

<b>Programme Title and Name of Award</b>	PGDip Advanced Practice of Cognitive Behavioural Therapy (IAPT)		
<b>Academic Level</b>	Level 7	<b>Total Credits</b>	120
<b>Professional Body Accreditation / Qualification</b>	<p>PGDip Advanced Practice of Cognitive Behavioural Therapy (IAPT) is accredited as a Level II training by the BABCP (The British Association for Behavioural and Cognitive Psychotherapy).</p> <p>This is the highest level of course accreditation offered by the BABCP.</p> <p>Students that pass the course can apply for provisional accreditation with the BABCP. Then after a further year of practice can apply for full accreditation</p>		
<b>Date of Professional Body Accreditation</b>	November 2013 (Pending December 2018)	<b>Accreditation Period</b>	December 2018 – December 2023 (Pending)
<b>UCAS Code</b>	N/A		
<b>JACS Code</b>	C848		
<b>HECoS Code</b>	100254 Psychotherapy		
<b>Criteria for Admission to the Programme</b>	<p>The University's standard criteria for admissions apply. Please refer to the <a href="#">Applicant Information</a> pages of the University website for more information. For <a href="#">APL</a>, please refer to the University website. This course will under most circumstances not accept APL. The course requires you to complete a very specific programme of study prescribed by the BABCP and IAPT.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage: <a href="https://www.cumbria.ac.uk/study/courses/postgraduate/advanced-practice-of-cognitive-behavioural-therapy-high-intensity-iapt/">https://www.cumbria.ac.uk/study/courses/postgraduate/advanced-practice-of-cognitive-behavioural-therapy-high-intensity-iapt/</a></p> <p>The following additional requirements apply for entry to this programme:</p> <p>A student may seek admission to the programme if they have a core profession recognised by the BABCP. Details can be found at their website <a href="http://www.babcp.com">http://www.babcp.com</a></p> <p>If a prospective student does not have a recognised core profession they must demonstrate having the equivalent by completing a KSA</p>		

	(Key Skills and Attitudes) portfolio. The details can be found on the BABCP website.
<b>Teaching Institution</b>	UOC
<b>Owning Department</b>	Health Psychology and Social Studies
<b>Programme delivered in conjunction with</b>	We deliver the programme in relation with, but not in conjunction with, a changing group of placement providers, often NHS Trusts. Placements must be operating within the IAPT framework.
<b>Principal Mode of Delivery</b>	Face to Face and Work-Based Learning
<b>Pattern of Delivery</b>	Full Time This programme may also be made available on an infill part-time basis at the discretion of the academic programme leader
<b>Delivery Site(s)</b>	Lancaster
<b>Programme Length</b>	Students will normally be expected to complete their studies within one or two academic years. University regulations allow a four year period within which to complete the programme. All students' progression is subject to on-going consideration of 'Fitness to Practice'.
<b>Higher Education Achievement Report (HEAR)</b>	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
<b>Exit Awards</b>	<p>These exit award do <b>NOT</b> qualify a person to be a practicing CBT therapist. These awards do not qualify a person to become accredited with the BABCP</p> <ol style="list-style-type: none"> <li>1. Postgraduate Diploma in Evidence Based Psychological Approaches (CBT) if you complete HLLI7001, HLLI7002, HLLI7003, HLLI7004, HLLI7005, HLLI7006 – but do not complete the requirements of the portfolio HLLI9001 including suitable clinical references.</li> </ol> <p>Or</p> <ol style="list-style-type: none"> <li>2. Postgraduate Certificate in Evidence Based Psychological Approaches (CBT) if you complete HLLI7001, HLLI7002, HLLI7003.</li> </ol>
<b>Period of Approval</b>	August 2018 to July 2024

### Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change

- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

## Programme Features

Cognitive Behavioural Therapy (CBT) is one of the most exciting, innovative and modern forms of psychotherapy; and becoming the treatment of choice in evidence based health services. As a CBT therapist you will develop a set of skills with which to make a remarkable difference to people's lives. You will learn to free your patients from crippling symptoms of anxiety and depression. You will help them to develop the confidence to pursue meaningful lives. It is an incredibly satisfying choice of career.

We are very proud of our CBT training programme. It is one of the most established training courses in the UK. We provide the form of CBT training that prepares students to work in IAPT services in the NHS (Improving Access to Psychological Therapy). The IAPT revolution has swept NHS psychotherapy services during the last decade and transformed the provision of psychotherapy in the UK. IAPT is committed to providing evidence based psychological treatments. Students who study with us are taught evidence-based CBT. Our students train to deliver National Institute for Clinical Excellence (NICE) approved treatment approaches for anxiety disorders and depression.

We are philosophically committed to an evidenced based approach to psychotherapy but this does not mean CBT therapists are only scientists, as CBT is both a clinical art and a science. To become a skilled CBT therapist means developing a recognised set of skills; but also the ability to apply these in unique ways to the benefit of patients with unique needs. CBT is a highly creative and relational approach to psychotherapy. It aims to enhance patients' wellbeing, help them overcome symptoms of anxiety and depression and develop more meaningful lives. CBT helps people return to work, to heal, to love and reconnect with living.

There are many reasons to study CBT with the University of Cumbria:

- Our training will directly prepare you to work in NHS IAPT services thus ensuring nationwide employment opportunities.
- Our programme provides students in the North West and in particular Cumbria and Lancashire access to the highest level of CBT training. Our course is fully accredited with the BABCP (British Association of Behavioural and Cognitive Psychotherapy) as a Level II CBT training. This is the highest level of course accreditation offered by the BABCP.
- You will train with highly experienced CBT therapists, who are all in practice as clinicians, who can teach both the art and science of CBT.
- Students report high levels of satisfaction from studying with us
- Our training provides students with a golden career opportunity. Having passed the course you can apply for provisional accreditation with the BABCP. With provisional accreditation you are employable in the wide range of IAPT services operating nationwide. You can be registered with

the professional agencies that advertise CBT jobs nationally.

- Once you have provisional accreditation you can apply for full BABCP accreditation after one more year in practice.
- You will have trained while working three days per week in an IAPT service. You graduate with both a professional qualification and a year of CBT experience working in clinical practice. You graduate as a professional. This is the perfect foundation from which to build a career in CBT and psychological services in this country and internationally.
- We endeavour to expose students to Masterclasses given by internationally recognised experts in CBT, however, the availability of these cannot be guaranteed.

During your training you will be placed in an IAPT service and will be required to treat up to 12 patients per week. You are given a great deal of support during your training and will receive once weekly individual clinical supervision and weekly group supervision at the University. You will video treatment sessions which will be reviewed during the supervision process to provide you with expert guidance. You will be in placement for the duration of the course.

At the present time the University of Cumbria offers an MSc top up programme, but cannot guarantee this will be available at all times. Once you have completed the Postgraduate Diploma in Advanced CBT you are eligible to apply for the MSc top up.

## Aims of the Programme

The overall aims of the Programme are:

1. To develop you into a practitioner able to make ethically safe, CBT informed decisions in complex professional/clinical situations.
2. To develop a critically evaluative understanding of the evidenced based models of CBT practice.
3. To develop advanced skills of enquiry, critical analysis and reflective methods. To use these to explore personal and work place experience, relevant scholarship, current statutory regulations and policy.
4. To develop advanced clinical skills to practice as clinical specialists in CBT that meet the BABCP minimum training standards.

## Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 7 (Usually Master's level), you will be able to demonstrate that you have the ability:

- To display a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice.
- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and

unpredictable situations.

- Generate new ideas and support the achievement of desired outcomes
- Accept accountability for decision making including the use of supervision
- Analyse complex concepts and professional situations by means of synthesis of personal and work place reflection and data drawn from scholarship and research in the field.

### **Programme Outcomes – Knowledge and Understanding**

The programme provides opportunities for you to develop and demonstrate the following:

#### **After 120 credits of study (PGDip) you will be able to demonstrate:**

**K1.** How to assess a patient, taking account of their history, social and cultural circumstances, and the patterns of cognitive and behavioural maintenance operating in the present. An ability to formulate their clinical presentation and develop, and critically reflect in the light of modern research, on a suitable evidence based treatment plan.

**K2.** How to build, maintain and end therapeutic relationships. How to reflect on therapeutic relationships.

**K3.** How to structure and critically reflect on the process and practice of CBT.

**K4.** How to use and critically evaluate evidenced based CBT models to treat: PTSD, Panic Disorder, Phobias and Social Anxiety Disorder, GAD, OCD, IAD and Depression (This is not an exhaustive list).

**K5.** Knowledge of, and the ability to critically reflect on, the recognised CBT competencies mapped by Roth and Pilling.

### **Programme Outcomes – Skills and other Attributes (including Employability Skills)**

The programme provides opportunities for you to develop and demonstrate the following:

#### **After 120 credits of study (PGDip) you will be able to demonstrate:**

**S1.** That you have sufficient skills and professional attitudes to be put forward for provisional accreditation with the BABCP.

**S2.** That you can manage clinical risk.

**S3.** That you can guide, and critically reflect upon, a patient's journey from assessment, into treatment and then to relapse prevention planning and discharge.

**S4.** That you have developed a tool box of clinical CBT cognitive and behavioural skills appropriate to treat symptoms of anxiety and depression. That you are able to critically review these in the light of research, and with which you can help patients recover and build more meaningful lives.

### **External and Internal Reference Points**

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

This PGDip IAPT CBT training is designed to meet the minimum training standards of the BABCP. See their website for details <http://www.babcp.com>

From the [Counselling and Psychotherapy 2013](#) QAA Benchmark:

- Knowledge base extends to a systematic understanding and critical awareness of topics which are informed by the forefront of the discipline or counselling and psychotherapy.
- Show a critical awareness of the history of ideas, the cultural context, and social and political theories that inform and influence the practice of counselling and psychotherapy.
- An appropriate methodology can be identified for dealing with complex problems or those of an unfamiliar or unpredictable nature.
- Critical discussion and analysis of complex concepts and work is carried out independently and with some originality.

[WWW.QAA.AC.UK](http://WWW.QAA.AC.UK)

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- [UoC Vision, Mission and Values](#)
- [UoC Corporate Strategy](#)
- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- [UoC Academic Regulations and Academic Procedures and Processes](#)

## Graduate Prospects

Graduates employment prospects are excellent. Many graduates have secured employment in the NHS locally or move on to work in NHS services throughout the UK. Graduates can work in many different settings for example, for occupational health providers, mental health charities and in private practice.

Our programme curriculum is designed to meet the training requirements of the BABCP and of IAPT services. For this reason our students graduate as professionals ready to work with qualifications, provisional accreditation and a year of workplace experience. This is the perfect CBT passport to gaining employment.

You can if you wish build on your PGDip studies by taking an MSc top up programme; writing a CBT dissertation on an area of your particular research interest. This is an excellent way to further enhance your employability as you further develop your specialist knowledge.

## Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

### Learning and Teaching

The University Learning Teaching and Assessment strategy 2017-2022 has four key aims:

1. Excellence in Learning & Teaching
2. Responsive Learner Support
3. Employability & Graduateness
4. Developing Digital Capabilities of Students & Staff

Our programme aims to implement these principles in our teaching approach and to meet the BABCP minimum training standards.

To these ends you will attend university for lecture days and to take part in clinical supervision groups. Each lecture day will be split 50/50 in a mix of academic lectures and skills development exercises. Lecturers provide clinical demonstrations, role plays, and video presentations of their own work. You will be encouraged to reflect, challenge, question and develop your own critically reflective understanding of CBT.

A very important learning environment is your supervision group. It is in clinical supervision that you merge theory and practice under the guidance of a highly experienced and skilled CBT supervisor. To train in CBT is to become an apprentice to your supervisor, who has the responsibility of supporting you on the journey to becoming a fully fledged CBT practitioner.

Humour is a vital part of the training process as is the ability to work with your peers supporting each other and learning from each other. No one begins this training as an expert. A willingness to review weaknesses, to ask questions, to explore and learn are vitally important.

Your supervisors have all been there before you and know how demanding the training process can be. Your university supervisors are also your personal tutors with whom you can arrange extra tutorial support.

CBT is not just a theoretical practice it is a real clinical skill. A skill that only develops through practice and application in the real world of clinical work. You learn CBT by doing CBT. You learn CBT by applying it to both your patients and to yourself. We encourage you to practice CBT on yourselves to better help develop your understanding and your skills. Part of learning to become a CBT therapist is to take a journey of self-development. To assess yourself, to address the problems that you have in your own lives. You will learn to relate better to yourself and you will learn the art of the therapeutic relationship.

To help you in your studies you will have access to a suite of Blackboard module sites that have lecture materials, reading lists and additional readings to help you develop your skills and understanding. You will actively participate in role plays, clinical demonstrations, group and individual supervision sessions where videos of your work are reviewed by both tutors and peers.

You will study the principles of internationally recognised evidenced based clinical CBT practice. You will experience working in a professional IAPT service. You will learn to understand and develop ethical professional practice, to manage patient risk and to liaise with other mental and other health professionals. You will develop skills to keep professional records. In essence you will learn to work as a mental health professional.

You will be required to video as many of your treatments sessions as possible for review in supervision, and in most cases recording equipment will be provided by your placement providers. However, we cannot guarantee that this will be available and you may be required to purchase your own equipment with the ability to record at least two hours of video.

Anything you record will be with the permission of your patient. Anything you record and any data you transport will be subject to the rules of confidentiality and data management in your placement setting.

## **Summative and Formative Assessment**

As you progress through your training you will be assessed in a variety of ways to test the development of your skills and knowledge. Assessment has two aspects; the first is formative, which helps you prepare for the summative assessments which are marked and count toward the award of the PGDip.

To develop your understanding and skills you will write theoretical essays, and write up case studies of your clinical work. You will submit videos of your work with patients and be evaluated in practice by your supervisors. You will be supported by being provided specific guidance on how to complete each assignment. If you fail to pass a piece of work you are allowed the chance to make a second submission in line with academic regulations and will be offered detailed tutorial support to help you succeed.

The process of assessment tests both your understanding of CBT and your skill in delivering CBT. The assessments encourage you to reflect on your developing CBT practice.

You will write a first essay focused on developing your understanding of the underlying theory of CBT. You will then complete two 4000 word case studies to better develop your clinical skills. One on a patient with an anxiety disorder and the second case study on a patient with depression. You will complete two further case studies in which you submit two recordings of treatment sessions with patients who have given their permission to record these sessions. One will be of a patient with anxiety and the other a patient with depression. With each recording you will submit a 2000 word case conceptualisation developing your theoretical knowledge, and critical reflective practice. You will then submit a last 3000 word essay to help you reflect on your developing CBT practice.

An important part of your assessment is the completion of a professional portfolio, which is a log of all your patient contact during your training. It contains your records of supervision and will demonstrate your ability to reflect on practice. The log will be stored electronically on the University's Pebble Pad digital platform.

Your portfolio is a professional requirement for becoming accreditable with the BABCP. It will provide evidence that you have met the minimum training requirements for BABCP accreditation. It is a record of your training and of your time spent studying with us, and is a passport into professional life. You will find that the four case studies you complete during the programme are a part of this portfolio. The Portfolio requires you get references from your clinical supervisors. These references must support your application for provisional accreditation with the BABCP; if you are to pass the full target award.

## **Student Support**

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

### **Induction**

Students on our PGDip will go through both university and placement inductions. The university induction is built into the first week timetable. You will be introduced to library services, how to use the Blackboard system, and be allocated your university card. You will meet with your personal tutors who will also be your group clinical supervisors. You will be provided with an overview of the course and

how tutorial support continues throughout your programme of study.

Placement induction will depend on where you are placed. Each setting will have a different approach. You will be allocated a work place supervisor in addition to your university supervisor.

### **Personal Tutoring**

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

You will see your personal tutor weekly in group supervision sessions. If any issues arise these may be suitable to discuss in clinical supervision or you can request an individual tutorial. Tutors might suggest having a tutorial if they think this could be beneficial. In addition there are formal tutorial reviews built into the timetable.

### **Personal Development Planning**

You are encouraged to develop personal development plans (PDP). This is encouraged through the development of an on line professional portfolio and assignments designed to help you to reflect on your developmental needs.

### **Library and Academic Support (based in Information Services)**

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using [OneSearch](#) (see link below) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically using the University's [online reading and resource list system](#).

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit [skills@cumbria](#) for more details.

Other useful links:

[CBT subject area](#)

[Postgraduate Study and Research](#)

### **IT and Technical Support**

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and

support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

### **Staff and Student Services**

Staff and Student Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

### **Preparing for Postgraduate Study**

This free online pre-entry Master's level course is available free of charge through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the academic requirements of study at postgraduate level and is recommended to students who are about to start their PG qualification.

To access the course simply follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

### **Mature Students' Events**

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

### **Help is at Hand Events**

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and gives you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

<b>Programme Curriculum Map</b>					
<b>Academic Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Module Status*</b>	<b>Programme Outcomes achieved</b>
7	HLLI7001	Fundamentals of CBT (IAPT)	20	Core	K: 1,2,3,5 S: 2,3,4
7	HLLI7002	CBT For Anxiety Disorders 1 (IAPT)	20	Core	K: 2,3,4 S: 1,2,3,4
7	HLLI7003	CBT For Depression (IAPT)	20	Core	K: 2.3.4 S: 1,2,3,4
7	HLLI7004	Advanced Supervision of CBT Practice 1 (IAPT)	20	Core	K: 1,2,3,4,5 S: 2,3,4
7	HLLI7005	Advanced Supervision of CBT Practice 2 (IAPT)	20	Core	K: 1,2,3,4,5 S: 2,3,4
7	HLLI7006	CBT For Anxiety Disorder 2 (IAPT)	20	Core	K: 1,2,3,4,5 S: 2,3,4
7	HLLI9001	Qualificatory Practice Unit: Advanced Practice of Cognitive Behavioural Therapy (IAPT)	0	Qualificatory	K: 1,2,3,4,5 S: 1,2,3,4

### Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

A failed student will be permitted to re-register on the same programme at the programme leader's discretion.

- Students must pass all modules to pass the course. This is a requirement of the BABCP in order to demonstrate you have met their minimum training standards.

### \* Key to Module Statuses

Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic

	Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

<b>Programme Delivery Structure: Full Time</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>	<b>Method(s) of Assessment</b>	<b>Approximate Assessment Deadline</b>
		<b>Delivery begins first week of January and continues into the following December</b>		
HLLI7001	Fundamentals of CBT (IAPT)	Spring	4000 word Summative essay	March
HLLI7002	CBT For Anxiety Disorders 1 (IAPT)	Extended Spring	4000 Word Summative case study	June
HLLI7003	CBT For Depression (IAPT)	Extended Spring	4000 Word Summative Case Study	September
<b>Students exiting at this point will receive a Postgraduate Certificate Evidence Based Psychological Approaches (CBT) – This is not a practice qualification.</b>				
HLLI7004	Advanced Supervision of CBT Practice 1 (IAPT)	Extended Spring	Summative CTSR tape and 2000 word conceptualisation	July
HLLI7005	Advanced Supervision of CBT Practice 2 (IAPT)	Extended Spring – Autumn	Summative CTSR tape and 2000 word conceptualisation	October
HLLI7006	CBT For Anxiety Disorder 2 (IAPT)	Autumn	Summative 3000 word essay	November
HLLI9001	Qualificatory Practice Unit: Advanced Practice of Cognitive Behavioural Therapy (IAPT)	Year long	BABCP Portfolio	November
<b>Students exiting at this point with 120 credits and completing HLLI9001 will receive a PGDip Advanced Practice of Cognitive Behavioural Therapy (IAPT)</b>				
<b>Students exiting with 120 credits who have completed all the modules above, with the exception of HLLI9001, will be awarded: Postgraduate Diploma in Evidence Based Psychological Approaches (CBT) – This is not a practice qualification.</b>				

## Methods for Evaluating and Improving the Quality and Standards of Learning

### Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation
- Programme Validation and Periodic Review
- Annual Monitoring
- Peer Review of Teaching
- External Examiner Reports
- Student Success and Quality Assurance Committee
- Every 5 years the programme goes through revalidation with the BABCP

### Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.

- Staff Student Forum
- Module Evaluation Forms
- Programme Evaluation forms
- Module/Programme/Personal tutorials
- Meetings with External Examiners

### Date of Programme Specification Production:

19/9/18

### Date Programme Specification was last updated:

**For further information about this programme, refer to the programme page on the University website**