## Programme Specification – 2016/17

<table>
<thead>
<tr>
<th>1. Awarding body</th>
<th>University of Surrey</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching institution (if different)</td>
<td>NA</td>
</tr>
<tr>
<td>3. Final award and programme/pathway title</td>
<td>PG Dip Psychological Intervention (CBT)</td>
</tr>
<tr>
<td>4. Subsidiary award(s) and title(s)</td>
<td>Award</td>
</tr>
<tr>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>5. FHEQ Level</td>
<td>7</td>
</tr>
<tr>
<td>6. Credits and ECTS credits</td>
<td>120 UK credits, 60 ECTS credits</td>
</tr>
<tr>
<td>7. Name of Professional, Statutory or Regulatory Body (PSRB)</td>
<td>British Association of Behavioural and Cognitive Psychotherapy</td>
</tr>
<tr>
<td>8. Mode of study and route code</td>
<td>Mode of study</td>
</tr>
<tr>
<td>Full-time</td>
<td>Y</td>
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<tr>
<td>Full-time with PTY</td>
<td>N</td>
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<tr>
<td>Part-time</td>
<td>N</td>
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<tr>
<td>Distance learning</td>
<td>N</td>
</tr>
<tr>
<td>Short course</td>
<td>N</td>
</tr>
<tr>
<td>9. JACs code</td>
<td></td>
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<tr>
<td>10. QAA Subject benchmark statement (if applicable)</td>
<td>NA</td>
</tr>
<tr>
<td>11. Other internal and / or external reference points</td>
<td>BBACP competencies leading to level 2 accredited programmes</td>
</tr>
<tr>
<td>12. Faculty and Department/School</td>
<td>Faculty of Health and Medical Sciences; School of Psychology</td>
</tr>
<tr>
<td>13. Programme Leader</td>
<td>Emma Crouch</td>
</tr>
<tr>
<td>14. Date of production/revision of the specification</td>
<td>July 2016</td>
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</tbody>
</table>

## Educational aims of the programme

- Enable trainees to achieve the indicative content as laid down by the Improving Access to Psychological Therapies (IAPT) National Curriculum for high intensity Cognitive Behaviour Therapy course, in conjunction with the British Association of Behavioural and Cognitive Psychotherapy requirements for Level 2 course accreditation.
- Ensure that trainees are prepared to practise safely and effectively, and in such a way that the protection of the public is assured, adhering to BABCP code of conduct.
- Enable the trainees to utilise, integrate and evaluate the evidence base available for the delivery of CBT.
- Enable trainees’ achievement of knowledge, understanding and skill acquisition as well as the development of critical thinking, problem solving and reflective capacities essential to complex professional practice.
- Enable trainees to select the relevant psychological theory and research that will be appropriate to the service contexts in which it is delivered.
- Trainees to be committed to the maintenance, development and delivery of high intensity clinical practice.
- Trainees to be committed to consultation/collaboration with service users and carers.
- Trainees to be able to function effectively, professionally and responsibly within Increasing Access to Psychological Therapy services.
- Trainees to be aware of, responsive to, and able to represent the changing needs of the Profession.
- Trainees to be sensitive and responsive to difference and diversity in clients.
- Trainees to be able to understand, and effectively communicate, with clients.
• Trainees to be able to integrate a scientist practitioner/reflective practitioner approach in their work.
• Trainees to be aware of the need to foster their own personal and professional development and to look after their own emotional and physical well-being.

At the end of the course trainees will be able to:
• Construct maintenance and developmental CBT conceptualisations for depression and anxiety disorders;
• Develop CBT specific treatment plans;
• Practise CBT with depression and anxiety disorders systematically, creatively and with good clinical outcome;
• Deal with complex issues arising in CBT practice;
• Take personal responsibility for clinical decision-making in straightforward as well as more complex situations;
• Demonstrate self-direction and originality in tackling and solving therapeutic problems;
• Practise as “scientist practitioners,” advancing their knowledge and understanding and developing new skills to a high level;
• Demonstrate a systematic knowledge of the principles of CBT and the evidence base for the application of CBT techniques;
• Demonstrate a systematic knowledge of CBT for depression and anxiety disorders;
• Demonstrate a critical understanding of the theoretical and research evidence for cognitive behaviour models, and an ability to evaluate the evidence;
• Demonstrate an ability to sensitively adapt CBT, and ensure equitable access, taking into account cultural and social differences and values.

16. Programme learning outcomes – the programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and understanding
• Knowledge and understanding of adult clients with mental health problems
• Knowledge of professional and ethical guidelines
• Knowledge and understanding of the cognitive behaviour therapy, its basic principles, and the rationale for treatment
• Knowledge and understanding of the common cognitive biases relevant to cbt
• Knowledge and critical understanding of the theoretical and research evidence of cbt models and ability to evaluate evidence
• Knowledge of cbt for depression and anxiety disorders
• Understanding of the need to adapt cbt to ensure access to diverse cultures and values.

Intellectual / cognitive skills
• Demonstrate an ability to study independently and proactively to meet the needs of the clients in clinical practice and academic study
• Understand and evaluate clinical application of research evidence within a diagnostic and research context
• Draw upon a number of sources to develop an understanding of complex mental health problems and create comprehensive treatment plans

Professional practical skills
• Engage with clients and form and maintain therapeutic alliances
• Provide clear and comprehensive assessment of clients with mental health difficulties and identify suitability for cbt interventions
- Appraise and assess risk to the client and to others
- Make good use of supervision
- Deliver comprehensive conceptualisations of the client’s mental health difficulties within the CBT framework
- Develop and deliver specific treatment plans
- Deliver CBT with anxiety disorders and depression systematically and with good clinical outcome
- Deal with complex issues arising in CBT practice
- End therapy in planned manner and deliver long term maintenance plans

**Key / transferable skills**

- Communicate effectively with a wide range of service users, their carers, and service providers using a variety of means
- Make good and constructive use of supervision
- Apply a wide range of problem solving skills
- Deal with change effectively in a clinical context
- Develop a range of organisational skills (time management, workload prioritisation)
- Make good and effective use of available resources to manage personal stress
- Develop appropriate skills to evaluate academic, professional and clinical performance

17. **Programme structure** – including the route/pathway/field requirements, levels, modules, credits, awards and further information on the mode of study.

All programmes operate on a 15 credit modular structure over two semesters. All taught modules are semester based and are worth 15 credits, which is indicative of 150 hours of learning, comprised of student contact, private study and assessment. Project and dissertation modules can be either 15, 30, 45 or 60 credits and, additionally, Master’s dissertations 90 credits.

Credits achieved from completing the dissertation/final project module cannot be attributed to a subsidiary award. Students are unable to submit their dissertation until they have successfully completed their taught modules.

This programme is studied full-time over one academic year. In order to achieve the principal award of a PG Dip a student must complete 120 credits with a minimum of 90 credits at FHEQ level 7 and the remainder at FHEQ level 6. This programme holds no exit awards.

In order for students to progress they must achieve a minimum average of 50%.

The trainees will spend two days a week at the University, the remaining three days a week occur at their place of work where they undertake supervised clinical practice. Six block weeks will be provided across the year, at the start of each module. On successful completion of the programme trainees may apply for BABCP accreditation as a practitioner.

**Programme adjustments (if applicable)**

Trainees have to attend all modules, complete a minimum of 200 hours of clinical practice, and receive a minimum of 70 hours clinical supervision. They are required to receive a minimum of 300 hours teaching and supervision. They need to pass their clinical placement experience and pass all the assignments in order to achieve the award. There is no compensation.

The programme runs across the entire year with teaching extending beyond semester two into July to ensure that all elements of the curriculum are taught. Additionally, the trainees do not have access to the same vacations from teaching as other students owing to the requirement to have ongoing supervision for their clinical work and to attend to the necessary academic component to support this learning.
<table>
<thead>
<tr>
<th>Module code</th>
<th>Module title</th>
<th>Core /compulsory /optional</th>
<th>Credit volume</th>
<th>Semester (1 / 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYM099</td>
<td>Fundamentals of CBT 1: Theory and Research</td>
<td>Core</td>
<td>15</td>
<td>1</td>
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<tr>
<td>PSYM100</td>
<td>Fundamentals of CBT 2: Practice</td>
<td>Core</td>
<td>15</td>
<td>1</td>
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<tr>
<td>PSYM101</td>
<td>CBT for Anxiety Disorders and Depression 1</td>
<td>Core</td>
<td>15</td>
<td>1</td>
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<tr>
<td>PSYM102</td>
<td>Experiential, professional and reflective practice in CBT 1</td>
<td>Core</td>
<td>15</td>
<td>1</td>
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<tr>
<td>PSYM103</td>
<td>CBT for Anxiety Disorders and Depression 2</td>
<td>Core</td>
<td>15</td>
<td>2</td>
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<tr>
<td>PSYM104</td>
<td>Advanced Theory and Practice in CBT 1: Further Applications and Complexity</td>
<td>Core</td>
<td>15</td>
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<tr>
<td>PSYM105</td>
<td>CBT for Anxiety Disorders and Depression 3</td>
<td>Core</td>
<td>15</td>
<td>2</td>
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<tr>
<td>PSYM106</td>
<td>Experiential, professional and reflective practice in CBT 2</td>
<td>Core</td>
<td>15</td>
<td>2</td>
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</tbody>
</table>

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level? NA

18. Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme

- Associate Tutor(s)/Guest Speakers/Visiting Academics: Y
- Professional Training Year (PTY): N
- Placement(s) (study or work that are not part of the PTY or Erasmus Scheme): Y
- Clinical Placement(s) (that are not part of the PTY Scheme): Y
- ERASMUS Study (that is not taken during Level P): N
- Study exchange(s) (that are not part of the ERASMUS Scheme): N
- Dual degree: N

19. Quality assurance

The Regulations and Codes of Practice for taught programmes can be found at: http://www.surrey.ac.uk/quality_enhancement/index.htm