POSTGRADUATE PROGRAMME SPECIFICATION

Programme Title: Postgraduate Diploma in Cognitive Behaviour Therapy

Awarding Body: Staffordshire University

Teaching Institution: Staffordshire University
South Staffordshire & Shropshire NHS Foundation Trust

Final Awards: Postgraduate Diploma in Cognitive Behaviour Therapy

Intermediate Awards: N/A

Mode of Study Full-time

UCAS Codes: N/A

QAA Subject Benchmarks: N/A

JACS Code:

Professional/Statutory Body: British Association of Behavioural and Cognitive Psychotherapies

Entry Year: 2016/17

If you require this document in a larger text or a different medium please contact us.
EDUCATIONAL AIMS OF THE PROGRAMME

The overall aims of the programme are to:

- Produce clinicians who have a sound critical knowledge of the theoretical and research literature relating to CBT
- To enable trainees to competently undertake CBT assessments and interventions with adult clients with common mental health difficulties such as anxiety and depression
- Develop an understanding of the cognitive behavioural theoretical base and integrate effective CBT strategies into therapy
- Provide practical and detailed skills training to develop confidence in making theory-practice links
- Promote a critical approach to the CBT research and practice
- Equip trainees to become skilled and creative independent CBT practitioners, in accordance with BABCP guidelines for good practice, and
- To work within ethical frameworks of the British Association of Cognitive and Behavioural Psychotherapies
- Contribute to the further development of CBT through research evaluation

What is distinctive about this programme?

- This programme is delivered as a partnership between Staffordshire University and the South Staffordshire & Shropshire NHS Foundation Trust take responsibility for the delivery of the award while academic staff from the university is responsible for assessment and the quality assurance of the award. We believe that this partnership arrangement provides optimal opportunities for the integration of clinical expertise and academic rigour necessary for the delivery of this award
- These partnership arrangements make it possible to ensure that all aspects of the award are as relevant as possible to clinical practice
- The focus of the award is on the development of higher level problem skills necessary to apply CBT strategies effectively to individuals with common mental health difficulties
- There is a strong emphasis on the development of clinical skills. Participants are assessed on their ability to conduct CBT competently with clients and there are numerous opportunities throughout the award for participants to receive formative feedback regarding the quality of their clinical assessments and interventions
- Successful completion of the award confers eligibility to apply for accreditation to the British Association of Behavioural and Cognitive Psychotherapies (BABCP)
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. They contribute towards the requirements of the British Association for Behavioural and Cognitive Psychotherapies for accreditation as a cognitive behavioural therapist and demonstrate the academic abilities commensurate with a postgraduate diploma:

Knowledge and Understanding
- Demonstrate a systematic knowledge and understanding of the theoretical 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 and developmental CBT conceptualisations for depression and 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 the aim of producing a positive clinical outcome
- Demonstrate the ability to conduct CBT assessments and interventions in the context of IAPT adherent 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 at both an academic level and 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
- Reflect insightfully on the ways in which clinical supervision has been used effectively to manage own learning
- Reflect on the range of contextual factors that may impinge CBT delivery
Programme Title: Postgraduate Diploma in CBT

Award Structure

This award is undertaken over a one 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 usually in January 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. Trainees are required to attend all teaching sessions and supervision sessions and should avoid booking annual leave at such times. Where trainees 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. Trainees are required to complete 200 hours of supervised clinical practice.

Trainees are required to undertake at least 2 days per week supervised clinical practice within a work setting throughout both semesters commencing at week 1. They attend a weekly supervision group. 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.

Organisation of Modules

The award has been designed to facilitate the integration of practice and theory. All modules include teaching / supervision, trainee 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 1:

Table 1 – Modular Credit Accumulation and Sequence of Module Delivery

<table>
<thead>
<tr>
<th>Semester:</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Total Credit &amp; Hours</th>
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<tbody>
<tr>
<td>Module code:</td>
<td>HSSAP85497-7</td>
<td>SCS85484-7</td>
<td>120 Credits at Level 7</td>
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<tr>
<td>Module title:</td>
<td>Cognitive Behavioural Therapy Theory and Core Skills</td>
<td>Cognitive Behavioural Therapy with Depression</td>
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<tr>
<td>Credit Level &amp; Accumulation:</td>
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<td>15 Credits at Level 7</td>
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<tr>
<td>Hours:</td>
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<td>150 hours (70 contact / 80 independent study)</td>
<td>1200 Hours</td>
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<tr>
<td>Module code</td>
<td>SCS85482-7</td>
<td>SCS85485-7</td>
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<tr>
<td>Module title</td>
<td>CBT in Context</td>
<td>Cognitive Behavioural Therapy with Anxiety Disorders</td>
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<td>Credit Level &amp; Accumulation</td>
<td>15 Credits at Level 7</td>
<td>15 Credits at Level 7</td>
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<tr>
<td>Hours</td>
<td>150 hours (49 contact / 101 independent study)</td>
<td>150 hours (70 contact / 80 independent study)</td>
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<th>Module code</th>
<th>SCS85483-7</th>
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<td>Module title</td>
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<td>Consolidating CBT Practice</td>
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<td>30 credits at Level 7</td>
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<tr>
<td>Hours</td>
<td>300 hours (105 contact –teaching/group supervision / 195 independent study)</td>
<td>300 hours (112 contact –teaching/group supervision / 188 independent study)</td>
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**Potential Awards:**
Postgraduate Diploma (120 credits)
HOW WILL I BE TAUGHT AND ASSESSED?

Teaching and Learning

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.

Clinicians working in the NHS, as well as university staff, teach on the award. Overall quality assurance of learning and assessment is undertaken by university staff. The award is structured so as to enhance the integration of theory and practice. Modules of study run alongside 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 trainees 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 trainees are required to submit audio-visual recordings of clinical sessions with clients and portfolios of material produced in the course of clinical work in order to ensure that trainees 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) Lectures and seminars comprising presentations of theoretical models, demonstrations of assessment and intervention strategies by experienced clinicians and the opportunity to role play the application of these strategies.
vi) Use of the Blackboard virtual learning environment as a means of enhancing trainee identity within the award and of boosting the level of support available to trainees who may live some distance away from the university. Blackboard is used as a repository for course documentation, teaching hand-outs and other useful course-related information. This medium is also used as the main means of communicating course announcements to trainees. It is anticipated that all trainees will engage with Blackboard on a regular basis and will use the discussion forums as a way of communicating with fellow trainees and the course team.

Assessment
One of the important guiding principles behind the assessment mechanisms adopted for the award is that the mode of assessment is 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 trainees 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, 2012) and national guidance regarding the IAPT Curriculum for High Intensity Psychological Therapies Workers which will provide trainees with relevant evidence that can be used in future applications for BABCP accreditation.

There are a variety of assessment methods that ensure learning outcomes are met. These include:

- Case studies based on material from clinical experience that relate to assessment, formulation and interventions using CBT with depression and anxiety disorders. Three case studies are in written format, and one is orally presented.

- Literature review of CBT to evaluate theory and its application to practice with individual clients.

- One audio recording of a client session who has featured in a preceding case study. This assesses against ‘industry’ standards using a nationally recognised assessment tool.

- Reflective report representing a self-evaluation of the above session showing evidence that the trainee is able to learn through experience.

- Evaluation of clinical competence that is carried out by the clinical placement supervisor to ensure theory practice links are established.

- Two video recording of client sessions who were used in preceding case studies, again assessing against industry standards using a nationally recognised assessment tool.

- A portfolio to enable assembly of evidence to demonstrate that the trainees have...
met the minimum training standards as outlined by the professional accrediting body (BABCP)

**ADDITIONAL INFORMATION**

**Entry Requirements (including IELTS score)**
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. Candidates whose first language is not English will be expected to meet the level of proficiency in English recognised by Staffordshire University (IELTS Level 7).

**What qualifications would I need to join this programme?**
The entry requirements for the award are normally:
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 (GBC) 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 core 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 Behavioural Psychotherapies.

This award involves a substantial clinical experience component and it is therefore essential applicants should have access to a work setting in which it is possible to carry out at least 1 day per week in face to face CBT practice with adults with a range of common mental health difficulties.

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 in a work setting that will allow the audio/video recording of client work to be assessed in an academic setting will also be necessary.

Candidates are required to produce to the university a current Disclosure and Barring Service (DBS) statement. The Disclosure and Barring Service (DBS) helps an employer make safer recruitment decisions and prevents unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA).
Disability Statement
Staffordshire University operates a policy of inclusive teaching and learning to ensure that all students have an equal opportunity to fulfil their educational potential. Details about how to apply to have your needs assessed can be found at: http://www.staffs.ac.uk/study_here/disabled_students/index.jsp
Further information about the award can be found in the relevant Student Handbook and on the University Website. This includes information about optional modules, student support, and academic regulations.