

## Programme Specification

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### Cognitive Behavioural Therapy (2017-18)

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.

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| Awarding Institution                              | University of Southampton  |
| Teaching Institution                              | University of Southampton  |
| Mode of Study                                     | Part-time  |
| Duration in years                                 | 2  |
| Accreditation details                             | British Association for Behavioural & Cognitive Psychotherapies (BABCP)<br>British Association for Behavioural & Cognitive Psychotherapies (BABCP)   |
| Final award                                       | Postgraduate Certificate in Higher Education (1 – 6)<br>Postgraduate Diploma in Higher Education (7 – 8)   |
| Name of Award                                     | 1. Cognitive Behavioural Therapy (Introductory Level Practice) (Full-time)<br>2. Cognitive Behavioural Therapy (Introductory Level Practice) (Part-time)<br>3. Cognitive Behavioural Therapy (Theory) (Full-time)<br>4. Cognitive Behavioural Therapy (Theory) (Part-time)<br>5. Cognitive Behavioural Therapy (Advanced Level Practice) (Full-time)<br>6. Cognitive Behavioural Therapy (Advanced Level Practice) (Part-time)<br>7. Cognitive Behavioural Therapy (Advanced Level Practice) (Part-time)<br>8. Cognitive Behavioural Therapy for Anxiety and Depression (IAPT) (Full-time) |
| Interim Exit awards                               | Postgraduate Certificate in Higher Education Cognitive Behavioural Therapy (Introductory Level Practice)   |
| FHEQ level of final award                         | Level 7  |
| UCAS code   | N/A  |
| Programme Code                                    | 1. 5264<br>2. 5265<br>3. 5278<br>4. 5277<br>5. 5263<br>6. 5276<br>7. 5301<br>8. 5348   |
| QAA Subject Benchmark or other external reference | British Association for Behavioural & Cognitive Psychotherapies (BABCP) 2012   |
| Programme Lead                                    | Sharon Pettit (sjp2u08) (8)<br>Katherine Newman-Taylor (knt) (5 – 7)<br>Richard Mutimer (rtm1a08) (1 – 4)  |

### Programme Overview

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#### Brief outline of the programme

We provide Cognitive Behavioural Therapy training that allows a person to specialise in a selected area of mental health (e.g. anxiety, depression, psychosis, personality disorder), and that takes account of existing level of expertise. This ranges from a Postgraduate Certificate for people at an introductory level of CBT, to other awards for people already experienced in CBT but who want to specialise and increase their competency level.

The programmes are fully modular and therefore flexible to meet student needs. Whether at absolute beginner stage of CBT, or an experienced therapist, we have modules and pathways designed with you in mind. You may choose at the outset to exit with a Postgraduate Certificate or Postgraduate Diploma. Another option is for you to simply take a module resulting in a certificate of attendance and transcript rather than accumulate ECTS/CATS points toward a Postgraduate Certificate or Postgraduate Diploma award. If you study the PGDip CBT (Advanced Level Practice) or the PGDip CBT for Anxiety and Depression (IAPT) but fail to meet the standards of these programmes you may be awarded a PGCert CBT (Introductory Level Practice) as long as you have passed 30 ECTS/60 CATS of modules on the programme, including PSYC6088 CBT Theory and Skills 2 (10 ECTS/20 CATS) and achieved a CTS-R score of 30 in at least one supervision module (7.5 ECTS/15 CATS).

The Postgraduate Diploma in CBT (Advanced Level Practice) is BABCP Level I accredited. This means it fulfils some of the BABCP minimum training requirements to support practitioner accreditation; you still need to continue acquiring 200 clinical hours before applying to the BABCP to become accredited and may need to carry out further case reports.

The Postgraduate Diploma in CBT for Anxiety and Depression (IAPT) is BABCP Level II accredited. This means it not only meets BABCP minimum training standards, but it also provides 200 hours supervised clinical practice so that you are eligible to apply for BABCP practitioner accreditation on passing the award.

Your contact hours will vary depending on your module/option choices. Full information about contact hours is provided in individual module profiles.

### **Learning and teaching**

Teaching and learning methods include lectures, workshops that incorporate demonstrations and interactive learning techniques such as role-play. Students may also take part in small group discussions and projects. In addition, private study and assigned reading forms an important source of knowledge and understanding. We use a range of teaching and learning methods that are related to specific learning outcomes and which recognise that students have different learning styles.

### **Assessment**

Knowledge and understanding will be assessed by a range of methods that relate to the learning outcomes of particular modules. These include essays, student presentations, reflective exercises, and an experiential exercise. Practical therapy skills are assessed on the basis of full-session 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**

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N/A

**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](#).

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## Educational Aims of the Programme

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Cognitive behaviour therapy (CBT) at the University of Southampton is characterised by:

- High academic and professional standards
- A strong commitment to evidence-based practice
- An emphasis on research-led teaching
- A commitment to compassionate practice that values diversity
- A strong partnership with local and regional NHS services

The aims of the programme are to:

- Provide flexible training that allows you to specialise in a selected area of mental health (e.g. anxiety, depression, psychosis, personality disorder), and that takes account of your existing level of expertise
- Develop CBT skills from beginner level to advanced practice
- Provide a pathway to becoming an accredited BABCP therapist
- Enable you to acquire a systematic understanding of cognitive-behavioural concepts, models and methods
- Offer a theory-only pathway if you do not access related clinical supervision from us at time of study

The Postgraduate Diploma in CBT for Anxiety and Depression (IAPT) and the Postgraduate Diploma in CBT (Advanced Level Practice) are designed for students with a recognised professional training in mental health or its equivalent. For the IAPT Diploma, equivalence is judged in relation to the BABCP's Knowledge, Skills and Attitudes (KSA) framework and students are required to pass a KSA portfolio prior to commencement of the programme. The Postgraduate Diploma in CBT for Anxiety and Depression (IAPT) is usually available to those working in IAPT services. Students taking our Postgraduate Diploma in CBT (Advanced Level Practice) will need to have a core mental health profession or demonstrate equivalence via KSA portfolio prior to applying for BABCP accreditation.

## Programme Learning Outcomes

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### Knowledge and Understanding

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On successful completion of this programme a student will have knowledge and understanding of:

- A1. Have a systematic knowledge of CBT models for specific presentations
- A2. Know how to interrogate and appraise the current evidence base for CBT
- A3. Systematically evaluate current models and treatments
- A4. Critically evaluate the links between cognitive theory and clinical practice

### Teaching and Learning Methods

These skills are developed fully for Postgraduate Diploma students, and partially for Postgraduate Certificate students.

The learning outcomes for the Postgraduate Diplomas in CBT are informed by the professional standards required by the British Association for Behavioural and Cognitive Psychotherapy (BABCP), and by the Department of Health (Competences to deliver CBT: Roth & Pilling, 2007).

Teaching and learning methods include lectures, workshops that incorporate demonstrations and interactive learning techniques such as role-play. You may also take part in small group discussions and

projects. In addition, private study and assigned reading forms an important source of knowledge and understanding. We use a range of teaching and learning methods that are related to specific learning outcomes and which also recognise that students have different learning styles.

### **Assessment Methods**

Your knowledge and understanding will be assessed by a range of methods that relate to the learning outcomes of particular modules. Assessment methods include essays, student presentations, reflective exercises, and an experiential exercise.

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**

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On successful completion of this programme a student will be able to:

- B1. Systematically appraise empirical research evidence
- B2. Critically evaluate psychological models
- B3. Integrate theoretical concepts with applied clinical practice and formulate hypotheses to further advance the discipline
- B4. Critically evaluate clinical practice and plan how to develop CBT skills to a high level
- B5. Use theoretical frameworks and models to reflect upon the experience of receiving CBT

### **Teaching and Learning Methods**

These skills are developed fully for Postgraduate Diploma students, and partially for Postgraduate Certificate students.

Core skills will be acquired through training workshops which include academic presentations and interactive techniques such as role-play exercises, group discussion and practical/experiential work in small groups. Students will have sessions on, and opportunity to practise conducting literature searches and critical appraisal skills. Private study and reading related to the assignments will be supplemented by clinical supervision to give opportunities to consolidate critical evaluation skills and by direct observation of therapy and therapy skills. Experiential learning during workshops will also facilitate integration and reflection.

### **Assessment Methods**

Subject-specific intellectual and research skills will be assessed by a range of methods that relate to the learning outcomes of particular modules. Assessment methods include essays, student presentations, oral and written case reports, and an experiential exercise. Clinical case studies and the CBT portfolio provide evidence of ability to integrate theory and practice and to critically evaluate clinical practice.

## **Transferable and Generic Skills**

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On successful completion of this programme a student will be able to:

- C1. Demonstrate self-direction and originality in tackling problems

## C2. Make decisions in complex situations

### Teaching and Learning Methods

These skills are developed fully for Postgraduate Diploma students, and partially for Postgraduate Certificate students.

Transferable skills will be developed through workshops, supervision, clinical practice, and clinical assignments. Private study and reading related to essays and case reports will provide opportunities to develop and consolidate these skills. Reflective commentaries on case material, discussions in supervision, and practice using a therapy rating scale will enable you to develop insight into your own practice and development.

### Assessment Methods

Work with clinical case studies will demonstrate ability to make decisions in complex and challenging situations and originality in tackling problems. Competency in the other transferable skills will be reflected in your performance throughout the range of formally assessed activities, in supervision ratings, and by clinical portfolio.

## Subject Specific Practical Skills

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On successful completion of this programme a student will be able to:

- D1. Develop specific CBT techniques and problem-specific CBT competencies
- D2. Demonstrate your ability to deliver a course of CBT treatment effectively
- D3. Act autonomously in developing and implementing treatments for anxiety and depression
- D4. Formulate critiques of current theoretical models and practice and use this knowledge to develop new hypotheses for treatment

### Teaching and Learning Methods

These skills are developed fully for Postgraduate Diploma students, and partially for Postgraduate Certificate students.

For modules core to the programmes, at least 50% of the teaching time will be skills-based, giving maximum opportunity to develop CBT practice. In addition, all Postgraduate Diploma students will gain CBT clinical practice within a service setting and evidence this in a portfolio. For students undertaking the Postgraduate Diploma in CBT for Anxiety & Depression (IAPT), this will be substantial (200 hours). Postgraduate Diploma students will also be expected to observe accredited BABCP practitioners conducting therapy. All students will usually receive clinical supervision in small groups at the University. Students undertaking the Postgraduate Diploma in CBT for Anxiety & Depression (IAPT) will also be expected to receive weekly clinical supervision within their service from accredited CBT therapists.

### Assessment Methods

Subject specific practical skills and competences will be assessed through case reports (oral and written), and through formative and summative ratings of recorded therapy sessions assessed using a standard

scale (the Cognitive Therapy Scale – Revised [CTS-R]). Diploma students complete the CBT portfolio in which you will collate all clinical and academic work done for the programme, including supervisor reports (both from university supervision and from NHS supervision for students undertaking the Postgraduate Diploma in CBT for Anxiety & Depression (IAPT)). For all Postgraduate Diploma students, we liaise with service manager/supervisor (or equivalent) in order to support your development, and in line with our collective duty of care to patients.

## Programme Structure

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The programme structure table is below:

Information about pre and co-requisites is included in individual module profiles.

### PG Cert in CBT (Advanced Level Practice) (Full-time) Pathway

#### Part I

If you already have experience of working with CBT and/or have already undertaken previous CBT training and now wish to specialise in a particular area, then this programme will enable you to improve skills and show evidence of competent practice. You are likely to take two supervision modules. You may choose any from the following, but must include a minimum of one supervision module at a competency level of 36 on the CTS-R.

#### 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 if you take Theory and Skills II in Semester 1, you will take CBT Supervision 1: Evidence-Based Treatments for People with Axis I Problems (Anxiety and Depression). The aim of both these modules is to give a thorough grounding in the concepts and methods of CBT and to start applying them in therapy. If you take CBT for Depression in Semester 2, you will take Supervision 3: Evidence-Based Treatments for People with Depression. These modules will teach you how to deliver effective CBT to people with depression at the level of a competent practitioner.

#### Mode of study

Studied full-time, over 10 months.

You must achieve a mark of at least 50% in all modules. Supervision modules 1, 4, 6 and 8 require a CTS-R grade of 30; the rest of the 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 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 will be offered the opportunity to repeat the module (usually in the following academic year).

If you repeat a module and then fail again, this will normally lead to termination of the programme of study.

Variation to Regulations:

Students are permitted to refer at component level.

The marks will be capped at component level.

All modules once selected are core.

Additional Requirement: Students are permitted to refer in modules totalling not more than 15 ECTS (30 CATS)

#### Part I Optional

Your choice must include a minimum of 1 supervision module.

NB: Some modules are delivered in alternate years.

| Code     | Module Title   | ECTS | Type          |
|----------|--|------|---------------|
| PSYC6089 | CBT for Depression   | 10   | Optional/Core |
| PSYC6091 | CBT for Psychosis  | 10   | Optional/Core |
| PSYC6095 | CBT Supervision 1: Introduction to Evidence Based Treatments for People with common mental health problems | 7.5  | Optional/Core |
| PSYC6096 | CBT Supervision 2: Disorder-Specific Treatments for People with Anxiety Disorders                          | 7.5  | Optional/Core |
| PSYC6097 | CBT Supervision 3: Evidence-Based Treatments for People with Depression                                    | 7.5  | Optional/Core |
| PSYC6100 | CBT Supervision 6: Introduction to Working with People with Psychosis                                      | 7.5  | Optional/Core |
| PSYC6101 | CBT Supervision 7: Further Skills for Working with People with Psychosis                                   | 7.5  | Optional/Core |
| PSYC6088 | CBT Theory and Skills II   | 10   | Optional/Core |
| PSYC6106 | Evidence-Based Treatments for Anxiety Disorders  | 5    | Optional/Core |
| PSYC6107 | Evidence-Based Treatments for Anxiety Disorders  | 10   | Optional/Core |
| PSYC6125 | Supervisory Skills   | 10   | Optional/Core |
| PSYC6126 | Working psychologically with people with serious mental ill-health   | 5    | Optional/Core |

The programme structure table is below:

Information about pre and co-requisites is included in individual module profiles.

## PG Cert in CBT (Advanced Level Practice) (Part-time) Pathway

#### Part I

If you already have experience of working with CBT and/or have already undertaken some previous CBT training and now wish to specialise in a particular area, then this programme will enable you to improve skills and show evidence of competent practice. You are likely to take two supervision modules. You may choose any from the following, but must include a minimum of one supervision module at a competency level of 36 on the CTS-R.

#### 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 if you take Theory and Skills II in Semester 1, you will take CBT Supervision 1: Evidence-Based Treatments for People with Axis I Problems (Anxiety and Depression). The aim of both these modules is to give a thorough grounding in the concepts and methods of CBT and to start applying them in therapy. If you take CBT for Depression in Semester 2, you will take Supervision 3: Evidence-Based Treatments for People with Depression. These modules will teach you how to deliver effective CBT to people with depression at the level of a competent practitioner.

#### Mode of study

Studied part-time, over 20 months.

You must achieve a mark of at least 50% in all modules. Supervision modules 1, 4, 6 and 8 require a CTS-R grade of 30; the rest of the 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 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 will be offered the opportunity to repeat the module (usually in the following academic year).

If you repeat a module and then fail again, this will normally lead to termination of the programme of study.

#### Variation to Regulations:

Students are permitted to refer at component level.

The marks will be capped at component level.

All modules once selected are core.

Additional Requirement: Students are permitted to refer in modules totalling not more than 15 ECTS (30 CATS)

#### Part I Optional

You must take a minimum of 20 credits up to a maximum of 40 credits from the following each year. Please note you must ensure you take a total of 60 credits across year 1 and year 2.

Your choice must include a minimum of 1 supervisory module.

| Code     | Module Title   | ECTS | Type          |
|----------|--|------|---------------|
| PSYC6089 | CBT for Depression   | 10   | Optional/Core |
| PSYC6091 | CBT for Psychosis  | 10   | Optional/Core |
| PSYC6095 | CBT Supervision 1: Introduction to Evidence Based Treatments for People with common mental health problems | 7.5  | Optional/Core |
| PSYC6096 | CBT Supervision 2: Disorder-Specific Treatments for People with Anxiety Disorders                          | 7.5  | Optional/Core |
| PSYC6097 | CBT Supervision 3: Evidence-Based Treatments for People with Depression                                    | 7.5  | Optional/Core |
| PSYC6100 | CBT Supervision 6: Introduction to Working with People with Psychosis                                      | 7.5  | Optional/Core |
| PSYC6101 | CBT Supervision 7: Further Skills for Working with People with Psychosis                                   | 7.5  | Optional/Core |
| PSYC6088 | CBT Theory and Skills II   | 10   | Optional/Core |
| PSYC6106 | Evidence-Based Treatments for Anxiety Disorders  | 5    | Optional/Core |
| PSYC6107 | Evidence-Based Treatments for Anxiety Disorders  | 10   | Optional/Core |



|          |  |    |               |
|----------|--|----|---------------|
| PSYC6125 | Supervisory Skills   | 10 | Optional/Core |
| PSYC6126 | Working psychologically with people with serious mental ill-health | 5  | Optional/Core |

The programme structure table is below:

Information about pre and co-requisites is included in individual module profiles.

## PG Cert in CBT (Introductory Level Practice) (Full-time) Pathway

### Part I

If you wish to start using CBT in your practice, then this programme will provide you with a grounding in the application of CBT concepts and methods in therapeutic practice. It will enable you to reach advanced beginner level on the CTS-R, represented by a score of 30 out of 72 (Blackburn, James, Milne & Reichelt, 2000).

### 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 if you take Theory and Skills II in Semester 1, you will take CBT Supervision 1: Evidence-Based Treatments for People with Axis I Problems (Anxiety and Depression). The aim of both these modules is to give a thorough grounding in the concepts and methods of CBT and to start applying them in therapy.

### Mode of study

Full-time, studied over 10 months.

You must achieve a mark of at least 50% in all modules. Supervision module 0 requires a CTS-R grade of 24; Supervision modules 1, 4, 6 and 8 require 30; the rest of the 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 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 will be offered the opportunity to repeat the module (usually in the following academic year).

If you repeat a module and then fail again, this will normally lead to termination of the programme of study.

### Variation to Regulations:

Students are permitted to refer at component level.

The marks will be capped at component level.

All modules once selected are core.

### Part I Core

| Code     | Module Title   | ECTS | Type |
|----------|--|------|------|
| PSYC6102 | CBT Supervision 0: Basic Introduction to Evidence-Based Treatments for People with common mental health problems | 7.5  | Core |
| PSYC6095 | CBT Supervision 1: Introduction to Evidence Based Treatments for People  | 7.5  | Core |

|          |                                     |    |      |
|----------|-------------------------------------|----|------|
|          | with common mental health problems  |    |      |
| PSYC6088 | CBT Theory and Skills II            | 10 | Core |
| PSYC6104 | Introduction to CBT Theory & Skills | 5  | Core |

The programme structure table is below:

Information about pre and co-requisites is included in individual module profiles.

## PG Cert in CBT (Introductory Level Practice) (Part-time) Pathway

### Part I

#### 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 if you take Theory and Skills II in Semester 1, you will take CBT Supervision 1: Evidence-Based Treatments for People with Axis I Problems (Anxiety and Depression). The aim of both these modules is to give a thorough grounding in the concepts and methods of CBT and to start applying them in therapy.

#### Mode of study

Part-time, studied over 20 months.

You must achieve a mark of at least 50% in all modules. Supervision module 0 requires a CTS-R grade of 24; Supervision modules 1, 4, 6 and 8 require 30; the rest of the 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 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 will be offered the opportunity to repeat the module (usually in the following academic year).

If you repeat a module and then fail again, this will normally lead to termination of the programme of study.

#### Variation to Regulations:

Students are permitted to refer at component level.

The marks will be capped at component level.

All modules once selected are core.

### Part I Core

#### Year 1

| Code     | Module Title                        | ECTS | Type |
|----------|-------------------------------------|------|------|
| PSYC6088 | CBT Theory and Skills II            | 10   | Core |
| PSYC6104 | Introduction to CBT Theory & Skills | 5    | Core |

### Part I Optional

#### Studied across Year 1 and Year 2

| Code     | Module Title   | ECTS | Type          |
|----------|--|------|---------------|
| PSYC6102 | CBT Supervision 0: Basic Introduction to Evidence-Based Treatments for | 7.5  | Optional/Core |

|          |  |     |               |
|----------|--|-----|---------------|
|          | People with common mental health problems  |     |               |
| PSYC6095 | CBT Supervision 1: Introduction to Evidence Based Treatments for People with common mental health problems | 7.5 | Optional/Core |

The programme structure table is below:

Information about pre and co-requisites is included in individual module profiles.

## PG Cert in CBT (Theory) (Full-time) Pathway

### Part I

#### 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.

#### Mode of study

Full-time, studied over 10 months.

You must achieve a mark of at least 50% in all modules.

#### Failed Assignments

If you fail a summative assignment, you will have one opportunity to resubmit the failed piece of work but your mark 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 will be offered the opportunity to repeat the module (usually in the following academic year).

If you repeat a module and then fail again, this will normally lead to termination of the programme of study.

#### Variation to Regulations:

Students are permitted to refer at component level.

The marks will be capped at component level.

All modules once selected are core.

Additional Requirement: Students are permitted to refer in modules totalling not more than 15 ECTS (30 CATS)

### Part I Core

| Code     | Module Title             | ECTS | Type |
|----------|--------------------------|------|------|
| PSYC6088 | CBT Theory and Skills II | 10   | Core |

### Part I Optional

Students must choose 20 ECTS (40 CATS) from the following modules.

| Code     | Module Title                                    | ECTS | Type          |
|----------|---|------|---------------|
| PSYC6089 | CBT for Depression                              | 10   | Optional/Core |
| PSYC6107 | Evidence-Based Treatments for Anxiety Disorders | 10   | Optional/Core |
| PSYC6106 | Evidence-Based Treatments for Anxiety Disorders | 5    | Optional/Core |
| PSYC6104 | Introduction to CBT Theory & Skills             | 5    | Optional/Core |

The programme structure table is below:

Information about pre and co-requisites is included in individual module profiles.

## PG Cert in CBT (Theory) (Part-time) Pathway

### Part I

#### 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 that you receive, as well as directed and independent study.

#### Mode of study

Full-time, studied over 20 months.

You must achieve a mark of at least 50% in all modules.

#### Failed Assignments

If you fail a summative assignment, you will have one opportunity to resubmit the failed piece of work but your mark 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 will be offered the opportunity to repeat the module (usually in the following academic year).

If you repeat a module and then fail again, this will normally lead to termination of the programme of study.

#### Variation to Regulations:

Students are permitted to refer at component level.

The marks will be capped at component level.

All modules once selected are core.

Additional Requirement: Students are permitted to refer in modules totalling not more than 15 ECTS (30 CATS)

### Part I Core

#### Year 1

| Code     | Module Title             | ECTS | Type |
|----------|--------------------------|------|------|
| PSYC6088 | CBT Theory and Skills II | 10   | Core |

### Part I Optional

#### Studied across Year 1 and Year 2

| Code     | Module Title                                    | ECTS | Type          |
|----------|---|------|---------------|
| PSYC6089 | CBT for Depression                              | 10   | Optional/Core |
| PSYC6106 | Evidence-Based Treatments for Anxiety Disorders | 5    | Optional/Core |
| PSYC6107 | Evidence-Based Treatments for Anxiety Disorders | 10   | Optional/Core |
| PSYC6104 | Introduction to CBT Theory & Skills             | 5    | Optional/Core |

The programme structure table is below:

Information about pre and co-requisites is included in individual module profiles.

## PG Dip in CBT (Advanced Level Practice) (Part-time) Pathway

## Part I

This programme offers you the opportunity to develop your CBT skills and knowledge to the level of a competent CBT practitioner. The modular structure allows you to specialise in the areas in which you are most interested and will meet the needs of your clinical practice. This programme is accredited by BABCP at Level I.

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. This is a highly flexible programme with most students working in clinical settings and attending the University at least one day 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 if you take Theory and Skills II in Semester 1, you will take CBT Supervision 1: Evidence-Based Treatments for People with Axis I Problems (Anxiety and Depression). The aim of both these modules is to give a thorough grounding in the concepts and methods of CBT and to start applying them in therapy. If you take CBT for Depression in Semester 2, you will take Supervision 3: Evidence-Based Treatments for People with Depression. These modules will teach you how to deliver effective CBT to people with depression at the level of a competent practitioner.

The CBT Portfolio module is core to the Postgraduate Diploma programmes. This provides an evaluation of your clinical practice, ability to use supervision and your development as a reflective practitioner, and acts as a log of your clinical cases (a requirement for BABCP accreditation).

## Mode of study

Studied Part-time, over 24 months.

You must achieve a mark of at least 50% in all modules. Supervision modules 1, 4, 6 and 8 require a CTS-R grade of 30; the rest of the supervision modules require a competency level of 36 on the CTS-R. Supervision reports are pass/fail only.

Our BABCP accreditation requires that Diploma students 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 equivalence learning using a Missed Session Learning Plan if agreed with personal tutors.

## Failed Assignments

If you fail a summative assignment, you will have one opportunity to resubmit the failed piece of work but your mark 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 will be offered the opportunity to repeat the module (usually in the following academic year).

If you repeat a module and then fail again, this will normally lead to termination of the programme of study.

## Variation to Regulations:

Students are permitted to refer at component level.

The marks will be capped at component level.

All modules once selected are core.

Additional Requirement: Students are permitted to refer in modules totalling not more than 30 ECTS (60 CATS)

Classification for the Postgraduate Diploma is based on the 100 point Mark Scheme for the Final Average Mark as follows:

Final Average Mark rounded to the nearest integer | Classification

70 and over | Distinction

60 – 69 | Merit

50 – 59 | Pass

#### Part I Core

PSYC6088 and PSYC6095 must be taken in Year 1. PSYC6103 will be taken in Year 2.

| Code     | Module Title   | ECTS | Type |
|----------|--|------|------|
| PSYC6103 | CBT Portfolio  | 2.5  | Core |
| PSYC6095 | CBT Supervision 1: Introduction to Evidence Based Treatments for People with common mental health problems | 7.5  | Core |
| PSYC6088 | CBT Theory and Skills II   | 10   | Core |

#### Part I Optional

You are likely to take three supervision modules. You may choose any from the following, but must include a minimum of two supervision module at a competency level of 36 on the CTS-R.

#### Explicit requirements

Three streams are suggested, comprising specific modules:

1. Personality disorder
2. Psychosis
3. Anxiety and Depression

You are encouraged to take one of these streams. However, following one of these streams of suggested modules is not required and there is flexibility over the duration of the programme, and you may choose additional modules, provided that upon completion of the programme you have a minimum of 60 ECTS (120 CATS).

#### Personality Disorder Stream Modules

PSYC6126 Working Psychologically with People with SMI

PSYC6092 CBT for Personality Disorders

PSYC6098 CBT Supervision 4

PSYC6099 CBT Supervision 5

#### Psychosis Stream Modules

PSYC6126 Working Psychologically with People with SMI

PSYC6091 CBT for Psychosis

PSYC6100 CBT Supervision 6

PSYC6101 CBT Supervision 7

#### Anxiety and Depression Stream Modules

PSYC6087 CBT for Depression

PSYC6107 Evidence-based Treatments for Anxiety Disorders

PSYC6096 CBT Supervision 2

PSYC6097 CBT Supervision 3

| Code     | Module Title  | ECTS | Type          |
|----------|---|------|---------------|
| PSYC6089 | CBT for Depression  | 10   | Optional/Core |
| PSYC6091 | CBT for Psychosis   | 10   | Optional/Core |
| PSYC6096 | CBT Supervision 2: Disorder-Specific Treatments for People with Anxiety Disorders | 7.5  | Optional/Core |
| PSYC6097 | CBT Supervision 3: Evidence-Based   | 7.5  | Optional/Core |

|          |  |     |               |
|----------|--|-----|---------------|
|          | Treatments for People with Depression                                    |     |               |
| PSYC6100 | CBT Supervision 6: Introduction to Working with People with Psychosis    | 7.5 | Optional/Core |
| PSYC6101 | CBT Supervision 7: Further Skills for Working with People with Psychosis | 7.5 | Optional/Core |
| PSYC6106 | Evidence-Based Treatments for Anxiety Disorders                          | 5   | Optional/Core |
| PSYC6107 | Evidence-Based Treatments for Anxiety Disorders                          | 10  | Optional/Core |
| HLTH6118 | Governance in Action   | 10  | Optional/Core |
| PSYC6104 | Introduction to CBT Theory & Skills                                      | 5   | Optional/Core |
| HLTH6075 | Leading Others   | 10  | Optional/Core |
| PSYC6125 | Supervisory Skills   | 10  | Optional/Core |
| PSYC6126 | Working psychologically with people with serious mental ill-health       | 5   | Optional/Core |

The programme structure table is below:

Information about pre and co-requisites is included in individual module profiles.

## PG Dip in CBT for Anxiety & Depression (IAPT) (Full-time) Pathway

### Part I

Although the standard University requirements for a Postgraduate Diploma award are 60 ECTS (120 CATS), students undertaking the Postgraduate Diploma in Cognitive Behavioural Therapy for Anxiety & Depression (IAPT), must complete 70 ECTS/140 CATS in order to comply with the IAPT curriculum and BABCP Level II accreditation requirements.

### 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 if you take Theory and Skills II in Semester 1, you will take CBT Supervision 1: Evidence-Based Treatments for People with Axis I Problems (Anxiety and Depression). The aim of both these modules is to give a thorough grounding in the concepts and methods of CBT and to start applying them in therapy. If you take CBT for Depression in Semester 2, you will take Supervision 3: Evidence-Based Treatments for People with Depression. These modules will teach you how to deliver effective CBT to people with depression at the level of a competent practitioner.

The CBT Portfolio module is core to the Postgraduate Diploma programmes. This provides an evaluation of your clinical practice, ability to use supervision and your development as a reflective practitioner, and acts as a log of your clinical cases (a requirement for BABCP accreditation).

The CBT Placement module is only available to students undertaking the Postgraduate Diploma in CBT for Anxiety and Depression (IAPT) who work in a service that can meet the requirements of the programme – normally an IAPT service. This includes access to suitable patients, availability of a BABCP accredited cognitive therapist who is willing to supervise and complete supervisory reports, and regular liaison between programme team and your service. It reflects our partnership with local IAPT services. The programme allows you to gain the 200 hours of supervised practice required for BABCP accreditation with a range of clinical problems suitable for an IAPT service.

### Mode of study

Studied full-time, over 10 months

You must achieve a mark of at least 50% in all modules. Supervision modules 1, 4, 6 and 8 require a CTS-R grade of 30; the rest of the supervision modules require a competency level of 36 on the CTS-R. Supervision

reports are pass/fail only.

Our BABCP accreditation requires that Diploma students 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 equivalence learning using a Missed Session Learning Plan if agreed with personal tutors.

### Failed Assignments

If you fail a summative assignment, you will have one opportunity to resubmit the failed piece of work but your mark 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 will be offered the opportunity to repeat the module (usually in the following academic year).

For students on the Postgraduate Diploma in CBT for Anxiety and Depression (IAPT), 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.

### Variation to Regulations:

Students are permitted to refer at component level.

The marks will be capped at component level.

All modules once selected are core.

Classification for the Postgraduate Diploma is based on the 100 point Mark Scheme for the Final Average Mark as follows:

Final Average Mark rounded to the nearest integer | Classification

70 and over | Distinction

60 – 69 | Merit

50 – 59 | Pass

### Part I Core

| Code     | Module Title   | ECTS | Type          |
|----------|--|------|---------------|
| PSYC6103 | CBT Portfolio  | 2.5  | Optional/Core |
| PSYC6089 | CBT for Depression   | 10   | Core          |
| PSYC6105 | CBT Placement  | 10   | Core          |
| PSYC6095 | CBT Supervision 1: Introduction to Evidence Based Treatments for People with common mental health problems | 7.5  | Core          |
| PSYC6096 | CBT Supervision 2: Disorder-Specific Treatments for People with Anxiety Disorders                          | 7.5  | Core          |
| PSYC6097 | CBT Supervision 3: Evidence-Based Treatments for People with Depression                                    | 7.5  | Core          |
| PSYC6088 | CBT Theory and Skills II   | 10   | Core          |
| PSYC6107 | Evidence-Based Treatments for Anxiety Disorders  | 10   | Core          |
| PSYC6104 | Introduction to CBT Theory & Skills  | 5    | Core          |

## Progression Requirements

The programme will follow the University's regulations for [Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes](#) or the University's regulations for [Progression, Determination and Classification of Results: Standalone Masters](#)



Programmes as set out in the General Academic Regulations 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 the Postgraduate Diploma programmes who can help you select your optional modules and advise you on other University issues
- CBT supervisor (for supervision modules)
- Professional development activities
- 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 module of the programme
- Acting as a student representative on various committees, e.g. Staff: Student Liaison Committees, Faculty Programmes Committee OR providing comments to your student representative to feedback on your behalf.
- Serving as a student representative on Faculty Scrutiny Groups for programme validation
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty 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 Assessment Exercise (our research activity contributes directly 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](#).

## Criteria for admission

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The University's Admissions Policy applies equally to all programmes of study. The following are the typical entry criteria to be used for selecting candidates for admission. The University's approved equivalencies for the requirements listed below will also be acceptable.

### Postgraduate programmes

| Qualification    | Grade/GPA             | Subjects requirements   | Specific requirements  |
|------------------|-----------------------|---|--|
| Bachelors Degree | 2:1 standard or above | The usual academic entrance requirement is a first degree in psychology, medicine, social work, occupational therapy, nursing, or an equivalent professional qualification, from an approved university | If you have a non-degree nursing qualification, this must be equivalent to an undergraduate PG Diploma (2-year nursing qualification). Experienced mental health professionals who do not meet these entrance requirements may sometimes be individually assessed and considered for admission on a discretionary basis. |

### Recognition of Prior Learning (RPL)

The University has a [Recognition of Prior Learning Policy](#)

## Career Opportunities

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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

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Name: Mary Shinner - Greater Manchester West CBT Training Centre

Name: Margaret Whittaker - Newcastle University

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 Level 2 IAPT Diploma IAPT will have their equipment provided. All other students are responsible for providing their own equipment as discussed at interview and in the Student Handbook.   |
| 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 Level 2 IAPT Diploma IAPT will have their equipment provided. All other students are responsible for providing their own equipment as discussed at interview and in the Student Handbook.   |
| 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 Level 2 IAPT Diploma IAPT will have their equipment provided. All other students are responsible for providing their own equipment as discussed at interview and in the Student Handbook.   |
| Stationery  | You will be expected to provide your own day-to-day stationery items, e.g. pens, pencils, notebooks, etc.).  |
| Textbooks   | Essential books are listed on the Module Profile under Resources.<br><br>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.<br><br>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 Level 2 IAPT Diploma IAPT will have their equipment provided. All other students are responsible for providing their own equipment as discussed at interview and in the Student Handbook.   |
| 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   | dissertations, is likely to be submitted on line. However, there are some items where it is not possible to submit on line and students will be asked to provide a printed copy. A list of the University printing costs can be found here: <a href="http://www.southampton.ac.uk/isolutions/students/printing-for-students.page">http://www.southampton.ac.uk/isolutions/students/printing-for-students.page</a>  |

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](http://www.calendar.soton.ac.uk).