This document describes the Master of Science, Postgraduate Diploma, and Postgraduate Certificate in Cognitive Behavioural Psychotherapy. This specification is valid for new entrants from January 2015.

The aims of this programme are:

- to provide individuals who are employed in mental health service provision and who have the need to use cognitive behavioural therapy (CBT) in their everyday work the opportunity to further their professional development at the postgraduate level through part-time study;
- to 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;
- to provide the necessary practical experience that will enable programme graduates to be competent in the safe and independent application of CBT and to be recognised in this regard by the appropriate professional bodies;
- For MSc students, to provide the opportunity to develop advanced knowledge and skills in conducting a research project on a topic related to the clinical practice of CBT and its evidence and/or conceptual basis.

The Postgraduate Diploma is delivered over 18 months of part-time study, while the Postgraduate Certificate is delivered over 12 months of part-time study. In terms of teaching, students normally attend one day per week, comprising a lecture and small group supervision except for the occasional block teaching of two days or more. Teaching is provided by University staff, staff from Central and North West London NHS Foundation Trust and West London Mental Health Trust, and invited expert speakers. Attendance is part-time only for mental health professionals who are already employed in the health services. Additional teaching time is involved for those students enrolling on the Masters option where it is necessary to complete an additional course in research methods.

Students on the Postgraduate Diploma are required to see a minimum of eight clients for a complete course of psychotherapy over the 18 months of the programme. To count as a clinical case, each case must have been seen by the student for a minimum of 5 individual treatment sessions and must have been discuss in depth in clinical supervision on a minimum of 5 occassions. Students are also required to complete 200 hours of supervised CBT practice. Completion of the required clinical work will be monitored using a CBT Programme Log Book to be signed by Programme Supervisors and the Clinical Practice Log Book, signed by the site supervisor, which forms part of the Accreditation Portfolio.

Students on the Postgraduate Certificate are required to see a minimum of four clients for a complete course of psychotherapy over the 12 months of the programme. To count as a clinical case, each case must have been seen by the student for a minimum of 5 individual treatment sessions and must have been discuss in depth in clinical supervision on a minimum of 5 occassions. Completion of the required clinical work will be monitored using a CBT Programme Log Book to be signed by Programme Supervisors and the Clinical Practice Log Book, signed by the site supervisor, which forms part of the Training Portfolio.

Further information
Learning outcomes
Teaching, learning and assessment Details of the programme structure(s) Progression and Award Requirements
Student support and guidance Admission requirements
Further learning and career opportunities Indicators of quality and standards
List of programmes, with details of awards, degree titles, accreditation and teaching arrangements

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

The National Curriculum for IAPT High Intensity Training outlines detailed learning outcomes for each course, to which the Postgraduate Diploma also subscribes. These can be accessed at:


The Master of Science, Postgraduate Diploma, and Postgraduate Certificate in Cognitive Behavioural Psychotherapy provide opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following:

Knowledge and understanding
- Cognitive-behavioural principles of clinical intervention;
- The historical and philosophical context of the development of CBT;
- The experimental research evidence-base supporting (and contradicting) aspects of the cognitive behavioural model;
- The relationship of CBT to the principal biomedical and alternative psychotherapeutic approaches;
- CBT theory and practice in relation to the diagnostic categories in international use.

Skills and other attributes
- Forming a collaborative working relationship with clients/patients and implementing a therapeutic programme with their active participation;
- Using theoretical and research-based knowledge to develop clinical hypotheses and to generate plans for clinical change;
- Conducting conceptually driven clinical interviews that adhere to cognitive behavioural principles of clinical intervention;
- Constructing maintenance and developmental CBT case conceptualisations for a range of disorders;
- Developing and implementing CBT-specific treatment plans;
- Developing innovative adaptations of methods of clinical intervention derived from the cognitive behavioural model to individual circumstances;
- Monitoring the effects of treatment;
- Demonstrating self-direction and originality in tackling the solving therapeutic problems and other complex issues arising in CBT practice;
- Assessing the components of successful and unsuccessful programmes of therapeutic change.
- Collecting and synthesising information from diverse sources to underpin decision-making.*
- Assessing the available and often incomplete and contradictory evidence and making reasoned judgements and sound decisions;*
- Presenting complex clinical, conceptual, and empirical information clearly and concisely, both orally and in written forms;*
- Developing the ability to work autonomously at a professional level;
- Developing the independent learning ability required for continuing professional development.*

Additional learning outcomes for the Masters

Through completing the Masters option students will demonstrate competence in the following:
- Knowledge of research design and methods
- Skills in the identification and critical appraisal of research literature
- Skills in research project management
- Skills and knowledge of methods for the analysis of results
- Skills and knowledge in the writing up of research results including the dissemination of findings.

* transferable skills

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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 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 typically coupled with experiential learning formats, including small group work and mini-workshops. 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 cohorts.

Assessment of knowledge and understanding is an element of all forms of assessment, but is a particular focus of the written essays. Formative assessment takes various forms, such as feedback on preliminary statements of intent (these are submitted during the preparation of certain written assignments) and feedback rather than marks given on the first clinical report. Discipline-specific skills will be evaluated in written and oral form through clinical case reports and also through ratings of audio recorded psychotherapy sessions. Full details of the assessments for individual courses can be obtained from the Department.

Details of the programme structure(s)
The brief outline of the programme is shown below; however students can obtain further details from the Programme Handbook. Credits are indicated in brackets, and indicate proportional weighting towards the Masters, Postgraduate Diploma, and Postgraduate Certificate classification grade. The topics covered in each course are covered in one day of teaching except those indicated by an *, which span multiple days):

In line with the requirements of the British Association for Behavioural & Cognitive Psychotherapies (BABCP) for course accreditation, the taught component of the Postgraduate Diploma consists of not less than 200 hours of face-to-face teaching time. Additional teaching time is involved for those students enrolling on the MSc option where it is necessary to complete an additional course in research methods.

The Masters programme consists of 3 taught core courses and 1 core course leading to a dissertation comprising 180 credits in total. There is also a compulsory but a non-credit bearing course that all students must pass and is assessed on a pass fail basis, and a compulsory non-credit bearing course covering research methods.

**Masters** students and **Postgraduate Diploma** students take following courses:

**Year one**
- AP5000 - Introduction to Cognitive Behavioural Therapy (20 credits)
  - Part 1: Introduction to Cognitive Behavioural Therapy
  - Part 2: Application of basic Cognitive Behavioural Techniques
- AP5010 - Advanced Topics in Cognitive Behavioural Therapy (40 credits)

**Year two**
- AP5020 - Further Advanced Topics in Cognitive Behavioural Therapy (60 credits)
- AP5030 - Accreditation Portfolio (non-credit bearing) - each student must submit a portfolio to be formally assessed by the Programme 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 Therapist Accreditation with the British Association for Behavioural & Cognitive Psychotherapies.

**Masters students must also take:**
- AP5040 - Research Proposal (non-credit bearing) - each student will attend small group seminars covering key topics in research methods relevant for the completion of their research project. Seminars commence in AP5000 part 2.
- AP5050 - Research Dissertation (60 credits)
At the end of AP5020 Masters students are required to submit their formal research proposal. Students are required to complete a research dissertation describing an independent piece of original research. This should be submitted at the end of the 12 month period following the completion of AP5020.

Postgraduate Certificate students take following courses:

Year one
- AP5000 - Introduction to Cognitive Behavioural Therapy (20 credits)
  Part 1: Introduction to Cognitive Behavioural Therapy
  Part 2: Application of basic Cognitive Behavioural Techniques
- AP5010 - Advanced Topics in Cognitive Behavioural Therapy (40 credits)
- AP5505 - Training Portfolio (non-credit bearing) - Training Portfolio. At the end of the programme, each student will submit a portfolio to be formally assessed by the Programme team. This will be assessed on a pass or fail basis. This enables students to detail the CBT-focused client work they have undertaken whilst studying on the programme.

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Course Topics
The following is a summary of the topics covered in each course (those topics are covered in one day of teaching except those indicated by an *, which span a whole or more than one day):

AP5000 - Introduction to Cognitive Behavioural Therapy (20 credits)
(Masters, Postgraduate Diploma, and Postgraduate Certificate)
  Part 1: Introduction to Cognitive Behavioural Therapy
  - Programme structure and requirements
  - Conceptual and historical overview
  - CBT-focused assessment
  - Interviewing skills and the therapeutic relationship
  - Developing a CBT formulation
  - Structuring the therapy session
  - Identifying and monitoring thoughts and behaviours*
  - Testing automatic thoughts, evidence/thinking errors, cognitive techniques,*
  - Behavioural experiments
  - Behavioural Principles and Behavioural Methods
  - Core Beliefs*
  - Review of core principles and Skills

  Part 2: Application of basic Cognitive Behavioural Techniques
  - CBT for depression*
  - CBT for Panic Disorder
  - CBT for Social Anxiety
  - Simple Phobias
  - Interpersonal processes in CBT
  - Self Esteem
  - CBT for Eating disorders
  - Working with Difficulties and obstacles*

AP5010 - Advanced topics in Cognitive Behavioural Therapy (40 credits)
(Masters, Postgraduate Diploma, and Postgraduate Certificate)
  - Critical appraisal and academic writing
  - Somatic Symptoms
  - CBT for posttraumatic stress disorder*
  - CBT for psychosis*
  - Generalised Anxiety Disorder
  - Obsessive Compulsive Disorder
  - Managing Endings
  - CBT for Older Adults
  - Staying ‘on model’: How to avoid therapist drift
  - Student Case Presentations*
AP5020 - Further advanced topics in Cognitive Behavioural Therapy (60 credits)  
(Masters, and Postgraduate Diploma only)  
- Supervision in CBT  
- Working with Imagery techniques  
- Service user experiences of CBT  
- Working with resistance in CBT  
- CBT for chronic depression*  
- Schema-focused Therapy*  
- CBT for Personality Disorders*  
- CBT for Substance Misuse  
- Ethical issues in CBT  
- Mindfulness Based Cognitive Therapy  
- Acceptance and Commitment Therapy  
- Compassionate Mind Training*  
- Chronic Pain  
- CBT and Diversities  
- Ethics and Professional Issues  
- Current and Future Directions in CBT  
- Review and Completion

AP5030 - Accreditation Portfolio (non-credit bearing)  
(Masters and Postgraduate Diploma)  
The Accreditation Portfolio comprises the following:  
1. An Accreditation Portfolio Cover Sheet;  
2. A Cognitive Behavioural Therapy Programme Log Book detailing full courses of psychotherapy with at least eight clients, signed by the programme supervisor;  
3. A signed copy of the Mid Training Supervision Review document;  
4. A completed ‘Supervision Log Book’, signed on a session by session basis by the Programme supervisor;  
5. Copies of three completed self-rated therapy sessions using the Cognitive Therapy Scale-Revised, a standard measure of competence in CBT. This measure is used on the Programme for the purposes of formal assessment of student competence. Each self-rated therapy session is to be accompanied by a brief reflective analysis of the session.  
6. A completed ‘Clinical Practice Log Book’ showing all clinical work undertaken to meet the 200 hours of supervised CBT practice necessary for the purposes of BABCP Accreditation. This does not include the work undertaken for the eight training cases which is included in the Programme Psychotherapy Log Book, above. However, it will include any cases and CBT focused work the students undertook during the Programme for which students would like to make a ‘claim’ as contributing towards their 200 hours of supervised clinical practice. This claim is assessed by the Programme Director and other members of core Staff Team, in discussion with the Programme Director.  
7. In relation to point 6, a reference provided by the clinician who supervised the CBT-focused work for which a claim is being made. This needs to include information about the supervisor’s professional background and qualifications, their experience of CBT and confirmation that they are a BABCP Accredited Therapist.

AP5040 - Research proposal  
(Masters)  
- Proposal preparation  
- Introduction to research methods  
- Developing research questions and formulating hypotheses  
- Research Design  
- Single case design and case series  
- Measurement issues  
- Quantitative analysis Qualitative analysis Research Ethics Student Presentations

AP5050 - Research dissertation  
(Masters)  

AP5505 - Training Portfolio  
1. A Training Portfolio Cover Sheet;  
2. A Cognitive Behavioural Therapy Programme Log Book detailing full courses of psychotherapy with at
least four clients, signed by the programme supervisor;
3.  A signed copy of the Mid Training Supervision Review document;
4.  A completed ‘Supervision Log Book’, signed on a session by session basis by the Programme supervisor;
5.  Copies of three completed self-rated therapy sessions using the Cognitive Therapy Scale-Revised, a standard measure of competence in CBT. This measure is used on the Programme for the purposes of formal assessment of student competence. Each self-rated therapy session is to be accompanied by a brief reflective analysis of the session;
6.  A completed ‘Clinical Practice Log Book’ showing all CBT clinical work undertaken. This does not include the work undertaken for the eight training cases which is included in the Programme Psychotherapy Log Book, above. However, it will include any cases and CBT focused work the students undertook during the Programme for which students would like to make a ‘claim’ as contributing towards their portfolio of supervised clinical practice hours. This claim is assessed by the Programme Director and other members of core Staff Team, in discussion with the Programme Director.
7.  In relation to point 6, a reference provided by the clinician who supervised the CBT-focused work for which a claim is being made which is over and above the four training cases completed. This needs to include information about the supervisor’s professional background and qualifications, their experience of CBT and confirmation that they are a BABCP Accredited therapist.

Progressions and Award requirements
Progression throughout the programme is monitored through performance on the coursework assignments. Assignments due in each course must be passed with a mark of at least 50%. Failed assignments can be resubmitted once and must be passed by the end of the subsequent course in order to progress to the following course.

Clinical case reports are based on the student’s ongoing cases. The topics of the essays are set by tutors based on the teaching content and focusing on academic aspects of CBT. The Extended Essay is concerned with research relevant to CBT but is not empirical (i.e. it does not entail data collection); rather, it is based on a critical evaluation of the pertinent theoretical and research literatures. In addition to being given a mark, psychotherapy tapes are also rated on the Cognitive Therapy Scale-Revised (CTS-R), a standard scale of proficiency in CBT. Students submit three audio recordings which are summatively assessed. Recordings must be passed with a score of least 36 on the CTS-R (Course Mark 50%). Students also need to submit and pass an Accreditation Portfolio (see above).

Each marked assessment will receive one of the following grades: Excellent (85–100%), Very Good (70– 84%), Clear Pass (55–69%), Borderline Pass (50-54%), Borderline Fail (45-49%) or Fail (<45%). If an assignment receives a mark lower than 50% on first submission, it can be resubmitted once and must be passed on resubmission. However, the new mark will be capped at 50% in determining the overall award category.

Progression from the Postgraduate Certificate to the Postgraduate Diploma can occur following the completion of AP5020. Postgraduate Diploma students are required to submit a research proposal and transfer to the MSc is contingent upon approval of this.

To pass the Masters programme a student must achieve an overall weighted average of at least 50.00%, with no mark in any course which counts towards the final assessment falling below 50%. Failure marks between 40-49% can be condoned in courses which constitute up to a maximum of 40 credits, provided that the overall weighted average is at least 50.00%, but a failure mark (i.e. below 50%) in the dissertation cannot be condoned. A student must also have successfully completed and passed the Accreditation Portfolio, and delivered at least 200 hours of CBT assessment and treatment supervised by an appropriately qualified supervisor.

The Masters degree with Merit may be awarded if a student achieves an overall weighted average of 60.00% or above, with no mark in any course which counts towards the final assessment falling below 50%.

The Masters degree with Distinction may be awarded if a student achieves an overall weighted average of 70.00% or above, with no mark in any course which counts towards the final assessment falling below 50%. A Distinction will not normally be awarded if a student re-sits or re-takes any course of the programme. In exceptional circumstances a viva may be held for a student at the request of the Examiners.
The Postgraduate Diploma may be awarded if a student achieves an overall weighted average of at least 50.00%, with no mark in any taught course which counts towards the final assessment falling below 50% and has either chosen not to proceed to the dissertation, or has failed the dissertation on either the first or second attempt. Failure marks in the region 40-49% are not usually condoned for the award of a Postgraduate Diploma, but if they are, such condoned fails would be in courses which do not constitute more than 40 credits. A student must also have successfully completed and passed the Accreditation Portfolio, and delivered at least 200 hours of CBT assessment and treatment supervised by an appropriately qualified supervisor.

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 course which counts towards the final assessment falling below 50%.

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 course which counts towards the final assessment falling below 50%. A Distinction will not normally be awarded if a student re-sits or re-takes any course. In exceptional circumstances a viva may be held for a student at the request of the Examiners.

A student must also have completed and passed an Accreditation Portfolio detailing CBT practice with at least four completed cases.

The Postgraduate Certificate may be awarded if a student achieves an overall weighted average of at least 50.00%, with no mark in any taught course which counts towards the final assessment falling below 50%. Failure marks in the region 40-49% are not usually condoned for the award of a Postgraduate Certificate. A student must also have completed and passed a Training Portfolio detailing CBT practice with at least four completed cases.

The Postgraduate Certificate with Merit may be awarded if a student achieves an overall weighted average of 60.00% or above, with no mark in any course which counts towards the final assessment falling below 50%.

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

Student support and guidance
All students are allocated a Personal Adviser whose role is to offer advice on academic and clinical issues related to the programme. The Programme Director 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.

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 also have access to the branch libraries of Imperial College, University of London and Trust hospital libraries. This includes inter-library loan facilities and access to the main online databases of interest. Students are also entitled to enrol in short courses periodically provided by CNWL on IT topics.

Admission requirements
Selection is made from among suitably qualified mental health professionals (such as clinical and counselling psychologists, psychiatrists, psychiatric nurses, psychiatric social workers, occupational therapists and accredited psychotherapists and counsellors) 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 or to apply on the basis of the
Knowledge Skills and Attitudes framework for which an established assessment procedure is already in place. Applicants should normally possess at least an upper second-class honours degree in psychology or the professional equivalent. Those without the minimum of an upper second-class honours degree 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 two years 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.

Selection to the Programme is via a competitive application and interview process conducted by the Programme Director and members of the Programme Staff Team.

Students who apply for the Masters option will need to demonstrate the following:

- Undergraduate level study in Research Methods and Statistics
- Previous completion of an empirical research project (they need not have been the sole or principal individual involved in the research but must be able to demonstrate previous active involvement in research activity)
- Be able to provide an Academic Referee’s report that is able to specifically address research related competences.
- Students must have passed all AP5000 coursework in order to be eligible to apply for MSc.

The Masters students will need to attend an interview with the Programme Director to determine their suitability and final admission to the Masters option will depend upon the assessment of the quality of their research proposal.

Students whose first language is not English may also be asked for a qualification in English Language at the appropriate level. For further details please refer to the Course Finder.

Further learning and career opportunities
Completion of the Postgraduate Diploma Programme will provide a substantial basis for meeting the requirements of the British Association for Behavioural & Cognitive Psychotherapies (BABCP) for accreditation as a Cognitive Behavioural Psychotherapist (please refer to the full Programme Guide for further details on BABCP Accreditation).

Those receiving a Postgraduate Certificate will meet some of the coursework requirements for BABCP accreditation. For further details on further learning and career opportunities please refer to the Careers Service.

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 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.
List of programmes
The programme is taught by staff from Royal Holloway, University of London, staff from the Central and North West London and West London Mental Health NHS Trusts, and invited expert speakers. The MSc leads to an award from the University of London, while the Postgraduate Diploma leads to an award of Royal Holloway and Bedford New College. The Post Graduate Diploma is fully accredited by the British Association for Behavioural & Cognitive Psychotherapies. The Banner programme code is given in parentheses.

Master of Science Programme in Cognitive Behavioural Psychotherapy

MSc in Cognitive Behavioural Psychotherapy (2342)

Postgraduate Diploma in Cognitive Behavioural Psychotherapy

PG Diploma in Cognitive Behavioural Psychotherapy (1367)

Postgraduate Diploma in Cognitive Behavioural Psychotherapy

PG Certificate in Cognitive Behavioural Psychotherapy (2334)

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