

Programme Specification

PG Dip CBT for Anxiety and Depression (IAPT) (2020-21)

This 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 s/he takes full advantage of the learning opportunities that are provided.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of Study	Full-time
Duration in years	1
Accreditation details	British Association for Behavioural & Cognitive Psychotherapies (BABCP)
Final award	Postgraduate Diploma
Name of award	CBT for Anxiety and Depression (IAPT)
Interim Exit awards	Postgraduate Certificate CBT (Introductory Level Practice)
FHEQ level of final award	Level 7
Programme code	8455
QAA Subject Benchmark or other external reference	British Association for Behavioural & Cognitive Psychotherapies (BABCP) 2012
Programme Lead	Samantha Gibson

Programme Overview

Brief outline of the programme

The PG Diploma in CBT teaches clinicians to engage, assess and treat people with anxiety and depression, to a level of competence.

Full information about contact hours is provided in individual module profiles.

Learning and teaching

Teaching and learning methods include lectures and workshops, which incorporate demonstrations, role-play, experiential learning and small group work. In addition, private study and assigned reading forms an important source of knowledge and understanding. We use a range of teaching and learning methods, and recognise that students have different preferred learning styles.

Assessment

Knowledge and skills will be assessed by a range of methods, including essays, presentations, experiential work, therapy recordings, case reports and supervisor reports. University assessors are responsible for marking all summative assessments. University assessors include academic members of the CBT team as well as CBT practitioners who have been approved by the University.

Special Features of the programme

At the University of Southampton we are interested in learning from people's direct experience of mental ill-health. We run some joint teaching and make use of 'digital stories' and other forms of personal narrative, in which people describe their experiences of mental ill-health and recovery.

Please note: As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration; however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's [programme validation process](#) which is described in the University's [Quality handbook](#).

Programme Learning Outcomes

Knowledge and Understanding

On successful completion of this programme you will:

- A1. Have a systematic knowledge of CBT models for specific presentations.
- A2. Know how to interrogate and critically appraise the evidence base.

Teaching and Learning Methods

The learning outcomes for the Diploma are informed by the professional standards required by the British Association for Behavioural and Cognitive Psychotherapy (BABCP), and by Department of Health expectations (Competences to Deliver CBT; Roth & Pilling, 2007). Teaching and learning methods include lectures and workshops, which incorporate demonstrations, role-play, experiential learning and small group work. In addition, private study and assigned reading forms an important source of knowledge and understanding. We use a range of teaching and learning methods, and recognise that students have different preferred learning styles.

Assessment Methods

Knowledge and skills will be assessed by a range of methods, including essays, presentations, experiential work, therapy recordings, case reports and supervisor reports. University assessors are responsible for marking all summative assessments. University assessors include academic members of the CBT team as well as CBT practitioners who have been approved by the University.

Subject Specific Intellectual and Research Skills

On successful completion of this programme you will:

- B1. Know how to interrogate and critically appraise the evidence base
- B2. Critically evaluate clinical practice and develop CBT skills to a high level

Teaching and Learning Methods

The learning outcomes for the Diploma are informed by the professional standards required by the British Association for Behavioural and Cognitive Psychotherapy (BABCP), and by Department of Health expectations (Competences to Deliver CBT; Roth & Pilling, 2007). Teaching and learning methods include lectures and workshops, which incorporate demonstrations, role-play, experiential learning and small group work. In addition, private study and assigned reading forms an important source of knowledge and understanding. We use a range of teaching and learning methods, and recognise that students have different preferred learning styles.

Assessment Methods

Knowledge and skills will be assessed by a range of methods, including essays, presentations, experiential work, therapy recordings, case reports and supervisor reports. University assessors are responsible for marking all summative assessments. University assessors include academic members of the CBT team as well as CBT practitioners who have been approved by the University.

Transferable and Generic Skills

On successful completion of this programme you will be able to:

- C1. Demonstrate self-direction and originality in tackling problems
- C2. Make decisions in complex situations

Teaching and Learning Methods

The learning outcomes for the Diploma are informed by the professional standards required by the British Association for Behavioural and Cognitive Psychotherapy (BABCP), and by Department of Health expectations (Competences to Deliver CBT; Roth & Pilling, 2007). Teaching and learning methods include lectures and workshops, which incorporate demonstrations, role-play, experiential learning and small group work. In addition, private study and assigned reading forms an important source of knowledge and understanding. We use a range of teaching and learning methods, and recognise that students have different preferred learning styles.

Assessment Methods

Knowledge and skills will be assessed by a range of methods, including essays, presentations, experiential work, therapy recordings, case reports and supervisor reports. University assessors are responsible for marking all summative assessments. University assessors include academic members of the CBT team as well as CBT practitioners who have been approved by the University.

Subject Specific Practical Skills

On successful completion of this programme you will be able to:

- D1. Evidence CBT clinical skills and problem-specific CBT competencies
- D2. Act autonomously in developing and implementing a course of CBT competently and effectively

Teaching and Learning Methods

The learning outcomes for the Diploma are informed by the professional standards required by the British Association for Behavioural and Cognitive Psychotherapy (BABCP), and by Department of Health expectations (Competences to Deliver CBT; Roth & Pilling, 2007). Teaching and learning methods include lectures and workshops, which incorporate demonstrations, role-play, experiential learning and small group work. In addition, private study and assigned reading forms an important source of knowledge and understanding. We use a range of teaching and learning methods, and recognise that students have different preferred learning styles.

Assessment Methods

Knowledge and skills will be assessed by a range of methods, including essays, presentations, experiential work, therapy recordings, case reports and supervisor reports. University assessors are responsible for marking all summative assessments. University assessors include academic members of the CBT team as well as CBT practitioners who have been approved by the University.

Programme Structure

Part I

PG Dip in CBT for Anxiety and Depression (IAPT) (Full-time)

This programme offers you the opportunity to develop your CBT skills and knowledge to the level of a competent CBT practitioner. This programme is accredited by BABCP at Level 2.

Students are expected to develop a clear understanding of cognitive behavioural concepts, models and methods. You will gain skills in collaborative assessment, formulation and treatment, and develop sound clinical decision making through a critical appreciation of the theoretical and empirical literature.

Most students will be working in NHS IAPT clinical settings and attending the University two days a week.

Typical course content: Credit values for the standard modules range from 5-10 ECTS (10-20 CATS). Each CATS point represents a nominal ten hours of study so a module with a credit value of 5 ECTS (10 CATS) represents 100 hours of study, which is made up of the teaching and supervision that you receive, as well as directed and independent study. For supervision modules, patient contact hours are included in the calculations of independent study time. Supervision modules are designed to accompany theory modules. For example CBT Fundamentals is linked to CBT Supervision 1 (Generic). The aim of these modules is to give a thorough grounding in the concepts and methods of CBT for the relevant presentations, and to apply these in therapy.

Mode of study: Usually over 12 months.

Assignments: You must achieve a mark of at least 50% in all modules. Supervision module 1 requires a CTS-R grade of 30; all other supervision modules require a competency level of 36 on the CTS-R. Supervision reports are pass / fail only.

Failed Assignments: If you fail a summative assignment, you will have one opportunity to resubmit the failed piece of

work but your mark for resubmitted assignments will be capped at 50%. If you fail a resubmission that is worth more than 10% of the overall module mark, you will fail the module. In this case you may be offered the opportunity to repeat the module (usually in the following academic year). The opportunity to repeat a module is at the discretion of your IAPT service and should be agreed prior to starting the programme. This is because students who take this programme are in training posts that may only be for twelve months. If a repeat is not permitted by your IAPT service, then failure of a resubmission will normally lead to withdrawal from the programme. If you repeat a module and then fail again, this will normally lead to termination of the programme of study.

Attendance: Diploma students are required to demonstrate 100% attendance. However, where a student is not able to do this (due to exceptional circumstances such as brief illness or family crisis), it may be possible to demonstrate equivalent learning using a Missed Session Learning Plan if agreed with your Personal Academic Tutor.

Portfolio: The CBT Portfolio is core to the PG Diploma programmes. This provides evidence of your clinical practice, ability to use supervision, and development as a reflective practitioner. The portfolio acts as a log of your clinical and academic development and competence (a requirement for BABCP accreditation).

Additional Requirements: Students are permitted to refer in modules totalling not more than 30 ECTS (60 CATS). The programme must be completed within 5 years of first registration.

Classification for the PG Diploma is based on the 100 point mark scheme for the final average mark as follows:

Final average mark (rounded to nearest integer) | Classification

70 and over | Distinction

60 – 69 | Merit

50 – 59 | Pass

The programme structure table is below:

Part I Core

Code	Module Title	ECTS	Type
PSYC6088	CBT Fundamentals (2020-21)	10	Core
PSYC6107	CBT for Anxiety (Long) (2020-21)	10	Core
PSYC6089	CBT for Depression (2020-21)	10	Core
PSYC6095	CBT Supervision 1 (Generic) (2020-21)	7.5	Core
PSYC6096	CBT Supervision 2 (Anxiety) (2020-21)	7.5	Core
PSYC6097	CBT Supervision 3 (Depression) (2020-21)	7.5	Core
PSYC6103	CBT Portfolio (2020-21)	7.5	Core

Progression Requirements

The programme follows the University's regulations for [Progression, Determination and Classification of Results: Postgraduate Master's Programmes](http://www.calendar.soton.ac.uk/sectionIV/sectIV-index.html) as set out in the University Calendar:

<http://www.calendar.soton.ac.uk/sectionIV/sectIV-index.html>

Support for student learning

There are facilities and services to support your learning, some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Hartley Library.
- Enabling Services offering support services and resources via a triage model to access crisis management, mental health support and counselling. Support includes daily Drop In at Highfield campus at 13.00 – 15.00 (Monday, Wednesday and Friday out of term-time) or via on-line chat on weekdays from 14.00 – 16.00. Arrangements can also be made for meetings via Skype.
- assessment and support (including specialist IT support) facilities if you have a disability, long term health problem or Specific Learning Difficulty (e.g. dyslexia).
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career and Employability services, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- Other support that includes health services (GPs), chaplaincy (for all faiths) and 'out of hours' support for students in Halls and in the local community, (18.00-08.00)
- A Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

Associated with your programme you will be able to access:

- the Director of Programmes who takes oversight of all the programmes offered
- a programme lead who takes oversight of your programme of study
- a module lead who takes oversight of specific modules
- a Personal Academic Tutor assigned to you at the beginning of your course who will monitor your progress and advise on University issues
- a CBT supervisor (for supervision modules)
- a comprehensive programme handbook
- administrative staff responsible for the programme.

Methods for evaluating the quality of teaching and learning

You will have the opportunity to have your say on the quality of the programme in the following ways:

- Completing student evaluation questionnaires for each taught module of the programme

- Acting as a student representative on various committees, e.g. Staff: Student Liaison Committees, Faculty Education Committee or providing comments to your student representative to feedback on your behalf
- Serving as a student representative on Academic Scrutiny Groups for programme validation
- Taking part in programme validation meetings by joining a panel of students to meet with the Academic Scrutiny Group.

The ways in which the quality of your programme is checked, both inside and outside the University, are:

- Regular module and programme reports which are monitored by the Faculty
- Programme validation, normally every five years.
- External examiners, who produce an annual report
- Professional body accreditation
- A national Research Excellence Framework (our research activity contributes to the quality of your learning experience)
- Institutional Review by the Quality Assurance Agency
- Feedback on supervision
- Peer observation of teaching/regular peer supervision meetings for clinical supervisors.

Further details on the University's quality assurance processes are given in the [Quality Handbook](#).

Career Opportunities

Many of our students are already working in mental health service settings. This training provides a pathway towards BABCP accreditation, enabling a professional career in CBT.

External Examiner(s) for the programme

Name: Suzanne Byrne - King's College London

Name: Sean Harper - Royal Edinburgh Hospital

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their Personal Academic Tutor in the first instance.

Please note: This 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 s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook.

Appendix 1:

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme also have to pay for:

Additional Costs

Type	Details
Software Licenses	You will need to have access to equipment to (i) video and audio record therapy sessions, and (ii) upload these recordings securely to the University. All students studying the IAPT Diploma will have their equipment provided. All other students are responsible for providing their own equipment.
Paying for immunisation and vaccination costs before being allowed to attend placements	You or your employer (typically the NHS) will be responsible for all costs related to your clinical work.
Translation of birth certificates (for programmes abroad)	You or your employer (typically the NHS) will be responsible for all costs related to your clinical work.
Parking costs (including on placements at hospitals)	You or your employer (typically the NHS) will be responsible for all parking costs while at the University.
Hardware	You will need to have access to equipment to (i) video and audio record therapy sessions, and (ii) upload these recordings securely to the University. All students studying the IAPT Diploma will have their equipment provided. All other students are responsible for providing their own equipment.
Computer discs or USB drives	You will need to have access to equipment to (i) video and audio record therapy sessions, and (ii) upload these recordings securely to the University. All students studying the IAPT Diploma will have their equipment provided. All other students are responsible for providing their own equipment.
Stationery	You will be expected to provide your own day-to-day stationery items.
Textbooks	Essential books are listed on the Module Profile under Resources. Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source. Some modules suggest reading texts as optional background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module.
Occupational Health, DBS checks or vaccinations	You or your employer (typically the NHS) will be responsible for all costs related to your clinical work.
Other	If you are taking supervision modules you are required to become a member of BABCP prior to start of your programme.
Recording Equipment	You will need to have access to equipment to (i) video record therapy sessions, and (ii) upload these recordings securely to the University. All students studying the IAPT Diploma will have their equipment provided. All other students are responsible for providing their own equipment.
Accommodation and Travel	You or your employer (typically the NHS) will be responsible for all costs related to your clinical work.
Insurance	You or your employer (typically the NHS) will be responsible for all costs related to your clinical work.

Medical Insurance	You or your employer (typically the NHS) will be responsible for all costs related to your clinical work.
Printing and Photocopying Costs	You or your employer (typically the NHS) will be responsible for all costs related to your academic and clinical work.

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at www.calendar.soton.ac.uk.