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

Postgraduate Diploma (Professional Route) in Cognitive Behavioural Therapy

Name of Interim Exit Award(s):

Postgraduate Certificate in Cognitive Behavioural Therapy

Postgraduate Diploma (non-accredited) in Cognitive Behavioural Therapy

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: December 2021

Home Department: Social, Therapeutic and Community Studies

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

Not applicable

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

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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 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.

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

For MSc:

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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

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 you will be expected to achieve

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

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate knowledge and understanding of mental health problems	Psychological Models of Therapy 1 Psychological Models of Therapy 2
A2	Demonstrate knowledge of professional and ethical guidelines	Psychological Models of Therapy 1 Psychological Models of Therapy 2 Therapeutic Skills

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Code	Learning outcome	Taught by the following module(s)
		Advanced CBT Skills
A3	Demonstrate knowledge of CBT models of therapy, and the ability to understand their application to practise	Psychological Models of Therapy 1 Psychological Models of Therapy 2 Therapeutic Skills Advanced CBT Skills
A4	Demonstrate an understanding of the impact of social and cultural contexts on the individual and practice of CBT	Psychological Models of Therapy 1 Psychological Models of Therapy 2 Therapeutic Skills Advanced CBT Skills
A5	Demonstrate an understanding of evidence-based practice and research in the field	Psychological Models of Therapy 1 Psychological Models of Therapy 2
A6	Demonstrate awareness of ethical guidelines for clinical practice	Psychological Models of Therapy 1 Psychological Models of Therapy 2 Therapeutic Skills Advanced CBT Skills
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 and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Understand and apply counselling and CBT interventions for individuals presenting with specific diagnoses and the optimisation of individual well-being	Therapeutic Skills
B2	Develop formulation and interventions tailored to the needs of the individual	Therapeutic Skills
B3	Recognise issues of diversity and difference and to adapt to clients' individual needs	Advanced CBT Skills
B4	Practice within professional ethical framework and guidelines.	Therapeutic Skills

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Foster and maintain a collaborative positive therapeutic alliance	Therapeutic Skills Advanced CBT Skills

Code	Learning outcome	Taught by the following module(s)
C2	Undertake initial generic assessment for treatment	Therapeutic Skills
C3	Implement CBT using a collaborative, positive, approach	Therapeutic Skills

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Work independently under supervision	Advanced CBT Skills
D2	Demonstrate their capacity for self-appraisal and reflection	Therapeutic Skills Advanced CBT Skills
D3	Demonstrate their capacity for critical thinking	Psychological Models of Therapy 1 Psychological Models of Therapy 2 Therapeutic Skills Advanced CBT Skills

In addition to the learning outcomes above, students who successfully complete the Postgraduate Diploma in Cognitive Behavioural Therapy (Professional Route and non-accredited) will also be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate knowledge and understanding of mental health problems	Psychological Models of Therapy 1 Psychological Models of Therapy 2 Advanced CBT Theory & Practice
A2	Demonstrate knowledge of, and ability to operate within, professional and ethical guidelines	Psychological Models of Therapy 1 Psychological Models of Therapy 2 Advanced CBT Theory & Practice Therapeutic Skills Advanced CBT Skills Reflective Practitioner 1 Supervised CBT Practice 1
A3	Demonstrate knowledge of a CBT model of therapy, and the ability to understand and employ the model in practice	Psychological Models of Therapy 1 Psychological Models of Therapy 2 Advanced CBT Theory & Practice Therapeutic Skills Advanced CBT Skills Reflective Practitioner 1 Supervised CBT Practice 1

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Code	Learning outcome	Taught by the following module(s)
A4	Demonstrate an understanding of the impact of social and cultural contexts on the individual and practice of CBT	Psychological Models of Therapy 1 Psychological Models of Therapy 2 Advanced CBT Theory & Practice Therapeutic Skills Advanced CBT Skills Reflective Practitioner 1 Supervised CBT Practice 1
A5	Demonstrate an understanding of evidence-based practice and research in the field	Psychological Models of Therapy 1 Psychological Models of Therapy 2 Advanced CBT Theory & Practice Therapeutic Skills Advanced CBT Skills Reflective Practitioner 1 Supervised CBT Practice 1
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 Practitioner 1 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 and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Understand and apply CBT interventions for individuals presenting with specific diagnoses and the optimisation 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, Theories and Reflective Practice Supervised CBT Practice 1

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Code	Learning outcome	Taught by the following module(s)
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

Code	Learning outcome	Taught by the following module(s)
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

Code	Learning outcome	Taught by the following module(s)
D1	Ability to make work independently under supervision	Reflective Practitioner 1 ,Theories and Reflective Practice , Supervised CBT Practice 1
D2	Capacity for self-appraisal and reflection	Advanced CBT Theory & Practice Therapeutic Skills Advanced CBT Skills Reflective Practitioner 1 ,Theories and Reflective Practice 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 ,Theories and Reflective Practice , Supervised CBT Practice 1

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

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate the acquisition of research methods and epistimiological approaches and apply them to their own projects	Multidisciplinary Research Methods Dissertation
A2	Demonstrate and understanding and knowledge of ethical practice in research	Multidisciplinary Research Methods Dissertation
A3	Demonstrate advanced knowledge and evaluation of other non-CBT therapeutic approaches	CPD Workshops

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Critical evaluation of empirical evidence	Multidisciplinary Research Methods DissertationDissertation, Theories and Reflective Practice
B2	Synthesising theory, practice and research	Multidisciplinary Research Methods Dissertation
B3	Verbal and written presentation skills	Supervised CBT Practice 2 & CPD Workshops, Theories and Reflective Practice

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Plan, develop and carry an independent research project	Multidisciplinary Research Methods Dissertation
C2	Demonstrate personal reflection and development	Supervised CBT Practice 2 & CPD Workshops, Theories and Reflective Practice
C3	Evidencing clinical skills through verbal and written case presentations	Supervised CBT Practice 2 & CPD Workshops, Theories and Reflective Practice

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Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Ability to transfer communicate and transfer knowledge clearly and coherently	Multidisciplinary Research Methods Dissertation
D2	Self-reflection	Multidisciplinary Research Methods Dissertation
D3	Practise reflective and collaborative CBT therapy	Supervised CBT Practice 2 & CPD Workshops, Theories and Reflective Practice

How you will 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. Some online teaching and practice will be incorporated to the teaching programme in order to prepare students to a changing market and an increase use of technology in clinical practice. Students are expected to undertake background reading and independent study in relation to all of these teaching sessions. A small proportion of the teaching may take place online or as part of a blended-learning model. Personal tutorials and meetings can be conducted online to allow for more scheduling flexibility.

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 role-play 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

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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 case presentations, is also designed to facilitate the development of transferable, as well as specific, skills.

How you will 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. Individual or Group placement 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 videotaped 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 videotaped 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 videotaped case presentations, and for the MSc in CBT this also includes a research proposal and a research dissertation.

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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.

Mark	Descriptor	Specific Marking Criteria
		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. 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).

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Mark	Descriptor	Specific Marking Criteria
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

Full-time mode

PGDip in Cognitive Behavioural Therapy

Module Title	Module Code	Credits	Level	Module Status	Term
Psychological Models of Therapy 1	PY74000A	15	7	Compulsory	1
Psychological Models of Therapy 2	PY74001A	15	7	Compulsory	2
Therapeutic Skills	PY74002A	15	7	Compulsory	1
Reflective Practitioner 1	PY74003A	15	7	Compulsory	1, 2
Advanced CBT Theory and Practice	PY74004A	15	7	Compulsory	3
Advanced CBT Skills	PY74005A	15	7	Compulsory	2
Supervised CBT Practice 1	PY74007B	30	7	Compulsory	1, 2, 3

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Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Psychological Models of Therapy 1	PY74000A	15	7	Compulsory	1
Psychological Models of Therapy 2	PY74001A	15	7	Compulsory	2
Therapeutic Skills	PY74002A	15	7	Compulsory	1
Reflective Practitioner 1	PY74003A	15	7	Compulsory	1, 2
Advanced CBT Theory and Practice MSc route	PY74013A	15	7	Compulsory	3
Advanced CBT Skills MSc route	PY40712A	15	7	Compulsory	2

Module Title	Module Code	Credits	Level	Module Status	Term
Supervised CBT Practice 1 MSc route	PY74006B	30	7	Compulsory	1, 2, 3
Multidisciplinary Research Methods for MSc route	CO71009A	15	7	Compulsory	1

Academic Year of Study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Theories and Reflective Practice	PY74008B	30	7	Compulsory	1, 2, 3
Supervised CBT Practice & CPD Workshops	PY74009B	30	7	Compulsory	1, 2, 3
Dissertation	PY74011A	60	7	Compulsory	1, 2, 3

Academic support

Support for learning and wellbeing is provided in a 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.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least three 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. All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the Library and information available on Learn.gold (VLE) so that they have access to department/ 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

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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 department 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 department so that adjustments to learning and 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 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 Centre for Academic Language and Literacies works with academic departments 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.londonhp.nhs.uk/services/mental-health/improving-access-to-psychological-therapies-iapt/

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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.

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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 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 ethical guidelines 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

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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. 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 their 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 departmental 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 departments 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.

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