

**Post Graduate Diploma in  
Cognitive Behavioural Therapy**

**AWARD HANDBOOK  
2010/2011**

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## **WELCOME**

Welcome to the Post Graduate Diploma in Cognitive Behavioural Therapy at Staffordshire University.

This handbook is intended primarily for students and clinical supervisors but will also be a useful source of information for academic staff and examiners.

The information in this handbook is intended to be as accurate and up-to-date as possible. It does not, however, replace the entries in the Universities' Prospectuses and Calendars, which are authoritative statements. In case of conflict, university regulations take priority. The statements of departmental policy in this Handbook are made in good faith. It may however be necessary from time to time to vary courses, procedures, and other arrangements.

If you notice any errors or out-of-date information, please let us know. We would also be grateful for any feedback and comments about this handbook so we can continue to improve it.

Thank you for the contributions you have made, and are continuing to make, to the Staffordshire University Post Graduate Diploma in Cognitive Behavioural Therapy.

# 1. INTRODUCTION

This award has been designed in close collaboration between clinical psychologists working in the NHS in Staffordshire and Shropshire and clinical psychology staff at Staffordshire University. It has been established in response to the growing demand to widen access to psychological therapies. The close collaboration between clinical and academic staff has produced an award which will equip clinicians working in mental health services to deliver a range of CBT assessments and interventions with supervision from more experienced CBT practitioners.

The outcomes for the programme are based on the Minimum Training Standards for the Practice of CBT prepared by the British Association of Behavioural and Cognitive Psychotherapies (BABCP, 1997) and national guidance regarding the IAPT Curriculum for High Intensity Psychological Therapies Workers (Liness & Muston, 2008). Completing the award will thus provide a useful foundation to participants who wish to go on to extend their experience so as to apply for accreditation with the BABCP.

In line with IAPT guidelines for High Intensity training, the course has a cognitive behavioural theoretical base and which integrates effective CBT strategies into therapy. In addition to providing practical and detailed skills training, the course will increase students' knowledge base of theory and research in CBT, and promote a critical approach to the subject. It will aim to equip students to become skilled and creative independent CBT practitioners, in accordance with BABCP guidelines for good practice and the ethical code of the British Psychological Society, and to contribute to the further development of CBT.

Award leaders and clinical supervisors will work closely with local IAPT sites to ensure an integrated learning experience and to facilitate generalization of skills into practice. On-site supervisors will provide reports outlining student competencies in relation to course learning outcomes.

## 2. AWARD AIMS AND LEARNING OUTCOMES

### **Award Aims**

The overall aim of the programme is to produce clinicians who have a sound critical knowledge of the theoretical and research literature relating to CBT and who are able to competently undertake CBT assessments and interventions with adult clients with common mental health difficulties such as anxiety and depression within the ethical frameworks of the British Psychological Society and the British Association of Cognitive and Behavioural Psychotherapies.

In line with IAPT guidelines for High Intensity training, the course has a cognitive behavioural theoretical base and which integrates effective CBT strategies into therapy. In addition to providing practical and detailed skills training, the course will increase students' knowledge base of theory and research in CBT, and promote a critical approach to the subject. It will aim to equip students to become skilled and creative independent CBT practitioners, in accordance with BABCP guidelines for good practice, and to contribute to the further development of CBT.

### **Programme Outcomes**

The outcomes for the programme are based on the Minimum Training Standards for the Practice of CBT prepared by the British Association of Behavioural and Cognitive Psychotherapies (BABCP, 1997) and national guidance regarding the IAPT Curriculum for High Intensity Psychological Therapies Workers

#### ***Award***

- Contribute towards the requirements of the British Association for Behavioural and Cognitive Psychotherapies for accreditation as a cognitive behavioural therapist;
- Demonstrate the academic abilities commensurate with a postgraduate diploma.

#### ***Knowledge and Understanding***

- Demonstrate a systematic knowledge and understanding of the principles of CBT ;
- Demonstrate a systematic knowledge and understanding of CBT for depression and anxiety disorders.

#### ***Learning***

- Demonstrate the ability to work as “scientist practitioners” advancing their knowledge and understanding and developing new skills to a high level;

#### ***Enquiry***

- Demonstrate a critical understanding of the theoretical and research evidence for cognitive behavioural models and an ability to systematically evaluate the evidence

#### ***Analysis***

- Demonstrate a comprehensive and critical evaluation of the evidence base for the application of CBT techniques

#### ***Problem solving***

- Construct maintenance & developmental CBT conceptualisations for depression & anxiety disorders
- Demonstrate an ability to deal with complex ethical and clinical issues that arise in CBT practice

#### ***Application***

- Develop CBT specific intervention plans that are consistent with CBT conceptualisations
- Practice CBT with people with depression and anxiety disorders systematically, creatively and with a good clinical outcome
- Demonstrate the ability to conduct CBT assessments & interventions in the context of NHS mental health services showing awareness of the range of contextual factors that may impinge on this work

**Communication**

- Effectively communicate the outcomes of CBT assessments and interventions to referrers and members of the multidisciplinary team

**Reflection**

- Take personal responsibility for clinical decision making in both straightforward and more complex situations
- Demonstrate self-direction and originality in tackling and solving therapeutic problems
- Demonstrate an ability to sensitively adapt CBT and ensure equitable access across diverse cultures and value systems;
- Use supervision effectively to manage own learning

### 3. STAFF AND THEIR RESPONSIBILITIES

The award team for the Post Graduate Diploma in CBT works closely with members of the clinical psychology programme team and members of the nursing team. The core team is made up of the following people:

Name	Job Title / Responsibility	Telephone	E-mail Address	Office Hours
Dr Christine Blincoe	Chartered Psychologist and Registered Clinical Psychologist & Staffordshire Staffordshire University IAPT lead	(01782) 295732	<a href="mailto:christine.blincoe@staffs.ac.uk">christine.blincoe@staffs.ac.uk</a>	Mon - Fri
Dr Matt Hutt	Joint Course Director/CBT Diploma	via Mrs Julie Andrews	<a href="mailto:matt.hutt@gmail.com">matt.hutt@gmail.com</a>	Tues-Fri
Mr Keiron Reay	Joint Course Director/CBT Diploma	(01785) 221429	<a href="mailto:keiron.reay@ssh-tr.nhs.uk">keiron.reay@ssh-tr.nhs.uk</a>	Mon-Fri
Mrs Julie Andrews	Course Administrator – CBT Diploma	(01827) 308820 Ext 8761	<a href="mailto:julie.andrews@ssh-tr.nhs.uk">julie.andrews@ssh-tr.nhs.uk</a>	Tues-Fri
Miss Natalie Lowndes	Clinical Psychology Doctorate Programme Administrator	(01782) 294007	<a href="mailto:N.Lowndes@staffs.ac.uk">N.Lowndes@staffs.ac.uk</a>	Mon-Fri

**Dr Christine Blincoe** Staffordshire University IAPT Lead, Chartered Psychologist and Registered Clinical Psychologist

Christine joined the programme team of the Clinical Psychology Doctorate at Staffordshire University in July 2004 and has since with NHS colleagues to develop CBT training. Christine undertook her clinical psychology training in Newcastle a number of years ago and then worked as a clinician and a manager within psychology services in the north east of England and in the Midlands. Christine has previously worked with both with clients with an intellectual disability and within adult mental health services. She continues to undertake clinical work in these areas alongside her university work.

**Dr Matt Hutt** Joint Course Director –CBT Diploma, Consultant Clinical Psychologist

Matt qualified as a clinical psychologist in 1994 from Sheffield University. He worked in Child and Family Services in Lincolnshire until 1998 when he joined the Eating Disorders Service in Stafford. After 3 years he had the opportunity to work on a research trial at Oxford University into new Cognitive Behavioural Treatments for eating disorders. During this time he completed his Diploma in Cognitive Therapy at Oxford where he now teaches. Matt returned to the NHS in 2004 to take up a Locality Lead post in North Staffordshire in Adult Mental Health. Over the last year he has jointly developed a training course in CBT and is active in promoting CBT services locally. He continues to be involved in eating disorders services and is one of the past Editors of the European Eating Disorders Review.

**Mr Keiron Reay** Joint Course Director - CBT Diploma, Consultant Clinical Psychologist

Keiron trained in clinical psychology in Leicester, qualifying in 1991. He has worked predominantly in adult mental health and is now Head of Specialty in the South Staffordshire trust. As well as clinical work he has a long-standing interest in training, having been a clinical tutor for three years, and has designed and delivered training for the universities of Birmingham, Leicester, Coventry, Keele and Sheffield as well as for non-NHS organisations. He is experienced in CBT, having gained the Oxford Diploma in CBT and (recently) the two-year Diploma in Advanced CBT. He has also been fortunate enough to attend intensive training run by Christine Padesky

## **Administrative Staff**

**Mrs Julie Andrews** Course Administrator

Julie joined the team as Psychology Secretary in October 2006 and has since taken on the role of Course Administrator for the Programme. Prior to this, she has had considerable administrative/secretarial experience within the insurance and legal sectors and is involved in numerous self-driven outside interests within the mental health field.

**Miss Natalie Lowndes** Programme Administrator

Natalie joined the team as Programme Secretary to the Clinical Psychology Doctorate in September 2004 and was appointed as Programme Administrator in October 2006. Previously she had worked in administration for 4 years since graduating from Keele University in 2000 with a BSc (Hons) English and Psychology.

**Miss Pauline Mahon**

## **External Examiners**

Professor Chris Cullen is the Clinical Director of Psychological Services for the Combined Healthcare NHS Trust. He is also a Professor of Psychology at Keele University and was appointed as an external examiner in 2008

## **Communication Arrangements**

Communication between staff and students takes place in a variety of ways.

### **Email**

Members of staff are not all available five days each week. Most of the award staff have part-time appointments. It is therefore best to contact staff via email wherever possible. Students are advised to check their email at least twice a week and the award team will use this as the main means of communication.

### **Staff Notice Boards**

All staff have a small notice board outside their office where they detail their office hours. These are the best times to see staff if you would prefer to see them 'in-person'.

### **Award Notice Boards**

Information relevant to both staff and students will be displayed on the notice boards outside the Award Office.

### **Post**

We will also occasionally need to correspond with you directly, and it is therefore vital that we have your *current* address, telephone number and email address on file; mobile numbers are also very useful if you have one.

**Students must advise the Award Office of any changes to personal details** e.g. name, address, telephone number (home and mobile), email, and next of kin. Details can be amended by logging onto 'My Portal' <https://myportal.staffs.ac.uk/> using your Staffs University username and log-in

## **4. ENTRY REQUIREMENTS AND SELECTION PROCEDURE**

### **Entry Requirements**

All candidates, at the time of application should have a relevant core professional training at degree level such as mental health nursing, social work, occupational therapy, speech and language therapy or a single or joint honours degree in psychology which confers Graduate Basis for Registration (GBR) with the British Psychological Society (BPS). Under some circumstances at the discretion of the award team it may be possible for candidates without these entry requirements to be accepted onto the award on the basis of previous relevant clinical experiences. It will be necessary for such candidates to demonstrate that they are able to fulfil the academic requirements of the award. For candidates without an established professional qualification it will be necessary to demonstrate that they satisfy the knowledge, skills and attitudes requirement as specified by the British Association of Cognitive and Behavioural Psychotherapies. This award involves a substantial clinical experience component and it is therefore essential that applicants should have access to a work setting in which it is possible to carry out 1 day per week in face to face CBT practice with adults and to attend fortnightly CBT supervision groups. Applicants will also need access to a current BABCP accredited or accreditable practitioner who can offer individual supervision in addition to the group supervision that is offered as part of the award. Access to a work setting that will allow the audio/video recording of client work to be assessed in an academic setting will also be necessary. All teaching on this award is conducted in English and it is therefore essential that students have a sufficient command of the language to follow the course. Students whose first language is not English will be expected to meet the level of proficiency in English recognised by Staffordshire University (Level 6).

### **Selection Procedure**

Candidates for the award are required to attend a selection interview. The award involves a substantial clinical experience component in which students undertake psychological assessment and therapy with vulnerable adults. Potential students for the award are therefore required to produce a satisfactory Criminal Records Bureau (CRB) disclosure.

### **University Enrolment & Module Registration**

At the start of study for the award, the Award Office will arrange for each student to complete a University Full-time or Part-Time Application Form. Students are issued with a University Card, computer user name and password and will be required to enrol electronically via myportal <https://myportal.staffs.ac.uk/> Once enrolment is completed, students are officially registered as full-time or part-time postgraduate students.

## 5. AWARD STRUCTURE

### Award Structure

This award is undertaken over a one or two year period with a maximum three year registration period. The formal teaching programme is scheduled over an extended academic year. There is one annual intake in September of each year. Much of academic teaching is based at The Learning Centre, St. Georges Hospital, Stafford although some teaching may be undertaken in other settings within Staffordshire and Shropshire and details of other venues are included within the module handbooks.

The award consists of six modules, two of which involve supervised clinical practice. All modules are assessed and are core modules. Students are required to attend all teaching sessions and supervision sessions and should avoid booking annual leave at such times. Where students have genuine reasons such as illness for non-attendance at teaching or supervision sessions they will be required to achieve a minimum of 80% attendance at teaching and supervision sessions in order to pass the award. Students are required to complete 200 hours of supervised clinical practice.

Tables 1a and 1b below show the semester templates for the award. On the 1 year full-time route students undertake at least 1 day per week supervised clinical practice within a work setting throughout both semesters commencing at week 1. They attend a weekly supervision group lasting 1.5 hours which commences in week 3. It is also necessary for trainees to receive an equivalent amount of supervision within their clinical setting and it is the responsibility of their employing organization to arrange this. There are 36 days of formal teaching in semester 1 and 33 days in semester 2 and these commence in week 1 in both semesters.

In addition to the above it is expected that trainees will have at least 3.5 hours per week of dedicated time for self-directed study. It will be necessary for trainees to agree arrangements for self-directed study with their line managers.

**Table 1a: Semester Template – 1 year full-time route (Semester 1)**

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Practice days per week	0	0	1	2	2	2	2	2	2	2	2	2	2	2	2
Supervision hours per week	0	0	0	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5
Formal teaching days per week	3	5	3	3	3	2	2	2	2	2	2	2	0	1	0

**Table 1b: Semester Template – 1 year full-time route (Semester 2)**

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Practice days per week	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Supervision hours per week	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5
Formal teaching days per week	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2

### Organisation of Modules

The award has been designed to facilitate the integration of practice and theory. All modules include teaching / supervision, student self-directed study, reflection and acquisition of skills for clinical practice.

The proportion of these varies within individual modules. The outline of modular credit accumulation and hours is in Table 2a

**Table 2a: Award modules, credit allocation, and hours – 1 year full-time route**

<b>Semester:</b>	<b>Semester 1</b>	<b>Semester 2</b>	<b>Total Credit &amp; Hours</b>
<b>Module code:</b>	SCS85481-3	SCS85484-M	<b>15 Credits at Level 3</b> <b>105 Credits at Level M</b>  <b>1200 Hours</b>
<b>Module title:</b>	Cognitive Behavioural Therapy Theory and Core Skills	Cognitive Behavioural Therapy with Depression	
<b>Credit Level &amp; Accumulation:</b>	15 Credits at Level 3	15 Credits at Level M	
<b>Hours:</b>	150 hours (56 contact / 94 independent study)	150 hours (70 contact / 80 independent study)	
<b>Module code:</b>	SCS85482-M	SCS85485-M	
<b>Module title:</b>	CBT in Context	Cognitive Behavioural Therapy with Anxiety Disorders	
<b>Credit Level &amp; Accumulation:</b>	15 Credits at Level M	15 Credits at Level M	
<b>Hours:</b>	150 hours (49 contact / 101 independent study)	150 hours (70 contact / 80 independent study)	
<b>Module code</b>	SCS85483-M	SCS85486-M	
<b>Module title</b>	Developing CBT Practice	Consolidating CBT Practice	
<b>Credit Level &amp; Accumulation</b>	30 credits at Level M	30 credits at Level M	
<b>Hours</b>	300 hours 105 contact –teaching/ group supervision / 195 independent study)	300 hours 112 contact –teaching/ group supervision / 188 independent study)	

<b>Module code</b>	SCS85482-M	SCS85485-M	
<b>Module Title</b>	CBT in Context	Cognitive Behavioural Therapy with Anxiety Disorders	
<b>Credit Level &amp; Accumulation</b>	15 Credits at Level M	15 Credits at Level M	
<b>Hours</b>	150 hours (49 contact / 101 independent study)	150 hours (70 contact / 80 independent study)	
<b>Module code</b>	SCS85486-M		
<b>Module Title</b>	Consolidating CBT Practice		
<b>Credit Level &amp; Accumulation</b>	30 credits at Level M		
<b>Hours</b>	300 hours 112 contact –teaching/ group supervision / 188 independent study)		

## **Learning Outcomes**

The learning outcomes for each module are shown in Appendix 1 where they are mapped against the generic learning outcomes for Staffordshire University and the learning outcomes of the award.

## **Lecturers**

The majority of the teaching is carried out by members of the award team and cognitive behavioural therapists and other mental health professionals working locally. Depending on their teaching commitment, visiting lecturers will have the title of Honorary Lecturer.

## **Teaching Days and Times**

Please see the timetable and the module handbooks.

## 6. WORK-BASED EXPERIENCE

This award is structured so as to enhance the integration of theory and practice. Modules of study run along side clinical placements to provide the underpinning theory and support its application in practice. It is a condition of entry that students have access to a work setting in which they are able to fulfil the clinical practice requirements of the award.

Students on the award are required to undertake 2 days per week face to face CBT practice with adults throughout both semesters. During the first semester they should work with and complete treatment with a minimum of 4 clients, at least one with predominantly anxiety-related symptoms and one with depression. Students should also work with and complete treatment with a minimum of 4 clients during the second semester. They should work with a range of clients who between them experience symptoms associated with at least 6 of the following conditions during this time:

- Obsessive compulsive disorder
- Post traumatic stress disorder
- Chronic depression
- Panic disorder
- Generalised anxiety disorder
- Specific phobia
- Social phobia
- Health anxiety

There is thus a requirement that students should work with a minimum of eight clients from assessment to completion or termination of treatment. A course of treatment is defined as a minimum of five sessions but could be considerable longer. At least three of these cases should have been closely supervised. Close supervision is defined as follows:-

- That the casework has been formally assessed using video, audio or live practice and assessed as being of a reasonable standard as judged by assessment with the CTS-R
- That the work has been supervised by an appropriately qualified practitioner
- That the case has undergone supervision of at least 5 hours (delivered in a group or individual format). Where group supervision takes place, this is not considered to be equivalent in hours spent to that carried out in individual supervision (although its importance is acknowledged). Time spent in group supervision has to be calculated by the time spent discussing the client in question during supervision and multiplying this by 2. For example, if there are 4 participants in a group supervision session each discussing 1 case, 15 minutes might be spent discussing each case. This should be multiplied by 2 making 30 minutes of supervision on this case (this attempts to take account of the importance of group discussion when this may not be directly about the case in question).
- That the case is assessed by written casework or recording in the clinical log

The remainder of the eight cases should be non-closely supervised such that they fit all but the first of the criteria for close supervision.

Students are required to submit a clinical log detailing work undertaken with clients over the course of this award. Details of the clinical log are included in Appendix 2. The clinical log is assessed by supervisors at regular intervals the first semester. Students who are experiencing any difficulty in seeing clients with the range of clinical difficulties detailed above should contact their Personal Tutor as soon as possible in order that an action plan can be put in place to address this difficulty. The Personal Tutor will then contact the clinical lead within the relevant IAPT centre to discuss the difficulties that the student has been experiencing in gaining access to an appropriate range of clinical work in order to agree an action plan to remedy this.

Students are also required to attend a weekly supervision group lasting 1.5 hours which commences in week 3. Each group consists of 2-3 students and a clinical supervisor who is BABCP accredited. Students are also required to arrange additional individual supervision sessions with a suitably qualified

practitioner in order to achieve a total of 70 hours of clinical supervision over the course of the award.

Students who gain entry to the award are offered assistance to locate a suitable supervisor within the geographical area in which they are working. Supervision is conducted according to a structured format and students are required to submit a supervision log which must be signed by their supervisor. Details of the supervision log are included in Appendix 3

The clinical supervisor confirms that clinical and supervision logs are satisfactory and completes an evaluation of clinical competence for each student based on the performance of that student during supervision sessions. The student is required to show a satisfactory level of performance in the following areas of competence:

- CBT assessment
- CBT formulation
- CBT interventions – ability to deliver these effectively and to adapt according to the specific needs of the client
- Use of supervision & ability to work at an appropriate level of autonomy
- Awareness of ethical issues
- Clinical decision-making

As part of the supervisor evaluation of clinical competence students are offered formative feedback regarding the development of clinical skills.

Award staff provide regular training sessions to clinical supervisors. These involve the following topics:

- Induction and orientation for new supervisors to the award
- Developing skills in CBT supervision
- Responding to difficulties that may arise in supervision

Award staff maintain regular telephone contact with clinical supervisors and will arrange to visit to discuss any difficulties that may arise during the supervision process. It is important that clinical supervisors who have concerns about the work of any student should contact the award team at the earliest possible opportunity so that an action plan can be put in place to enable students to redress any deficits or areas of weakness.

It is recognised that from time to time students will change their job or experience changes within their current post while studying for this award. Students may also experience changes to their personal circumstances. Changes of this kind may have implications for supervision arrangements and the availability of appropriate clinical experience. Students are strongly advised to contact their Personal Tutor or the Award Leader as soon as they are aware of any changes of this kind so that the implications for clinical placement can be considered. Efforts will be made, as far as possible, to accommodate changes of this kind within the award. If a student wishes to take a period of intermission from their studies it is vital that plans are discussed at an early stage with the Award Leader so that the feasibility of providing supervision when the student wishes to resume his/her studies can be considered.

## 7. TEACHING AND LEARNING STRATEGIES

### Teaching and Learning Strategies

The teaching and learning strategies used throughout the award have been designed so as to facilitate the integration of theory and practice. The use of evidence based practice is strongly emphasized throughout the award.

Responsibility for teaching is shared between clinicians working in the NHS and university staff and the award is structured so as to enhance the integration of theory and practice. Modules of study run along side work-based clinical experience to provide the underpinning theory and support its application in practice. A variety of means of delivery of teaching are used including didactic teaching, skills workshops and seminar presentations in order to maximise the engagement of students and to encourage the generalisation of skills into clinical practice. The assessment strategy involves the use of a number of innovative assessment methods designed to assess skill acquisition, the ability to work with complex clinical information and the application of theory to practice. As well as more traditional essay based assessments students are required to submit tapes of clinical sessions with clients and portfolios of material produced in the course of clinical work in order to ensure that students successfully completing the course are able to work safely and effectively as NHS clinicians.

The teaching, learning and assessment strategies have been strongly influenced by the Minimum Training Standards for the Practice of CBT prepared by the British Association of Behavioural and Cognitive Psychotherapies (BABCP, 1997) and national guidance regarding the IAPT Curriculum for High Intensity Psychological Therapies Workers. The award thus provides a sound foundation for those practitioners who wish to work within IAPT sites or to apply for BABCP accreditation in the future. All assessed work should be undertaken in a way that is consistent with the ethical frameworks of the British Psychological Society and the British Association of Cognitive and Behavioural Psychotherapies.

The teaching and learning strategy incorporates:

- i) Experiential and skills based workshops providing students with a strong foundation in the clinical procedures of CBT and the most up-to-date research developments.
- ii) Skills based competencies developed through small group experiential work and role plays in workshops, ongoing group supervision by course members and individual/group supervision in the place of work.
- iii) Self directed study to include general reading for the course and preparatory reading for each session guided by the course reading list. DVD, video and web based resources are available for students so that they can study examples of clinical therapy sessions and clinical demonstrations of specific techniques.
- iv) Case management and problem based learning will be facilitated through a combination of course and work-based supervision.
- v) Problem based learning
- vi) Lectures

### Library Facilities

A library induction session, together with University Registration/Enrolment will take place prior to the first week's teaching. For library services available at Staffordshire University, full information can be obtained from the following website:

<http://www.staffs.ac.uk/uniservices/infoservices/library/aboutlib/>

The Subject and Learning Support Librarian for the award is **Geoff Walton** who can be contacted on:

[g.i.walton@staffs.ac.uk](mailto:g.i.walton@staffs.ac.uk) (01782) 294448 Thompson Library, Stoke campus

### IT Resources

Information about printing arrangements and computing facilities is available from:

<http://www.staffs.ac.uk/uniservices/infoservices/student/it/index.php>

**IT IS IMPORTANT THAT YOUR REGISTRATION AND ENROLMENT IS COMPLETED PRIOR TO YOU STARTING THE COURSE.**

## 8. ASSESSMENT

One of the important guiding principles behind the assessment mechanisms adopted for the award is that the mode of assessment should be commensurate with the aims and learning outcomes of the award as a whole and of the individual modules. Given this guiding principle all module assessments are reviewed by the Award Board and the Award Team to ensure that students are not over-assessed and that knowledge and skills are assessed at appropriate points in the academic year.

Another important guiding principle with the assessment strategy is that equal attention is given to assessing theoretical and practice elements of the programme and that the strategy should enhance the integration of theory and practice. Assessments have been selected which are consistent with the Minimum Training Standards for the Practice of CBT prepared by the British Association of Behavioural and Cognitive Psychotherapies (BABCP, 1997) and national guidance regarding the IAPT Curriculum for High Intensity Psychological Therapies Workers which will provide students with relevant evidence that can be used in future applications for BABCP accreditation.

For each type of assessment, a summary description is given on the following page and full guidelines including marking criteria are included in the relevant module handbook.

The variety and load of assessment is illustrated in the assessment scheme (see Table 3a ).

The practice assessment strategy is based on the award learning outcomes. Students are required to produce a range of evidence which is assessed by the clinical supervisor and award staff.

## Summary of Assessments and Submission Deadlines

Table 3a: Assessment Schedule for the Post Graduate Diploma in Cognitive Behavioural Therapy – One Year Full-Time Route

<b>Semester:</b>	<b>Semester 1</b>	<b>Semester 2</b>
<b>Module code:</b>	SCS85481-3	SCS85484-M
<b>Module title:</b>	Cognitive Behavioural Therapy Theory and Core Skills	Cognitive Behavioural Therapy with Depression
<b>Assessment:</b>	<i>Summative Assessment:</i> Case study based on material from clinical experience (3000 words).	<i>Summative Assessment:</i> Case Study based on material from clinical experience (3000 words)
<b>Timing:</b>	Sept 2010 intake 07.01.11	Sept 2010 intake 03.06.2011
<b>Module code:</b>	SCS85482-M	SCS85485-M
<b>Module Title</b>	CBT in Context	Cognitive Behavioural Therapy with Anxiety Disorders
<b>Assessment</b>	<i>Summative Assessment:</i> Case Study based on material from clinical experience (3000 words)	<i>Summative Assessment:</i> Literature Review (3000 words)
<b>Timing</b>	Sept 2010intake 03.12.2010	Sept 2010intake 01.04.2011
<b>Module code:</b>	SCS85483-M	SCS85486-M
<b>Module title:</b>	Developing CBT Practice	Consolidating CBT Practice
<b>Assessment:</b>	<p>Audio tape of client session and process report 15.4.11</p> <p>Evaluation of Clinical Competence – ratings of clinical supervisor 01.09.11</p> <p>1500 word reflection on at least 5 samples of CBT literature and it's application to practice with individual clients 04.03.2011</p>	<p>Portfolio to include the following:-</p> <ul style="list-style-type: none"> <li>• Clinical log showing evidence of having delivered 200 hours of CBT assessment &amp; treatment with a minimum of 8 clients&amp; of having received 70 hours of supervision</li> <li>• Evidence of having self-rated 6 client sessions using the CTS-R including a brief reflective analysis of each session</li> <li>• Anonymised assessment and treatment reports for at least 2 clients</li> <li>• A reflection on how CBT has been adapted to take account of diverse cultures &amp; value systems</li> <li>• A 3000 word case study detailing work with a client with anxiety-related difficulties 30.09.2011</li> </ul> <p>AND</p> <p>Audio tape of client session and process report 01.09.2011</p>
<b>Timing:</b>	Sept 2010 intake Dates above	Sept 2010 intake Dates above

**All deadlines are subject to change by award staff and you will be notified accordingly.**

**Case Study based on material from clinical experience (CBT Theory and Core Skills) :** This assignment assesses knowledge of cognitive behavioural theory and the ability to conceptualise a clinical case according to a theoretical model. Students will be assessed and required to demonstrate satisfactory achievement of the following:

- Review of relevant theoretical models;
- Presentation of assessment details and formulation that is consistent with CBT principles & client information;
- Recognition and response to ethical issues;
- Reflection on the use of supervision and other learning strategies in the development of this work.

Award staff provide formative feedback to students on essay plans for this assignment

**Case Study based on material from clinical experience (CBT in context):** The purpose of the case report is for you to demonstrate your grasp of how cognitive behavioural theory is applied with individual clients, presenting the information clearly and concisely and showing awareness of relevant ethical and contextual issues. The case study is assessed according to the following:

- Coverage of relevant literature regarding theoretical frameworks & empirical studies
- Presentation of assessment details and the service context;
- Recognition and response to ethical issues;
- Discussion of contextual issues in relation to the client & their impact on this work
- Reflection on the use of supervision and other learning strategies in the development of this work and identification of alternative approaches that could have been used.

It is important to follow the policies and procedures of the NHS Trust or other organisation in which you are working in terms of obtaining the consent of the client for the preparation of the case study.

**Case Study based on material from clinical experience (Cognitive Behavioural Therapy with Depression):** The purpose of the case report is for you to demonstrate your grasp of how cognitive behavioural theory is applied with individual clients, presenting the information clearly and concisely and showing awareness of relevant ethical issues. The case study is assessed according to the following:

- Review of relevant theoretical models;
- A critical review of the evidence base for the use of CBT with people with depression;
- Presentation of assessment details and of a formulation that is consistent with CBT principles & client information;
- Description of a CBT intervention that is consistent with the formulation
- Demonstration of and reflection on the outcomes of the work using appropriate measures
- Recognition and response to ethical issues;
- Reflection on the use of supervision and other learning strategies in the development of this work

It is important to follow the policies and procedures of the NHS Trust or other organisation in which you are working in terms of obtaining the consent of the client for the preparation of the case study. You need to show that you are able to identify clearly presenting problems and goals; to use appropriate measures; to conceptualise the case in cognitive behavioural terms using an appropriate model; to plan and carry out an effective treatment intervention which follows logically from the model you have chosen; to evaluate its outcome; and to reflect on what you have done and on the client's response to treatment, with reference to the literature. A good case presentation does not require a successful outcome, i.e. the client does not have to be "better" at the time of writing. This is because successful outcome may depend on factors other than your knowledge and skill.

**A literature review (3000 words) of work based on an agreed aspect of cognitive therapy with people with anxiety disorders (Cognitive Behavioural Therapy with Anxiety Disorders)**

You will need to identify an appropriate area of work for this literature review with your personal tutor e.g. CBT with people with Obsessive Compulsive Disorder

The literature review is assessed according to the following:

- Details of an appropriate search methodology
- Review of relevant theoretical models
- Review and critical appraisal of a range of relevant research
- Synthesis of the findings of the research that has been reviewed

- Identification of implications for clinical practice & for further research

**Audio tape of client session and process report-Developing CBT Practice and Consolidating CBT Practice** The cognitive therapy skills of the participant are assessed using a standardised instrument. Therapy tapes are marked according to: Cognitive Therapy Scale – Revised (CTS-R) (Blackburn, James, Milne & Reichelt 2000). This is a scale for measuring therapist competence in Cognitive Therapy and is based on the original Cognitive Therapy Scale (CTS) (Young & Beck 1980, 1988). The CTS-R contains 12 items:

*General Items:*

- Item 1: Agenda Setting & Adherence
- Item 2: Feedback
- Item 3: Collaboration
- Item 4: Pacing and Efficient Use of Time
- Item 5: Interpersonal Effectiveness

*Cognitive Therapy Specific Items:*

- Item 6: Eliciting Appropriate Emotional Expression
- Item 7: Eliciting Key Cognitions
- Item 8: Eliciting Behaviours
- Item 9: Guided Discovery
- Item 10: Conceptual Integration
- Item 11: Application of Change Methods
- Item 12: Homework Setting

Two frameworks underpin the theoretical bases of the scale, the Cognitive Cycle and Dreyfus Model of Skill Acquisition (Dreyfus, 1989).

**Scoring System:** Each item is rated on a Likert scale (Likert, 1932), ranging from 0-6, each level being defined in detail to conform to the levels of competence. To get rated on the top marks (i.e. 'expert' end of the continuum) a very high level of skill would need to be demonstrated. Maximum score on the scale is 72 (12 x 6). For this award, a minimum competence standard of 24 is set, which would be an average of 2 marks per item and with no item score falling below 2.

It has been agreed that the criteria on the Cognitive Therapy Rating Scale is to achieve at least a score of 2 on each item. This means you will have to score at least 24 to pass the tape during Semester 1 (Developing CBT Practice). During Semester 2 (Enhancing CBT Practice) we will expect people to achieve a minimum average score of 3 on each item again with a score of at least 4 on 6 items **no score less than 2**. This will, therefore, require a minimum score of 42 for the tape.

During Semester 1, a therapy tape is handed in by you and listened to by your supervisor with constructive feedback and scoring using the Cognitive Therapy Scale (CTS-R) with the aim of guiding you to the required level of competence. This is a formative assessment. We also highly recommend you listen to and rate your own therapy tapes on a regular basis. This is good reflective practice.

For the summative assessments in the Developing CBT Practice and Enhancing CBT Practice modules, therapy tapes are to be handed in, along with a 1000 word process report commenting on work undertaken within the session. Tape recorded sessions should last no longer than 60 minutes.

Please ensure tapes submitted are of a high quality in sound and in a suitable format – audio cassette or CD. Dictaphone tapes should not be used. Any inaudible tape will be returned and a replacement will be required for submission.

Therapy tapes submitted should consist of a session of active therapy and not an assessment session or relapse prevention session, unless it is clear that active cognitive therapy is taking place.

**Evaluation of Clinical Competence - ratings by supervisor(Developing CBT Practice)** These allow the supervisor to assess the work-based experience and competencies gained by the student over a range of knowledge and skills. These are based on the clinical and supervision logs produced by each participant, written communications to referrers and by the performance of the participant in supervision.

**1500 word reflection on at least 5 samples of CBT literature and it's application to practice with individual clients (Developing CBT Practice)**

The purpose of this assessment is to enable you to demonstrate your knowledge of CBT literature relevant to work that you have undertaken with clients and to show how information from the literature has informed your work. There is also an opportunity to reflect on any new insights or areas for further investigation that have become apparent to you in the course of this work.

Marking criteria

- Selection of appropriate samples of literature for client work undertaken
- Demonstration of the relevance for and implications of the literature chosen for clinical work with clients
- Reflection on new knowledge that has been gained through this work and areas for further investigation

**Portfolio – Consolidating CBT Practice**

The purpose of the portfolio is to enable you to assemble evidence to demonstrate that you have achieved the learning outcomes for this module. The portfolio should include the following:-

- A clinical log showing evidence of having delivered 200 hours of CBT assessment & treatment with a minimum of 8 clients over the award as a whole (Details of the format for the log are given in Appendix 2). 3 of the clients should have been closely supervised as defined on page 13.
- A supervision log showing evidence of having received 70 hours of supervision over the award as a whole (Details of the format for the log are given in Appendix 3 )
- Anonymised assessment & treatment reports to referrers for at least 2 clients
- Evidence of having self-rated 6 client sessions using the CTS-R with a brief reflective analysis of each session
- A reflection of not more than 1500 words detailing how your CBT practice has been adapted to take account of diverse cultures and value systems
- A 3000 word case study detailing CBT work undertaken with a client with anxiety-related difficulties

**General Guidelines for Assessed Work**

**Choosing Options**

Given the element of flexibility in choosing assessments and the need to avoid overlap (see below), each student must meet with their Personal Tutor to discuss briefly his/her choice of assessment and proposed topic. It is the student's responsibility to arrange this meeting.

**Feedback on drafts**

Your Personal Tutor can be asked to comment on plans for the essays and case studies detailed above

**Ethical issues**

As the majority of assignments required for this award are work-based, this will inevitably mean drawing on information relating to your daily working practices. The clinical and academic focus of the award makes it necessary for you to collect analyze and evaluate information gained within routine clinical practice in relation to service users.

In basing assignments on potentially sensitive information it is essential that you should follow the policies and procedures of your employing organization in terms of the arrangements for seeking consent from service users for clinical work undertaken with them to be included as part of assignments. You are also required to anonymise references to individuals and organizations in the text of assignments and in any evidence included in appendices, including digital images/photographs. This is verified by you on an assignment cover sheet in which you indicate that you have observed the following:

- I have deleted my name and any other information *throughout* the work (including Appendices) that might identify me; this includes my supervisor's name and my workplace details.
- I have deleted / changed all information *throughout* the work (including Appendices) that might identify client(s) or services, for example names, locations, other professionals or institutions.
- I have included a statement indicating that I have followed [NHS] Trust procedures on confidentiality and consent, and that client information has been changed to preserve confidentiality.

All assignments for this award are stored within locked filing cabinets within Staffordshire University and are not within the public domain.

Arrangements for the preparation of work-based assessments are reviewed annually with senior managers within IAPT centres to confirm that these conform to the policies and procedures of these organizations.

### **Submission**

All assessments must be handed in to the Award Office:

- by 4pm on the day of the deadline;
- have a completed Assignment Cover Sheet as the front page of **EACH** copy (available electronically from the course administrator or programme office);
- be accompanied by **ONE** completed Assignment Submission Form (available electronically from the course administrator or programme office).

There are a number of specific requirements for all written assignments which are mainly designed to ensure fairness to the student (like blind marking) and protection for the client (confidentiality). Other requirements concern style conventions. Listed below are the requirements you must adhere to when submitting a piece of assessed work.

1. Check that the work does not contain typographical, spelling or grammatical errors, is clearly typed and is at least one and a half line spaced, and at least 11-point font size.
2. Make sure you have deleted your name and any other information *throughout* the work (including Appendices) that might identify you; this includes your supervisor's name and details of your workplace.
3. Delete all information *throughout* the work (including Appendices) that might identify client(s), for example names, other professionals or institutions. Include a sentence on the title page stating that you have deleted this information and have followed Trust procedures on confidentiality and consent.
4. It is important to take account of regulations regarding plagiarism and academic honesty in your work (see [http://www.staffs.ac.uk/images/academic\\_dishonesty\\_tcm68-12681.pdf](http://www.staffs.ac.uk/images/academic_dishonesty_tcm68-12681.pdf))
5. Make sure that your citations, references, tables, figures and statistical presentations are all included in the work, are accurate, and conform to American Psychological Association (APA) style (see <http://www.wooster.edu/psychology/apa-crib.html> and/or [http://www.waldenu.edu/c/Students/CurrentStudents\\_1454.htm](http://www.waldenu.edu/c/Students/CurrentStudents_1454.htm)).
6. Include an exact word count on the Cover Sheet and Assignment Form. The word count excludes reference lists and text within brackets; tables, figures and appendices. Word limits must be adhered to.
7. Please submit **two** copies of each piece of work. Assignments can be photocopied double-sided.
8. Please note that if the requirements stated above are not adhered to, work may receive a fail mark. See below for regulations concerning missing deadlines and extenuating circumstances.

### **Overlap**

As it is intended that this award will equip participants with the skills to work with clients with a range of common mental health difficulties, the topics for assessment must reflect clients with a range of presenting problems and avoid undue overlap. It is the responsibility of the student, with the help of his/her Personal Tutor, to make sure this does not happen. For each of the written and tape recorded

assignments students are required to submit work based on a different client. This means that students will need to submit work based on assessments and interventions with 8 different clients.

It is important that all students are aware of the assessment deadlines and that they plan their schedule of work accordingly. As this is a continually assessed programme, in order to keep on top of the assessment demands, deadlines must be adhered to. Only in exceptional circumstances will extensions be given (see below). Meeting deadlines and managing demands on your time is an important skill to develop for your future professional role.

If a piece of work is submitted after the deadline *without* prior arrangement or unless there are extenuating circumstances, the work will automatically be deemed to constitute a first failure.

### ***Extenuating Circumstances***

**All work is expected to be submitted by the identified deadlines.** Any unforeseeable or unpreventable circumstances that you feel have prevented you either from demonstrating or acquiring the skills, knowledge or competencies associated with a particular assessment(s) must be discussed with your Personal Tutor as soon as possible. Where your work has been adversely affected by individual circumstances e.g. illness it is necessary to apply for extenuating circumstances. Claims must be submitted to the Faculty using an Extenuating Circumstances claim form (available from <http://www.staffs.ac.uk/current/student/index.php>). Claims must be submitted **before or within five working days** of the assessment submission deadline. Guidelines are given on this form regarding submission of work in the event of a claim. This course depends on the completion of a range of clinical work within a practice setting. It is recognised that sometimes there may be difficulty in completing particular pieces of work within the deadline due to service constraints that are outside of the control of the individual student and university tutor e.g. insufficient referrals. Under these circumstances it is not necessary for the student to apply for extenuating circumstances but the problem should be discussed with your Personal Tutor as soon as possible in order that plans can be made to address the difficulty and a new submission date can be agreed.

### ***Marking, feedback and results notification***

All assessments are marked on a pass/fail basis. Students must obtain at least a satisfactory rating on each of the marking criteria in order to achieve a pass for the assignment as a whole. Samples of written work and audio tapes of client sessions are double marked. Work is marked blind in so far as this is possible on a small award. Assessors are asked to consider criteria such as: writing style and presentation, structure, clarity and coherence of arguments, coverage of literature, reflections on clinical implications, and critical evaluation.

Assessors give full written feedback to the student by completing the Assignment Marking and Feedback Form. Assignments accompanied by feedback are usually available for collection from the Award Office within 25 working days after the submission date. Students will be notified of assessment results individually in writing. Unless the student expresses a preference to collect them from the Award Office, results will be sent to the student's home address.

The external examiner(s) is/are sent a selection of scripts for each assignment. Any piece of work failed by one or both assessors is automatically included in this sample. In cases of disagreement between internal markers, a third member of staff will be asked to make a casting judgement. Regulations concerning the resubmission of failed assessed work are given in chapter 10.

In order to pass a module, all elements of assessment for that module must be passed. No compensation within or between modules is permitted. At the discretion of the Award Board it is possible for a student who has failed a module to retake the whole module

## 9. THE STUDENT EXPERIENCE

### Personal Tutors

The Award Leader will assign a member of the award team to act as a Personal Tutor for each student personal tutors in accordance with the personal tutoring policy of Staffordshire University [http://www.staffs.ac.uk/images/personaltutoringpolicymaster\\_tcm68-23143.pdf](http://www.staffs.ac.uk/images/personaltutoringpolicymaster_tcm68-23143.pdf)

The Personal Tutor has four main functions:

1. To serve as the first port of call for emotional and practical support with award-related issues. The Personal Tutor works collaboratively with the student to identify appropriate forms of assistance and to find workable solutions to difficulties.
2. To serve as the student's representative at staff meetings and to bring along to those meetings anything that the student feels would be appropriate. The Personal Tutor has the responsibility to the student to make sure that the award team is aware of any issues that might affect the student's successful completion of the award.
3. To liaise with the clinical supervisor for the student in relation to supervision arrangements.

### Academic Support

Academic support is provided by Personal Tutors. Clinical supervisors may also offer academic support.

As well as support from academic staff there are experienced library and computing staff who can offer guidance/advice to students. There is a range of other mechanisms for academic guidance: see

<http://www.staffs.ac.uk/uniservices/infoservices/library/learn/> and <http://www.staffs.ac.uk/informationcentre/>.

### *University Support Services*

Confidential and independent counselling services are available for students on this award. Further information about these is available from <http://www.staffs.ac.uk/uniservices/ess/index.php>

### *Careers Information and Guidance*

The award has been designed in close collaboration with NHS colleagues and is intended to provide students with relevant skills for work in the NHS. Students discuss opportunities for career development and further study with Personal Tutors. Information regarding job vacancies that may be relevant to students on this award is posted in the award office.

### *Promoting Equality Inclusivity and Diversity*

Staffordshire University operates a Single Equality Scheme which provides a framework for promoting equality, inclusivity and diversity within the University community to deliver equality of opportunity and access to all. This equality scheme combines existing Race, Gender and Disability Schemes. It also includes the additional equality strands of age, religion or belief, sexual orientation and transgender.

The university aims to be an inclusive organisation where everyone has a fair opportunity to fulfil their potential. Further information about the Disability Equality Scheme and the Equality and Diversity Team is available at [www.staffs.ac.uk/diversity/](http://www.staffs.ac.uk/diversity/).

The Student Enabling Centres offer a comprehensive service for disabled students and can provide guidance about the assessment of needs. Students with a disability are entitled to apply for Postgraduate Disabled Students' Allowances to support them with their **study related needs**. To be eligible, the student would need to be able to provide evidence of their disability (normally a letter of support from the student's Doctor or Educational Psychologist). Further details of this can be found at:

[http://www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/HigherEducation/DG\\_10034898](http://www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/HigherEducation/DG_10034898)

Students with a disability will need to seek assistance from their employer regarding work-related needs associated with this award. It is the duty of the employer to make both anticipatory and reasonable adjustments to take account of the needs of a disabled employee. It will be helpful for the employer to take account of the content of the assessment undertaken for Disabled Students' Allowances. In some cases where the needs are such that significant amendments may be required then an application through Access to Work may be appropriate to help to support any funding issues .Further details of this can be found at:

[http://www.direct.gov.uk/en/DisabledPeople/Employmentsupport/WorkSchemesAndProgrammes/DG\\_4000347](http://www.direct.gov.uk/en/DisabledPeople/Employmentsupport/WorkSchemesAndProgrammes/DG_4000347)

Assessment of study related needs can be undertaken at any recognised Access Centre including the Staffordshire Regional Access Centre. Potential students are encouraged to apply for Disabled Students Allowances early in order to ensure that support is in place at the commencement of the course.

## 10. REGULATIONS

### Awards Regulations

To be awarded the Post-Graduate Diploma in CBT students must pass all of the following modules:

- Cognitive Behavioural Therapy Theory and Core Skills
- Cognitive Behavioural Therapy in Context
- Developing Cognitive Behavioural Therapy Practice
- Cognitive Behavioural Therapy with Anxiety Disorders
- Cognitive Behavioural Therapy with Depression
- Extending Cognitive Behavioural Therapy Practice

In addition, students are required to achieve a minimum of 80% attendance at teaching and supervision sessions and to complete 200 hours of supervised clinical practice. They are also required to submit a clinical logbook.

### Regulations for the award of a Post Graduate Diploma in Cognitive Behavioural Therapy

#### 1. Definitions

The following definitions shall apply in respect of these regulations:

**Award:** Any formal qualification awarded by the University to an individual student, which may be either an End Qualification or Intermediate Award.

**Core Module:** A module which must be passed in order to gain a particular award. Core modules are specified as part of the award structure and form the central pillar of the award.

**Co-requisites:** Modules which must be studied concurrently by students registered on a specified course.

**Course:** An award or a collection of modules grouped under a specific title, the details of which have been approved by Academic Board as leading to appropriate End Qualifications and Intermediate Awards.

**Course Regulations:** The regulations governing one or more specified courses.

**Credit:** Credits are the number of points earned by a student for completion of modules. Each module will be worth a specified number of credits, normally associated with the total learning time required for successful completion of that module. The credit rating of each module is 15 or multiples thereof.

**End Qualification:** The qualification aim for which the student is registered.

**Examination:** A written assessment with fixed time limit conducted under examination conditions in an examination hall designated by the university for the purpose.

**In-Course Assessment:** Any assessment which is not an examination and which shall not exceed such maximum requirements as may be determined by Academic Board from time to time.

**Intermediate Award:** the highest level of award, which a student achieves who has not successfully completed the End Qualification.

**Marking Criteria:** The guidelines for marking approved from time to time by Academic Board which are to be interpreted by examiners in the context of the subject.

**Module:** A module is a unit of study attracting a given number of credits at a particular level in direct proportion to its total learning time.

**Module Assessment:** The processes by which it is ascertained whether, and at what standard of performance, a module has been completed and the learning outcomes thereof achieved.

**Module Handbook:** Documentation which describes the modules available to students.

**Precursor:** A module, the study hours of which a student shall be required to have completed in order to proceed to a subsequent specified module or modules, but for which credit may not necessarily have been awarded.

**Prerequisite:** A module in which a student shall be required to have received credit in order to proceed to a subsequent specified module or modules.

**Programme of Study:** The specific modules pursued by individual students within the context of an approved course, or a standard route within a named award.

Any reference in these regulations to Academic Board shall be deemed to include a reference to any committee of Academic Board designated by Academic Board for the purpose.

Any reference in these regulations to the Dean of Students and Academic Registrar, Programme Director / Programme Area Manager, or other named officer of the University shall be deemed to include a reference to any person designated by that officer for the purpose.

## **2. Admission**

2.1 Any student offered admission under these regulations shall be required to, as a minimum:

- (i) meet such general entrance requirements as may be specified by Academic Board from time to time; and
- (ii) meet any particular requirements for the course applied for, as specified in the relevant course regulations; and
- (iii) enrol in each session with the University by a date to be determined by the Dean of Students and Academic Registrar
- (iv) Any student who is found to have made a false declaration on his/ her application form or at interview will have his / her enrolment immediately cancelled and will no longer be regarded as a student of the University. He / she will not be allowed to enrol on any other course in the University.

Information on enrolment procedures is available in the Programme Handbook.

## **3. Programme Regulations**

3.1 There shall be programme regulations in a form approved by the Academic Board.

Programme regulations will be available in the student handbook. Any proposed deviation from, or modification to the programme regulations shall require the approval of Academic Board.

## **4. Modules**

Information about modules is stored in the Universities Academic and Quality Departments.

4.1 The credit value for any module shall be determined by reference to a common currency whereby one unit of credit represents the typical outcome of 10 hours of study. All modules shall have a credit value, which is a multiple of 15, and no module shall have a value of less than 15.

4.2 Where a module is available for more than one course, its status as a core or option may vary between courses.

4.3 Precursors, prerequisites and/or co-requisites may be defined for any module (for definitions see section 1).

4.4 In respect of periods of professional/industrial training or periods of study/work experience either in UK or abroad, modules shall be allocated to the appropriate level.

## **5. Structure of University Awards**

5.1 A programme of study leading to a University award of a Post Graduate Diploma shall consist of modules to the value of 120 credits, including at least 30 credits at Level 3 and 90credits at Masters Level

5.2 The programme is to be completed in a minimum of one year full-time study, and a maximum of three years part-time study, unless there are extenuating circumstances.

## 6. Courses and Programmes of Study

6.1 All students shall be required to register for their programme of study prior to its commencement. In subsequent academic years by such a date in the Autumn semester as shall be determined by the Dean of Students and Academic Registrar.

Information on registration procedures is available in the Chapter 5 of the Programme Handbook.

6.2 No student shall be permitted to change his/her course later than:

- (i) three weeks from the start of the intake Semester in his/her first year of study; or
- (ii) where a student has successfully completed at least 15 credits in the intake Semester, from the start of the second Semester in his/her first year of study, subject to the approval of the Dean of Students and Academic Registrar.

6.3 No student shall be permitted to change his/her course without the prior formal approval of the Programme Director / Programme Area Manager of the course into which the student wishes to transfer (forms available from the University Information Centre).

6.4 No student may undertake additional modules outside of his/her approved programme of study without the prior approval of the Dean of Students and Academic Registrar.

Details of the schemes available are given on University website.

## 7. Time-limit

7.1 The time-limit for a student to complete their programme of study shall be as stated in Section 5.2.

## 8. Assessment

8.1 All modules shall be assessed in accordance with the programme marking criteria, as detailed in the module handbooks by in-course assessment (for definition, see section 1) conducted during the semester(s) in which the module(s) is/are completed.

8.2 The method of assessment for each module, including the weighting for each element of the assessment, shall be notified to students in the module handbooks. Notification to students is the responsibility of the University Science Faculties.

8.3 The assessments for each module will be marked pass/fail according to the criteria specified in the Module Handbooks. Where a student satisfies the examiners in all the assessments for a module, he/she shall be awarded the appropriate credits at the specified level.

8.4 The assessments for each module will be marked pass/fail according to the criteria specified in the Module Handbooks. Where a student satisfies the examiners in all the assessments for a module, he/she shall be awarded the appropriate credits at the specified level. The Staffordshire University Postgraduate Modular Framework's grade point structure has not been used for this award because of the need to for students to demonstrate an appropriate level of competence in all of the clinical and academic learning outcomes of this award. As a significant percentage of the assessment is based on the demonstration of clinical skills where a particular level of competence is required it was deemed more appropriate to operate a pass/fail system.

8.5 In order to pass a module, all elements of assessment for that module must be passed. No compensation within or between a module is permitted.

8.6 If a student fails an assessment, he/she will be allowed to resubmit that assessment on **one** further occasion only.

8.7 If a resubmission fails, the student is deemed to have failed the module. At the discretion of the Award Board the student may be permitted to retake the whole module.

8.8 Where a programme of study includes one or more periods of industrial/professional training or periods of study/work experience either in UK or abroad, the student's performance may also be assessed in these periods and may contribute to the final assessment.

## **9. Satisfactory work during each academic year**

9.1 Any student persistently failing to maintain a satisfactory standard of work may be required by the Academic Board to withdraw from the University at any stage in the programme.

9.2 Persistent failure to maintain a satisfactory standard of work shall include the following situations:

- (i) dangerous and/or unsatisfactory professional performance in a professional placement or attachment. Such a circumstance shall incur the student's immediate suspension and, subject to an investigation, and the student being required to withdraw from the University. University disciplinary procedures will be carried out independently of those of any external body;
- (ii) failure to pass or be deemed to have fulfilled the requirements for the assessment for any module at the second attempt,

## **10. Student Health**

10.1 Students must be in an adequate state of physical and mental health to enable them to continue with their studies or clinical practice. If there is sufficient evidence that ill health will prevent a student from satisfactorily completing his/her studies, the University may at any time require the student to undertake a full medical examination by a qualified medical practitioner of the University's choice, and, if appropriate, and on the recommendation of the medical practitioner, require a student to suspend or curtail his/her studies. Such a suspended student shall be permitted to resume his/her studies at a time deemed appropriate by the appointed Medical Officer, and only on a recommendation by a qualified medical practitioner, that he/she is fit to continue with his/her studies/ clinical practice.

Such referrals will be a matter for the Faculty of Sciences acting on advice received.

## **11. Determination of Results**

11.1 The Award Board shall determine for Level 3 & Level M:

- (i) the student's mark for each module
- (ii) the student be awarded the end qualification
- (iii) the student not be awarded the end qualification and be required to withdraw from the University

Details of the constitution and terms of reference of the Award Board are available from the Dean of Students and Academic Registrar.

11.2 A student shall only be permitted to continue to pursue a programme of study provided that it remains possible for him/her to complete the programme within the approved time limit.

## **12. Action to be taken in respect of Academic Failure by Students**

12.1 The Award Board shall determine whether a student who:

- (a) has not been permitted to proceed; or
- (b) has not been recommended for the award of the end qualification; and
- (c) is not required to withdraw;

be required to:

- (i) be re-assessed in the failed module(s) at the next opportunity; or
- (ii) be re-assessed in the failed module(s) without attendance on the module(s) during the following session; or
- (iii) be re-assessed in the failed module(s) with attendance on the module(s) during the following session.

### **13. Award**

13.1 To qualify for an award, a candidate must:

- (i) have enrolled with Staffordshire University before proceeding to the prescribed programme of study; and
- (ii) have paid all prescribed fees and charges; and

13.2 Unless otherwise agreed by Academic Board in respect of specific courses, no student may receive more than one award for study on a course.

### **14. Structure and Content of Re-assessments**

14.1 Where a student is required to be re-assessed for one or more modules prior to the start of the following academic year, the re-assessment shall, unless the Award Board decides that this is not practical, be of the same structure and be based upon the same syllabus as the assessment at the time of the initial failure, but need not include those elements of assessment in which the student has already satisfied the examiners.

14.2 Where a student is permitted to be re-assessed in one or more failed modules without attendance on the module(s), the following arrangements shall apply:

- (i) for re-assessment within one year of the initial failure, the re-assessment shall, unless the Award Board decides that this is not practical, be of the same structure and be based upon the same syllabus as the assessment at the time of the initial failure;
- (ii) for re-assessment beyond one year of the initial failure, where the structure of the assessment is different from that at the time of the initial failure and/or the re-assessment is to be based upon a different syllabus, the Programme Director shall make arrangements for the student to be:
  - a) informed of changes in the structure of the assessment and the syllabus content; and
  - b) offered, at an appropriate charge, the opportunity of attending relevant classes.

### **15. Appeals against decisions of the Award Board**

15.1 Appeals may be made in accordance with the regulations of Academic Board which can be found on the University's website under Academic Award Regulations – Assessment of Students, section 4: Review of a Decision of a Board of Examiners

[http://www.staffs.ac.uk/images/assessment\\_of\\_students\\_tcm68-12680.pdf](http://www.staffs.ac.uk/images/assessment_of_students_tcm68-12680.pdf).

# 11. QUALITY MANAGEMENT AND ENHANCEMENT STRUCTURE

## **Award Management Structure**

The award management structure has been designed to ensure representation of all stakeholders in the delivery, evaluation and development of the award: service users, students, staff, NHS services and the university. The major decision making forum for policy, strategy and operation is the Board of the Post Graduate Diploma in CBT which functions as a subgroup of the Programme Board for the Doctorate in Clinical Psychology.

## **Internal Quality Enhancement Mechanisms**

### ***Student Feedback***

Award staff highly value feedback from students on all aspects of their experience. In addition to the formal mechanisms outlined below, students are encouraged to talk more generally about their views on the award during informal conversations with award staff. Formal Feedback Sessions take place at the end of each semester, giving students formal opportunity to verbally comment on any aspect of the award, to compliment the component specific feedback mechanisms which are as follows:

**Academic:** At the end of each teaching session (day or half day), the cohort completes a feedback form that is returned to the Award Office and then sent to the teacher and the coordinator of that module. When teaching for a module is complete, students give a final overview of content and structure verbally as part of a final teaching session or module overview.

**Supervision:** All students complete an evaluation of the quality of supervision they have received on this award.

**Management Groups:** Feedback is received and acted upon (as appropriate) by the Board of The Post Graduate Diploma in CBT which has a student representative. This also ensures that students have the opportunity to contribute to the future development of the award.

### ***Lecturer Feedback***

Lecturers are provided with a feedback sheet to give information on their experience of teaching the students. This information is fed back to the students in the feedback sessions, and is useful if there is a difficulty over some aspect of teaching.

### ***University***

The award is reviewed annually via the Staffordshire University Faculty Learning, Teaching & Quality Enhancement Committee.

## **External Quality Enhancement Mechanisms**

### ***External Examiners' Reports***

External examiners reports are discussed at the relevant committees so that appropriate action can be taken.

## 12. PROFESSIONAL SUITABILITY

Students completing the Post Graduate Diploma in Cognitive Behavioural Therapy are being trained to work clinically with vulnerable adults. It is recognised that trainees on professional training programmes such as this may be expected to conform to higher standards of behaviour than other students because of potential risk to present and future clients.

### Professional Suitability Criteria

At the time of admission to the award the candidate must fulfill the following conditions:

- a) be likely to be able to succeed in completing training and meeting assessment requirements;
- b) show evidence of suitability to become a cognitive behavioural therapist;
- c) not be rendered unsuitable by any criminal conviction.

This is not a once and for all responsibility at the point of entry but places an obligation on the student to maintain professional suitability throughout the programme of training. This includes the development of skills and personal qualities of patience, honesty, persistence, the ability to help people to face difficult situations, clear thinking, sound judgement, tolerance, ability to maintain appropriate personal and professional boundaries, readiness to react positively to feedback and good communication skills. Students are given many opportunities to develop these qualities through the provision of regular supervision and the emphasis on establishing good theory practice link and developing practical skills throughout the award. Despite this positive approach some students may encounter serious problems in completing the award. The award has procedures that enable the termination of training for students who are deemed unfit to practise cognitive behavioural therapy by reason of lack of professional suitability. These procedures will apply where there is clear evidence of failure to maintain suitability for professional training, which is not solely related to failure to meet award assessment criteria.

### Professional Suitability Procedures

At selection there is a careful scrutiny of applicants which is undertaken in collaboration with managers within IAPT services. These procedures are intended to reduce the possibility of unsuitable applicants entering this award.

The award, IAPT employers and supervisors endeavour to resolve issues of concern about professional suitability sensitively and informally wherever possible. In the first instance, the student's Personal Tutor will discuss the matter with the student. If there is continuing concern over the same issue, or if there are many or very serious concerns, the Award Leader will meet with the student.

However, if these attempts to resolve the problems are unsuccessful, or if there is serious concern that the student's behaviour is damaging or dangerous to clients, colleagues, other students or supervisors, or if it is believed that the student's behaviour may constitute an unacceptable risk to themselves, the University Student Disciplinary Procedures will be initiated:

[http://www.staffs.ac.uk/images/gen\\_regs\\_app3\\_tcm68-12717.pdf](http://www.staffs.ac.uk/images/gen_regs_app3_tcm68-12717.pdf)

Examples of behaviour which may lead to the use of these Procedures are criminal convictions, serious professional misconduct such as sexual abuse or harassment, serious incompetence or negligence despite opportunities to learn and rectify faults, unexplained absences or persistent sickness, unreliability, persistent lateness, failure to respond to training and use supervision appropriately, failure to incorporate feedback constructively and breach of client confidentiality. A student who exhibits emotional or psychological problems which seriously interfere with their relationship with clients, teachers, supervisors, or colleagues and which persist despite all reasonable attempts at remediation may also have their professional suitability reviewed under the procedures. This is not intended to be an exhaustive list and other behaviours may cause sufficient concern to invoke these procedures. Students are also subject to the policies and procedures of the employing organization concerning professional practice. The invocation of the University Student Disciplinary Procedure is separate from the employing organisation's own disciplinary processes, which may be invoked in the case of unprofessional behaviour that contravenes those policies.

**University Student Disciplinary Procedures**

Where serious concerns about a student's professional suitability have emerged and the student has not responded positively to a plan of remediation or where there is concern that a student's behaviour may pose serious risks to others or to self, the Dean of Faculty must be informed and the matter will be dealt with under section 5 of the University Student Disciplinary Procedures. When there is a case pending, the student's employer will automatically be informed without prejudice.

### 13. REFERENCES

- BABCP (1997) *Minimum training standards for the practice of CBT* - [http://www.babcp.org.uk/downloads/minim\\_stand.pdf](http://www.babcp.org.uk/downloads/minim_stand.pdf)
- Blackburn, I.M., James, I.A., Milne, D.L. & Reichelt, F.K. (2000) Moderators of trainee therapists' competence in cognitive therapy. *British Journal of Clinical Psychology*, Volume 40, Number 2, June 2001, pp. 131-141(11). British Psychological Society.
- Dreyfus, H. L. (1989) The Dreyfus model of skill acquisition. In J. Burke (Ed.), *Competency based education and training*. London: Falmer Press.
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- Young, J. E., & Beck, A. T. (1988) *Revision of Cognitive Therapy Scale*. Unpublished manuscript. University of Pennsylvania, Philadelphia, PA.

## APPENDIX 1: Mapping of University Award Outcomes against Post graduate Diploma in CBT Award and Module Learning Outcomes

Staffordshire University Award Outcomes	Post Graduate Diploma in CBT Award Learning Outcomes	CBT Core Theory and Skills	CBT in Context	Developing CBT Practice	Consolidating CBT Practice	CBT with Depression	CBT with anxiety disorders
Knowledge & understanding	Demonstrate a systematic knowledge and understanding of the principles of CBT	<b>X</b>					
	Demonstrate a systematic knowledge and understanding of CBT for depression and anxiety disorders.					<b>X</b>	<b>X</b>
Learning	Demonstrate the ability to work as “scientist practitioners” advancing their knowledge and understanding and developing new skills to a high level			<b>X</b>			
Enquiry	Demonstrate a critical understanding of the theoretical and research evidence for cognitive behavioural models and an ability to systematically evaluate the evidence					<b>X</b>	<b>X</b>
Analysis	Demonstrate a comprehensive and critical evaluation of the evidence base for the application of CBT techniques						<b>X</b>
Problem solving	Construct maintenance & developmental CBT conceptualisations for depression & anxiety disorders	<b>X</b>					
	Demonstrate an ability to deal with complex ethical and clinical issues that arise in CBT practice		<b>X</b>				
Application	Develop CBT specific intervention plans that are consistent with CBT conceptualisations			<b>X</b>	<b>X</b>	<b>X</b>	
	Practice CBT with people with depression and anxiety disorders systematically, creatively and with a good clinical outcome			<b>X</b>	<b>X</b>	<b>X</b>	
Application	Demonstrate the ability to conduct CBT assessments & interventions in the context of NHS mental health services showing awareness of the range of contextual factors that may impinge on this work		<b>X</b>				
Communication	Effectively communicate the outcomes of CBT assessments and interventions to referrers and members of the multidisciplinary team				<b>X</b>		
Feedback	Use supervision effectively to			<b>X</b>	<b>X</b>		

	manage own learning.						
	Demonstrate self-direction and originality in tackling and solving therapeutic problems			X			
	Demonstrate an ability to sensitively adapt CBT and ensure equitable access across diverse cultures and value systems;				X		
	Take personal responsibility for clinical decision making in both straightforward and more complex situations			X			

## APPENDIX 2: Clinical Log Book

These pages should be photocopied (or copied and saved as a separate file for completing electronically) and completed for the two periods of work based experience. They should be signed by your supervisor before submission of your portfolio

<b>Student Name:</b>	
<b>Award:</b>	
<b>Module Title:</b>	
<b>Module Code:</b>	
<b>Supervisor:</b>	
<b>Dates of Module:</b>	



**THERAPY SESSIONS LOG (one for each client)**

CLIENT ID	AGE	SEX	PROBLEM(S)	DATES OF ATTENDANCE	NATURE OF THERAPY	SUPERVISION DATES & TIMES	OUTCOME

APPENDIX 3

**LOG BOOK OF *CBT* SUPERVISION**

From

To

Name

Date of Meetings/ Contact	Individual/ Group/ Peer Review?	Supervisor	If group – number of supervisees	Duration of Meetings/ Contact (Hours)	Content E.g. case discussion, technique, skills, theory etc.	Method - Case Presentation, Audio/ Video, Telephone, E-mail

..... Signature of Supervisor