

MSc Cognitive Behavioural Therapy; Postgraduate Diploma (Professional Route) in Cognitive Behavioural Therapy

Programme Specification

Awarding Institution:

University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Name of Final Award and Programme Title:

MSc Cognitive Behavioural Therapy (180 Credits)

Postgraduate Diploma (Professional Pathway) in Cognitive Behavioural Therapy (120 Credits)

Name of Interim Exit Award(s):

Postgraduate Certificate in Cognitive Behavioural Therapy

Postgraduate Diploma in Cognitive Behavioural Therapy (non-accredited)

Duration of Programme:

1 year full-time PGDip (Professional Route) or 2 years full time for MSc

UCAS Code(s): Not applicable

HECoS Code(s): (100254) Psychotherapy

QAA Benchmark Group: Counselling and Psychotherapy

FHEQ Level of Award: Level 7

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: June 2026

Home School: Mind, Body and Society (MBS)

School(s) which will also be involved in teaching part of the programme:

Not applicable

Programme overview

The PGDip (Professional Route)/MSc in Cognitive Behavioural Therapy (CBT) is a structured postgraduate training programme designed in alignment with the British Association for Behavioural and Cognitive Psychotherapies (BABCP) Standards of Conduct and Performance and Ethics. The programme enables students to progressively acquire, apply and demonstrate the theoretical knowledge, clinical skills, reflective capacity and professional competencies required to practise as cognitive behavioural psychotherapists.

The programme provides comprehensive teaching in contemporary cognitive and behavioural theory, evidence-based models of assessment, formulation and intervention, and the application of CBT across a range of presenting difficulties. Students learn to practise collaboratively, ethically and in accordance with the evidence base, while adapting CBT responsively to each client's needs, goals, strengths, preferences and circumstances. Particular emphasis is placed on formulation-driven practice, routine outcome monitoring, effective therapeutic relationships, risk assessment and management, relapse prevention, and the critical evaluation of clinical outcomes.

Students are encouraged to critically evaluate CBT theory and practice and to understand psychological distress within its cultural, social and structural context. The programme addresses the influence of power, inequality, discrimination and social adversity upon the

development, maintenance and treatment of psychological difficulties. Students are supported to develop culturally responsive, anti-discriminatory and ethically informed practice, adapting the delivery of CBT without losing coherence with its theoretical principles or evidence base.

The PGDip (Professional Route) is a one-year, two-day-per-week full-time programme for applicants who meet BABCP's core professional requirements (<https://babcp.com/core-professions/core-professions-list/>). The MSc is a two-year full-time programme open to suitable applicants from compatible professional or academic backgrounds.

Clinical placement is an integral and compulsory component of both routes. Students are responsible for securing and maintaining a suitable placement that provides access to an appropriate range of clients, presenting difficulties and opportunities to deliver CBT under regular supervision. Placements must enable students to meet the programme's requirements for clinical practice hours, supervised casework, clinical recording, case reports and assessment of practice. Students must maintain accurate records of their clinical activity and demonstrate experience across the range of practice required by the programme and BABCP standards.

Clinical supervision is provided through both the programme and students' placement settings. Supervision supports the integration of theoretical knowledge, clinical decision-making, reflective practice and the development of competence. Students are required to present clinical material, including recordings of complete therapy sessions, and to use feedback from supervision and competency assessment to improve their practice. Clinical competence is assessed using the Cognitive Therapy Scale–Revised (CTS-R), alongside case reports, supervision records and other evidence of clinical performance. Progression and eligibility for the relevant award depend upon satisfactory placement engagement and demonstration of the required clinical and professional competencies.

The programme also incorporates skills practice and self-practice/self-reflection, enabling students to develop their understanding of CBT processes through experiential learning. Students are expected to reflect critically on their personal learning, therapist assumptions, interpersonal processes and use of self in therapy, and to demonstrate how this reflection informs safe, ethical and effective clinical practice.

During the first year of the MSc/PGDip, students develop the core theoretical, clinical and professional competencies required for CBT practice and begin applying these within supervised clinical placements. The second year extends their clinical experience and develops their engagement with contemporary CBT approaches, research, critical evaluation and further supervised practice. Across both years, students progressively compile evidence of their achievement of the knowledge, practice, supervision, assessed-practice and casework requirements specified by the programme.

The programme is designed to provide the specialist CBT training required to support an individual application for accreditation as a Cognitive Behavioural Psychotherapist. Successful completion of the programme does not itself confer BABCP accreditation. Graduates must apply separately to BABCP and meet the core profession or KSA, membership, clinical practice, supervision, professional, ethical and documentary requirements in force at the time of application.

MSc students who successfully complete Year 1 but do not progress to, or complete, Year 2 may be eligible for a PGDip exit award. This is a non-accredited exit award and does not confirm completion of all the specialist training, clinical practice or assessed-practice

requirements necessary for BABCP accreditation. Recipients would need to demonstrate independently that they meet the applicable BABCP training and accreditation requirements.

**This is not currently a Level 2 BABCP accredited programme.*

Programme entry requirements

For PGDip (Professional Route):

1. An undergraduate degree (2:2) or equivalent
2. Qualification & 2 years' experience in a core profession*
3. Personal suitability assessed by the application form, references and a screening interview
4. Be required to demonstrate interpersonal and personal capacities to provide a 'therapeutic' relationship (assessed through application and interview). These capacities include sensitivity, reliability, robustness, willingness to learn from feedback, integrity, psychological self-awareness
5. Be required to provide a Disclosure and Barring Service (DBS) check or equivalent Certificate of Conduct for international students

*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:

1. An undergraduate degree (2:2)
2. Certificate in Counselling Skills/equivalent experience
3. Personal suitability assessed by the application form, references and a screening interview
4. Be required to demonstrate interpersonal and personal capacities to provide a 'therapeutic' relationship (assessed through application and interview). These capacities include sensitivity, reliability, robustness, willingness to learn from feedback, integrity, psychological self-awareness

5. Be required to provide a Disclosure and Barring Service (DBS) check or equivalent Certificate of Conduct for international students

Aims of the programme:

1. Enable students to acquire and demonstrate the theoretical knowledge, clinical skills and professional competencies required for safe, ethical and effective CBT practice,
2. Develop students' knowledge and critical understanding of contemporary cognitive and behavioural theories, evidence-based models and empirically supported interventions across a range of presenting difficulties.
3. Enable students to conduct collaborative assessment, formulation, intervention and evaluation, adapting CBT responsively to clients' individual needs, goals, strengths, preferences and cultural and social contexts while maintaining fidelity to the evidence base.
4. Develop students' competence through structured skills practice, supervised clinical experience, evaluation of recorded clinical work and the integration of feedback into practice.
5. Prepare students, where applicable to their programme route, to design and undertake rigorous independent research relevant to CBT theory, practice or service delivery.
6. Develop scientist-practitioners who can critically evaluate research evidence, use routine outcome measures and other clinical data, and apply evidence-informed reasoning to clinical decision-making.
7. Develop reflective practitioners who use supervision, self-practice/self-reflection and critical evaluation of their clinical work to support continuing professional development and effective use of self in therapy.
8. Enhance students' understanding of how cultural, social, relational and structural factors—including power, inequality, discrimination and social adversity—may influence the development, maintenance and treatment of psychological difficulties.
9. Promote collaborative, inclusive and anti-discriminatory CBT practice that respects client autonomy, addresses power differentials and responds effectively to individual and social diversity.
10. Prepare students to practise in accordance with BABCP's professional, ethical and clinical standards and to take responsibility for maintaining and developing their competence.

Current module structure used for outcome mapping

- PY74000B Psychological Models of Therapy
- PY74002B Therapeutic Skills and Supervised CBT Practice
- PY74013A Reflective Practice and Advanced CBT Practice
- CO71009C Multidisciplinary Research Design and Methodologies (MSc Year 1 only)
- PY74008B Current Perspectives & Supervised CBT Practice (MSc Year 2 only)
- PY74011A Dissertation (MSc Year 2 only)
- PY74005A Advanced CBT Skills (PGDip Professional Pathway only)

What you will be expected to achieve

PGDip (Professional Pathway) and MSc Year 1

Students who successfully complete the PGDip (Professional Route), or Year 1 of the MSc Cognitive Behavioural Therapy, will be able to demonstrate the programme learning outcomes set out below.

Pathway-specific mapping: PY74005A Advanced CBT Skills is undertaken by PGDip (Professional Route) students only, while CO71009C Multidisciplinary Research Design and Methodologies is undertaken by MSc Year 1 students only. In the tables below, PY74005A* identifies PGDip-only contributions and CO71009C† identifies MSc Year 1-only contributions. Students on each route achieve the shared programme outcomes through their own route-specific module combination.

Students who successfully complete 60 credits but do not complete the requirements of the PGDip (Professional Pathway) or progress to the full MSc may be eligible for a Postgraduate Certificate in Cognitive Behavioural Therapy as an exit award.

The PGCert recognises the learning outcomes associated with the 60 credits successfully completed. It is an academic exit award and does not constitute a professional CBT qualification or demonstrate completion of the clinical training requirements for BABCP accreditation.

Students who successfully complete the first 120 credits of the MSc but do not complete the full MSc programmes may be eligible for a PGDip award (non-accredited by BABCP).

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Critically understand the theoretical, empirical, historical and philosophical foundations of cognitive behavioural therapy and its development as an evidence-based psychological therapy.	PY74000B; PY74013A
A2	Demonstrate systematic knowledge of cognitive and behavioural models of common mental health difficulties, including their application to assessment, formulation, intervention and evaluation.	PY74000B; PY74002B; PY74005A*
A3	Critically understand diagnostic systems and formulation-based approaches, including their respective strengths, limitations and implications for CBT practice.	PY74000B; PY74002B
A4	Demonstrate knowledge of the principles and processes required for safe, ethical and effective CBT practice, including contracting, confidentiality, boundaries, safeguarding, risk management and the appropriate use of clinical supervision.	PY74002B; PY74013A; PY74005A*
A5	Critically understand BABCP professional standards and the legal,	PY74013A; PY74002B

Code	Learning outcome	Taught by the following module(s)
	ethical, organisational and policy frameworks relevant to CBT training and practice.	
A6	Understand the role of the therapeutic relationship, collaboration and therapist reflexivity within CBT practice.	PY74000B; PY74002B; PY74013A
A7	Critically understand how cultural, social, relational and structural contexts including power, inequality, discrimination and adversity may influence the development, maintenance and treatment of psychological difficulties	PY74000B; PY74002B; PY74013A; PY74005A*
A8	Understand the role of other professionals, multidisciplinary teams and service structures and the responsibilities of a CBT practitioner working within these systems.	PY74013A; PY74002B
A9	Understand the principles of research design, evidence-based practice and the critical evaluation of research relevant to CBT.	CO71009C; PY74000B; PY74005A*

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Critically evaluate and apply evidence-based CBT models and interventions in response to clients' presenting difficulties.	PY74000B; PY74002B; PY74013A; PY74005A*
B2	Develop, communicate and revise coherent, collaborative and individualised CBT formulations that guide intervention planning and evaluation.	PY74000B; PY74002B; PY74013A; PY74005A*
B3	Integrate information from assessment, formulation, research evidence, routine outcome measures and client feedback to support clinical decision-making.	PY74000B; PY74002B; PY74005A*
B4	Tailor CBT responsively to clients' needs, goals, strengths, preferences, relational styles and cultural and social contexts while maintaining fidelity to the evidence base.	PY74000B; PY74002B; PY74013A; PY74005A*
B5	Critically evaluate the strengths, limitations and applicability of CBT models and interventions, including their	PY74000B; PY74013A

Code	Learning outcome	Taught by the following module(s)
	relationship to other psychological approaches.	
B6	Critically reflect on clinical work, recognise limitations in knowledge or competence, and use supervision and feedback to plan further development.	PY74002B; PY74013A; PY74005A*
B7	Critically evaluate research evidence and apply scientist-practitioner reasoning to CBT theory and clinical practice.	PY74000B; CO71009C

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Establish and maintain a collaborative CBT therapeutic relationship across the stages of therapy, including the ability to respond constructively to difficulties or ruptures in the therapeutic alliance.	PY74002B; PY74013A
C2	Conduct comprehensive CBT assessments that consider presenting difficulties, goals, strengths, relevant history, contextual factors, risk and suitability for CBT.	PY74000B; PY74002B; PY74005A*
C3	Develop and share collaborative CBT formulations and use these to agree appropriately sequenced and individualised intervention plans.	PY74000B; PY74002B; PY74013A; PY74005A*
C4	Deliver CBT interventions safely, competently and responsively, drawing upon the relevant evidence base and adapting practice to individual and contextual needs.	PY74002B; PY74013A; PY74005A*
C5	Use routine outcome measures, session-by-session evaluation and client feedback to monitor progress and inform clinical decision-making.	PY74000B; PY74002B; PY74005A*
C6	Demonstrate developing competence through supervised clinical practice and the recording, presentation and evaluation of complete therapy sessions, including competency assessment using the CTS-R.	PY74002B; PY74013A; PY74005A*
C7	Present clinical cases coherently in supervision, linking assessment, formulation, intervention, therapeutic process and outcomes.	PY74002B; PY74013A

Code	Learning outcome	Taught by the following module(s)
C8	Use clinical supervision effectively, consider and integrate feedback, and demonstrate responsibility for acting upon identified learning and development needs.	PY74002B; PY74013A; PY74005A*
C9	Recognise the limits of personal and professional competence and identify when consultation, safeguarding action, onward referral or alternative provision is required.	PY74002B; PY74013A; PY74005A*
C10	Practise safely, ethically, inclusively and professionally in accordance with BABCP standards and relevant legal and organisational requirements.	PY74002B; PY74013A; PY74005A*
C11	Demonstrate reflective use of self, including awareness of how personal responses, assumptions, identities and power may influence the therapeutic relationship and clinical practice.	PY74013A; PY74002B

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Work autonomously within the boundaries of developing professional competence while making appropriate use of clinical and academic supervision.	PY74002B; PY74013A; PY74005A*
D2	Communicate complex clinical and theoretical information clearly, accurately and sensitively in written, verbal and recorded formats.	PY74000B; PY74002B; PY74013A; CO71009C; PY74005A*
D3	Critically appraise personal and professional practice and use reflection, supervision and feedback to identify and address continuing development needs.	PY74002B; PY74013A; PY74005A*
D4	Work collaboratively and responsibly with clients, supervisors, peers, placement staff and multidisciplinary professionals.	PY74002B; PY74013A
D5	Critically evaluate theory, research and clinical evidence and construct coherent, evidence-informed arguments.	PY74000B; CO71009C
D6	Demonstrate effective organisation, record-keeping, time management and accountability in academic, clinical and placement contexts.	PY74002B; PY74013A

Code	Learning outcome	Taught by the following module(s)
D7	Use digital, research and information-management skills appropriately and ethically in academic and clinical work.	CO71009C; PY74002B

MSc Year 2: additional outcomes

In addition to the programme learning outcomes achieved during Year 1, students who successfully complete Year 2 and are awarded the MSc Cognitive Behavioural Therapy will be able to demonstrate the additional advanced clinical, critical and research outcomes set out below.

Advanced Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate systematic and critical knowledge of contemporary developments in CBT, including third-wave, process-based, transdiagnostic and contextually informed approaches.	PY74008B
A2	Critically understand the application, evidence base and limitations of CBT models and interventions when working with complex presentations, comorbidity and diverse client populations.	PY74008B
A3	Demonstrate advanced understanding of how developmental, relational, cultural, social and structural factors may influence psychological difficulties, therapeutic processes and treatment outcomes.	PY74008B
A4	Demonstrate critical understanding of research paradigms, epistemology, methodology, ethics and reflexivity relevant to CBT research.	CO71009C; PY74011A
A5	Critically understand the relationship between research evidence, clinical expertise, client perspectives and service contexts within evidence-based CBT practice.	PY74008B; PY74011A

Advanced Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Integrate advanced CBT theory, research evidence and clinical information to develop and revise formulations for complex presentations.	PY74008B

Code	Learning outcome	Taught by the following module(s)
B2	Critically evaluate contemporary CBT approaches, including their theoretical coherence, evidence base, clinical utility and limitations.	PY74008B
B3	Respond flexibly and creatively to complexity while maintaining a coherent, formulation-driven and evidence-based rationale for clinical decisions.	PY74008B
B4	Critically integrate multiple sources of information, including client feedback, routine outcome data, supervision and research evidence, to evaluate and adapt clinical practice.	PY74008B
B5	Formulate an appropriate research question and select, justify and apply a rigorous methodology through which to investigate it.	CO71009C; PY74011A
B6	Critically analyse and synthesise research findings, recognise methodological limitations and draw appropriately qualified conclusions.	PY74011A

Advanced Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Demonstrate advanced competence in collaborative CBT assessment, formulation, intervention and evaluation through supervised clinical practice.	PY74008B
C2	Adapt CBT responsively when working with complex presentations and diverse clients while maintaining attention to the evidence base, treatment integrity and the limits of competence.	PY74008B
C3	Critically evaluate therapeutic processes, including the therapeutic relationship, client engagement, power and contextual influences on treatment.	PY74008B
C4	Present and critically evaluate clinical work in supervision, integrating theory, formulation, intervention, therapeutic process, outcome information and reflexive awareness.	PY74008B
C5	Use supervision, competency feedback and self-reflection to identify patterns in clinical practice and establish	PY74008B

Code	Learning outcome	Taught by the following module(s)
	appropriately targeted professional-development goals.	
C6	Recognise when clinical complexity exceeds personal competence or the scope of CBT and make appropriate use of consultation, safeguarding procedures, onward referral or alternative provision.	PY74008B
C7	Plan, conduct and report an ethically sound independent research project relevant to CBT theory, practice, training or service delivery.	PY74011A

Advanced Transferable and research skills

Code	Learning outcome	Taught by the following module(s)
D1	Work with increased autonomy and accountability across clinical, academic and research contexts while making appropriate use of supervision and consultation.	PY74008B; PY74011A
D2	Communicate advanced clinical reasoning and complex research findings clearly to academic, professional and non-specialist audiences.	PY74008B; PY74011A
D3	Defend theoretical, methodological and clinical decisions through coherent, critically informed argument.	PY74008B; PY74011A
D4	Manage an extended independent project, demonstrating effective planning, ethical governance, information management and responsiveness to supervision.	PY74011A
D5	Produce a coherent research report that demonstrates criticality, methodological rigour, reflexivity and relevance to CBT knowledge or practice.	PY74011A
D6	Identify implications arising from research and advanced clinical learning for future CBT practice, service development and continuing professional development.	PY74008B; PY74011A

The assessment section should name the actual assessment methods directly and distinguish formal summative assessments from formative supervision and feedback. Use this revised wording:

How you will be assessed

Knowledge and understanding – assessment

Students' knowledge and understanding are assessed through written case reports, an evidence and risk essay, a formulation essay, a reflective journal, a verbal case report and the therapeutic skills practicum.

These assessments evaluate students' knowledge of CBT theory, evidence-based models and interventions, assessment, formulation, risk management, ethical practice and the application of CBT to individual clinical presentations. Written case reports and the verbal case report require students to integrate theoretical knowledge with clinical material from supervised practice.

For MSc students, knowledge and understanding of research design, methodology, ethics and critical appraisal are additionally assessed through a research proposal and an independent research dissertation.

Cognitive and intellectual skills – assessment

Students' cognitive and intellectual skills are assessed through the formulation essay, evidence and risk essay, written case reports, verbal case report, reflective journal and therapeutic skills practicum.

Students are required to demonstrate that they can:

- Select, apply and critically evaluate appropriate CBT theories, models and evidence-based interventions.
- Gather, synthesise and interpret clinical information.
- Develop, communicate and revise collaborative, individualised CBT formulations.
- Use formulations to guide intervention planning and clinical decision-making.
- Identify, assess and respond appropriately to clinical risk.
- Integrate research evidence, routine outcome data, client feedback and contextual information.
- Critically evaluate their clinical reasoning and recognise the strengths and limitations of their practice.

For MSc students, the research proposal and dissertation additionally assess the ability to formulate a research question, critically evaluate relevant literature, justify methodological decisions, analyse and interpret findings, and draw appropriately qualified conclusions.

Subject-specific skills and professional behaviours and attitudes – assessment

Students' clinical and professional competence is assessed through the therapeutic skills practicum, live supervision, written case reports, the verbal case report and reflective journal.

The therapeutic skills practicum assesses students' ability to demonstrate core CBT competencies through observed clinical practice. This includes establishing and maintaining a collaborative therapeutic relationship; structuring sessions; conducting assessment; developing and sharing formulations; applying appropriate cognitive and behavioural

interventions; and using feedback and outcome information to guide practice. Performance is evaluated using the CTS-R and, where appropriate, the CTS-A.

Live supervision takes place during in-person skills teaching and involves direct observation of simulated clinical practice. It enables students to receive immediate, structured feedback on their developing competence and to demonstrate their ability to reflect upon and integrate feedback into subsequent practice. Live supervision contributes to the assessment and development of clinical skills but does not replace the evaluation of complete therapy sessions or formal supervision of placement practice.

Written case reports assess students' ability to present a coherent course of CBT, linking assessment, formulation, intervention, therapeutic process, routine outcome monitoring and evaluation. The verbal case report assesses students' ability to communicate and critically discuss clinical work, justify their clinical decisions and respond constructively to questions and feedback.

The reflective journal evaluates learning arising from Self-Practice/Self-Reflection, skills development, supervision and clinical practice. Assessment focuses on the quality of critical reflection, integration of feedback, awareness of therapist processes and implications for professional development. Students are not required to disclose private personal information.

Across these assessments, students are expected to demonstrate safe, ethical, inclusive and professional practice; awareness of cultural, social and structural contexts; appropriate management of risk; recognition of the limits of their competence; and effective use of supervision.

Transferable skills, including employability and professional practice – assessment

Transferable and professional skills are assessed across the programme through:

- Written case reports
- Reflective journal
- Verbal case report
- Evidence and risk essay
- Formulation essay
- Live supervision
- Therapeutic skills practicum
- Research proposal
- Dissertation for MSc students

Collectively, these assessments evaluate students' ability to communicate complex clinical and theoretical information clearly; construct coherent evidence-informed arguments; present and discuss clinical cases; work collaboratively; give, receive and apply feedback; engage in critical reflection; manage clinical and academic responsibilities; and practise with appropriate autonomy and professional accountability.

The research proposal and MSc dissertation additionally assess independent project management, critical appraisal, research ethics, methodological reasoning, analysis and the communication of research findings.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
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. 4. Critical thinking. 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).
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).
30-49%	Fail	40-49%: 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.

Mark	Descriptor	Specific Marking Criteria
		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%: 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 the programme is structured

PGDip in Cognitive Behavioural Therapy (Professional Pathway)

Module Title	Module Code	Credits	Level	Module Status	Term
Reflective Practice and Advanced CBT Theory	PY74003A	30	7	Compulsory	1, 2, 3
Advanced CBT Skills (PGDip Professional Pathway only)	PY74005A	30	7	Compulsory	1, 2, 3
Psychological Models of Therapy	PY74000B	30	7	Compulsory	1, 2
Therapeutic Skills and Supervised CBT Practice	PY74002B	30	7	Compulsory	1, 2, 3

MSc Cognitive Behavioural Therapy

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Reflective Practice and Advanced CBT Theory	PY74003A	30	7	Compulsory	1, 2, 3
Multidisciplinary research design and methodologies	CO71009C	30	7	Compulsory	1
Psychological Models of Therapy	PY74000B	30	7	Compulsory	1, 2
Therapeutic Skills and Supervised CBT Practice	PY74002B	30	7	Compulsory	1, 2, 3

Academic Year of Study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Dissertation	PY74011A	30	7	Compulsory	1, 2,
Current Perspectives in CBT & Supervised CBT Practice	PY74008B	30	7	Compulsory	1, 2

Academic support

Support for learning and wellbeing is provided in a number of ways by Schools and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year 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 provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to School/programme handbooks, programme information and support related information and guidance.

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

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by School staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the School so that adjustments to learning and teaching are able to be implemented at a School 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 [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The Academic Skills Centre works with academic Schools offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

Links with employers, placement opportunities and career prospects

Clinical placements 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, student 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.babcp.com/Default.aspx>

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

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

The requirements of a Goldsmiths degree

All taught postgraduate degrees have a minimum total value of 180 credits and involve one calendar year of full-time study. Some programmes may extend over more than one calendar year and, when this is the case, they have a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Part-time students normally take modules to the value of 90 credits each year. If a programme has a part-time pathway, the structure will be set out in the section "How the programme is structured" above. Normally, all modules are at level 7 of the Framework for Higher Education Qualifications.

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

Modules

Modules are defined as:

- “Optional” – which can be chosen from a group of modules
- “Compulsory” – which must be taken as part of the degree

Progression

Some programmes may require students to pass specific modules prior to completion of the dissertation/major project (or equivalent). Additionally, where a programme of study extends beyond one calendar year, students may be required to pass specific modules in their first year of study before progressing to the second year. Where this is the case, these requirements will be set out in this Programme Specification.

Award of the degree

In order to graduate, students must successfully complete all modules specified for the programme, as set out within the section “How the programme is structured” above.

Classification

Final degree classification is calculated on the basis of a student’s mean average mark (based on credit value) across all modules on the programme.

Masters degrees are awarded with the following classifications:

- Distinction – 70%+
- Merit – 60-69%
- Pass – 50-59%

More detail on the [calculation of the final classification](#) is on our website.

Interim exit awards

Some programmes incorporate interim exit points of Postgraduate Certificate and/or Postgraduate Diploma, which may be awarded on the successful completion of modules to the minimum value of 60 credits or 120 credits respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the “What you will be expected to achieve” section above.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

Programme-specific rules and facts

General programme costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at gold.ac.uk/programme-costs.

Specific programme costs

Clinical Placement Supervision - There can be a cost to attending certain placements, including a fee for training, supervision or additional supervision costs. These costs can vary.

Students are not obliged to attend such placements, but if doing so, they should pay particular attention to the costs involved.

Travel - Students will be attending placements and therapy sessions during the course of their programme. Travel costs are the responsibility of students.

Attendance

Students are expected to attend all sessions prescribed for their programme. Registers are maintained and checked for prescribed sessions delivered by Goldsmiths (e.g. seminars, tutorials etc). Students are required to contact the programme convenor in relation to any absence. The programme convenor will determine if such absences are authorised. A module or termly base attendance rate falling below 80% may result in the matter being referred to the Academic Progress Committee, the College's Fitness to Study process or Fitness to Practice process. This applies to both MSc and PG Dip students. The College reserves the authority to take action in relation to unsatisfactory attendance, up to and including, withdrawal from Goldsmiths. Where attendance is below 80% in any module, students will automatically fail the module and will be required to repeat the module in full attendance in the next academic year and will be subject to full fees for the module.

Progression

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

In both programmes, completion of placement hours is an assessed component of the Supervised CBT Practice modules. Where required clinical hours are not submitted by the submission date, students will automatically fail the module and will be required to repeat the relevant Supervised CBT Practice module in full attendance and be subject to full fees for the module.

In both programmes, Placement Organisations are required to complete a Professional Practice Evaluation Form (PPEF). Where the student scores 'Unsatisfied' on any criteria, the student, placement organisation and placement tutor will meet to set training goals on the PPEF criteria to be completed over a 6-week period. After 6 weeks the PPEF will be completed again by the Placement Organisation. If the student scores 'Unsatisfied' on any criteria of the PPEF, the student will automatically fail the module and will be required to repeat the relevant Supervised CBT Practice module in full attendance and be subject to full fees for the module.

As professional clinical training courses, the MSc in CBT and PG Diploma (Professional Route) in CBT programmes both operate a Student Support approach which is outlined below. Programmes require students to adhere to the BABCP (<http://www.babcp.com/files/About/BABCP-Standards-of-Conduct-Performance-and-Ethics-0917.pdf>) ethical guidelines respectively regarding professional behaviour and accountability. Where trainees do not adhere to these guidelines within university training or placement, they will be asked to meet with their pastoral tutor and set training goals to be completed over a 6-week period. In addition, trainees may be required to undertake a period of personal therapy as part of the goals. The cost of personal therapy is to be paid by the student to the therapist. Such cost can vary wildly depending on location, availability and income, but you can expect to pay between £25.00 to £80.00 per therapy session.

Examples of non-adherence to the ethical guidelines may include but are not limited to: repeated lateness to modules; repeated absence from placement; repeated lack of preparation for teaching; failure to complete informally assessed teaching activities, e.g. non-assessed presentation; maintaining integrity in clinical work; fulfilling obligations in clinical work; maintaining high levels of compatibility between personal and professional moral

qualities in client, placement and university interpersonal relationships; and setbacks in aspiring to the BABCP key personal qualities. Personal tutor goal setting meetings are set with the intention of fully supporting the student's personal and professional growth. Where students are unable to meet the training goals, the course and placement team will convene with the student to discuss the next steps. In some circumstances, students will automatically fail the relevant module and will be required to repeat the module in full attendance in the next academic year and will be subject to full fees for the module.

In exceptional circumstances it may be necessary to dismiss students from the programme on the grounds of their unsuitability for training and fitness to practice. The grounds for this are as follows:

The student's behaviour:

- Is confirmed to be damaging or dangerous to other people who use services, other students or programme providers;
- Creates an unacceptable risk to themselves or others.

If this behaviour occurs while on placement the following applies:

- In the case of a student enrolled on a programme of study which leads to an entitlement to practice as a member of a profession, conduct which might call into question his / her suitability to practice that profession.

How teaching quality will be monitored

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

Programmes and modules are formally approved against national standards and are monitored throughout the year, such as in School committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or Schools are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains 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 these procedures are published on the [Quality Office web pages](#).