


PROGRAMME SPECIFICATION	 Newcastle University
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1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Postgraduate Diploma
4	Programme Title	Postgraduate Diploma in Cognitive Behavioural Therapy (DipCBT)
5	UCAS/Programme Code	3437P (1 year part time) 3436P (2 years part time)
6	Programme Accreditation	
7	QAA Subject Benchmark(s)	
8	FHEQ Level	7
9	Date written/revised	15 th June 2011

10	Programme Aims
<p>The primary aim of the DipCBT is to produce psychological therapists who are competent in the practice of Cognitive Behavioural Therapy (CBT) for patients affected by psychological disorders. The programme will focus predominantly but not exclusively on the treatment of depression and anxiety disorders. It will:</p> <ul style="list-style-type: none"> • provide practical, intensive and detailed training to facilitate the development of competent CBT skills, to a defined standard • integrate CBT skill development with the necessary knowledge and attitudes to be an open-minded, informed and reflective CBT practitioner • promote a critical approach to the subject through engagement with relevant theory, models and evidence • equip students to become creative independent CBT practitioners, in accordance with BABCP guidelines for good practice, and to contribute to the further development of CBT 	

11	Learning Outcomes
<p>The DipCBT programme provides opportunities for students to develop and demonstrate CBT knowledge, understanding, skills, attitudes and other qualities in the following areas. Individual learning outcomes addressed by each teaching, learning and assessment method are indicated in parentheses.</p>	
Knowledge and Understanding	
<p>On completing the programme students will be able to:</p> <p>A1 Demonstrate systematic knowledge of the theoretical principles and practical applications of CBT</p> <p>A2 Demonstrate knowledge and critical understanding of CBT models of depression, anxiety and related disorders</p> <p>A3 Demonstrate a critical capacity to evaluate the research evidence for cognitive-behaviour models and interventions</p>	

A4 Demonstrate an up-to-date understanding of the process of developing case formulations and sequencing individual therapy

Teaching and Learning Methods

Subject knowledge and understanding are developed through:

- *Skills workshops.* Experiential and skills based workshops providing students with a strong foundation in the clinical procedures of CBT, and addressing the most up-to-date research developments (A1, A2, A4)
- *Delivering therapy.* Individual Cognitive Behavioural Therapy offered by the student to patients in their normal workplace (A1, A2, A4)
- *CBT supervision.* This provides detailed coaching, encouragement and feedback on the development of CBT clinical skills (A1, A2, A4)
- *Lectures.* These are delivered to establish a learning framework for the development of understanding, to explain complex CBT concepts, and to provide insight into the relationship between theory and practice. (A1, A2, A3)
- *Tutorials.* These provide opportunities for feedback, discussion and clarification of the theoretical frameworks informing CBT and how they inform clinical practice. Tutorials also have a key role in supporting the preparation of academic assessments and pastoral guidance, when appropriate (A1, A2, A3)
- *Guided self-study.* This will be supported by the provision of targets and direction through tutorials and in Module Guides, to expand knowledge and understanding through active and task-based learning (A1, A2, A3)

Assessment Strategy

Assessment of the underpinning knowledge base is achieved through a combination of:

- Reflective essay of key knowledge, skills and attitudes developed during the programme and their impact on the student's developing identity as a CBT therapist (A1)
- Two extended case studies of CBT, one with an anxious patient, one with a depressed patient. These will combine detailed case descriptions with an in-depth explanation and critique of the model(s) used to guide the treatment (A1, A2, A3, A4)
- Evaluation of CBT competence in three clinical sessions via video recordings. These evaluations use standardised competence frameworks and provide students with detailed feedback on their clinical skills (A1, A2, A4)
- Essay exploring the evidence base for a specialist application of CBT of direct relevance to the clinical/service needs within the students main workplace (A1, A2, A3)

Intellectual/Cognitive Skills

On completing the programme students should be able to:

B1 Demonstrate skills in independent planning and problem solving

B2 Demonstrate an ability to gather, synthesise and evaluate clinical information

B3 Demonstrate the capacity to form and test clinical hypotheses working in a scientist-practitioner framework

B4 Demonstrate the capacity to gather, synthesise and evaluate research evidence

Teaching and Learning Methods

Intellectual and cognitive skills are developed through:

Skills workshops (B1, B2, B3). *Delivering therapy* (B1, B2, B3). *CBT supervision* (B1, B2, B3). *Lectures* (B1, B4). *Tutorials* (B1, B4). *Guided self-study* (B1, B4)

Since CBT is focused on cognitive processes, trainees are exposed to a broad range of inputs that develop their own cognitive abilities to enable them to support changes in their patients' cognition.

Assessment Strategy
<p>Assessment of intellectual and cognitive skills is achieved through a combination of</p> <ul style="list-style-type: none"> • Reflective essay of key knowledge, skills and attitudes developed during the programme (B1) • Two extended case studies of CBT, one with an anxious patient, one with a depressed patient (B1, B2, B3) • Evaluation of CBT competence in three clinical sessions via video recordings (B1, B2, B3) • Essay exploring the evidence base for specialist applications of CBT (B1, B4)
Practical/professional Skills
<p>On completing the programme students should be able to:</p> <p>C1 Demonstrate the capacity to independently develop CBT treatment plans C2 Take responsibility for clinical decision making in straightforward and more complex cases C3 Demonstrate an ability to sensitively adapt CBT and ensure equitable access to patients of diverse cultures and values C4 Demonstrate the capacity to evaluate the effectiveness of CBT interventions</p>
Teaching and Learning Methods
<p>Practical/professional skills are developed through:</p> <p><i>Skills workshops (C1, C2, C3, C4). Delivering therapy (C1, C2, C3, C4). CBT supervision (C1, C2, C3, C4). Lectures (C1, C4). Tutorials (C4). Guided self-study (C4)</i></p>
Assessment Strategy
<p>Assessment of practical skills is achieved through a combination of:</p> <ul style="list-style-type: none"> • Reflective essay of key knowledge, skills and attitudes developed during the programme (C3) • Two extended case studies of CBT, one with an anxious patient, one with a depressed patient (C1, C2, C3, C4) • Evaluation of CBT competence in three clinical sessions via video recordings (C1, C2, C3, C4)
Transferable/Key Skills
<p>On completing the programme students should be able to:</p> <p>D1 Demonstrate a capacity for self-reflection D2 Demonstrate self-organisation skills D3 Demonstrate effective oral and written communication D4 Demonstrate independent self-study skills</p>
Teaching and Learning Methods
<p>Key (transferable) skills are developed through:</p> <p><i>Skills workshops (D3). Delivering therapy (D1, D2, D3). CBT supervision (D1, D2, D3, D4). Tutorials (D1, D2, D3, D4). Guided self-study (D1, D2, D3, D4)</i></p>
Assessment Strategy

Assessment of transferable/key skills achieved through a combination of:

- Reflective essay of key knowledge, skills and attitudes developed during the programme (D1, D2, D3, D4)
- Two extended case studies of CBT, one with an anxious patient, one with a depressed patient (D1, D2, D3, D4)
- Evaluation of CBT competence in three clinical sessions via video recordings (D1, D2, D3)
- Essay exploring the evidence base for specialist applications of CBT (D3, D4)

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The DipCBT will enable students to develop competency in CBT and become skilled and independent practitioners in this therapeutic approach, develop an advanced knowledge of both theory and research and thereby also promote critical thinking skills. Underpinning the programme is a student centred, adult learning approach to developing as a CBT therapist with clearly articulated learning outcomes and regular learning needs assessments.

The DipCBT is structured into 4 modules and can be taken in one or two academic years. Students attend the University one day each week during University Terms between the beginning of January and end of October in any calendar year. Students on the 2-year programme attend fortnightly in the same time frames across two calendar years. Students are expected to conduct CBT therapy with anxious and depressed patients in their host services and receive lectures, supervision, tutoring and skills training at the University. Modules contain a blend of practical, reflective, theoretical and evidence-based aspects of CBT. Modules vary in their practical or theoretical emphasis but the integration of theory and practice is emphasised across all modules.

The DipCBT attracts a total of 120 credits. The Reflective Practice module (20 credits) consolidates prior CBT knowledge, skills and attitudes and increases reflective capacity for new learning. It seeks to promote self-awareness in the process of becoming a CBT therapist and use self-awareness to become a responsive therapist across the 1 or 2-year training period. It is assessed with a 4000 word reflective essay and learning log. The learning log is monitored regularly by the student's Tutor to record time spent and learning acquired providing therapy, receiving supervision and self-study in the student's normal workplace.

The CBT for Anxiety and CBT for Depression modules (each 40 credits) seek to develop critical knowledge of the theoretical and research literature informing behavioural and cognitive models of depression and anxiety disorders. This knowledge is used to observe, practice and develop the clinical skills needed to deliver CBT for these disorders. CBT therapy with anxious and depressed patients delivered in the students' usual workplace is scrutinized and supported through supervision from an experienced CBT supervisor. The aim is to individualize and extend learning from the theoretical and research literature to help students achieve clinical competence. Competence is assessed using standardised competence ratings of video recordings of the students' clinical sessions. Students' knowledge, reflective capacity and theory-practice integration is assessed through an extended case study (7000 words) which will include an essay and critical evaluation of the CBT model used to guide the therapy in question. Each module is assessed with a clinical recording of a therapy session and an extended case study.

Finally, the Specialist Applications module (20 credits) extends core CBT knowledge, skills and attitudes in three key respects: (1) to a range of different clinical disorders in addition to anxiety and depression; (2) to a range of clinical populations in addition to working age adults; (3) to emergent, new CBT models in addition to established and traditional approaches. It is assessed with a 4000 word essay focusing on a specialist application of CBT with a significant review of the extant literature in the specialist area of study. Students are encouraged to select a focused area of study of direct relevance to their clinical work and

service needs.

All modules are core and there is no cross-compensation across modules. Reflective Practice spans the length of the programme; CBT for Anxiety and CBT for Depression alternate weekly teaching in the first and second terms; Specialist Applications is taught in the third term. When the programme is completed over 2 years, Reflective Practice and CBT for Anxiety are completed in the first year. In the second year students complete CBT for Depression and Specialist Applications.

Key features of the programme (including what makes the programme distinctive)

In the NHS, the National Institute of Clinical Excellence (NICE) guidelines for depression and anxiety disorders strongly recommend Cognitive Behaviour Therapy (CBT). Many clinicians have had some exposure to CBT, but few have had the opportunity to develop competency. The DipCBT provides a post-graduate training in CBT that equips students to deliver evidence-based treatment within their host services. The same applies to students based in Education, Forensic, voluntary and private sectors.

The British Association of Behavioural and Cognitive Psychotherapy (BABCP) is the lead organisation for CBT in the UK and the DipCBT will conform to its guidance for CBT training quality and standards. We will seek BABCP programme accreditation at Level 1 which means the programme will meet BABCP's quality of training criteria and it will have a clear statement of the amount of CBT training provided which will count towards an individual's subsequent accreditation as an individual CBT practitioner. Level 1 provides a substantial proportion of the total training time needed for full BABCP accreditation. Students graduating from this programme can then seek additional training and supervision experiences to support their application to BABCP for full accreditation, or they can extend their Diploma into a Masters in CBT which we intend to develop in time for academic year 2013/14. The Masters will seek accreditation at BABCP Level 2 (i.e. full accreditation). The following sections outline the main accreditation requirements and how the DipCBT and planned Masters fulfil those requirements to different degrees.

BABCP practitioner accreditation – main requirements

1. A minimum of 450 hours of study of the theoretical knowledge and skills of CBT acquired through structured teaching and self-directed learning. At least 200 of the 450 hours should be provided directly by recognised trainers through a recognised course or other programme of study.

Level 1: The DipCBT will provide 120 hours of knowledge and skills training by recognised trainers and students will need a minimum of 240 hours of self-study to pass the programme requirements.

Level 2: The planned MSc programme will provide a further 90 hours of direct knowledge and skills training with a minimum of a further minimum of 180 hours of self-study

2. In addition, therapists need to have conducted 200 hours of supervised assessment and therapy with a minimum of 8 clients treated from assessment to completion or termination of treatment. Supervision will consist of regular feedback and discussion provided by a cognitive and/or behaviour therapist who meets the BABCP criteria for Accreditation. These cases will cover at least 3 types of problems and three cases will have been closely supervised with the use of live, audio or video materials.

Level 1: The DipCBT will provide 60 hours of supervision received in pairs with a supervisor who meets BABCP criteria for Accreditation. A minimum of 2 and maximum of 4 cases will be closely supervised with the use of live, audio or video materials with "close" supervision defined as at least 5 hours discussion, observation and guidance devoted to each case. In practice, trainee therapists often need more than 5 hours supervision for each case in the initial stages of training. Supervision

will be offered on two main types of problem – depression and anxiety disorders. A minimum of 40 hours of direct assessment and therapy is required during the programme and some students will exceed this. Learning Logs will provide a record of therapy provided and supervision received.

Level 2: The planned MSc programme will require that students arrange their own accredited supervision with an individualised plan to “top up” their DipCBT supervised cases with the required amount and type. This will be supported with a teaching programme that actively encourages diversification and specialisation into other types of problem. Learning Logs from the DipCBT will be extended into the MSc programme.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/>

13 Criteria for admission

Entry qualifications:

A candidate may be entered for the DipCBT at the discretion of the Degree Programme Director provided that such a candidate:

- (a) has entry qualifications that meet the Minimum Training Standards specified in the British Association of Behavioural and Cognitive Psychotherapy (BABCP) guidelines for CBT practitioner accreditation in the UK. They should be a graduate with a BABCP-approved basic professional qualification in an appropriate profession (e.g. psychology, psychiatry, nursing, counselling, occupational therapy, social work, education). They will usually be registered with a professional regulatory body and have undertaken a minimum period of two years post-qualification training and experience.
- (b) is in stable employment and has their employer’s support to (i) attend the teaching programme and (ii) treat appropriate patients using Cognitive Behavioural Therapy for the training purposes of the programme.
- (c) is fluent in spoken and written English. All candidates whose first language is not English will require a minimum IELTS score of 7 with a minimum of 7 in speaking and listening, 8 in academic reading and 7 in academic writing

Although most candidates are expected to work for health organisations, applications are also encouraged from education, forensic, voluntary and private sectors where there are relevant and equivalent prior qualifications and on-going provision of individual psychological therapies within the applicants’ post. In terms of equal opportunities, we aim to select for attributes related to effective practice and successful performance on the Diploma with potential as both a CBT therapist and as a post graduate student of the University. Within these parameters, selection otherwise confirms to the equal opportunities policy of the University.

Admissions policy/selection tools

Selection is conducted by interview by two programme staff and tests motivation, knowledge and current skill level through brief role-plays of clinical and supervision situations.

Non-standard Entry Requirements

See above

Additional Requirements

See above

Level of English Language capability

A minimum score of International English Language Testing System (IELTS) of 7 with a minimum of 7 in speaking and listening, 8 in academic reading and 6 in academic writing

14 Support for Student Learning

The Student Services portal provides links to key services and other information is available at: <http://www.ncl.ac.uk/students/>

Induction

During the first week students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of supervision/lectures/practicals/labs/ tutorials/etc. Students will meet their supervisor and tutor in the first week of the programme and are then given a clear timetable of future planned contacts with both staff members.

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills through the support of their personal tutor. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Academic support

The initial point of contact for a student is with a clinical supervisor, lecturer, workshop leader or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies. Contact outside of teaching days will be maintained via Blackboard and email. The student's tutor will provide the main academic support during the programme including 5 scheduled tutorials and planned e-mail feedback on draft assessments.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. The Graduate School of the Faculty of Medical Sciences also has a senior tutor for all postgraduate students who may be consulted by appointment through the Graduate School. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

The need for appropriate pastoral support is particularly recognised in this programme because students are learning to provide a focal psychological therapy to patients affected by depression and anxiety disorders. This can be stressful process and the reflexive nature of the programme can also raise personal issues or problems for students that need to be appropriately supported. The programme supervisor has weekly contact with students and plays a key role in monitoring progression and need for pastoral support. Students are strongly encouraged to organise CBT supervision at their workplace in addition to the programme supervision. When appropriate, liaison between the programme tutor, programme supervisor and workplace supervisor can provide a strong support structure for students in need of additional support.

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

15 Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies and/or the School Teaching, Learning and Student Experience Committee. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching, Learning and Student Experience Committee. Each of the four DipCBT modules has a named module lead who will take lead responsibility for planning, managing and evaluating the module.

Programme review

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching, Learning and Student Experience Committee. The FTLSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Teaching, Learning and Student Experience Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching, Learning and Student Experience Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process. Every six years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a one-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching, Learning and Student Experience Committee on whether the programmes reviewed should be re-approved for a further five year period.

Accreditation reports

The BABCP accreditation committee will scrutinise the programme and provide a report on it during the process of application for Level 1 accreditation. Assuming that Level 1 accreditation is granted the programme will be reviewed by BABCP on a 5 year cycle.

16 Regulation of assessment

Pass mark

The pass mark is 50 (Postgraduate programmes). A pass with Merit may be awarded to students whose overall mark is 60% or greater and a pass with Distinction may be awarded to a student whose overall mark is 70% or greater.

Programme requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. Students must pass all assessed work. One resit opportunity for each item of assessment is permitted. The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Certificate and Diploma programmes

<50	Fail
50 or above	Pass
60 or above	Merit
70 or above	Distinction

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching, Learning and Student Experience Committee, following recommendation from the Board of Studies. The External Examiner is expected to:

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Postgraduate Diploma in Cognitive Behavioural Therapy (DipCBT)

Module	Type	Intended Learning Outcomes			
		A	B	C	D
Reflective Practice (20 credits)	Core	1	1		1, 2, 3, 4
CBT for Anxiety (40 credits)	Core	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
CBT for Depression (40 credits)	Core	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
Specialist Applications (20 credits)	Core	1, 3	1, 4	3	2, 3, 4