

**Cognitive Therapy
Programmes at the
School of Psychology**

**Prospectus
2010 intake**

**School of Psychology
Faculty of Medicine, Health
and Life Sciences**

CBT Training at Southampton University

Cognitive Behavioural Therapy can be practised with a range of problem-types, and at different levels of intensity. A number of CBT training programmes are now offered at the University of Southampton. We suggest that you read the table below to gain an overview of their focus and requirements and to check they are suitable for you, before starting the application process for any one of the courses.

PROGRAMME	CLIENT FOCUS	METHODS TAUGHT	DURATION	ENTRY REQUIREMENT
PG Certificate in CBT	1. Long term health conditions 2. Mental health problems	Core CBT skills, including working with negative thoughts, exposure methods, etc.	One week block (five days) plus 1 day/week for 10 weeks. 10 weeks CBT supervision.	Health professional with relevant degree (or equivalent).
PG Diploma in Cognitive Therapy for Severe Mental Health Problems	Severe mental health problems of psychosis and personality disorder.	Individualised, formulation based CBT following current models and approaches	1 day/week for 1 year. 30 weeks supervision.	Health professional with relevant degree (or equivalent) and 1 year of supervised CBT practice.

PROGRAMME	CLIENT FOCUS	METHODS TAUGHT	DURATION	ENTRY REQUIREMENT
PG Certificate in evidence-based care (IAPT) *	Common mental health problems in primary care	Case management using CBT-based brief interventions & self-help.	25 days teaching over 2 terms. In-service supervision.	Degree (or equivalent) and mental health related experience.
PG Diploma in CBT for Anxiety & Depression (IAPT)	Mild to moderate mental health problems (<i>excluding</i> psychosis and personality disorder)	Formal CBT, using evidence-based protocols relevant to the client's problem-type.	2 days/week for 1 year including weekly supervised practice throughout.	Health professional with relevant degree (or equivalent) and 2 years experience.

* Based in the School of Health Sciences

Postgraduate Certificate in Cognitive Behavioural Therapy - Mental Health or Long Term Health Conditions

‘Quick-view’

Teaching & Supervision:	Primarily every Wednesday during the course, plus a one week block.
Fees (2009 intake):	£2,650 which includes supervision costs <small>Please enquire about the 2010 fee near to time of entry</small>
Entry Requirements:	Degree in Psychology (or equivalent) or Nursing Degree or undergraduate diploma equivalent plus Supervised experience using CBT methods
Application Deadline:	To be announced

The Certificate is a fifteen day basic post-qualification programme in the theory and practice of cognitive-behavioural therapy for either mental health or physical health problems.

The programme is divided into two modules, an introductory module taught over a five day block (Introduction to Cognitive Behaviour Therapy; PSYC 6042) and a second unit one day per week for ten weeks (*either* Introduction to CBT with Anxiety and Depression; PSYC 6049 *or* Introduction to CBT with Chronic Physical Health Problems; PSYC 6050)

Students require additional time for related clinical work and private study.

Aims of the programme

The Certificate has two pathways. The Mental Health pathway has the following aims. It enables students to:

- Understand CBT concepts and models describing anxiety and depression
- Develop basic competence in assessment, formulation and treatment of anxiety and depression disorders
- Explore the evidence base supporting the use of CBT with anxiety and depression

The Long Term Health Conditions pathway aims to enable students to:

- Understand CBT concepts and models describing psychological approaches to chronic health problems
- Develop basic competence in assessment, formulation and treatment of functioning and distress associated with chronic health problems
- Explore the evidence base supporting the use of CBT with chronic health problems

Cognitive-behavioural therapy is developing very rapidly and we recognise that it is impossible to cover the full range of problems that clinicians encounter in their daily practice. The aim of the programme is to teach a cognitive-behavioural approach that can be applied to a range of Axis I disorders or long term health problems.

BABCP Accreditation

The cases treated under supervision as part of the PG Certificate will provide some of the work necessary for individual BABCP accreditation.

Teaching days

The Certificate combines clinical supervision and taught workshops. There will be a total of 15 academic days when attendance is required.

The teaching workshops are interactive. Students bring a wealth of experience and knowledge to the programme and everybody benefits from active participation in the workshops. You should be aware that our teaching style involves an experiential element. Students may be asked to apply cognitive-behavioural concepts to their own thoughts and feelings, or to take part in role plays of difficult situations.

The standard academic day is Wednesday. Clinical supervision takes place during the second module (10 sessions in total) and lasts for 1.5 hours. Start/finish times vary slightly depending on the venue, which will normally be either at the University (9.15am) or at a site local to the supervisor. Every attempt is made to geographically match students to supervisors when they do not take place at the University. Teaching workshops are held at the University and run from 9.30am until 5.00pm during the first module, and 11.30am - 5.00pm for the second module. *Please ensure your travel arrangements allow you to stay until 5pm, to avoid disruption to other students.*

Supervision Arrangements

Aims

The aim of supervision is to help you develop specific skills and a cognitive-behavioural problem solving approach. Supervision is also critical in helping you to translate theory into practice.

Cognitive-behavioural supervision is a collaborative exercise and you are expected to define your own learning goals in collaboration with your supervisor and take an active role in the supervisory process. We expect you to come to supervision well prepared and to provide feedback to your supervisor both formally and informally.

Staff

Core Programme Team

Programme Director

Nick Maguire, BSc, D.Clin.Psych.
University Lecturer and Chartered Clinical Psychologist.

Contact Details

If you require any additional information, please contact:

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University Web Site: <http://www.soton.ac.uk>

Programme Information Web site:
<http://www.psychology.soton.ac.uk/cbt>

Psychology Web Site: <http://www.psychology.soton.ac.uk>

Postgraduate Diploma in Cognitive Therapy for Severe Mental Health Problems

‘Quick-view’

Teaching & Supervision:	Primarily every Thursday during term time
Fees (2009 intake):	£5,100 (see page 5 for International fees) Please enquire about the 2010 fee near to time of entry
Entry Requirements:	Degree in Psychology (or equivalent) or Nursing Degree or undergraduate diploma equivalent plus 1 year’s supervised experience using CBT methods
Application Deadline:	Friday 30 April 2010

The Diploma in Cognitive Therapy for Severe Mental Health Problems is an innovative programme run in partnership between the University of Southampton and the Hampshire Partnership NHS Foundation Trust.

The University of Southampton is one of the United Kingdom's largest and best rated universities, and provides academic leadership to the large metropolitan area of central southern England. The School of Psychology plays an important role in the University. Its postgraduate courses include the extremely popular Clinical Psychology Doctorate and the MSc in Health Psychology, alongside an expanding Cognitive Therapy programme. CBT courses are offered at both Certificate and Postgraduate Diploma level, and cover applications to several care groups.

The Hampshire Partnership NHS Foundation Trust employs over 50 Clinical Psychologists, Clinical Nurse Specialists and other professionals who practise cognitive-behavioural therapy. Over many years the service has been active in cognitive therapy practice, research and training. The partnership between the University and the Hampshire Partnership NHS Foundation Trust provides many opportunities for students to benefit from a range of research and practical expertise in the field of cognitive therapy.

The programme has links with national specialists in CBT for severe mental health, including Professor David Kingdon and Professor Paul Chadwick, Candida Richards and Isabel Clarke, who teach on the course.

Overview of Programme

The programme offers advanced level training in cognitive therapy. It is run on a part-time basis, for clinicians who are currently using cognitive behavioural therapy as part of their working role. The programme runs over one academic year. The Diploma focuses on reaching a thorough understanding of the principles of cognitive therapy and on learning how to practise cognitive therapy effectively when working with clients with complex problems.

The programme is suitable for mental health professionals with an approved professional training who have a good grasp of basic CBT concepts. **They should have at least one year's supervised CBT practice prior to commencing the programme.**

The Diploma in Severe Mental Health Problems is a one year post-qualification programme in the theory and practice of cognitive therapy, comprising 38 days of teaching and 30 sessions of clinical supervision. There is a large teaching team, listed at the end of this booklet. In addition, several sessions are led by invited experts.

Aims

The diploma has the following aims:

- To provide students with a clear understanding of cognitive-behavioural concepts, models and methods.
- To enable students to make links between theory and practice and for theoretical knowledge and understanding to provide the basis of sound practice. This includes critical appraisal of published work, application of mainstream psychological methods and theories to clinical practice, and ability to modify theoretical ideas in the light of clinical research and practice.
- To enable students to gain competence in assessment, formulation and treatment of cases using cognitive-behavioural models. This will include the application of CBT models to the severe mental health problems of personality disorders and psychosis.
- To enable students to write up a case in publishable format.

Admission / Qualifications

Selection Criteria

1. Professional

The programme is open to all suitably qualified mental health professionals (e.g. Psychologists, Psychiatrists, Psychiatric Social Workers, Occupational Therapists, Mental Health Nurses). Students should normally be working in the NHS or equivalent professional services. The programme assumes certain minimum standards of prior training, a thorough knowledge of mental health problems, interviewing and general assessment skills, understanding of ethical and professional issues in care and treatment, and good interpersonal skills.

2. Academic

The academic entrance requirement is a good degree in psychology or its professional equivalent. For example, applicants with a nursing qualification must have a degree, or an undergraduate diploma (or its equivalent) with additional relevant experience. If you are a mental health professional who does not meet these entrance requirements, we may still be able to admit you on a discretionary basis. Please contact us to discuss your individual case.

3. Knowledge of Cognitive-Behavioural Therapy

Candidates must have an understanding of the basic principles and methods of CBT. This should be equivalent to the School of Nursing module "Cognitive-Behavioural Approaches in Mental Health Practice" (40 CATS points, level 3). We recognise that formal training opportunities and experience will vary, and credit will also be given to candidates who have amassed their knowledge in less structured ways. To assess knowledge of CBT, we require a CV which gives full details of CBT training and experience, and we also cover this area at interview. For those without a recognised mental health qualification, consideration may be given to a portfolio of work that fulfils BABCP criteria.

4. Supervised practice

Candidates also need at least one-year post-qualification experience in a mental health setting that **must include knowledge and supervised practice of cognitive behavioural therapy**. This will be assessed on the basis of the application papers, and at interview the candidate should be able to describe his or her use of both cognitive and behavioural interventions with clients. A supervisor's reference, describing CBT experience will also be required.

The Diploma has a maximum intake of 21 places. Selection is made by interviews that take place in May-June. Late applications can only be considered on the basis of merit.

Accreditation of prior learning is possible. Up to a maximum of 40 CATS points at level 4 may be transferred, where people have completed equivalent training. This will usually only apply to the first unit of the Diploma (term 1).

Applications

An application form can be requested from the Programme Administrator. Candidates must include a 300-400 word statement with the application form stating why they wish to attend this programme and how they propose to use what they learn during the programme. You should also submit a copy of your CV giving full details of your CBT experience.

<p><i>The deadline for receipt of completed applications is Friday 30 April 2010</i></p>
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Fees

The fees for the programme are set at a level that allows it to be self-financing. The fees for 2009 were:-

Diploma (UK/EU):	£5,100
Diploma (International & Channel Islands):	£9,900

Candidates from outside the EU should contact the course administrator for further information on fee assessment criteria.

Fees are increased annually. You are advised to enquire about the correct level of fees near to the time of entry. Candidates will be expected to show evidence of funding before they can be accepted on the programme.

Programme Description

The diploma comprises 38 days during the academic year. A significant amount of private study is also required. The teaching programme is divided into three units over the year and teaching is usually held on a Thursday.

There is an induction day in the second half of September and a two-day introduction to the programme at the beginning of the academic year that takes place on the first Thursday and Friday of the term. Clinical supervision begins on the next teaching day. Each day comprises an hour and a half of clinical supervision in small groups, followed by formal teaching in workshops. Students should allow an extra day per week to see training cases, listen to tapes, read around the subject and complete the formal assignments. Whilst teaching is mainly on clinical topics (listed below), there are also sessions on information skills, critical appraisal and academic writing.

At the beginning of the second term there are usually two additional two-day teaching blocks (Thursday and Friday) that provide an introduction to both psychosis and personality disorder, and prepare you for your clinical work in the second and third terms. Following these two blocks, all teaching again takes the form of clinical supervision followed by workshops and is held on a Thursday.

Unit PSYC 6007: Cognitive theory and therapy

This unit is taught in term 1. It gives students an understanding of the cognitive theory that underpins the approach to specific problems, and familiarises them with its empirical research base. Students will learn how to assess and formulate cases within a cognitive framework, and use core skills such as guided discovery.

The following teaching is currently planned for the unit:

- CBT assessment
- CBT formulation
- Working with automatic thoughts and images
- Behavioural experiments
- Working with dysfunctional assumptions
- Cognitive models of depression
- Cognitive models of anxiety - panic disorder, social phobia, PTSD, and OCD
- Therapist factors

Unit PSYC 6008: Complex cases and personality disorders

This unit introduces students to cognitive models of more complex cases and to methods of working with Axis II problems (personality disorders). The unit provides practice in a range of intervention methods. It begins with a two-day workshop in January, and then runs fortnightly over terms 2 & 3.

The following teaching is currently planned for the unit:

- Cognitive models of personality disorders, and Formulation
- Key characteristics of CBT for complex cases
- Assessing and modifying core beliefs
- Working with suicidality and hopelessness
- Working with people with complex trauma
- Schema-focused cognitive therapy
- Third wave cognitive therapies including Mindfulness and Acceptance and Commitment Therapy
- Working with people who self harm and introduction to DBT
- Formulating systems and consulting with teams
- Imagery with complex cases

The aim of this unit is to build on CBT practical competencies learned in the treatment of Axis 1 clients, and to apply these to people with complex needs and/or personality disorders. The unit introduces key developmental theories and the models or approaches arising from these. It then provides practice in a range of current intervention methods for working in areas such as core beliefs, trauma and risk. The unit also provides an introduction to CBT approaches that require further training such as DBT, ACT, and Schema Focused Therapy.

Unit PSYC 6009: Severe Mental Illness and Psychosis

This unit introduces students to the ways in which cognitive therapy has been adapted for working with people with psychosis. This unit begins with a two-day introduction in January, then alternates with Unit PSYC 6008 for the remainder of terms 2 & 3.

This unit also builds on the competencies covered in term 1, and aims to develop students' skills in working with people with severe mental health problems. Students learn to formulate distress and disability associated with psychosis, and to work with the person to re-evaluate and develop ways of living with difficult thoughts, feelings and sensations. There is an emphasis on collaborative working in the context of psychosis, which can make therapeutic engagement extremely difficult for people. The curriculum incorporates key models within the current literature, and encourages students to consider individual, group and systemic approaches in line with individuals' needs.

Supervision Arrangements

Supervision takes place in small groups to facilitate learning. Students are expected to record therapy sessions and to use the recordings in supervision to discuss therapeutic issues and problems. During the first Unit, students are expected to select two patients who are suitable for short-term cognitive therapy. One of these patients is the main training case and will be the principal focus of supervision. The second case will provide a back-up. The first training case should be straightforward, for example, depression or anxiety disorder. In addition to these two cases, students are expected to see other cases and these will be recorded in a clinical log. During the first unit, there is a strong emphasis on assessment and formulation.

Once students have completed the first unit, they decide whether to concentrate on psychosis, or on personality disorders and complex cases in their clinical work for the Diploma. Supervision is only provided for one of these client-types, even though the teaching covers both. You need to identify two patients in the area in which you intend to specialise. Again, one patient will be your main training case but you will be expected to discuss each case during supervision.

It is very important that you select patients with a moderate level of disturbance for your training cases. It is difficult to learn cognitive therapy skills with the most severely disturbed patients. The choice of cases for psychosis or personality disorders/complex cases is discussed carefully in supervision and students are encouraged to select a case that is suitable for their current level of understanding and skill. You are also expected to detail a total of six cases over the year in your clinical log.

Assessment

Assessment takes place in each unit and there is also an overall assessment of clinical competence. The unit assessments are designed to examine the student's knowledge of cognitive therapy and his or her ability to put that knowledge into practice in a clinical setting. The assessment of clinical competence is designed to assess the student's ability to practise cognitive therapy safely and competently. All written work should be submitted according to APA (American Psychological Association) guidelines.

Assessment of PSYC 6007 takes the form of a 2,500 word critique of a journal article on CBT, and an oral case report that focuses on assessment, formulation and treatment plan. Students will usually present their main training case, but in exceptional circumstances it may be possible to present an alternative case. The case report is assessed at the end the first term and the critique is assessed at the beginning of the second term. Both pieces of work will be marked by members of the Programme Team.

Progress to the next unit also depends on satisfactory ratings from your clinical supervisor, and formal assessment of one therapy tape by independent assessors, as described below for PSYC 6008/9. This needs to be passed in order to progress.

The assessment for units PSYC 6008/9 begins with a 5,000 word essay submitted at Easter. Secondly, in June, a 5,000 case report is submitted. The case selected must be a patient suffering from a severe mental health problem. Therapy does not have to be complete and the report can focus on one aspect of the treatment. Assessment will be based on the candidate's ability to formulate the problems, apply the cognitive model, demonstrate an appropriate level of skill in the use of specific intervention techniques and the ability to write in publishable format. The case report will be assessed by the Programme Director and members of the Programme Team.

Assessment of clinical competence is based on supervisor's reports at the end of each term, submission of a therapy tape for formal assessment at the end of PSYC 6009, and a clinical log that is submitted at the end of the year. Therapy tapes are rated by the Programme Director and members of the Programme Team but will not be rated by the student's supervisor. Tapes are rated using the revised Cognitive Therapy Rating Scale and should focus on treatment of either a patient with psychosis or with personality disorder/complex problems.

Students are allowed one resubmission of any failed work except the therapy tape for PSYC 6009 for which two submissions are allowed. Outright failure of two pieces of work will result in failure of the programme. A proportion of all assignments are double-marked, and samples are seen by an External Examiner, who ratifies the final mark.

Staff

Core Programme Team

Programme Director

Lusia Stopa, MA, M.Phil (Clin Psych), D.Phil.
University Senior Lecturer and Honorary Consultant Clinical Psychologist, Hampshire Partnership NHS Foundation Trust.

Deputy Director

Nick Maguire, BSc, D.Clin.Psych.
University Lecturer and Chartered Clinical Psychologist.

Lecturers in CBT

Kenneth Gordon, BA, M.Psychol., PhD.

*Consultant Clinical Psychologist in Independent Practice
BABCP Accredited Therapist, Trainer and Supervisor.*

**Katherine Newman-Taylor, BA (Hons), D.Clin.Psych.,
Diploma in Cognitive Therapy (Oxford).**

*Lecturer in CBT, University of Southampton. Consultant
Clinical Psychologist, Department of Psychology, Royal South
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**Richard Mutimer, RMN, ENB650, Diploma in Behavioural
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Therapist**

*Lecturer in CBT, University of Southampton. Cognitive
Behavioural Therapist, Psychological Services, Anchor House,
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**Sharon Pettit, BSc, MSc, D.Clin.Psych., Diploma in Cognitive
Therapy (Soton)**

*Lecturer in CBT, University of Southampton. Chartered
Psychologist and private therapist.*

**Wendy Turton, RMN, RMNH, BSc (Hons), MSc in CBT,
BSc (Hons) (Thorn)**

*Lecturer in CBT, University of Southampton. Clinical Lead,
Psychosocial Interventions for Psychosis Service (PSIPS),
Fareham and Gosport AMH Locality, Hampshire Partnership
NHS Foundation Trust.*

Associate Team Members

**Nicola Abba, BSc, MSc, Diploma in Cognitive Therapy
(Oxford), D.Clin.Psych (top-up).**

*Consultant Clinical Psychologist, Melbury Lodge Royal Hants
County Hospital, Hampshire Partnership NHS Foundation Trust.*

**Sheila Burton, BTech (Hons), Dip. S.W., PGDip Cognitive
Therapy (Southampton), PGCert Clinical Supervision.**

*An accredited cognitive Psychotherapist, working in the NHS
and in private practice as a psychotherapist, trainer and
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Vivia Cowdrill, BSc, D.Clin.Psych.

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Isabel Clarke, BA, Diploma in Clinical Psychology.
*Consultant Clinical Psychologist, Woodhaven, New Forest
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David Kingdon, M.D., M.R.C.Psych.
*Professor of Mental Health Care Delivery, University of
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Jo Overton, RNMH, RMN, Dip PS (Thorn), MSc in CBT
*Senior Nurse Practitioner, Test Valley South Community Mental
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**Susan Ross, BSc, MSc, Diploma in Cognitive Therapy
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*Consultant Clinical Psychologist, Department of Psychology,
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Maggie Stanton, BA, MSc, D.Clin.Psych.
*Consultant Clinical Psychologist in Adult Mental Health,
Psychology Services, Mid-Hants/Eastleigh Localities, Hampshire
Partnership NHS Foundation Trust.*

Sandy Waite, RMN, CPN (Dip), ENB650, MSc in CBT.
*Behavioural Nurse Therapist in Adult Mental Health, Psychology
Services, Mid-Hants/TVS/Eastleigh Localities, Hampshire
Partnership NHS Foundation Trust.*

Visiting Speakers (varies from year to year)

**Candida Richards, MA, M.App.Sci., Cert. Cog. Ther.,
AFBPsS, C.Psychol.**
Chartered Psychologist

**Peter Thorne, BSc., Dip.Clin.Psychol., Diploma in Cognitive
Therapy (Oxford).**
*Consultant Clinical Psychologist in Adult Mental Health,
Psychology Services, Dorset Community NHS Trust.*

Paul Chadwick, BA, MSc, PhD.
*Director, Doctoral Programme in Clinical Psychology, Institute
of Psychiatry, London.*

Andrew Gumley
*Professor of Psychological Therapy, University of Glasgow and
Clinical Psychologist*

Contact Details

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Susan Lines is usually available on Tuesdays and Thursdays (8.30am – 4pm) and Fridays (8.30am – 11.30am). At other times please leave a message and she will contact you as soon as possible.

University Web Site: <http://www.soton.ac.uk>

Programme Information Web site:
<http://www.psychology.soton.ac.uk/cbt/dip>

Psychology Web Site: <http://www.psychology.soton.ac.uk>

Postgraduate Certificate in evidence- based care (IAPT) *

This programme is not open for direct applications. Candidates are recruited through NHS Primary Care Trusts in conjunction with the University of Southampton.

The programme has been specifically designed to meet the requirements of the Increasing Access to Psychological Therapies (IAPT) initiative to train low-intensity workers to work in IAPT services.

* Based at the School of Health Sciences, University of Southampton
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IAPT Web Site: <http://www.iapt.nhs.uk/>

Postgraduate Diploma in CBT for Anxiety & Depression (IAPT)

This programme is not open for direct applications. Candidates are recruited through NHS Primary Care Trusts in conjunction with the University of Southampton.

The general aims of the programme are to offer high-level training in cognitive therapy skills and concepts, and to equip candidates to use these approaches within the mental health services. The programme has been specifically designed to meet the requirements of the Increasing Access to Psychological Therapies (IAPT) initiative to train high-intensity workers to work in IAPT services. It is also suitable for other mental health workers who work in primary care, or in secondary care services where the main focus of work is mild to moderate anxiety and depression. The programme focuses on developing competence in delivering CBT to patients with Axis I problems in line with the government's IAPT initiative (high intensity).

The programme is designed for people with existing professional training and some knowledge of basic CBT. It is offered as a part-time structure, which aims to effectively link academic learning with ongoing clinical practice.

The aims of the programme are to:

- Develop CBT skills to the level of a competent practitioner in relation to work with anxiety and depression
- Acquire a systematic understanding of cognitive-behavioural concepts, models and methods
- Critically evaluate the links between cognitive theory and clinical practice
- Critically appraise the application of cognitive-behavioural models to anxiety and depression
- Develop skills to a high level by critical evaluation of clinical practice

Programme Structure

The programme is designed for part-time study over 12 months. There are three modules, which must be studied in order. All three modules are compulsory. There are no optional modules. Intake for the Diploma begins in October and ends the following June.

Focus is on understanding the principles of cognitive therapy and how to practise cognitive therapy effectively with clients who have anxiety disorders and/or depression. The Diploma provides the skills needed to deliver CBT within an NHS IAPT service (i.e. working within a service that is designed to deliver high and low intensity therapies within a stepped-care model using evidence-based therapies based on the NICE guidelines). The Diploma comprises 65 days of teaching, which are delivered in three separate modules. The first module looks at the fundamentals of CBT, the second module focuses on anxiety disorders, and the final module concentrates on depression.

IAPT Web Site: <http://www.iapt.nhs.uk/>

This brochure is prepared well in advance of the academic year to which it relates and the University offers the information contained in it as a guide only. While the University makes every effort to check the accuracy of the factual content at the time of drafting, some changes will inevitably have occurred in the interval between publication and start of the relevant academic year. You should not therefore rely solely on this brochure and should contact The Programme Administrator or the University website – www.soton.ac.uk, for up-to-date information concerning course fees, course content and entry requirements for the current academic year. You should also consult the University's Prospectus for more specific details of the limits of the University's liability in the event of changes to advertised courses/programmes and related information (<http://www.soton.ac.uk/inf/termsandconditions.html>)