

PROGRAMME SPECIFICATION

This document describes the **Postgraduate Diploma in Cognitive Behavioural Therapy (IAPT Programme)**. This specification is valid for new entrants from **September 2011**.

The Improving Access to Psychological Therapies (IAPT) programme aims to support Primary Care Trusts in implementing National Institute for Health and Clinical Excellence (NICE) guidelines for people suffering from depression and anxiety disorders. The programme intends to train a new workforce of 'High Intensity' workers who are qualified to deliver evidence based psychological therapies at the primary care level. The Postgraduate Diploma in CBT (IAPT Programme) has been specifically commissioned by the IAPT programme (Department of Health) to deliver the required clinical training to a proportion of the new workforce based in several of the London IAPT Clinical Services. The first intake of the programme is planned to commence in October 2008.

All Higher Education Providers in England who have been commissioned to provide High Intensity Training have been required to do so with reference to the Department of Health Document: "Improving Access to Psychological Therapies. Implementation Plan: Curriculum for High Intensity Workers". This document provides a reference point for the programme as the learning outcomes; curriculum, assessment methods etc have been developed with this document as a benchmark. Students on the programme are provided with a copy of this and related Department of Health documents.

The programme aims to:

- provide individuals who are employed in IAPT Clinical Sites with a thorough clinical training in CBT specifically focused on Anxiety and Depression;
- build on students' previous experience in order to develop a comprehensive and critical understanding of the theoretical basis of CBT alongside research evidence of its effectiveness for different types of clients;
- provide the necessary supervised practical experience that will enable programme graduates to be competent in the safe and independent application of High Intensity Psychological Interventions within IAPT clinical sites and to be recognised in this regard by the appropriate professional bodies.

Attendance on the programme is full-time for individuals who have been employed in the IAPT programme in one of the commissioned London IAPT Services. In terms of teaching, there are three modules spread over 12 months. Attendance is normally two days per week, except for occasional block teaching of three days or more. Students will be working as trainee High Intensity Workers in the IAPT clinical sites for the remaining 3 days per week.

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This document provides a summary of the main features of the programme, and of the outcomes, which a student might reasonably be expected to achieve if full advantage is taken of the learning opportunities provided. Further information is contained in the College prospectus, the College Regulations and in various handbooks issued to students upon arrival. Whilst Royal Holloway keeps all its information for prospective applicants and students under review, programmes and the availability of individual courses are necessarily subject to change at any time, and prospective applicants are therefore advised to seek confirmation of any factors, which might

affect their decision to follow a specific programme. In turn, Royal Holloway will inform applicants and students as soon as is practicable of any substantial changes which might affect their studies.

Learning outcomes

All competencies outlined in this document and the associated Programme Guide, both general and specific, are integral to the CBT competency framework. Each module also contains general and specific learning outcomes. It is anticipated that the learning outcomes and competencies will accumulate as students' progress through the modules. For more information on competencies, please refer to: Roth and Pilling (2007) www.ucl.ac.uk/clinical-health-psychology/CORE/CBT_Framework.htm

The National Curriculum for High Intensity Training outlines detailed learning outcomes for each module. These can be accessed at:

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_083150

A summary of key learning outcomes is presented below:

Knowledge and understanding

- Critical knowledge of the theoretical and research literature relating to CBT.
- A working knowledge of the principles and practice of high-intensity psychological therapy within a stepped-care system.
- Critical understanding of the phenomenology, diagnostic classifications and epidemiological characteristics of anxiety and depressive disorders

Skills and other attributes

Develop practical skills in CBT for common psychiatric disorders such as depression and anxiety. More specifically to:

- Construct maintenance and developmental CBT conceptualisations for depression and anxiety disorders.
- Develop CBT-specific treatment plans.
- Practice CBT with depression and anxiety disorders systematically, creatively and with good clinical outcomes.
- Deal with complex issues arising in CBT practice.
- Take personal responsibility for clinical decision making in straightforward and more complex situations.
- Demonstrate self-direction and originality in tackling and solving therapeutic problems.
- Practice as 'scientist practitioners', advancing their knowledge and understanding and develop 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 behavioural models and an ability to evaluate the evidence.
- Demonstrate an ability to adapt CBT sensitively, and to ensure equitable access for people from diverse cultures and with different values.

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Teaching, learning and assessment

Teaching and learning in the programme employ a variety of formats and approaches. Knowledge and understanding are mainly developed through lectures and workshops both by core staff and by eminent specialists in the field including presentations of alternative and conflicting perspectives to the material and the encouragement of a critical, inquiring approach. Lectures are in almost all instances coupled with experiential learning formats, including small group work and role play exercises. Learning also takes place in the context of clinical supervision of psychotherapy, where theoretical and practical source materials supplement face-to-face supervision. Finally, peer-led learning is encouraged that takes advantage of the diverse, multi-disciplinary nature of the student population. Learning that takes place on the programme is supplemented and extended through the IAPT clinical site where students provide High Intensity

Psychological Interventions to patients under supervision from an accredited CBT Therapist working at the site

For each module of the programme students are required to submit 1 theoretical essay, 1 case study describing clinical work with a client under supervision and 1 full audiotape recording of a therapy session with a client which will be rated on the Cognitive Therapy Rating Scale-Revised, which is an internationally recognised assessment of competency in CBT. The first case study and first audio tape therapy session are formative assessments. At the end of the programme students must also submit an 'accreditation portfolio' which includes a log book detailing the treatment of a minimum of 8 individual patients. Full details of the contents of the accreditation portfolio are available in the Programme Guide. Full details of the assessments for individual courses can be obtained from the Programme Guide or the [Department](#).

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Details of the programme structure

Students attend the programme on two days per week. The first day is focused on lectures/workshops with experiential practice and coaching of skills. On the second day students are divided into small groups for clinical supervision as well as further use of seminar formal teaching and experiential practice of clinical skills.

In line with the requirements of the British Association for Behavioural and Cognitive Psychotherapies (BABCP) for programme accreditation, the taught component of the Postgraduate Diploma consist of not less than 200 hours of face to face teaching time.

Students must take the following:

Foundation Module

PS5501: Module 1: The Fundamentals of CBT 15%

PS5502: Module 2: CBT for Anxiety Disorders 40%

PS5503: Module 3: CBT for Depression 45%

PS5504: Module 4: Accreditation portfolio. At the end of the year, each student will submit a portfolio to be formally assessed by the teaching team. This will be assessed on a pass or fail basis. This ensures that by the end of the training successful students will meet eligibility requirements for BABCP accreditation.

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Progressions and Award requirements

Progression throughout the year is monitored through performance in the course assignments. Failed assignments can be resubmitted once and must be passed by the end of the subsequent module in order to progress to the following module. To pass the programme a student must achieve an overall weighted average of at least 50.00%, with no mark in any element which counts towards the final assessment falling below 50% and must pass the accreditation portfolio.

The Postgraduate Diploma with Merit may be awarded if a student achieves an overall weighted average of 60.00% or above, with no mark in any element which counts towards the final assessment falling below 50% and must pass the accreditation portfolio.

The Postgraduate Diploma with Distinction may be awarded if a student achieves an overall weighted average of 70.00% or above, with no mark in any element which counts towards the final assessment falling below 50% and must pass the accreditation portfolio. A Distinction will not normally be awarded if a student re-sits or re-takes any element of the programme. In exceptional circumstances a viva may be held for a student at the request of the Examiners.

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Student support and guidance

- All students are allocated a Personal Adviser, with whom they meet at least once a term, whose role is to offer advice on academic and clinical issues related to the programme and to provide pastoral support.

- The Programme Director meets with the students on a regular basis to advise on academic, pastoral and welfare issues. He can be contacted on all teaching days and at specified times on other weekdays to discuss general administrative and academic matters, such as programme structure, delivery and assessment, and choice of assignment topics. In addition, students can call upon their clinical supervisor for all clinically related issues.
- Students are allocated a course supervisor who provides training supervision.
- Students receive additional support and guidance from their site supervisors with whom they meet as part of a small group supervision process each week. Site supervisors have access to support for their role with the Programme Director.
- All staff available and accessible through an office-hour system.
- Before the commencement of the programme, all students are issued with a Programme Guide, which contains full details of the programme, including programme organisation, learning outcomes, core references, assessment procedures and regulations, staffing, timetable, complaints and appeals procedures.
- Students have access to the Library and IT facilities of Royal Holloway University of London. An orientation to these facilities is provided as part of the Foundation Module.
- Representation on the Student-Staff Committee.
- Extensive supporting materials and learning resources in College and University libraries, as well as the Computer Centre.
- College Careers Service and Departmental Careers Service liaison officer.
- Access to College and University support services, including Student Counselling Service, Students' Union and the Education Support Office for students with special needs.

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Admission requirements

Selection is made from among suitably qualified mental health professionals (clinical and counselling psychologists, psychiatrists, psychiatric nurses, psychiatric social workers, and occupational therapists) although members of other professions with equivalent qualifications and experience will also be considered. Applicants are required to demonstrate that they have attained a 'Core Professional Training' in a mental health related field. Applicants should normally possess at least an upper second-class honours degree in psychology or the professional equivalent. Those with a lesser qualification who have extensive professional experience and can demonstrate the required level of preparedness for postgraduate academic work will also be considered. In addition, applicants need to present evidence of at least one year of post qualification experience in mental health, preferably with some experience of supervised practice in Cognitive Behavioural Therapy, and the interpersonal skills required for effective practice. Students whose first language is not English may also be asked for a qualification in English Language at an appropriate level. For further details please refer to the [Prospective Students](#) web page.

Selection to the training programme is coordinated with the IAPT clinical services and as students on the programme are also employed directly by the IAPT Clinical Services whilst completing the training, selection is via a competitive employment and training interview conducted according to NHS protocols and procedures.

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Further learning and career opportunities

Completion of the programme will provide a substantial basis for meeting the requirements of the British Association for Behavioural and Cognitive Psychotherapies (BABCP) for accreditation as a Cognitive Behavioural Psychotherapist (please refer to the full Programme Guide for further details on BABCP accreditation). The IAPT programme is a substantial government initiative and it is highly likely the graduates from the programme will be well placed in subsequent years to take up posts as clinical supervisors and senior therapists within the IAPT services. For more details on further learning and career opportunities please refer to the [Careers Service](#).

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Indicators of quality and standards

Royal Holloway's position as one of the UK's leading research-intensive institutions was confirmed by the results of the most recent Research Assessment Exercise (RAE 2008) conducted by the Higher Education Funding Council (HEFCE). The new scoring system for the RAE 2008 measures research quality in four categories, with the top score of 4* indicating quality that is world-leading and of the highest standards in terms of originality, significance and rigour. 60% of the College's research profile is rated as world-leading or internationally excellent outperforming the national average of 50%. The College is ranked 16th in the UK for research of 4* standard and 18th for 3* and 4* research. The Department of Psychology was ranked joint 5th in the top 10 universities in the country in terms of proportion of 3* and 4* research, with 70% of its research profile being of 3* and 4* standard.

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List of programmes

The programme is taught by staff from Royal Holloway, University of London, staff from the Central and Northwest London and West London Mental Health NHS trusts, and invited expert speakers. The Postgraduate Diploma leads to an award of Royal Holloway and Bedford New College. This programme has been given full course accreditation with the British Association for Behavioural and Cognitive Psychotherapies (BABCP). The Banner programme code is given in parentheses.

Postgraduate Diploma in Cognitive Behavioural Therapy

Postgraduate Diploma in Cognitive Behavioural Therapy (IAPT Programme) (2377)

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