Programme Specification
Postgraduate Programmes

<table>
<thead>
<tr>
<th>Awarding Body/Institution</th>
<th>University of London</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Institution</td>
<td>Goldsmiths, University of London</td>
</tr>
<tr>
<td>Name of Final Award and Programme Title</td>
<td>Msc in Cognitive Behavioural Therapy</td>
</tr>
<tr>
<td></td>
<td>PG Dip (Professional Route) in Cognitive Behavioural Therapy</td>
</tr>
<tr>
<td>Name of Interim Award(s)</td>
<td>PG Cert in Cognitive Behavioural Therapy</td>
</tr>
<tr>
<td></td>
<td>PG Dip (non-accredited) in Cognitive Behavioural Therapy</td>
</tr>
<tr>
<td>Duration of Study / Period of Registration</td>
<td>2 years FT, 3 years PT for MSc</td>
</tr>
<tr>
<td></td>
<td>1 year FT for PG Dip</td>
</tr>
<tr>
<td>UCAS Code(s)</td>
<td>N/A</td>
</tr>
<tr>
<td>QAA Benchmark Group</td>
<td>Counselling and Psychotherapy</td>
</tr>
<tr>
<td>FHEQ Level of Award</td>
<td>7</td>
</tr>
<tr>
<td>Programme Accredited by</td>
<td>N/A</td>
</tr>
<tr>
<td>Date Programme Specification last updated/approved</td>
<td>05.01.17</td>
</tr>
<tr>
<td>Primary Department / Institute</td>
<td>Social, Therapeutic and Community Studies</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
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</table>

Programme overview

The proposed PGDip (Professional Route)/MSc in Cognitive Behavioural Psychotherapy (CBT) is a structured training allowing students to systematically acquire the knowledge and skills required to practice as a Cognitive Behavioural psychotherapist. On the programme students will be able to progressively build their confidence and competence to take them from a novice to a practitioner.

The programme will provide students with the opportunity to practice within a structured framework that has an established evidence-base. Uniquely on this programme students will be strongly encouraged to evaluate Cognitive Behavioural theory and practice through its relationship to other psychotherapeutic modalities and by emphasising the tailoring of interventions to individual needs. As such this training in CBT is presented within a broader framework of critical and positive psychology; moving away from only addressing psychopathology to a broader view of optimising individuals' well-being through CBT and an understanding of CBT in its cultural and social context. The course aims to develop students’ understanding of the impact of contextual and structural factors, particularly in terms of the impact of inherent power differentials, upon the formation and resolution of individual psychological difficulties. A particular focus is given to developing a flexible creative approach practicing CBP, to effectively respond to individual, social and cultural diversity. Alongside a broad curriculum of teaching, the programme will offer supervision both in placements and on the programme to help students develop clinical knowledge and practitioner skills in CBT.

The PGDip is a one year two-day per week full-time programme open only to those with core profession, while the MSc is a two-year full-time/three-year part-time programme open to all suitable applicants, with/without a core profession. On the MSc, the first year of study will provide the core psychotherapeutic competencies necessary for Cognitive Behavioural psychotherapeutic practice while the second year will focus of research and additional clinical practice for those on the MSc programme.

Students with a recognised core profession (e.g. social workers, nurses, teachers, psychologists) on the PG Dip
(Professional Route) which provides the professional qualification criteria in the British Association of Cognitive 
& Behavioural Psychotherapists (BABCP) accreditation process. Other students on the MSc in CBT which provides the professional qualification criteria in the British Association of Counselling and Psychotherapy (BACP) accreditation process. While the programme meets the professional qualification criteria for accreditation, both BABCP and BACP require post-qualification clinical practice in order to be fully accredited

Students on the MSc route who successfully completed year 1 but do not progress to Year 2 or fail to complete the MSc can be awarded a PGDip (non-accredited exit) but should be aware that there is no BABCP/BACP accreditation guarantee for this exit award.

What are the entry requirements?

For PGDip (Professional Route):
An undergraduate degree (2:2) or equivalent
Qualification & 2 years’ experience in a core profession*
Personal suitability assessed by the application form, references and a screening interview
*Core professions are as determined by the BABCP and include:
  - Arts Therapists – HCPC Registered
  - Counselling – Accredited with the BACP, IACP, COSCA, or FDAP (NCAC), or Registered Member CPC
  - Medicine – Psychiatrist or General Practitioner, MBChB or MBBS, and usually PG training with membership of MRCGP, MRCP or MRCPsych
  - Occupational Therapy – BSc (Hons) Occupational Therapy, MSc Occupational Therapy, or Dip C.O.T and HCPC Registered
  - Probation Services – DipPS
  - Psychology – 1st degree plus a post-graduate qualification (MSc or Doctorate) in an applied area such as clinical, counselling, educational, forensic, health psychology. HCPC Registered as Practitioner Psychologist (HCPC registration alone insufficient)
  - Psychotherapy / Psychotherapeutic Counselling with UKCP Registration
  - Registered Nurse – Mental Health (RMN), or Learning Disability (general nursing and enrolled nursing is insufficient)
  - Social Work – CQSW, DipSW or BA/BSc Hons Social Work
  - Teacher of Special Education / Needs – CertEd, B.ED, or BA/BSc with PGCE, plus additional specialist training in Special Education, with additional counselling / psychotherapy training

For MSc
An undergraduate degree (2:2)
Certificate in Counselling Skills/equivalent experience
Personal suitability assessed by the application form, references and a screening interview

Aims of the programme

This programme aims to:
1. Acquire the theoretical knowledge and clinical skills required to practice as a Cognitive Behavioural Therapist.
2. Provide students with evidence-based knowledge of CBT theory and practice
3. Enable students to use their knowledge and skills to tailor CBT interventions to individual needs
4. Prepare students to undertake reliable independent research projects
5. Provide students with the skills to be scientist-practitioners and reflective-practitioners.
6. Enhance students’ understanding of the impact of contextual and structural factors, particularly in terms of the impact of inherent power differentials, on the formation and resolution of individual psychological difficulties.
What will you be expected to achieve?

Students who successfully complete the Postgraduate Certificate in Cognitive Behavioural Therapy will be able to:

<table>
<thead>
<tr>
<th>Knowledge &amp; Understanding:</th>
<th>Taught by:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A 1</strong> Demonstrate knowledge and understanding of mental health problems</td>
<td>Psychological Models of Therapy 1, Psychological Models of Therapy 2</td>
</tr>
<tr>
<td><strong>A 2</strong> Demonstrate knowledge of professional and ethical guidelines</td>
<td>Psychological Models of Therapy 1, Psychological Models of Therapy 2, Therapeutic Skills, Advanced CBT Skills</td>
</tr>
<tr>
<td><strong>A 3</strong> Demonstrate knowledge of CBT models of therapy, and the ability to understand their application to practise</td>
<td>Psychological Models of Therapy 1, Psychological Models of Therapy 2, Therapeutic Skills, Advanced CBT Skills</td>
</tr>
<tr>
<td><strong>A 4</strong> Demonstrate an understanding of the impact of social and cultural contexts on the individual and practice of CBT</td>
<td>Psychological Models of Therapy 1, Psychological Models of Therapy 2, Therapeutic Skills, Advanced CBT Skills</td>
</tr>
<tr>
<td><strong>A 5</strong> Demonstrate an understanding of evidence-based practice and research in the field</td>
<td>Psychological Models of Therapy 1, Psychological Models of Therapy 2</td>
</tr>
<tr>
<td><strong>A 6</strong> Demonstrate awareness of ethical guidelines for clinical practice</td>
<td>Psychological Models of Therapy 1, Psychological Models of Therapy 2, Therapeutic Skills, Advanced CBT Skills</td>
</tr>
<tr>
<td><strong>A 7</strong> Demonstrate an overall broad understanding and evaluation of other non-CBT therapeutic approaches</td>
<td>Psychological Models of Therapy 1, Psychological Models of Therapy 2</td>
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<thead>
<tr>
<th>Cognitive &amp; Thinking Skills:</th>
<th>Taught by:</th>
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<tbody>
<tr>
<td><strong>B 1</strong> Understand and apply counselling and CBT interventions for individuals presenting with specific diagnoses and the optimization of individual well-being</td>
<td>Therapeutic Skills</td>
</tr>
<tr>
<td><strong>B 2</strong> Develop formulation and interventions tailored to the needs of the individual</td>
<td>Therapeutic Skills</td>
</tr>
<tr>
<td><strong>B 3</strong> Recognise issues of diversity and difference and to adapt to clients' individual needs</td>
<td>Advanced CBT Skills</td>
</tr>
<tr>
<td><strong>B 4</strong> Practice within professional ethical framework and guidelines.</td>
<td>Therapeutic Skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Specific Skills and Professional Behaviours and Attitudes:</th>
<th>Taught by:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C 1</strong> Foster and maintain a collaborative positive therapeutic alliance</td>
<td>Therapeutic Skills, Advanced CBT Skills</td>
</tr>
<tr>
<td><strong>C 2</strong> Undertake initial generic assessment for treatment</td>
<td>Therapeutic Skills</td>
</tr>
<tr>
<td><strong>C 3</strong> Implement CBT using a collaborative, positive, approach</td>
<td>Therapeutic Skills</td>
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</tbody>
</table>
### Transferable Skills:

<table>
<thead>
<tr>
<th></th>
<th>Taught by:</th>
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</thead>
<tbody>
<tr>
<td>D1</td>
<td>Work independently under supervision</td>
</tr>
<tr>
<td>D2</td>
<td>Demonstrate their capacity for self-appraisal and reflection</td>
</tr>
<tr>
<td>D3</td>
<td>Demonstrate their capacity for critical thinking</td>
</tr>
</tbody>
</table>

Students who successfully complete the Postgraduate Diploma/MSC in Cognitive Behavioural Therapy will be able to:

### Knowledge & Understanding:

<table>
<thead>
<tr>
<th></th>
<th>Taught by:</th>
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</thead>
<tbody>
<tr>
<td>A1</td>
<td>Demonstrate knowledge and understanding of mental health problems</td>
</tr>
<tr>
<td>A2</td>
<td>Demonstrate knowledge of, and ability to operate within, professional and ethical guidelines</td>
</tr>
<tr>
<td>A3</td>
<td>Demonstrate knowledge of a CBT model of therapy, and the ability to understand and employ the model in practice</td>
</tr>
<tr>
<td>A4</td>
<td>Demonstrate an understanding of the impact of social and cultural contexts on the individual and practice of CBT</td>
</tr>
<tr>
<td>A5</td>
<td>Demonstrate an understanding of evidence-based practice and research in the field</td>
</tr>
</tbody>
</table>
| **A6** | Demonstrate awareness of ethical guidelines for clinical practice | Psychological Models of Therapy 1  
Psychological Models of Therapy 2  
Advanced CBT Theory & Practice  
Therapeutic Skills  
Advanced CBT Skills  
Reflective CBT Skills  
Supervised CBT Practice 1 |
| **A7** | Demonstrate an overall broad understanding and evaluation of other non-CBT therapeutic approaches | Psychological Models of Therapy 1  
Psychological Models of Therapy 2 |

### Cognitive & Thinking Skills:

| **B1** | Understand and apply CBT interventions for individuals presenting with specific diagnoses and the optimization of individual well-being | Advanced CBT Theory & Practice  
Therapeutic Skills  
Advanced CBT Skills  
Supervised CBT Practice 1 |
| **B2** | Ability to develop formulation and treatment plans/case conceptualisation tailored to the needs of the individual | Advanced CBT Theory & Practice  
Therapeutic Skills  
Advanced CBT Skills  
Supervised CBT Practice 1 |
| **B3** | Ability to recognise issues of diversity and difference and to adapt to clients’ individual needs | Reflective Practitioner 1  
Reflective Practitioner 2  
Supervised CBT Practice 1 |
| **B4** | Practice within professional ethical framework and guidelines. | Advanced CBT Theory & Practice  
Therapeutic Skills  
Advanced CBT Skills  
Supervised CBT Practice 1 |

### Subject Specific Skills and Professional Behaviours and Attitudes:

| **C1** | Ability to foster and maintain a collaborative positive therapeutic alliance including throughout different stage of therapy | Advanced CBT Theory & Practice  
Therapeutic Skills  
Advanced CBT Skills  
Reflective Practitioner 1  
Supervised CBT Practice 1 |
| **C2** | Ability to undertake initial generic assessment for treatment | Advanced CBT Theory & Practice  
Advanced CBT Skills |
| **C3** | Ability to implement CBT using a collaborative, positive, approach | Advanced CBT Theory & Practice  
Therapeutic Skills  
Advanced CBT Skills  
Supervised CBT Practice 1 |

### Transferable Skills:

| **D1** | Ability to make work independently under supervision | Reflective Practitioner 1  
Reflective Practitioner 2  
Supervised CBT Practice 1 |
| D2 | Capacity for self-appraisal and reflection | Advanced CBT Theory & Practice Therapeutic Skills Advanced CBT Skills Reflective Practitioner 1 Reflective Practitioner 2 Supervised CBT Practice 1 |
| D3 | Critical thinking | Psychological Models of Therapy 1 Psychological Models of Therapy 2 Advanced CBT Theory & Practice Therapeutic Skills Advanced CBT Skills Reflective Practitioner 1 Reflective Practitioner 2 Supervised CBT Practice 1 |

In addition to the learning outcomes above, students who successfully complete the MSc in Cognitive Behavioural Therapy will also be able to:

### Knowledge & Understanding:

| A1 | Demonstrate the acquisition of research methods and epistemological approaches and apply them to their own projects. | Research Methods Dissertation |
| A2 | Demonstrate and understanding and knowledge of ethical practice in research | Research Methods Dissertation |
| A3 | Demonstrate advanced knowledge and evaluation of other non-CBT therapeutic approaches | CPD Workshops |

### Cognitive & Thinking Skills:

| B1 | Critical evaluation of empirical evidence | Research Methods Dissertation Reflective Practitioner 2 |
| B2 | Synthesising theory, practice and research | Research Methods Dissertation |
| B3 | Verbal and written presentation skills | Supervised CBT Practice 2 & CPD Workshops Reflective Practitioner 2 |

### Subject Specific Skills and Professional Behaviours and Attitudes:

| C1 | Plan, develop and carry an independent research project | Research Methods Dissertation |
| C2 | Demonstrate personal reflection and development | Supervised CBT Practice 2 & CPD Workshops Reflective Practitioner 2 |
| C3 | Evidencing clinical skills through verbal and written case presentations | Supervised CBT Practice 2 & CPD Workshops Reflective Practitioner 2 |

### Transferable Skills:

<table>
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<tr>
<th>Taught by:</th>
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</thead>
<tbody>
<tr>
<td>Taught by:</td>
<td>Taught by:</td>
</tr>
</tbody>
</table>
How will you learn?

Knowledge and understanding - teaching/learning strategies and methods

Modules include core weekly lectures, seminars and workshops tailored to the learning outcomes of specific modules. Didactic, interactive and group learning will be used to develop skills. Students are expected to undertake background reading and independent study in relation to all of these teaching sessions.

Cognitive/intellectual skills - teaching/learning strategies and methods

Lectures, seminars and workshops will consolidate knowledge and understanding of the synthesis between CBT theory, evidence and practice within context. Workshop activities will guide students in applying theory to practice through roleplay and interactive exercises. Clinical supervision will facilitate the development of students’ clinical competency and ability to successfully carry out CBT interventions, tailored to individuals’ needs, within a framework of optimising well being, and within ethical and professional guidelines to clinical practice. Research guidance and supervision will foster students’ ability to carry out independent real-world research projects. Analytic, synthesis and problem solving skills will be implicitly taught through workshops and group activities (such as clinical supervision).

Subject Specific Skills and Professional Behaviours and Attitudes - teaching/learning strategies and methods

Lectures deliver core material to students (e.g. key concepts, empirical work and theoretical explanation) and provide a framework for further reading and independent study. Small group teaching sessions provide an opportunity for active participation and practical exercises.

Transferable skills including those of employability and professional practice - teaching/learning strategies and methods

Transferable skills are promoted implicitly through teaching and learning strategies across the modules and through independent learning. A wide range of assignments, including essays, case studies, practice evaluation and verbal, audio recorded or video taped case presentations, is also designed to facilitate the development of transferable, as well as specific, skills.

How will you be assessed?

Knowledge and understanding - assessment

Students’ knowledge and understanding is assessed primarily through written work: extended essays, case presentations, and case studies, and for the MSc in CBT this also includes a research proposal and a research dissertation. Written feedback is provided for all coursework within four weeks of submission. Group supervision will provide the opportunity for formative assessment for case presentations and tutorial for written work.

Cognitive/intellectual skills - assessment

Students’ skills are assessed through written work, practice and verbal, audio recorded or video taped case
Presentations, and for the MSc a research Dissertation.

**Subject Specific Skills and Professional Behaviours and Attitudes - assessment**

Students' skills are assessed through written work, practice evaluation and verbal, audio recorded or video taped case presentations, and for the MSc a research Dissertation.

**Transferable skills including those of employability and professional practice - assessment**

Transferable skills are assessed within all of the programme's assignments, including extended essays, case presentations, and case studies, practice evaluation and verbal, audio recorded or video taped case presentations, and for the MSc in CBT this also includes a research proposal and a research dissertation.

**Marking Criteria**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
<th>Specific Marking Criteria</th>
</tr>
</thead>
</table>
| 80-100%      | Distinction (Outstanding/Exceptional) | The work is exceptional and outstanding in terms of:  
1. theories, materials, range of evidences and information  
2. Synthesis of ideas, arguments and information across the work  
3. Unique and highly original perspectives conveyed  
5. Presentation and writing style. |
| 70-79%       | Distinction         | 1. Excellent coverage of the topic with wide range of materials and sources of evidences. Goes beyond those that were considered on the course.  
2. The work evidences some originality in addressing the topic and the assessment brief.  
3. There is clear evidence of ownership of materials and argument, with a clear narrator voice. Level of integration of arguments and synthesis of materials and ideas is clearly evidenced across the work.  
4. Work reveals a critical understanding of the topic and its implications. Evidence of sophisticated comprehension of materials and ideas for the level of study.  
5. Presentation is excellent (i.e well structured, strong narrative flow, meets academic literacy requirements to high standard, accurate and wide ranging referencing) |
<table>
<thead>
<tr>
<th>Grade</th>
<th>Merit</th>
<th>Description</th>
</tr>
</thead>
</table>
| 60-69%| Merit     | 1. Topic is covered very well with relevant theories/material.  
2. The work addresses the assessment brief very well.  
3. Arguments are clear, coherent and accurate.  
4. Evidence of in depth understanding of the topic, with good links between arguments and evidences.  
5. Evidence of critical evaluation of materials and arguments.  
6. Presentation is clear (i.e. well structured, organised, narrative flow, meets academic literacy requirements to good standard and referencing is completed accurately and systematically on the whole) |
| 50-59%| Pass      | 1. The topic is covered sufficiently with relevant theories and material.  
2. The work addresses the topic and assessment brief.  
3. Arguments are clear and accurate but do not evidence in depth understanding or synthesis of information and knowledge.  
4. There is critical consideration, but this is not fully integrated into the core arguments.  
5. Presentation meets fundamental masters level academic requirements. The work may however require improvements (e.g. to flow of text, structure, systematic academic referencing). |
| 40-49%| Fail      | The work includes some relevant material and an attempt to cover the topic, however some/all of the following apply:  
1. Insufficient coverage of relevant material  
2. Work does not meet the assessment brief  
3. Arguments are not well structured or coherent  
4. Lack of comprehension of materials / concepts / ideas  
5. Lack of evidence of critical thinking (work is too descriptive)  
6. Lack of evidence of appropriate presentation (including structure, organisation of materials, academic literacy requirements, systematic academic referencing)  
7. Ethical considerations are not evidenced  
8. There is no consideration of issues of context, diversity and difference in relation
30-39% Fail

Most/all of the following apply
1. The work does not include relevant material in relation to the specific topic.
2. The work does not meet the assessment brief, arguments are not relevant / not coherently structured.
3. There is a lack of comprehension of materials / concepts / ideas
4. Presentation and masters level academic literacy standards are not met.
5. Ethical considerations are not evidenced
6. There is no consideration of issues of context, diversity and difference in relation

10-29% Bad fail

Represents a significant overall failure to achieve the appropriate learning outcomes

1-9% Very bad fail

A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non-valid attempt and unit must be re-sat).

0% Non submission or plagiarised

A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment

### How is the programme structured?

**Academic Year of Study 1**  PGDip in CBT

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological Models of Therapy 1</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
</tr>
<tr>
<td>Psychological Models of Therapy 2</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>2</td>
</tr>
<tr>
<td>Therapeutic Skills</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
</tr>
<tr>
<td>Reflective Practitioner 1</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1,2</td>
</tr>
<tr>
<td>Advanced CBT Theory and Practice</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>3</td>
</tr>
<tr>
<td>Advanced CBT Skills</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>2</td>
</tr>
<tr>
<td>Supervised CBT Practice 1</td>
<td></td>
<td>30</td>
<td>7</td>
<td>Core</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

**Academic Year of Study 2**  MSc in CBT

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Practitioner 2</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1,2,3</td>
</tr>
</tbody>
</table>
Support for learning and wellbeing is provided in number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

Students are allocated a personal tutor and a Senior Tutor in each department has overall responsibility for student progress and welfare. Departments arrange regular communication to students in the form of mailings and meetings as well as regular progress reports and feedback on coursework and assignments. This is in addition to scheduled seminars, tutorials and lectures/workshops.

Personal tutors will invite students to meet in the first two weeks of a new term and regularly throughout the duration of a programme of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This way progress, attendance, essay/coursework/assessment marks can be reviewed and an informed discussion can be about how to strengthen learning and success.

Students are sent information about learning resources in the Library and on the VLE so that they have access to programme handbooks, programme information and support related information and guidance. Timetables are sent in advance of the start of term so that students can begin to manage their preparation and planning.

Taught sessions and lectures provide overviews of coursework themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Coursework essays build on lectures and seminars so students are encouraged to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

In depth feedback is provided for written assignments and essays via written feedback forms and formative feedback with module tutors/leads is provided to ensure that students’ work is on the right track. Feedback comes in many forms and not only as a result of written comments on a marked essay. Students are given feedback on developing projects and practice as they attend workshops and placements.

A peer assisted learning (PAL) scheme is in place so that first year students have the opportunity to link with a second year student who can offer support and their experience on a range of academic related issues. This support is department based so students have a common understanding of subject based knowledge.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is clearly provided on the College Website and as new students join Goldsmiths through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning & teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The Inclusion & Learning Support and Wellbeing Teams maintain case loads of students and provide on-going support.

The Careers Service and the Academic Success Centre provide central support for skills enhancement and run the Gold Award Scheme and other co-curricular activities that can be accredited via the higher education achievement award (HEAR).

**Links with employers, placement opportunities and career prospects**
Clinical placement are at the core of the programme and are compulsory. Supervision on practice and learning will take place both in placements and at the university. This will allow students to establish links with potential employers and start to build a professional network to facilitate post-graduation and then post-qualification employment.

Upon completion of the post-graduation accreditation requirements, students will be able to pursue a career as CBT psychotherapist both in the public and the private sector. Some may also choose to utilise their acquired skills and pursue an academic career by enrolling onto a PhD programme.


http://www.bacp.co.uk/

http://www.londonhp.nhs.uk/services/mental-health/improving-access-to-psychological-therapies-iapt/

What are the requirements of a Goldsmiths degree?

Master’s Degrees
All Master’s degrees at Goldsmiths have a minimum value of 180 credits. Programmes are composed of modules which have individual credit values. In order to be eligible for the award of a Master’s degree, students must have passed all modules on the programme.

Intermediate Exit Points
Some programmes incorporate intermediate exit points of Postgraduate Certificate and Postgraduate Diploma, which may be awarded on the successful completion of modules to the value of 60 credits or 120 credits respectively. Individual programmes may specify which, if any, combination of modules are required in order to be eligible for the award of these qualifications. The awards are made without classification.

Final Classification
There are four possible categories of final classification for Master’s degrees: Distinction, Merit, Pass and Fail. In order to be awarded an overall classification of Distinction, students should have obtained:

- a mark of at least 70% (or A grade) for the dissertation/project (or equivalent)
  AND
- EITHER a mark of 70% (or A grade) in at least half of the remaining credits.
  OR an overall weighted average mark (based on credit value) of at least 70%

In order to be awarded an overall classification of Merit, students should have obtained:

- a mark of at least 60% (or B grade) for the dissertation/project (or equivalent)
  AND
- EITHER a mark of 60% (or B grade) in at least half of the remaining credits.
  OR an overall weighted average mark (based on credit value) of at least 60%

Pass: In order to be awarded an overall classification of Pass must have passed all the modules on a programme but not have met the criteria for the award of an overall classification of Merit or Distinction.

Fail: If any module on a programme has been failed on more than one occasion the programme will be failed.

For further information, please refer to the Regulations for Postgraduate Taught Students, which may be found here: http://www.gold.ac.uk/governance/studentregulations/
Programme-specific rules and facts

PG Diploma and MSc programmes have different routes including different admission criteria and assessment criteria as specified in the module specifications.

How will teaching quality be monitored?

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules must be formally approved against national standards and are monitored throughout the year in departmental staff/student forums and through the completion of module evaluation questionnaires. Every programme also has at least one External Examiner who produces an annual report which comments on the standards of awards and student achievement.

This output is considered with other relevant data in the process of Annual Programme Review, to which all programmes are subject, and which aims to identify both good practice and issues which require resolution.

Every six years all programmes within a department are also subject to a broader periodic review. This aims to ensure that they remain current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all of these procedures are published on the webpages of the Quality Office (http://www.gold.ac.uk/quality/).