Programme Specification

This specification provides a 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 they take full advantage of the learning opportunities that are provided. As the content of the University's degree programmes is constantly being developed the information contained in this document is liable to change.

Programme Details

1. Programme title	Cognitive-Behavioural Therapy for Eating Disorders		
2. Final award (e.g. BA, MEng or MSc)	Type: PG Diploma		Duration: 12 months
3. Intermediate/exit awards	Title (if different from main award):		
	Type:		Duration:
	Title (if different from main award):		
	Type:		Duration:
4. Framework for Higher Education Qualifications level	FHEQ Level 7		
5. Faculty	Science		
6. School	Psychology		
7. Other schools (providing credit bearing modules for the programme)			
8. Accrediting Professional or Statutory Body	British Association for Behavioural and Cognitive Psychotherapies (BABCP)		
9. Mode(s) of study	Part-time		
10. HECoS code(s) Select between one and three codes from the HECoS vocabulary.	100497		
11. Relevant Subject Benchmark Statements			
Programme Code(s) (Internal use)	PSYT59		

12. Programme aims

	The programme aims to:
A1	Develop awareness of and ability to implement the meta-competences for CBT for eating disorders (CBT-ED).
A2	Develop awareness of and ability to implement the competences for CBT-ED.

13. Programme learning outcomes

Knowledge and understanding (K)		
On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:		
K1	Evidence-based CBT-ED models explaining the development and maintenance of different eating disorders.	A1, A2
K2	The effectiveness of CBT-ED for the range of different eating disorders.	A1, A2
Skills and other attributes (S)		
When considering the skills and attributes developed in this programme, please refer to the Sheffield Graduate attributes (SGAs). SGAs can be found here		
On successful completion of the programme, students will be able to:		
S1	Assess and formulate the biopsychosocial status of patients with eating disorders.	A1
S2	Review, critically evaluate literature and apply evidence-based CBT-ED for patients with eating disorders, anxiety, depression and complex disorder.	A1
S3	Evaluate outcomes of treatment of patients with eating disorders, using formal and individualised measurements during and after therapy, and respond to them in order to enhance treatment outcomes for the individual case and for subsequent cases.	A1, A2
S4	Gather and analyse data and knowledge, reviewing and critically evaluating core texts, literature and relevant research, in order to produce case write-ups and written assessment.	A1, A2
S5	Utilise supervision and continuous self-reflection to meet own learning needs, and to develop and enhance professional and clinical knowledge and skills.	A1, A2

14. Learning and teaching methods *(this should include a summary of methods used throughout the programme, including any unique features)*

The course involves blended learning. As the course attendees come from across the northern half of England, this is the norm for the course, where teaching can be delivered online in part. The Clinical and Applied Psychology Unit has demonstrated that this is a viable means of presenting and evaluating clinical progress.

The teachers will be:

- Course team members (University teachers and teaching/research staff), who are clinicians who specialise in the delivery of CBT for complex cases, anxiety, depression, and eating disorders.

- Invited guest speakers with specialist skills in treatment of eating disorders.

Teaching spaces will be:

- Online presentations of appropriate educational and skills training sessions.
- Clinical teaching spaces at the School of Psychology for academic teaching.
- Break-out rooms at the School of Psychology for skills teaching.

Facilities will include remote and local access to:

- Core textbooks (already negotiated and available via the library).
- Existing journal holdings.
- Online databases.
- IT resources for access to assessment and evaluation tools.

Blackboard will be used to post all teaching materials, recordings, announcements and assessments and to present online teaching:

- Turnitin will be used to submit and mark coursework, where appropriate.

Students will be supported to become self-directed learners through:

- Training in the use of online resources.
- Small group tutorials.
- Iterative marking processes, where formative assessments direct students to discover solutions.
- Teaching in clinical problem-solving skills.

15. Assessment and feedback methods *(this should include the range of types of methods used)*

The assessment and marking methods used in the Clinical and Applied Psychology Unit have been confirmed by the accrediting body and external examiners as being an excellent reflection of the requirements of evidence-based training, and as enhancing evidence-based practice.

Assessments are focused on demonstrations of clinical skills both in direct work with patients and in the classroom (via small group teaching). This will include:

- Essay.
- Taped sessions to be rated using the CTS-R.
- Observed clinical skills evaluations.
- Case reports.
- Practice portfolio including supervisor assessments of clinical competence.

Feedback is an iterative process. Students will receive both informal, formative feedback and formal summative feedback.

Formative feedback

- Essay plans will be submitted at the planning stage for feedback on structure and meaning.
- Drafts of (anonymised) case reports will be submitted at the planning stage, so that useful guidance can be given on issues of demonstrated knowledge, formulation, assessment and treatment plans. This feedback will be given in written form.
- Supervisors will be asked to provide written feedback on clinical competence and meta-competence at multiple points, to be discussed between the supervisor, student and tutor. Written suggestions for improvement in knowledge and practice will be provided.
- Peer and tutor verbal feedback will be used for 'trial runs' of observed clinical skills evaluations, so

that all can share experiences of what does and does not work. The tutor will provide a written summary.

- Students will be required to self-reflect on initial taped sessions, rating their performance on the CTS-R and the CBTS-ED.

Summative feedback

- Essay plans will be submitted at the planning stage for feedback on structure and meaning.
- Case reports will be double blind-marked by tutors, and written feedback provided along with the mark.
- Supervisors will rate clinical competence and meta-competence towards the end of each year. Written feedback will be provided.
- Observed clinical skills evaluations (using role-players as patients) will be evaluated by tutors as Pass/Refer for retake/Fail. A written summary will be provided, and the OCSE will be recorded for external validation, if necessary.
- Later taped sessions will be assessed by the tutors, using the CTS-R and the CBTS-ED.
- The reflective practice log will be assessed in terms of the level of learning demonstrated across the CBT-ED course.

16. Programme structure, progression and assessment regulations

16a. Standard Programme Information (pre-populated for all programmes)

All programmes are expected to adhere to the University of Sheffield's General Regulations. Details of the University's General Regulations can be found here: http://www.sheffield.ac.uk/calendar/

Details of the programme structure and current modules can be found here:

https://www.sheffield.ac.uk/calendar/regs

Further information about studying at The University of Sheffield can be accessed via our web pages at:

https://www.sheffield.ac.uk/study

16b. Progression and assessment requirements *(this should capture information about e.g. progression hurdles, PSRB requirements, resit of component parts, module capping etc)*

All modules are core, as outlined below; this is required by the professional body. The modules will be restricted to students undertaking this course (although the modules in the first part of the PGDip could be shared with any other IAPT SMP courses that may be offered in the future).

The themes to be covered are as follows:

1. The evidence base on the treatment of eating disorders.
2. Delivering evidence-based CBT-ED.

Year 1 (60 credits)

Students will undertake the following modules, which will align with the competences and meta-competences required for the second part of the IAPT SMP programme (PGDip). Each module's assessment weighting is given alongside the credits per module.

Module 1 - The evidence base on the treatment of eating disorders (20 credits)

Module 2 - Delivering evidence-based CBT-ED (40 credits)

Progression and qualification requirements

Successful completion of the Postgraduate Diploma will depend on passing all specified modules.

Professional requirements

The course accredited by the British Association for Behavioural and Cognitive Psychotherapies (BABCP). Completion of the courses will allow students to apply for accreditation by the BABCP.

Student support

Student support will be available using the range of individualised support for students (e.g. Disability and Dyslexia Support Service; 301 Academic Skills Centre; Student Wellbeing).

Students and their clinical supervisors will all be working in clinical services around the north of England. Online liaison with course tutors will be provided throughout the course. Peer groups will be set up for mutual support.

All students will be in employment, but career development will be discussed towards the end of the course (continuing professional development, supervisory roles, etc.).

There will be no study abroad as part of the course.

17. University scheme on optional Year Abroad or Placement Year

Schools should indicate here if students on this programme cannot apply for the University scheme(s) for an optional year abroad and / or placement year

Version Number:	Purpose / Change:	Date:
1	New Template	13-01-2025