Work with an enhanced knowledge and understanding of the disorder specific models, concepts and principles underpinning the use of effective CBT with PTSD.
Practice - Applied Knowledge and Understanding	
B1	Clinically apply the disorder specific models of a specific disorder to produce a case conceptualisation in collaboration with a client.
B2	Demonstrate critical appraisal and analytical interpretation skills in the completion of comprehensive assessment and case conceptualisation procedures in the clinical context.
B3	Show sound critical judgement and creativity in the construction and systematic delivery of evidence-based personalised treatment plans for selected patient/clients.
B4	Demonstrate clinical competency and critical appraisal skills in relation to the monitoring and recording of patient/client progress across the course of treatment.
B5	Use the process of Clinical Supervision as a medium to reflect critically on one's own actions and attitudes, and to contribute to personal growth and quality systems underpinning safe and effective practice.
Communication, ICT and Numeracy Skills	
C1	Effectively utilise selected CBT tools and interpret the results accurately.
C2	Demonstrate critical judgement in the development of well-informed evidence - based arguments that that underpin the selection of appropriate treatment interventions and problem-solving initiatives.
C3	Communicate, using appropriate methods, to a wide range of audiences' with different levels of knowledge and skills to engage with and maintain effective therapeutic relations with selected patients/clients.
C4	Use a wide range of effective communication skills when using psycho educational interventions with clients.
C5	Use a wide range of software to enhance work and produce clinical notes in a professional manner that demonstrate adherence to the professional guidelines on record keeping.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Effectively identify the underlying rules and assumptions contributing to the maintenance of a client's problems and select appropriate interventions to overcome the same.

D2	Demonstrates an enhanced ability to select and utilise appropriate technological and educational materials to promote wellbeing in the clinical context.
D3	Use a wide range of advanced and specialist skills in clinical supervision to reflect on professional practice and evaluate the effectiveness of your chosen interventions.
D4	Select and use CBT problem solving interventions to address the specific problems and goals of a chosen client.
D5	
Autonomy, Accountability and Working with Others	
E1	Practice in ways which draw on critical reflection and autonomous decision making within the scope of professional practice.
E2	Exercise substantial autonomy and professional accountability in relation to adherence to professional, legal and ethical codes underpinning safe and effective practice.
E3	Demonstrates appropriate leadership, organisational and collaborative skills within a multi-disciplinary/agency context.
E4	
E5	

Postgraduate Diploma (PgDip) Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	NURS11110	CBT Enhanced Skills and Treatment Models	20	☒	☐	☐	
11	NURS11111	CBT for Chronic and Complex Disorders	20	☐	☒	☐	
11	NURS11113	CBT Science Ethics and Personal Development	20	☒	☐	☒	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	

Footnotes for Core Modules

In addition to the completion of core modules, students must also complete a Clinical Portfolio showing evidence of achievement of CBT Clinical Competencies and required practice hours.

Postgraduate Diploma (PgDip) Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	

				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 11- Postgraduate Diploma (PgDip) **Criteria for Award** *Please refer to UWS Regulatory Framework for related regulations*
On successful achievement of 6 core modules (120 credits) at postgraduate level students will be eligible for the award of Postgraduate Diploma in Cognitive Behavioural Therapy.

SCQF LEVEL 11 – Masters Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate a critical understanding of contemporary theory, principles and concepts to systematic review of literature and/or research design related to CBT.
A2	
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Relate key components of research design and methods principles to one's own domain of work within the professional practice of CBT
B2	Demonstrates creativity in the application of theoretical concepts to enhance an evidence base for CBT work or practice within the therapeutic setting.
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Selects and applies appropriate methods and tools to facilitate appropriate quantitative or qualitative data collection and analysis or improvement methodologies.
C2	Designs the presentation of information for dissemination across appropriate levels and areas of the professional audience and organisational contexts.
C3	Synthesises work into a well-designed dissertation document.
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically reflects upon and appraises complex situations to make informed judgements that underpin the effective design of research projects or improvement methodologies to enhance [professional decisions].
D2	Demonstrates creativity in the application of theoretical concepts to enhance an evidence base for work or practice within therapeutic contexts.
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Demonstrates leadership in relation to generating a vision for research or improvement in the work setting, engagement of self and others in contributing to research, and the promotion of professional excellence and effectiveness in the therapeutic context.
E2	Work in ways that are reflective, critical and analytical to facilitate and enhance research and effective CBT developments.
E3	
E4	

E5	

Masters Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	NURS11010	MSc Dissertation (HLS)	60	☒	☒	☒	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Masters Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 11- Masters
Criteria for Award
Please refer to UWS Regulatory Framework for related regulations

On successful achievement of 6 core modules (120 credits) and the 60 credit MSc Dissertation module at postgraduate level students will be eligible for the award of MSc in Cognitive Behavioural Therapy.

Regulations of Assessment
Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework. An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework. To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies
There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61). For students studying at Level 11, they will normally be eligible for an exit award of PgCert / PgDip / Masters in Combined Studies.

Version no: 1

Change/Version Control

What	**When**	**Who**
New format spec created	March 25	HS EQO