

Course Handbook

Title of the award(s): Advanced Certificate in Cognitive Behavioural Interventions for Anxiety and Depression

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Name of Course Leader: TBC

Name of host School: School of Community Health and Midwifery

Partner Institution: Hugh Baird College University Centre



Please read this Handbook in conjunction with the UCLan's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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1. Welcome to the course

Welcome to the course

Welcome to your UCLan Higher Education (HE) course at the Hugh Baird University Centre. We offer a friendly and supportive learning environment and the tailored support you need to be successful. Class sizes are small and tutors use varied teaching and learning methods to meet your needs. Our staff are also used to working with people of all ages and recognise that your work and life experience are an asset. As a friendly community of staff and students our aim is to give you an excellent educational experience. I hope you will enjoy this year and find your course challenging, stimulating, enjoyable and rewarding.

This Handbook provides a quick guide to what is offered at the University Centre, what we aim to help you to achieve and what we expect of you. It also provides information about support services and regulations that you need to know.

We want you to achieve your academic and personal potential, to develop networks of friends, new interests and life skills. To achieve this, we want you to:

- **Work hard** - we expect you to attend lectures, seminars and workshops, as students with good attendance will achieve the best degrees overall. Plan your workload and think carefully about how to manage your reading and preparation for written assignments and practical work.
- **Enjoy your time at the University Centre** – studying on an HE course is also about having new experiences, making friends, finding new interests, and learning to create a balance between work and social life. Make sure you find time to take advantage of enrichment activities or sports facilities and get involved with student committees. Look after yourself and make sure you know about student wellbeing resources for information and support.
- **Make use of the support that is available to you** - I am sure you will have a great year but don't forget that there are many services available if you need them.

I wish you every success during your time at the Hugh Baird University Centre.

Colette Mawdsley

Dean of Higher Education and Access to HE

Welcome to the course

The course has been franchised from the University of Central Lancashire, it is our aim to provide you with an engaging and challenging programme of study that will develop creative, technical and employability skills and help you succeed in your chosen career.

Please read this handbook carefully and keep it in a safe place as it contains information that you will need to refer to on the course. It has been structured and laid out in a number of sections to ensure that the information is clear and accessible. There is information on academic and administrative aspects of the course. You will find details about the course modules, and assessment regulations. There is additional information about support services; especially those which can be of direct help to your learning and development.

The staff at the Hugh Baird University Centre are here to help you. Your Personal Tutor or Course Tutors are always ready to help if you have a question or a problem. Alternatively, dedicated members of staff at Student Services (Balliol Building) will be able to direct you to people who can offer support, information and advice to help you get the best from your time at the Hugh Baird University Centre in partnership with the University of Central Lancashire.

If you find there are points in this handbook, which you do not understand or wish to discuss further, do not hesitate to speak to one of the teaching staff. On behalf of the Course Team, may I wish you every success in your studies and we look forward to supporting you throughout your course.

Major policies that apply to students at the Hugh Baird University Centre can be found on Student Zone. These will give you guidance on a range of issues such as health and safety, computer use and quality assurance.

Course Team

1.1 Rationale, aims and learning outcomes of the course



Firstly, a warm welcome from the Course Team. We hope you will enjoy your time with us and achieve your aims.

The course team consist of the academic and technical staff who contribute to your course. The academic staff take responsibility for the delivery of the content of your modules, but they also have other many roles including research, overseas development, marketing and publicity, etc.

Your course is also supported by a number of facilitators who induct you into the workshops and the use of technical resources, demonstrate craft and technical processes and/or assist individual students with the production of work. They are a team of well-qualified individuals who assist students across a range of courses.

When we created your course, we began by considering a number of things:

- What knowledge and skills you are likely to have at the beginning of your course
- What knowledge and skills will be expected by the employers when you begin your career
- The range of expertise and professional experience of your tutors
- What standards are required for the various awards that we offer (the UK's 'Framework for Higher Education')
- What is generally expected to form a significant part of the curriculum of a course of this title (the UK's 'National Subject Benchmark' statements)

In the above we were informed by our experience, both as educators and practitioners, and by external reference points. Once we considered these key points, we blocked the responses into a number of modules, each with Aims and Learning Outcomes. You can think of Aims and Learning Outcomes as the 'DNA' that ultimately shapes the form and content of your degree. We've reprinted the aims for your course below and throughout the following sections you'll develop a sense of what the learning rationale of your course is; you'll find the overarching learning outcomes for your course in the programme specification.

On successful completion of the course you will be awarded a Advanced Certificate in Cognitive Behavioural Interventions for Anxiety and Depression awarded by the University of Central Lancashire.

1. Aims of the Programme
<ul style="list-style-type: none">• To provide an opportunity to develop knowledge and understanding of the background, principles, models, and evidence base of Cognitive Behavioural Therapy.• To enable students to enhance their skills and competence in using a range of CBT interventions relevant to working with people experiencing anxiety and depression.

1.2 Intended Course Team

Intended Course Team for Advanced Certificate			
Name	Role	Telephone	Email
Dr Hayley Wilson	Course Leader Personal Tutor Module Leader	0151 353 4444 Ext 5539	Hayley.wilson2@hughbaird.ac.uk
Fiona Botsford	Module Leader	0151 353 4444 Ext 6522	Fiona.botsford@hughbaird.ac.uk
Clare Dahill	Module Leader	0151 353 4444 Ext 6522	Clare.Dahill@hughbaird.ac.uk

1.3 Expertise of staff

Dr Hayley Wilson is Course Leader for the FdA Mental Health and Wellbeing and FdA Health and Social Care. She also lectures on the FdA Children, Young People and their Services and BSc Health and Social Care programmes. Previously, she has taught on undergraduate paediatric nursing and health and social care degree courses.

Hayley achieved a BA (Hons) Childhood and Adolescence Studies, a Masters in Research (Health Sciences) and more recently has achieved her PhD in Oral History and Reminiscence Work.

Hayley has published work at international level and has also delivered presentations at a variety of conferences. Her subject specialisms include the impact of reminiscing about childhood experiences and therapeutic approaches and interventions in mental health. Hayley is also an honorary member of the International Institute for Reminiscence and Life Review.

Hayley has worked in a variety of health, social care and community settings, including youth work, respite care, schools, home care and one-to-one support.

Fiona Botsford is the Course Leader and a Lecturer on both the FdA in Children, Young People and their Services, and BA (Hons) Education & Professional Studies. In addition, she also lectures on undergraduate Health and Social Care modules. Fiona achieved a BSc (Hons) Psychology, an AdvDipEd Child Development, and MA in Social Science. Fiona has a wide variety of experience working in the Childcare and Education sector. Prior to working at Hugh Baird, she worked in family education for Sefton Council, and as an Associate Lecturer for the Open University, where she was also employed as a post graduate Course Development Tester and Critical Reader. She is a Graduate Member of the British Psychological Society (BPS).

Clare Dahill is an expert in the field of compulsive hoarding, working with individuals in their own homes to affect clearance and change. Her work has been featured in the press, Inside Housing and BBC Radio. Clare currently teaches on the FDA Mental Health and Wellbeing course and her previous appointments have included National Training & Development Manager for Imagine Mental Health.

1.4 Personal Tutor

You will be assigned a Personal Tutor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Personal Tutor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



1.5 Administration details

The administrator for the Directorate of Higher Education is Nikki Powell. She can be contacted on 0151 353 4419 and is located on the top floor of the University Centre.

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

The course leader will set up a course e-mail account that will allow staff to e-mail all students from the group. Additionally, email is checked daily and students should expect a prompt reply to their query.

Student Zone is a new system set up by the University Centre that can be accessed via the University Centre website for staff and students to share information. The course team will upload relevant course information that will allow the student easy access for example module resources, course handbook, Harvard referencing, copyright information, deadline dates and times and project briefs.

During induction week you will be enrolled into the library and shown how to use University Centre email, the library systems and University Centre IT facilities, including Moodle (UCLan's Virtual Learning Environment). You will also be shown how to access your university systems such as MyUCLan.

1.7 Intended External Examiner

The External Examiners report can be located on the course VLE.

Intended External Examiner details:

Name	HBUC Course	Position	Home Institution
To be appointed			

Contact through home institution only.



2. Structure of the course

2.1 Overall structure

Advanced Certificate in Cognitive Behavioural Interventions for Anxiety and Depression

(Level 6)

Part-time (Year 1)

Semester 1	Semester 2
NU3070: Cognitive Behavioural Interventions for Anxiety and Depression (40 credits)	

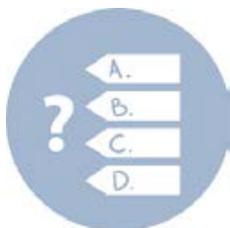
The course will be delivered in the Hugh Baird University Centre.

Note that all modules are mandatory.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. This module is worth 40 credits.

Module descriptors can be located on the course VLE.



2.3 Course Requirements

All modules are compulsory. For entry requirements see programme specification.

2.4 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.5 Study Time

Weekly timetable to be confirmed.

2.5.2 Expected hours of study

40 credits is a standard module size and equals 400 notional learning hours.

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at the Hugh Baird University Centre and time spent in private study.

Your module has been designed for teaching and independent learning to be completed in a set amount of time – each credit studied requires 10 hours of study.

Part-time students study modules in exactly the same way as full-time students, you just study less at any time. If you need advice or guidance about the amount of time you should spend in study, speak to your Personal Tutor.



2.5.3 Attendance Requirements

You are required to attend ALL timetabled learning activities for each module; there is a 95% attendance target. No module or session is optional. Please be aware that attendance is closely monitored and may affect decisions taken about you in assessment boards or in the provision of references.

Student attendance is recorded electronically and if you are absent for more than 28 days without contact, we reserve the right to inform your grant office or student loan company. If you are unable to attend as a result of illness, accident or serious family problems (or other personal reasons) you must notify your course or personal tutor before the start of class.

Notification of illness or exceptional requests for leave of absence must be made to your personal tutor via email.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

3. Approaches to teaching and learning

3.1 Expertise of staff

All staff who deliver on the course have extensive course related industry and/or educational experience and have qualifications up to MA level in related subjects. The staff regularly complete work experience opportunities within their subject areas, which allows them to keep up to date with current industry trends and standards.

Staff profiles can be accessed on the Hugh Baird University Centre website.

3.2 Learning and teaching methods

Much of the focus of the teaching is aimed at forming the student body into a fully functioning group. It is important that you, as part of your learning, should develop a sense of the needs of others and become equally responsible for all aspects of the group's development. When, as occurs in group work, you rely on the presence and contribution of others for your own progression, a mutual contract is made between all parties and the exploitation of this commitment is essential to both educational and personal development;

3.3 Study skills

All courses incorporate study skills designed to help you to study at level 6. This will ensure you become an independent learner who will cope successfully with a Higher Education learning environment.

At UCLan there are a variety of services available, for example:

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>



3.4 Learning resources

3.4.1 Learning Information Services (LIS)

The Hugh Baird University Centre has a full range of printing facilities, media studio, editing suite, dedicated HE study areas for independent study and two well stocked Library Learning Centres. Here you will find an extensive range of resources available to support your studies provided by the Hugh Baird University Centre and your partner university. Your course team works closely with the learning resources department to ensure that your primary learning needs are met. In addition, you will have access to journals and the electronic resources at UCLan. These include e-journals and databases, e-books, images and texts.

For library opening times please visit the Hugh Baird University Centre website.

3.4.2 Electronic Resources

The course VLE also houses many resources that are kept up to date by your course team.

3.5 Personal development planning

PDP is designed to:

- Enable you to work towards a point you would like to be at on graduation;
- Help you acquire the skills needed for your chosen career;
- Evaluate your strengths and plan to deploy them in a range of situations during study and after graduation.

PDP starts at the beginning of the first year and will vary from course to course, but the aim on all courses is that on graduation you will be well prepared for industry, demonstrating your skills, knowledge and capabilities in a variety of settings.

One of the purposes of using a journal is to enable you to remember the details of the taught sessions and to reflect on how successful you were in absorbing and applying the content, both then and now, within your working process. But whatever mechanism you prefer it is

important that all students should reflect on their progress and identify successful changes to work or learning patterns that will assist you to become a 'better' student.

We aim to train you to take responsibility for your own learning and career development, to be able to evaluate your strengths and weaknesses and conduct a skills audit to develop a critical practice. This covers analysis of your key skills base (use of English, literacy and writing skills, numeracy, communication skills and use of IT) and you will be encouraged to evaluate your strengths and weakness on a continual basis as you progress through different points during the course.

Many of the conversations that you will have with your tutors are intended to cause you to reflect on the work that you have completed; but they also intend you to look forward and build upon this success or perhaps to challenge a working practice that is limiting your development. Within PDP, you should consider how your learning and working processes should evolve to enable greater creative success and therefore greater personal satisfaction achieved through learning!



3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it, which will help you to show future employers just how valuable your degree is. These "Employability Essentials" take you on

a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It's your future: take charge of it!

UCLan [Careers](#) offers a range of support for you including:-

- Career and employability advice and guidance appointments
- Support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- Workshops, seminars, module content, certificates and events to develop your skills

Daily drop in service at the UCLan campus is available from 09:00-17:00 for CV checks and initial careers information. For more information, come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

At the Hugh Baird University Centre, we offer career guidance and support, which will be promoted via your tutorial sessions.

4. Student Support

At the Hugh Baird University Centre, the **University Centre Chaplain** offers a one-to-one pastoral ministry to all members of the University Centre and from all faith traditions.

The **Health & Wellbeing Officer** offers information and advice to students relating to all aspects of leading a healthy lifestyle both inside and outside the University Centre. Information and advice are offered in many areas including:

- Sexual health
- Nutrition
- Stopping smoking
- Healthy living
- Staying safe
- Making a positive contribution
- Personal development
- Financial help
- Enjoying the University Centre

Student Counsellor - the University Centre has a well-established Counselling Service to help you overcome any problems you may be dealing with in the University Centre or in your personal life. Counselling gives you the opportunity to speak to one of our counsellors and explore any problems you have, in confidence. These could involve relationships with friends, family or partners, drugs, alcohol or any other issues. Remember, counselling is about helping you to recognise and value your abilities and to make informed choices and changes. The counsellor is here to provide you with a listening ear and, if necessary, refer you to other specialist support agencies. You can contact our intended Student Counsellor, Bernie O'Farrell, on:

Tel: 0151 353 4410
Mobile: 07771 965792
Email: Anthony.O'Farrell@hughbaird.ac.uk



4.1 Personal Tutor

All students will be allocated a personal tutor who will be the first port of call should you have any problems or need academic or pastoral support.

The personal tutor will:

- Offer academic advice
- Monitor your progress and attainment
- Advise you on options once your course is finished
- Refer you to other staff who will help you with advice on financial support, scholarship and a range of other student service.

4.2 Students with disabilities

If you have a specific learning difficulty (SpLD), a long-term health condition or mental health condition, you may be eligible to receive Disabled Support Allowance (DSA). Please go to: <https://www.gov.uk/disabled-students-allowances-dsas/overview> for more information and to apply.

4.3 Students' Union

The UCLan Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the

Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students' Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students' rights is at the core of what we do and is encompassed by our tag line of, *Making Life Better for Students*. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

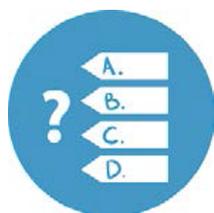
Your Union is also the home to a fantastic range of student-led [societies](#), [sports teams](#) and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the [Opportunities Centre](#) on the ground floor of the Students' Union building at the UCLan campus and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the [Advice and Representation Centre](#) are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at <http://www.uclansu.co.uk/>.

As one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check <http://www.uclansu.co.uk/> for full details on what we may be running in your partner institution.

5. Assessment



5.1 Assessment Strategy

Why is assessment relevant to learning?

For assessment to be truly meaningful, you have to perceive its relevancy to your learning. Consequently, we make assessment relevant to your interests, relevant to the industry's standards and relevant to potential future careers.

In previous sections within this document we've tried to give you some insight into how we 'modularised' your learning. The learning process enables you to unpack these and 'use' the contents. We gauge how well you do this by assessment. Assessment forms part of your learning process; it provides feedback information so that you can refine your judgement of your own abilities and progress, and respond accordingly – this is significant in your planning and the self-evaluation that occurs within your PDP activities and your Journals and Logs. Secondly, it provides information that helps us evolve the module and, ultimately, the course you are studying.

Each assignment that you undertake commits you to a certain amount of study. To ensure fairness the evidence of this study must be completed by all students to the same deadline. Part of the assessment process is the recognition that meeting deadlines involves realistic planning and setting achievable targets. Thus your tutors will apply deadlines rigorously, as does the University system generally. We recognise that some students achieve better grades for practical work, whilst other are better at theoretical study. Consequently, we will use a very wide range of assessment methods to ensure that all skills and knowledge are fairly assessed.

To ensure that you have a full and accurate understanding of the purpose and processes of assessment, there will be frequent opportunities to discuss the assessment of each

assignment. These discussions will include 'house-keeping' and simple practicalities, as well as making sure you fully understand what you will be expected to do to fulfil the brief. There will also be discussion of more abstract areas, such as 'creativity', 'originality' and 'imagination'. You will have the opportunity to discuss what seemingly subjective assessment criteria such as 'experimentation' actually mean, rather than simply being assessed on them.

There are several desirable attributes within assessment of any course; these are that you:

- Understand the meaning of terms used in assessment;
- Have a clear understanding of exactly how the assessment mechanism works, and the reasons for the arrangements adopted;
- Appreciate that assessment is a means of developing your own critical facilities and self-awareness;
- Know what steps to take to meet assessment criteria and gain maximum benefit from the process;
- Are assessed frequently and that this regular process encourages you to make comparisons between your own judgement and values, and those of others;
- Are aware of the assessment criteria that staff apply to the growing evidence of your learning and that this is clear and open and is discussed freely;
- Partake in the activities of discussion, evaluation and assessment and that you receive feedback that is immediate and frequent, detailed, accurate and fair

What is assessed?

We assess course work – course work is normally a set of creative projects and some essays, set by your tutors to deadlines that are same for all. Course work is marked to an agreed set of criteria and, through moderation, a final mark is achieved.

It is important for you to understand that we don't assess the module; we assess assignments packaged within it. By assessing individual assignments, we obtain a mark that indicates how well you did overall on a particular module. At the end of your course, by putting the module marks together we calculate your degree classification. Therefore, the assessment of each assignment contributes to passing your degree.

You must attempt each assessment; even if your work is late or incomplete, we still regard the submission of this as an 'attempt' – it is always better to attempt an assessment that you think you will fail than to submit nothing at all!

The assessment strategy is created out of the information agreed at validation and contained within the module descriptors. Many modules have two or more assignments but it is entirely normal for a module to be only composed of one assignment. In the Module Handbook (occasionally called Module Information Pack), all the assignments for that module are usually included. Read them as soon as you receive it because this will help you understand what we expect of you and how the module will develop; it will also help you to time-manage your workload for the semester or year.

In feedback your tutors will explain what qualities in your work defined the grade you were awarded, and what you could improve on in future assessment that will assist you to improve your grades.

The nature of your course requires that a number of different learning methods be used and assessed. These can be summarised as follows:

Lecture/Seminar Work - The majority of the modules that you study are practical. However, even within practical modules it is still often appropriate to deliver some lectures and seminars. It is normal to assess the knowledge that you have gained from these lectures at various points

throughout the year. However, rather than always expecting you to present theoretical learning for assessment in the form of essays, we often prefer you to introduce this knowledge in your practical work or to create seminar presentations, which you may think of as solo or group presentations, **which may be recorded for assessment purposes as per the College's Policy and also used for moderation purposes**. To assess the results of lectures and seminars we apply criteria based upon the following:

- Consideration of information and personal views, interpretation and analysis
- Involvement of the use of resources to extend understanding through self-study
- Development of abilities to originate, research and prepare concepts or ideas
- Fluency in communicating creative issues, concepts or ideas

Group Work – It is more appropriate to assess group work in some courses more than others, but where group work is assessed we sub-divide its assessment into 2 different approaches: Firstly, when we assess your understanding of some aspect of theory within group work, we may need to isolate your contribution and measure this contribution to the group's presentation separately from other students. We may use your supporting documentation, discussions, viva voces and workshop sessions to help us to monitor your contribution. Secondly, it is common in practical work to assess your groups' response to a particular task holistically. In these instances, it is not always possible or relevant to isolate each individual's contribution (however we may adjust this grade for one or more individuals if we feel there has been an unequal contribution to the group from certain members). To assess group work we apply criteria based upon the following:

- Your understanding of personal responsibility
- Your ability to integrate and play an active part
- Your participation in complex organisational and creative decision making
- Your management and monitoring of the group's progress
- Your participation in joint presentations of proposals/solutions

In addition to the above, assessment criteria may also include:

- * Active involvement in learning
- * Positive use of resources
- * Relationships with people - working in teams or groups
- * Management of study including self-study

The specifics of the assessment criteria for each assignment will be explained to you prior to starting the assignment, but if you are in any doubt **speak to your module tutor immediately!**

Why do you assess written work in practice-based courses?

To ensure that your course is the equal of all other subjects it is not only essential to test your embedded knowledge through the creation of creative work, but to test your intellectual understanding and higher levels skills of research, reflection and communication. Essays and other written works are the simplest way of testing the skills of:

1. The collection of appropriate knowledge (research) from primary and secondary sources
2. The organisation of this knowledge in a coherent and logical way (structure)
3. The ability of you as the writer to make the material 'alive' and engaging to the reader (communication)

4. The correct use of academic conventions, such as referencing and language and grammar (accuracy)

Please remember that a plain font of either 11 or 12 points must be used for **all** written work submitted for assessment. Citations and references should be made in Harvard format.

The words on the title page, in the bibliography and in appendices are not included in the word count.

How can I be certain that my work has been assessed accurately and fairly?

To ensure standards are maintained our assessment procedures are rigorous and regularly reviewed. For example:

1. All work that accounts for 25% or more of a module will be assessed by at least 2 staff members from your University Centre; all work that receives a fail grade (below 40%) will also be assessed by at least 2 of your University Centre tutors;
2. Samples of work from each module will be further moderated by UCLan staff
3. If, because of the particular nature of your work or because of prior commitment, 2 staff members cannot present at 'ephemeral' assessment (presentations), then we will ask you to record your work on video so that this becomes available to another staff member;
4. Our assessment processes are monitored by academics from other Universities, just as we are asked to 'externally examine' similar courses to yours in other institutions. Your course's External Examiner may view the work you submit for assignments at any time but normally at the end of the academic year; they will certainly discuss your module with staff and look at a range of samples of the work of students within your course.

5.2 Notification of assignments and examination arrangements

All assessed work must be submitted according to the Course's assessment plan (issued by your course tutor). Authorisation of the late submissions requires written permission from your university. Extenuating Circumstances may be applied for in cases where factors outside your control will adversely affect your performance on the course. If you are unable to submit work within 10 days of the due submission date (due to verifiable circumstances) you may be able to submit an application in accordance with your university's Extenuating Circumstances procedures.

5.3 Referencing

Your work must be referenced using the Harvard system where specified. Tutorial sessions and a presentation from Library Learning Centre staff will be delivered so that you are clear about this system. Further information will be provided on the UCLan website.

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

5.4 Confidential material

It is not expected that students will need to access confidential material for this programme. Students have an ethical and legal responsibility to respect confidentiality and maintain the anonymity of individuals and organisations within their assignments. All students will be

required to adhere to the Ethics in research Policy, which can be located on MyDay. Personal tutors will have further information on this.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

Students have the opportunity to voice their opinion or concerns through a variety of channels including:

Module Evaluation questionnaires (at the end of each module).

Student Questionnaires (one per semester).

Via a student representative (who will feedback monthly to the Student Experience Team).

Via whole group/one to one feedback tutorials with their Personal Tutor.

7.1 Course Team Meetings and Course Representatives

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team.

The course team will make arrangements for you to elect a course representative who can represent any issues you may have to the course team at the monthly course team meeting and within the Student Experience Team (SET) meetings. If you are interested in becoming a

course representative yourself and wish to find out more about the role talk to your course or personal tutor.

7.2 Student Engagement Team (SET)

The Student Engagement Team is made up of HE student representatives from different HE courses and the HE Student Governor. They meet monthly to discuss and feedback on the student experience and to inform developments, which will improve future courses. The student representative's feedback to their peers with information from the SET meetings to ensure consistency of information, this allows HE students to have a voice, engage and improve the HE student experience.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

2. Awarding Institution / Body	University of Central Lancashire
3. Teaching Institution and Location of Delivery	UCLan Preston College for Humanistic Sciences ICPS Hugh Baird College
4. University School/Centre	School of Community Health and Midwifery
5. External Accreditation	Not applicable
6. Title of Final Award	Advanced Certificate in Cognitive Behavioural Interventions for Anxiety and Depression
7. Modes of Attendance offered	Part time
8. UCAS Code	Not applicable
9. Relevant Subject Benchmarking Group(s)	The Ten Essential Shared Capabilities for Mental Health Practice (NIMHE/ Sainsbury Centre).
10. Other external influences	
11. Date of production/revision of this form	January 2014 Updated January 2019 (ICPS) Updated April 2019 (Hugh Baird)
12. Aims of the Programme	<ul style="list-style-type: none">To provide an opportunity to develop knowledge and understanding of the background, principles, models, and evidence base of Cognitive Behavioural Therapy.To enable students to enhance their skills and competence in using a range of CBT interventions relevant to working with people experiencing anxiety and depression.

13. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

- A1. Demonstrate a critical working knowledge of empirically supported CBT models of anxiety disorders and depression, and produce a case formulation for one client based on these.
- A2. Critically appraise the current evidence base of CBT for anxiety and depression
- A3. Illustrate and critically appraise the use of CBT assessment tools with an individual drawn from their own clinical practice
- A4 Critically appraise and reflect on their use of specific CBT techniques with a client who presents with an anxiety disorder or depression.

Teaching and Learning Methods

Use of lead lectures, peer presentations, problem-based learning, case studies and discussions, tutorials, experiential exercises, video assisted learning and role-play will help students to achieve the desired outcomes.

Assessment methods

Structured reflection
Skills development
Development of portfolio/learning journal
Case formulation report

B. Subject-specific skills

- B1. Illustrate and critically appraise the use of recognised Cognitive Behaviour Therapy assessment tools with an individual drawn from their own clinical practice
- B 2. Critically appraise and reflect on their use of specific CBT techniques with a client who presents with an anxiety disorder or depression.
- B 3. Critically reflect on their use of structure for delivering sessions in cognitive behaviour therapy with individuals e.g. agenda and homework setting,
- B4. Critically reflect on their development in recognised competencies e.g. Socratic questioning, collaboration.

Teaching and Learning Methods

Use of modified lectures, peer presentations, problem-based learning, case studies and discussions, tutorials, demonstration, experiential exercises, audio and video assisted learning, role play and simulations and computer assisted learning packages, will help students to achieve the desired outcomes.

Assessment methods

Clinical supervision including supervisor and student feedback
Case Discussion groups
Development of Portfolio/Learning Journal
Case formulation report

C. Thinking Skills

- C1. Critically appraise the use of recognised Cognitive Behaviour Therapy assessment tools with an individual drawn from their own clinical practice
- C2. Critically appraise and reflect on their use of specific CBT techniques with a client who presents with an anxiety disorder or depression.
- C3. Critically reflect on their use of structure for delivering sessions and the development of recognised competencies
- C4. Critically appraise the current evidence base of CBT for anxiety and depression

Teaching and Learning Methods

Use of modified lecturers, discussion groups, debate, case study presentations by experienced cognitive therapists, guided reflection, audio and video assisted learning, guided reading, computer assisted learning packages, individual and group tutorials will help students to achieve the desired outcomes.

Assessment methods

Structured reflection Development of Portfolio/Learning Journal Case formulation report
D. Other skills relevant to employability and personal development
D1. Communication D2. Research Skills D3. Problem solving D4. Working with others/Team working D5. Personal development D6. Therapy Skills/Use of Supervision
Teaching and Learning Methods
Use of modified lectures, peer presentations, problem-based learning, case studies and discussions, tutorials, demonstration, experiential exercises, audio and video assisted learning, role play and simulations and computer assisted learning packages, will help students to achieve the desired outcomes.
Assessment methods
Clinical supervision including supervisor and student feedback Development of Portfolio/Learning Journal Case formulation report

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	Advanced Certificate – Requires 40 Credits at level five or above.
Level 6	NU3070 (6)	Cognitive Behavioural Interventions for Anxiety and Depression	40	
15. Personal Development Planning				
Develop knowledge and skills in using structured models of reflection Experience small group case discussion using Padesky model of Cognitive Behavioural supervision Establish a supervision contract within the CBT module Establish and use a personal development portfolio with practice based supervisor setting personal goals to guide learning Exposure to skills based workshops and experiential learning including feedback from self, peers and lecturers				
16. Admissions criteria Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information. Students will be informed of their personal minimum entry criteria in their offer letter.				
Part 3 and 13 of the NMC register or other appropriate professional qualifications for other disciplines				

17. Key sources of information about the programme
University Web Page
Course Handbook
Partner College Web Page www.hughbaird.ac.uk

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development				
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	
LEVEL 6	NU 3070 (6)	Cognitive Behavioural Interventions for Anxiety and Depression	C	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks