

**PROGRAMME APPROVAL FORM  
SECTION 1 – THE PROGRAMME SPECIFICATION**

<b>1. Programme title and designation</b>		Cognitive Behavioural Therapies for Psychosis		
		For undergraduate programmes only Single honours      Joint      Major/minor		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Final award</b>				
<b>Award</b>	<b>Title</b>	<b>Credit value</b>	<b>ECTS equivalent</b>	<b>Any special criteria</b>
PgDip	Cognitive Behavioural Therapies for Psychosis	120	60	Students take modules C1-C4
<b>3. Nested award</b>				
<b>Award</b>	<b>Title</b>	<b>Credit value</b>	<b>ECTS equivalent</b>	<b>Any special criteria</b>
PgCert	Therapy Skills in Cognitive Behavioural Therapies for Psychosis	60	30	Students take modules C1, C2
PgCert	Theory into Practice in Cognitive Behavioural Therapies for Psychosis (specify pathway)	60	30	Students take modules C3, C4
PgCert	Introduction to Cognitive Behavioural Therapies for Psychosis (specify pathway)	60	30	Students take any other combination of two modules
<b>4. Exit award</b>				
<b>Award</b>	<b>Title</b>	<b>Credit value</b>	<b>ECTS equivalent</b>	<b>Any special criteria</b>
PgCert	Therapy Skills in Cognitive Behavioural Therapies for Psychosis	60	30	Students take modules C1, C2
PgCert	Theory into Practice in Cognitive Behavioural Therapies for Psychosis (specify pathway)	60	30	Students take modules C3, C4
PgCert	Introduction to Cognitive	60	30	Students take any other combination of two

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	Behavioural Therapies for Psychosis (specify pathway)			modules
<b>5. Level in the qualifications framework</b>		7		
<b>6. Attendance</b>				
		<b>Full-time</b>	<b>Part-time</b>	<b>Distance learning</b>
Mode of attendance		<b>No</b>	<b>Yes</b>	<b>N/A</b>
Minimum length of programme		<b>No</b>	<b>12 Months</b>	<b>N/A</b>
Maximum length of programme		<b>No</b>	<b>4 years</b>	<b>N/A</b>

<b>7. Awarding institution/body</b>	King's College, London
<b>8. Teaching institution</b>	Institute of Psychiatry, Psychology & Neuroscience, King's College, London
<b>9. Proposing department</b>	Psychology, PO77
<b>10. Programme organiser and contact Details</b>	Dr. Suzanne Jolley, x5028, <a href="mailto:Suzanne.jolley@kcl.ac.uk">Suzanne.jolley@kcl.ac.uk</a>
<b>11. UCAS code (if appropriate)</b>	N/A
<b>12. Relevant QAA subject benchmark/ Professional, statutory and regulatory body guidelines</b>	British Association for Behavioural and Cognitive Psychotherapies; NICE schizophrenia guidance on the treatment of schizophrenia (2002, 2009, 2014). NHS KSF level descriptors. QAA Benchmark Statements in Clinical Psychology, Nursing, Occupational Therapy and Social Policy and Administration and Social Work. Continued Professional Development recommendations specified by the British Psychological Society, the Health and Care Professions Council and the Royal Colleges of Psychiatrists and of Nursing. The programme is also in line with the needs of the Psychosis CAG in the local AHSC Quality Centre, and national workforce development initiatives.
<b>13. Date of production of specification</b>	1 <sup>st</sup> April, 2011, revised 29 <sup>th</sup> July 2019
<b>14. Date of programme review</b>	2017/18

PAF originally approved: 18 April 2007  
 PAF modified by ASQ: 2 February 2010  
 PAF modified by ASQ re exit awards: 12 April 2010  
 PAF modified re: exit awards: June 2011  
 PAF finalised for 2012/13: 11 October 2012  
 PAF finalised for 2013/14: 31 October 2013  
 PAF finalised for 2014/15: October 2014

ASQ Approved:

### 15. Educational aims of the programme

*i.e what is the purpose of the programme and general statements about the learning that takes place over the duration of the programme*

The PGDip programme aims to provide specialist post-qualification training in the skills to competently practise cognitive behavioural therapies for psychosis as an independent practitioner at a range of levels, together with a critical review of theory and the latest research evidence relating to psychological models of psychosis and therapy processes and outcome. The PGCert in Therapy Skills is designed for practitioners who are less concerned with academic practice and research, and comprises mostly workshops and supervised practice. The PGCert in Theory into Practice comprises a number of pathways, including theoretical background, supervisory practice and working with families.

For the clinical components, intensive and detailed supervision with workshop teaching is designed to enable participants to reach an objective and measurable standard of competency, and to acquire skills in problem solving when faced with novel and complex clinical presentations. Reflective practice and responsibility for one's own professional development are encouraged. Later in the programme, or in the supervisor pathway, teaching addresses issues around supervising and training others in delivering cognitive therapies (individual and caregiver/family) for psychosis.

For the academic component, workshop teaching and seminars provide an evaluative overview of recent research, including the most recent findings, and aim to foster critical skills in appraising this work and considering possibilities for future research to contribute to the further development of Cognitive Behavioural Therapies for psychosis.

The PGDip programme will contribute towards the criteria for accreditation as a cognitive behavioural therapist with the British Association for Behavioural and Cognitive Psychotherapies (BABCP), as will the PGCerts. Considerably more additional supervision and CPD teaching will be required to reach BABCP accreditation criteria for the PGCerts.

### 16. Educational objectives of the programme/programme outcomes (as relevant to the SEEC Credit Level Descriptors)

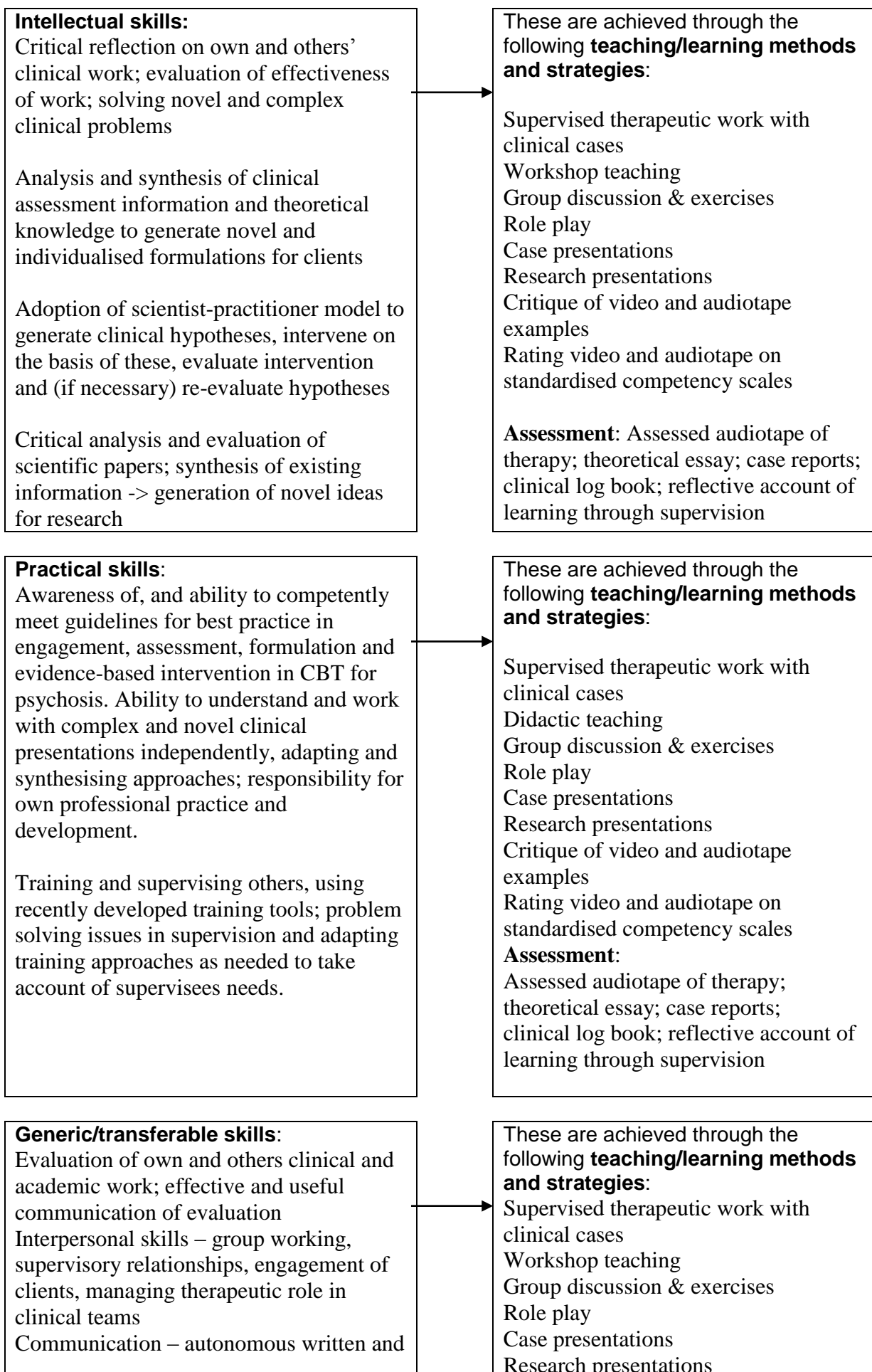
The PGDip and PGCert programmes provide opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:

#### Knowledge and understanding

The programme provides a **knowledge and understanding** of the following:  
Theory and evidence at the forefront of the field covering: psychological models of psychosis and caregiving; practice and efficacy of CB therapies for psychosis.  
Also covered: reflective practice; scientist-practitioner model; models of learning and supervision; professional and ethical considerations in undertaking therapeutic work and the supervision of others

These are achieved through the following **teaching/learning methods and strategies**:  
Supervised therapeutic work with clinical cases; Workshop teaching  
Group discussion & exercises  
Role play; Case presentations  
Research presentations  
Critique of video and audiotape examples; Rating video and audiotape on standardised competency scales  
**Assessment:** Assessed audiotape of therapy; theoretical essay; case reports; clinical log book; reflective account of learning through supervision

**Skills and other attributes**



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verbal communication of complex and detailed clinical and academic material; ability to communicate material to both clients and other staff as appropriate

Continued professional development – ability to manage self as an independent practitioner using research literature and academic meetings to maintain and refine knowledge and skills, seeking advice as appropriate; ability to guide the development of others

Critique of video and audiotape examples

Rating video and audiotape on standardised competency scales

**Assessment:**

Assessed audiotape of therapy; theoretical essay; case reports; clinical log book; reflective account of learning through supervision

**17. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional, statutory and regulatory body guidelines**

The PGDip programme has been developed with reference to the BABCP requirements for accreditation as a CBT practitioner, supervisor and trainer, those in development for practice of CBTp, and guidelines for good practice, including national competency frameworks. The therapeutic approaches taught are compatible with NICE guidance on the treatment of schizophrenia (2002, 2009, 2014). NHS KSF level descriptors have been considered. QAA Benchmark Statements in Clinical Psychology, Nursing, Occupational Therapy and Social Policy and Administration and Social Work have been scrutinised, as have recommendations for continued professional development specified by the Health Professions Council and the Royal Colleges of Psychiatrists and of Nursing. The programme is also in line with the needs of the local and national services. The PGCerts are simply the academic/other and clinical/CBTp components of the PGDip, with workshop teaching shared between programmes.

**18. In cases of joint honours programmes please provide a rationale for the particular subject combination, either educational or academic**

Which is the lead department and/or School?

**19. Programme structure**

Please complete the following table and, if appropriate, to include joint, major/minor or other variations

**Code** = code of each module available for the programme

**Title** = title of each module available for the programme, plus its credit level and credit value

**Status** = please indicate whether the module is introductory (I), core (Cr), compulsory (Cp), one or more of however many modules must be passed to progress (CrCp), (P) professional (i.e. module testing skills/competency that has no credit level or value but is a professional body requirement) or optional (O) for each type of programme. For postgraduate programmes use the "single honours" column

**Pre-requisite/Co-requisite** = where appropriate please indicate whether the module is pre-requisite to another module or co-requisite by noting pre or co and the module code that it is pre/co-requisite to.

**Assessment** = please indicate in broad terms the assessment for the module eg written examinations, coursework

(Note: the availability of optional modules may vary slightly from year to year; the following are the modules available at the commencement of the programme)

Code	Title	Credit Level	Credit Value	Status (I, Cr, Cp, CrCp, P, O) for each type of module			Pre-requisite/ Co-requisite (Please note the module code)			Assessment
				Single	Joint	Major/Minor	Single	Joint	Major/Minor	
<b>Part-time Study</b>										
<b>First Year</b>										
	<b>Postgraduate Diploma in Cognitive Behavioural Therapies for Psychosis</b>									
	Module C1 (7PAHDCC1) – Therapy Skills I: Assessment & Formulation	7	30	O						Audiorecording x 2 (50%); Case study x 2 (50%)
	Module C2 (7PAHDCC2) – Therapy Skills II: Intervention & supervised practice	7	30	O						Audiorecording (25%); Case report (25%); Logbook & Supervisor report (25%); Reflective account (25%)
	Module C3 (7PAHDCC3) – Theory into Practice I	7	30	O						Research/clinical presentation (40%); Clinical/academic portfolio (60%)

	(specify pathway)									
	Module C4 (7PAHDCC4) – Theory into Practice II (specify pathway)	7	30	0						Research/clinical presentation (40%); Clinical/academic portfolio (60%)
<b>Second Year</b>		<p>Students will have a flexible timetable to suit their learning needs. Continued clinical supervision will be available to those on a clinical programme. The workshop and seminar teaching programme runs annually, so students have access to all formal teaching each year. Project work, guided reading, and assessment processes all continue into the second year. It is acceptable for PGDip students to complete the assessments for one of the nested PGCerts each year, e.g. they may submit their clinical teaching and assignments in one year and their academic or supervisory assignments in the next, or vice versa.</p>								
<b>If a Masters programme, are level 6 credit levels permitted within the programme? No</b>										
<b>Maximum number of credits permitted with a condoned fail (core modules excluded) None</b>										
<b>Are students permitted to take any additional credits, as per regulation A4; 5.8? No</b>										
<b>Are students permitted to take a substitute module, as per regulation A3...? No</b>										
<b>Are there any exceptions to the regulations regarding credits, progression or award requirements?</b> (where relevant the information should also differentiate the particular requirements of pathways within a programme or nested/exit awards) No										
<p><b>Other relevant information to explain the programme structure</b>  <i>Please note that <u>new</u> students enrolling on the information provided on this section of the PAF will have these regulations stipulated throughout their programme of study. The only exception to this will be if there are changes made by Professional, Regulatory or Statutory Bodies that are noted to this programme.</i></p>										

**20. Marking criteria**

**Please refer to the college marking criteria and the handbook.**

**21. Will this Programme report to an existing Board, and if so which one? If a new Programme Board of Examiners is to be set up please note name of Board here**

PGDip Cognitive Behavioural Therapies Psychosis

**22. Please confirm that the process for nominating External Examiners has commenced, and if known, note whom the nominated External Examiner(s) may be**

**23. Particular features of the programme which help to reduce the barriers experienced by disabled students and ensure that the programme is accessible to all students who meet the entry requirements**

The programme has no particular physical requirements. To complete a clinical programme students must be able to practice clinically, but otherwise, any disability can be accommodated. Flexible learning & completion, and the option of tailoring the programme to suit the students learning needs have proven helpful in working with disabled students in the past.



**PROGRAMME APPROVAL FORM**  
**SECTION 3 – SUPPLEMENTARY INFORMATION**

Not all of the information in this section will be relevant for all programmes and for some programmes this section will not be relevant at all

**1. Programme name** Postgraduate Diploma in Cognitive Behavioural Therapies for Psychosis

**2. Is this programme involved in collaborative activity?**

Yes

No

If yes what type of Collaborative Provision is it (*tick appropriate box*)?

Does the programme have an access/feeder Programme for entry into it?

Does the programme have an articulation/ progression agreement for entry into it?

Dual Award

Franchised Provision

Joint Award

Partnership Programme

Recognition of Study or Award of Credit through off-campus study or placement

Staff and student exchange

Validated provision

Have the relevant stages and appropriate paperwork been approved and the paperwork forwarded onto ASQ Office?

Yes

No

Not applicable

**3. If the programme is a joint award with an institution outwith the University of London, validated provision or franchised provision, has the necessary approval been sought from College Education Committee?**

Yes

No

Not applicable

ASQ Approved:

**4. Partnership programme - in cases where parts or all of the programme are delivered away from one of the College campuses by a body or bodies external to the College please provide the following details**

**Name and address of the off-campus location and external body**

Clinical students will be employed as qualified mental health workers in an NHS Trust. They will carry out clinical work in their own workplace, which will be supervised by programme staff. The suitability of the workplace to carry out this work is assessed at interview through contact with the student, once a place is offered, through liaison with the manager and student, and during the programme by site visits to the workplace if needed. This system has been in place on the PGDip programme since 2006 and is working well.

**Percentage/amount of the programme delivered off-campus or by external body**

All of the course teaching and supervision is delivered by the course team through the college, during 1 day/week attendance at King's College, London, Institute of Psychiatry, Psychology & Neuroscience.

Participants in clinical programmes will be expected to carry out at least 1 day/week face-to-face clinical work with clients away from the college, in their own workplaces, with a day/week of protected clinical time to do this.

Participants' managers will agree to a reduction in their workload to allow them to study for the programme on a part time basis. Three-way liaison between the programme team, participant and manager will monitor the implementation of this and review the participant's progress, access to cases, and access to suitable facilities.

Work outside the college will also be monitored through supervision and seminars taking place at the college, during which the development of the participants' clinical skills, their body of knowledge about psychosis, and their ability to critically appraise and synthesise research and clinical literature will be assessed informally. In addition, participants will complete formal written assessments and audiotaped therapy sessions, allowing further assessment of and guidance of work outside college. Finally, participants will keep logbooks detailing their clinical work and academic progress.

**Nature of the involvement of external body**

The student's workplace is the setting for face-to-face clinical work; however, supervision of this clinical work and all teaching takes place within the College. The participant's manager will act as a contact person for the programme team to ensure that adequate time, facilities and access to clinical cases is available for participants, and that participants are present in the workplace and undertaking the work required.

**Description of the learning resources available at the off-campus location**

External workplaces must provide applicants with a computer with internet access, a suitable venue for clinical work, a suitable place for reflection and study, and administrative support for clinical the work. This will be verified with applicants and managers, through both liaison meetings and site visits if needed. Course participants will also have access throughout the duration of the programme to college facilities and learning resources.

**What mechanisms will be put in place to ensure the ongoing monitoring of the delivery of the programme, to include monitoring of learning resources off-site or by the external body?**

Written confirmation from the applicant's manager is required stating that they support a reduction in the applicant's workload to allow study on a part time basis including one day/week at college and one day/week protected clinical time.

A member of the programme team will contact relevant managers of applicants who are successful at interview, prior to a place being offered, to ensure that:

- 1) The applicant is indeed working as a mental health professional within their service
- 2) The applicant has access to clients with psychosis, and will be able to see at least 4 clients for a course of therapy lasting at least 6 months
- 3) Support and time is available during the week for the applicant to complete the course on a full or part time basis, and this is guaranteed for the duration of the course
- 4) Suitable facilities for seeing clients and for study are available in the workplace (access to a quiet room; access to a PC and internet)

This will also be formally reviewed with students and managers in a 3-way liaison if needed at the end of the first and second terms, and more frequently should difficulties arise. Meetings and reviews will be documented and signed by students, course staff and managers.

***Please attach the report of the visit to the off-campus location***

A copy of the contracts required are attached.

**5. Recognition of study or award of credit through off-campus study or placement - please indicate how the time will be spent, the length of time out, the amount of credit and whether it is a compulsory or optional part of the programme**

Year abroad	Year in employment	Placement	Other (please specify)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Time spent .....Credit amount .....Compulsory/optional.....

**6. Please provide a rationale for any such time outside the College, other than that which is a requirement of a professional, statutory or regulatory body**

The clinical work is a requirement of the regulatory body.

**5. Please give details if the programme requires validation or accreditation by a professional, statutory or regulatory body**

Name and address of PSB:

British Association for Behavioural and Cognitive Psychotherapies  
The Globe Centre, PO Box 9, Accrington, BB5 0XB

Accreditation not required but desirable. We are listed on the body's website, but not yet formally accredited as there are as yet no mechanisms for accrediting a specialist (ie. psychosis only) programme.

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Frequency of validation/ accreditation  
Every 5 years

Date of next validation/ accreditation  
Under review