Programme Specification

Programme Title and Name of Award	PGDip Advanced Practice of Cognitive Behavioural Therapy - High Intensity NHSTT (National Health Service Talking Therapies)		
Academic Level	Level 7	**Total Credits**	120
Professional Body Accreditation / Qualification	PGDip Advanced Practice of Cognitive Behavioural Therapy High Intensity NHSTT (National Health Service Talking Therapies) is accredited as a Level II training by the BABCP (The British Association for Behavioural and Cognitive Psychotherapy). This is the highest level of course accreditation offered by the BABCP. Students that pass the course can apply for accreditation with the BABCP.		
Date of Professional Body Accreditation	2024	**Accreditation Period**	2024 - 2028
UCAS Code	N/A		
HECoS Code	100254		
Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For RPL , please refer to the University website. This course will not accept RPL. The course requires you to complete a very specific programme of study prescribed by the BABCP and NHSTT. Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/study/courses/postgraduate/advanced-practice-of-cognitive-behavioural-therapy-high-intensity-iapt/ The following additional requirements apply for entry to this programme: 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 http://www.babcp.com If a prospective student does not have a recognised core profession they must demonstrate having the equivalent by completing a KSA (Key Skills and Attitudes) portfolio. The details can be found on the BABCP website.		

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Teaching Institution	UOC
Owning Institute	Institute of Health
Programme delivered in conjunction with	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 NHSTT framework.
Principal Mode of Delivery	Face to Face and Work-Based Learning
Pattern of Delivery	Full Time or Part Time This programme may also be made available on an infill part-time basis at the discretion of the academic programme leader
Delivery Site(s)	Lancaster
Programme Length	Standard registration period (full-time) – 1 year Standard registration period (part-time) – 2 years All students' progression is subject to on-going consideration of 'Fitness to Practice'.
Exit Awards	These exit award do **NOT** qualify a person to be a practicing CBT therapist. These awards do not qualify a person to become accredited with the BABCP 1. Postgraduate Diploma in Evidence Based Psychological Approaches (CBT) if you complete HLLI7007, HLLI7008, HLLI7009, HLLI7010, HLLI7011, HLLI7012 – but do not complete the requirements of the portfolio HllI9002 including suitable clinical references. Or 2. Postgraduate Certificate in Evidence Based Psychological Approaches (CBT) if you complete HLLI7007, HLLI7008, HLLI7009.
Period of Approval	August 2022

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 NHSTT services in the NHS. The NHSTT revolution has swept NHS psychotherapy services during the last decade and transformed the provision of psychotherapy in the UK. NHSTT 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 NHSTT 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 accreditation with the BABCP. With accreditation you are employable in the wide range of NHSTT services operating nationwide. You can be registered with the professional agencies that advertise CBT jobs nationally.
- You will have trained while working in an NHSTT 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 the UK.

During your training you will be placed in an NHSTT service. Full-time students will be required to treat

the equivalent of up to 12 patients per week, with a reduced caseload for part-time students. A great deal of support is given during training, and on a typical week, Full-time students will receive a once weekly individual clinical supervision and weekly group supervision at the University, with part-time students receiving equivalent for their caseload. 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.

Programme Learning Outcomes

By the end of this Programme learners will be able to:

1. Develop you into a practitioner able to make ethically safe, CBT informed decisions in complex professional/clinical situations.
2. Develop a critically evaluative understanding of the evidenced based models of CBT practice.
3. 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. 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 NHSTT 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

  ISBN 978 1 84979 777 1

- 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 NHSTT 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.

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's Learning Teaching and Assessment Plan 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 and role plays. You will be encouraged to reflect, challenge, question and develop your own critically reflective understanding of CBT.

You will be allocated into groups of no more than four and typically undertake half a day's online group clinical supervision a week, in order to support consolidation of CBT theory into practice. The group supervision time is split 50/50 between clinical observations with feedback and opportunities for experiential learning, case studies, discussion and self-reflection.

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 NHSTT 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 lean to work as a mental health professional.

You will be required to video all 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.

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.

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 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 Services and Academic Skills

Module leaders will collaborate with Library Services to ensure that your online 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 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 on Blackboard using the University's online reading and resource list system.

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/

An Ask a Librarian service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. https://my.cumbria.ac.uk/Student-

Life/Learning/Libraries/Ask/

The Skills@Cumbria service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. Additional skills support for students is offered via:

- Workshops
- Email: skills@cumbria.ac.uk
- Appointments
- Webinars
- Learn Well at Cumbria
- Study from Home Webpage
- Digital Capabilities and LinkedIn Learning Pathways

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.

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 IT 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 IT Services 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.

Student Support Services

Accommodation: Information for all our residential students and advice for those looking to rent private accommodation. You can follow the team via instagram: UoC Accommodation

Careers and Employability: The Careers and Employability team is here to help you with all things career-related. Through the career hub My Career Enriched, you can:

- find graduate jobs, part-time work, work experience, industry placements and paid internships;
- book one-to-one careers advice appointments with one of the team;
- book onto careers fairs and employability events where you can meet employers;
- attend practical workshops on CVs, applications, interviews, success in your chosen sector; options with your degree, job search skills and more;
- send in your CV or application form for tailored feedback;
- complete mini online courses in Pathways to improve your employability skills.

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all

important job interview. Contact careerahead@cumbria.ac.uk or visit www.cumbria.ac.uk/careerahead for more information.

Chaplaincy: Our chaplaincy provides a safe place, a listening ear and personal support to all students and staff, regardless of beliefs.

Disability and Specific Learning Needs: The University is committed to ensuring you are able to participate effectively in your chosen programme of study and all areas of University life. The University defines disability broadly, including:

- mobility impairments
- sensory impairments
- medical conditions
- autism (ASD)
- specific learning difficulties (SpLD's such as Dyslexia or Dyspraxia)
- mental health conditions.

Health and wellbeing: Our team forms part of Student Services. Your physical, emotional and psychological well-being are key aspects of living and learning well. The Health and Wellbeing page links to various sources of support, including how to self-refer to the mental health and well being service for appointments. We've highlighted a couple of specifics to get started:

- Register for Together All an anonymous and stigma free environment where you map your own path to well-being with peer support.
- Sign up to our health and well-being blog: Live Well at Cumbria.

UoC Active: Staying physically fit and well makes a huge difference to psychological wellbeing and to our abilities to study. Check out Sport facilities at UoC Active.

International Student Support: Finding your way in a new country or culture can be challenging. International Student Support welcomes you and will be in touch throughout your stay. We encourage you to contact us if you have any questions or need support: intss@cumbria.ac.uk

Money Advice: The Money Advice Service are here to help you plan your finances and manage your money whilst studying. We also provide information to help you to manage your money more effectively. Our Advisers are based across the University and are here to help with money issues. We run workshops as well as offering one-to-one advice via telephone on taking control of your finances and gaining financial skills which can last for life.

Programme Curriculum Map					
Academic Level	**Module Code**	**Module Title**	**Credits**	**Module Status***	**Programme Outcomes achieved**
7	HLLI7007	Fundamentals of CBT	20	Core	K: 1,2,3,5 S: 2,3,4
7	HLLI7008	CBT For Anxiety Disorders 1	20	Core	K: 2,3,4 S: 1,2,3,4
7	HLLI7009	CBT For Depression	20	Core	K: 2.3.4 S: 1,2,3,4
7	HLLI7010	Advanced Supervision of CBT Practice 1	20	Core	K: 1,2,3,4,5 S: 2,3,4
7	HLLI7011	Advanced Supervision of CBT Practice 2	20	Core	K: 1,2,3,4,5 S: 2,3,4
7	HLLI7012	CBT For Anxiety Disorder 2	20	Core	K: 1,2,3,4,5 S: 2,3,4
7	HLLI9002	Qualificatory Practice Unit: Advanced Practice of Cognitive Behavioural Therapy	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
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

Programme Delivery Structure: Full Time				
Module Code	**Module Title**	**Delivery Pattern** **Sept – Dec** **Jan – May** **June - Aug**	**Method(s) of Assessment**	**Assessment Deadline**
HLLI7007	Fundamentals of CBT	Jan - March	4000 word Summative essay	March
HLLI7008	CBT For Anxiety Disorders 1	Jan - June	3000 Word Summative case study and summative CTSR tape	May
HLLI7009	CBT For Depression	Jan - Aug	4000 Word Summative Case Study	September
Students exiting at this point will receive a Postgraduate Certificate Evidence Based Psychological Approaches (CBT) – This is not a practice qualification.				
HLLI7010	Advanced Supervision of CBT Practice 1	Jan - Aug	Summative CTSR tape and 2000 word conceptualisation	July
HLLI7011	Advanced Supervision of CBT Practice 2	Jan – Aug	Summative CTSR tape and 2000 word conceptualisation	October
HLLI7012	CBT For Anxiety Disorder 2	Sept - Dec	Summative 3000 word essay	November
HLLI9002	Qualificatory Practice Unit: Advanced Practice of Cognitive Behavioural Therapy	Year long	BABCP Portfolio	December
Students exiting at this point with 120 credits and completing HLLI9002 will receive a PGDip Advanced Practice of Cognitive Behavioural Therapy NHSTT. **Students exiting with 120 credits who have completed all the modules above, with the exception of HLLI9002, will be**				

awarded: Postgraduate Diploma in Evidence Based Psychological Approaches (CBT) – This is not a practice qualification.

Programme Delivery Structure: Part Time				
Module Code	**Module Title**	**Delivery Pattern** **Sept – Dec** **Jan – May** **June - Aug**	**Method(s) of Assessment**	**Assessment Deadline**
Year 1				
HLLI7007	Fundamentals of CBT	Jan - March	4000 word Summative essay	March
HLLI7010	Advanced Supervision of CBT Practice 1	Jan - Aug	Summative CTSR tape and 2000 word conceptualisation	July
HLLI7009	CBT For Depression	Jan - Aug	4000 Word Summative Case Study	September
Year 2				
HLLI7008	CBT For Anxiety Disorders 1	Jan - June	3000 Word Summative case study and summative CTSR tape	May
HLLI7011	Advanced Supervision of CBT Practice 2	Jan – Aug	Summative CTSR tape and 2000 word conceptualisation	October
HLLI7012	CBT For Anxiety Disorder 2	Sept - Dec	Summative 3000 word essay	November
HLLI9002	Qualificatory Practice Unit: Advanced Practice of	Year long	BABCP Portfolio	December

	Cognitive Behavioural Therapy			

Students exiting at this point with 120 credits and completing HLLI9002 will receive a PGDip Advanced Practice of Cognitive Behavioural Therapy NHSTT.

Students exiting with 120 credits who have completed all the modules above, with the exception of HLLI9002, will be awarded: Postgraduate Diploma in Evidence Based Psychological Approaches (CBT) – This is not a practice qualification.

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:	September 2018
Date Programme Specification was last updated:	October 2026
For further information about this programme, refer to the programme page on the University website	