


PROGRAMME SPECIFICATION	 Newcastle University
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1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Postgraduate Certificate Postgraduate Diploma
4	Programme Title	Postgraduate Certificate in Cognitive Behavioural Therapy for Anxiety Disorders Postgraduate Diploma in Cognitive Behavioural Therapy
5	Programme Code	3462P, 3463P, 3464P
6	Programme Accreditation	To be completed - BABCP
7	QAA Subject Benchmark(s)	
8	FHEQ Level	7
9	Last updated	15 th April 2014

10	Programme Aims
<ol style="list-style-type: none"> 1. The primary aim of the CBTCert and CBTDip programmes is to produce psychological therapists who are competent in the practice of Cognitive Behavioural Therapy (CBT) for patients affected by emotional disorders 2. The programmes provide practical, intensive and detailed training to facilitate the development of competent CBT skills, to defined standards 3. The programmes integrate CBT skill development with the necessary knowledge and attitudes to be open-minded, informed and reflective CBT practitioners 4. The programmes promote a critical approach to the subject through engagement with relevant theory, models and evidence 5. The CBTCert programme equips students to become competent in the psychological treatment of anxiety disorders, in full accordance with BABCP guidance for good practice 6. The CBTDip programme extends the CBTCert into the psychological treatment of major depression and specialist CBT applications 7. CBTDip graduates are eligible for practitioner accreditation with BABCP through Standard or IAPT curriculum routes 	

11	Learning Outcomes
<p>The CBTCert and CBTDip programmes provide opportunities for students to develop and demonstrate CBT knowledge, understanding, skills, attitudes and other qualities in the following areas. Individual learning outcomes addressed by each teaching, learning and assessment method are indicated in parentheses.</p>	
Knowledge and Understanding	

On completing the CBTCert programme students will be able to:

- A1 Explain and discuss systematic knowledge of the theoretical principles and practical applications of CBT
- A2 Access and utilise knowledge and understanding of CBT models of anxiety disorders. This is extended into depression and specialist applications in the CBTDip
- A3 Critically evaluate the research evidence for cognitive-behaviour models and interventions for anxiety disorders. This is extended into depression and specialist applications in the CBTDip
- A4 Reflect on up-to-date understanding of the process of developing case formulations and sequencing individual therapy. This is extended into more complex cases in the CBTDip

Teaching and Learning Methods

In both the CBTCert and CBTDip subject knowledge and understanding are developed through:

- *Lectures*. These are delivered to establish a learning framework for the development of understanding, to explain complex CBT concepts, and to provide insight into the relationship between theory and practice. (A1, A2, A3)
- *Skills workshops*. Experiential and skills based workshops providing students with a strong foundation in the clinical procedures of CBT, and addressing the most up-to-date research developments (A1, A2, A4)
- *Delivering therapy*. Individual Cognitive Behavioural Therapy offered by the student to patients in their normal workplace (A1, A2, A4)
- *CBT supervision*. This provides detailed coaching, encouragement and feedback on the development of CBT clinical skills (A1, A2, A4)
- *Tutorials*. These provide opportunities for feedback, discussion and clarification of the theoretical frameworks informing CBT and how they inform clinical practice. Tutorials also have a key role in supporting the preparation of academic assessments and pastoral guidance, when appropriate (A1, A2, A3)
- *Seminars*. Group reflection and discussion of selected aspects of the CBT literature. (A1, A2, A3)
- *Guided self-study*. This will be supported by the provision of targets and direction through tutorials and in Module Guides, to expand knowledge and understanding through active and task-based learning (A1, A2, A3)

Assessment Strategy

In the CBTCert programme, assessment of the underpinning knowledge base is achieved through a combination of:

- One Essay describing, discussing and evaluating the evidence base for a fundamental aspect of CBT practice (A1, A2, A3)
- One Written Case Study of CBT with an anxious patient combining case descriptions with a critique of the model(s) used to guide the treatment. This will include a reflection on the knowledge, skills and attitudes gained by the student working with that case (A1, A2, A3, A4)
- One Clinical Video Recording of a CBT session with an anxious patient used to evaluate CBT clinical competence. (A1, A2, A4)
- [There is additionally a baseline clinical video recording submitted at the start of the CBTCert programme to provide students with formative feedback on their CBT skills (A1, A2, A4)]
- One Reflective Log to encourage reflective practice on the learning process during the programme – formative feedback (A4)

The CBTDip programme extends these assessments with:

- One Written Case Study of a depressed patient (A1, A2, A3, A4)
- One Clinical Video Recording of a CBT session with a depressed patient (A1, A2, A4)

- One Combined Case Study of a specialist application of CBT. This will include a video recording and an extended reflection on how CBT was adapted to meet that particular patient's needs (A1, A2, A3, A4)
- One Oral Case Study that explores the professional and personal impacts of working with a particular case
- One Practice Portfolio that documents supervised CBT treatment delivered to eight patients (minimum) during the CBTDip programme

Intellectual Skills

On completing the CBTCert and CBTDip programme students should be able to:

- B1 Demonstrate skills in independent planning and problem solving
- B2 Gather, synthesise and evaluate clinical information
- B3 Form and test clinical hypotheses working in a scientist-practitioner framework
- B4 Gather, synthesise and evaluate research evidence

Teaching and Learning Methods

In both the CBTCert and CBTDip programmes, intellectual and cognitive skills are developed through:

Lectures (B1, B4), Skills workshops (B1, B2, B3). Delivering therapy (B1, B2, B3). CBT supervision (B1, B2, B3), Tutorials (B1, B4), Seminars (B1, B4), Guided self-study (B1, B4)

Since CBT is focused on cognitive processes, trainees are exposed to a broad range of inputs that develop their own cognitive abilities to enable them to support changes in their patients' cognition.

Assessment Strategy

Across the two years of the CBTDip programme, assessment of intellectual and cognitive skills is achieved through a combination of:

- One essay exploring the evidence base for a fundamental aspect of CBT (B1, B4)
- Four case studies of CBT - using a combination of written and oral methods - at least one with an anxious patient and one with a depressed patient (B1, B2, B3)
- Evaluation of CBT clinical competence in four clinical sessions via video recordings, including the formative assessment at the start of the programme (B1, B2, B3)
- A practice portfolio that prepares the students for professional practice as a CBT therapist (B1, B2)

Practical Skills

On completing the programmes students will be able to:

- C1 Independently develop CBT treatment plans
- C2 Make clinical decisions in straightforward cases (CBTCert) and more complex cases (CBTDip)
- C3 Sensitively adapt the delivery of CBT and ensure equitable access to patients of diverse cultures and values
- C4 Evaluate the effectiveness of CBT interventions

Teaching and Learning Methods

Across both CBTCert and CBTDip programmes, practical skills are developed through:

Lectures (C1, C4), Skills workshops (C1, C2, C3, C4), Delivering therapy (C1, C2, C3, C4), CBT supervision (C1, C2, C3, C4), Tutorials (C4), Seminars (C4), Guided self-study (C4)

Assessment Strategy

Across the two years of the CBTDip programme, assessment of practical skills is achieved through a combination of:

- One essay exploring the evidence base for a fundamental aspect of CBT (C4)
- Four case studies of CBT - using a combination of written and oral methods - at least one with an anxious patient and one with a depressed patient (C1, C2, C3, C4)
- Evaluation of CBT clinical competence in four clinical sessions via video recordings, including the formative assessment at the start of the programme (C1, C2, C3, C4)
- A practice portfolio that prepares the students for professional practice as a CBT therapist (C1, C4)
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Transferable/Key Skills

On completing the CBTCert and CBTDip programmes students will be able to:

- D1 Self-reflect and use that self-knowledge as a CBT therapist
- D2 Use self-organisation skills to plan and deliver courses of CB therapy
- D3 Communicate effectively in oral and written forms
- D4 Study new theories, evidence and other literature

Teaching and Learning Methods

In both CBTCert and CBTDip programmes, key (transferable) skills are developed through:

Lectures (D1, D2), Skills workshops (D3), Delivering therapy (D1, D2, D3). CBT supervision (D1, D2, D3, D4). Tutorials (D1, D2, D3, D4), Seminars (D1, D2, D3, D4), Guided self-study (D1, D2, D3, D4)

Assessment Strategy

Across the two years of the CBTDip programme, assessment of transferable/key skills achieved through a combination of:

- Essay exploring the evidence base for a fundamental aspect of CBT (D1, D2, D3, D4)
- Four case studies of CBT, at least one with an anxious patient and one with a depressed patient (D1, D2, D3, D4)
- Evaluation of CBT competence in four clinical sessions via video recordings (D1, D2, D3)
- A practice portfolio that prepares the students for professional practice as a CBT therapist (D1, D2, D3)

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The Postgraduate Certificate in Cognitive Behavioural Therapy for Anxiety Disorders (60 credits) will enable students to develop competency in CBT for anxiety disorders and become skilled practitioners in this therapeutic approach. The focus is on treating patients with diagnosable anxiety disorders such as Social Phobia, Post Traumatic Stress Disorder (PTSD), Obsessive Compulsive Disorder (OCD), Generalized Anxiety Disorder (GAD), etc. The emphasis is on high-intensity, individual CBT rather than guided self-help, psycho-education or lower intensity anxiety management. The CBTCert is a CBT practitioner level training designed for healthcare and related professionals who have already completed introductory and/or intermediate CBT training (or equivalent) and have some supervised experience of providing CBT.

Underpinning the CBT Cert programme is a student centred, adult learning approach to developing as a CBT therapist with clearly articulated learning outcomes and regular learning needs assessments. Students are required to conduct CBT therapy with anxiety-disordered patients in their host services. These cases will have moderately-severe anxiety symptoms appropriate for high-intensity psychological therapy. Concurrently, students will receive lectures, clinical supervision, tutoring and skills training at Newcastle University. Modules contain a blend of practical, reflective, theoretical and evidence-based aspects of CBT. Modules vary in their practical or theoretical emphasis but the integration of theory and practice is emphasised across all modules.

The CBT Cert programme is delivered over one academic year. Following a 3-day induction, attendance is twice weekly in the first month (October) then fortnightly from November until July. The Certificate programme is accredited with the British Association of Behavioural and Cognitive Psychotherapies (BABCP) as a Level 1 Accredited Programme. Students complete two modules: Fundamentals of CBT (20 credits) and CBT for Anxiety Disorders (40 credits).

1. Fundamentals of CBT (20 credits)

This module consolidates prior CBT knowledge, skills and attitudes and has a reflective practice orientation. It trains students in the fundamentals of CBT practice with an emphasis on assessment and early-phase treatment processes. It is assessed through an Essay (5000 words), a Reflective Log and formative feedback on a Clinical Video Recording (CBT assessment session) submitted near the start of the programme. The Reflective Log is monitored regularly by the student's Tutor to encourage a reflective practice orientation towards learning the fundamentals of CBT.

2. CBT for Anxiety Disorders (40 credits)

This module seeks to develop critical knowledge of the theoretical and research literature informing behavioural and cognitive models of anxiety disorders. This knowledge is used to observe, practice and develop the clinical skills needed to deliver CBT for these disorders. CBT therapy with anxious patients is delivered in the students' usual workplace and is scrutinized and supported through supervision from a BABCP-accredited supervisor. The aim is to individualize and extend learning from the theoretical and research literature to help students achieve clinical competence. Competence is assessed using standardised ratings of a Clinical Video Recording of the students' therapy with an anxiety-disordered patient. Students' knowledge, reflective capacity and theory-practice integration is assessed through a Written Case Study (5000 words) which will include a critical evaluation of the CBT model used to guide the therapy in question.

The Postgraduate Diploma in Cognitive Behavioural Therapy (120 credits) is delivered over two academic years and is structured into four modules. The first two modules are delivered in year 1 and these are identical to the CBT Cert modules. These have to be passed before progressing into year 2. Year 2 consolidates and extends the therapeutic skills developed in year 1. Academic standards in years 1 and 2 are comparable, but in year 2 students work mainly with depressed patients who are more likely to have complex and recurrent difficulties. Consequently, therapeutic competence in year 2 is:

- (a) consolidated through working with more supervised cases (a minimum of 8 across the 2 years)
- (b) generalized through working with a broader range of disorders, including the students' specialist interests towards the end of the programme
- (c) extended through learning how to provide CBT under relatively more complex conditions

The year 2 modules are CBT for Depression (40 credits) and either Specialist Applications (20 credits) or Primary Care Applications (20 credits). Students who pass all four modules are awarded a Postgraduate Diploma in Cognitive Behavioural Therapy. The course is accredited as a BABCP Level 2 Accredited Programme and graduates are eligible to become BABCP Accredited Practitioners.

In year 2, the Specialist Applications route meets Level 2 BABCP Programme Accreditation in

its Standard form and the Primary Care Applications route meets Level 2 BABCP Programme Accreditation in its High Intensity IAPT form. In other words, students completing the Primary Care Applications module complete the High Intensity IAPT curriculum and are fully eligible for High Intensity IAPT posts within the NHS. Students following the Standard route are not confined to the IAPT curriculum and can develop specialist CBT interests towards the end of the programme. Attendance in Year 2 is a three-day induction in September, then fortnightly from October to April, then weekly from May until early July. A Clinical Case Conference brings the programme to a close at the beginning of September.

3. CBT for Depression (40 credits)

This module is similar in format to the CBT for Anxiety Disorders module in year 1 and it seeks to develop knowledge of the theoretical and research literature informing behavioural and cognitive models of depression. This knowledge is used to observe, practice and develop the clinical skills needed to deliver CBT for these disorders. CBT therapy with depressed patients is delivered in the students' usual workplace and is scrutinized and supported through supervision from a BABCP-accredited supervisor. Clinical cases must meet criteria for Major Depressive Disorder and are likely to have at least moderately-severe symptoms. The aim is to individualize and extend learning from the theoretical and research literature to help students achieve clinical competence. Competence is assessed using standardised ratings of a Clinical Video Recording of the students' therapy with a depressed patient. Students' knowledge, reflective capacity and theory-practice integration is assessed through a Written Case Study (5000 words) which will include a critical evaluation of the CBT model used to guide the therapy in question.

4. Specialist Applications (20 credits)

This module extends core CBT knowledge, skills and attitudes in three key respects: (1) to a range of different clinical disorders in addition to anxiety and depression; (2) to a range of clinical populations in addition to working age adults; (3) to emergent, new CBT models in addition to established and traditional approaches. It is assessed through a Combined Case Study which is a clinical video recording illustrating a specialist application of CBT and a 5000 word case reflection discussing the specialist approach used with that case. Students are encouraged to select a focused area of study of direct relevance to their clinical work and service needs.

5. Primary Care Applications (20 credits)

This module has two main aims: (1) to consolidate core knowledge, skills and attitudes gained in the first three modules to meet the needs of patients in a Primary Care setting; (2) to use emergent, new CBT models to augment and complement the treatment of depression and anxiety in Primary Care. It is similarly assessed through a Combined Case Study which is a 5000 word case reflection and a clinical video recording illustrating an application of CBT to the specific needs of a primary care patient. The case study and recording should demonstrate how an emergent or new CBT model has augmented the delivery and/or understanding of CBT treatment, tailored to the specific needs of Primary Care patients.

At the end of the CBTDip programme all students attend a Clinical Case Conference, scheduled for early/mid-September, and present an Oral Case Study that explores the professional and/or personal impacts of working with a particular case. This has to be a different case from the Written & Combined Case Studies. Students also submit a Practice Portfolio that documents the supervised CBT treatment they have delivered to eight patients (minimum) during the CBTDip programme. At least three of those patients must have been closely supervised and the eight patients must have presented with three different disorders. Time spent providing supervised CBT assessment and treatment across the programme must total at least 200 hours. The Oral Case Study and Practice Portfolio are both assessed pieces of work that must be passed to complete the CBTDip programme.

Across the two years of the CBTDip modules 1, 2 and 3 are compulsory. Students choose between modules 4 and 5 in Year 2. Students in IAPT services funded by HENE are required to complete module 5. There is no cross-compensation across modules. The CBTDip programme will consider applications from candidates who have previously completed a

Certificate level BABCP-accredited programme who wish to complete year 2 only to be awarded the CBTDip. The Accreditation of Prior Learning (APL) process is based on a detailed analysis of previous training and its direct relationship to the current curriculum. No APL applications will be considered for the CBTCert.

Key features of the programme (including what makes the programme distinctive)

In the NHS, the National Institute of Clinical Excellence (NICE) guidelines for depression and anxiety disorders strongly recommend Cognitive Behaviour Therapy (CBT). Many clinicians have had some exposure to CBT, but few have had the opportunity to develop competency. The CBTCert and CBTDip provide a post-graduate training in CBT that equips students to deliver evidence-based treatment within their host NHS service spanning primary care (IAPT), secondary care and specialist tertiary care services. The same principles apply to students based in Education, Forensic, voluntary and private sectors.

The British Association of Behavioural and Cognitive Psychotherapies (BABCP) is the lead organisation for CBT in the UK and the CBTCert and CBTDip programmes conform to its guidance for training quality and standards. The CBTCert (Level 1 Programme Accreditation) provides the following inputs:

Face-to-face teaching (lectures, workshops, seminars & tutorials): 126 hours
Clinical supervision (in groups of 3)*: 36 hours
Reflective Log: estimated 10 hours
Reading, preparation & writing for assessments: estimated 70 hours

Total: 242 hours plus treatment of up to 4 clinical cases

BABCP Minimum Training Standards require 450 hours total training time for practitioner accreditation, with 200 hours received directly by recognised trainers. The CBTDip (Level 2 Programme Accreditation) provides the following inputs (totals are for Year 1 and Year 2 combined):

Face-to-face teaching (lectures, workshops, seminars & tutorials): 233 hours
Clinical supervision (in groups of 3)*: 72 hours
Reflective Log: estimated 25 hours
Reading, preparation & writing for assessments: estimated 152 hours

Total: 482 hours plus treatment of at least 8 clinical cases (200 hours minimum)

*Additional workplace supervision from a CBT accredited practitioner is strongly recommended for all students, particularly during teaching breaks. It is mandatory for students working in IAPT services whose training is funded by HENE.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/>

13 Criteria for admission

Entry qualifications:

Entry qualifications for the CBTCert and CBTDip are the same. A candidate may be entered for the CBTCert and CBTDip at the discretion of the Degree Programme Director provided that such a candidate:

(a) has entry qualifications that follow the criteria specified in the British Association of Behavioural and Cognitive Psychotherapy (BABCP) Minimum Training Standards used to specify CBT practitioner accreditation in the UK. They should be a graduate with an approved basic professional qualification in a mental health or related profession; be

registered with a professional regulatory body, and have undertaken a minimum period of two years post-qualification training and experience, or

(b) is a graduate in a relevant discipline with experience that meets BABCP Minimum Training Standards whose prior qualifications, training and experience are equivalent to an approved basic professional qualification in a mental health profession

(c) is in stable employment and has their employer's support to

- I. Attend the teaching programme, and
- II. Treat appropriate patients using CBT for the training purposes of the programme

Although most candidates are expected to work for health organisations (including NHS IAPT services), applications are also encouraged from education, forensic, voluntary and private sectors where there are relevant and equivalent prior qualifications and on-going provision of individual psychological therapies within the applicants' post. In terms of equal opportunities, we aim to select for attributes related to effective practice and successful performance on the Diploma with potential as both a CBT therapist and as a post graduate student of the University. Within these parameters, selection otherwise conforms to the equal opportunities policy of the University.

We also require that all applicants are fluent in spoken and written English. All candidates whose first language is not English will require a minimum IELTS score of 7 with a minimum of 7 in speaking and listening, 8 in academic reading and 6 in academic writing

Admissions policy/selection tools

Selection is conducted in two phases. Candidates submit an on-line application describing their experience, qualifications and reasons for making the application. Potentially suitable candidates are invited for an interview by two course staff which tests motivation, knowledge and CBT skill levels through brief role-plays of clinical and supervision situations. In the case of students newly-employed by IAPT services, at least one course staff will be present in the recruitment process for that candidate and the same interview questions and criteria will be applied. Students employed in IAPT services (funded through HENE) complete a paper application rather than on-line and are assessed using identical criteria.

Non-standard Entry Requirements

See above

Additional Requirements

See above

Level of English Language capability

A minimum score of International English Language Testing System (IELTS) of 7 with a minimum of 7 in speaking and listening, 8 in academic reading and 6 in academic writing

14 Support for Student Learning

Induction

During the first week students attend a 3-day induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of supervision/lectures/workshops/ tutorials, etc.

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills through the support of their clinical supervisor and personal tutor. Some of this material, e.g. time management is covered in the appropriate Induction Programme. The clinical supervisor provides supervision on the student's training cases only. Students need to have alternative supervision arrangements for clinical cases within their host service that are not supervised within the CBTCert or CBTDip programme.

Academic support

The initial point of contact for a student is with a clinical supervisor, workshop leader, module leader, or their personal tutor. Students meet their clinical supervisor and personal tutor during induction. The clinical supervisor is the main member of staff assigned to support clinical skill development. The personal tutor is the main member of staff assigned to support academic progression (and pastoral support, see below). Students meet with their clinical supervisor and tutor regularly throughout the programme. Tutorials are conducted individually and supervision is conducted in groups of three students. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Contact outside of teaching days will be maintained via Blackboard and email.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Students are encouraged to be open about any personal impacts of completing the programme and the Reflective Log is a means for self-monitoring the learning process. Students have regular email contact with their tutor in addition to the scheduled meetings. The Graduate School of the Faculty of Medical Sciences also has a senior tutor for all postgraduate students who may be consulted by appointment through the Graduate School. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities. The CBTCert and CBTDip programmes make extensive use of Blackboard which is an on-line virtual learning environment accessible by students on and off-campus.

The student services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange

15 Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at

the Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching, and Student Experience Committee (FLTSEC). Each of the five CBTDip modules has a named module lead who will take lead responsibility for planning, managing and evaluating the module.

Programme review

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to FLTSEC. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Learning, Teaching and Student Experience Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through FLTSEC. External Examiner reports are shared with institutional student representatives, through the Student-Staff Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff Committee, and the Board of Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback

Feedback is channelled via the Student-Staff Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process. Every six years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a one-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching, and Student Experience Committee (ULTSEC) on whether the programmes reviewed should be re-approved for a further six year period.

Accreditation reports

BABCP accredit CBT training programmes for periods of five years. They conduct a site visit and submit an accreditation report every five years.

16 Regulation of assessment

Pass mark

The pass mark is 50 (Postgraduate programmes). A pass with Merit may be awarded to students whose overall mark is 60% or greater and a pass with Distinction may be awarded to a student whose overall mark is 70% or greater.

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. Students must pass all assessed work. One resit opportunity for each item of assessment is permitted. The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Certificate and Diploma programmes

<50	Fail
50 or above	Pass
60 or above	Merit
70 or above	Distinction

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching, Learning and Student Experience Committee, following recommendation from the Board of Studies. The External Examiner is expected to:

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/>

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see <http://www.ncl.ac.uk/regulations/docs/>)

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Postgraduate Diploma in Cognitive Behavioural Therapy (CBTDip)

Module	Type	Intended Learning Outcomes			
		A	B	C	D
Fundamentals of CBT (20 credits)	Core	1, 3	1, 4	1	1, 2, 3, 4
CBT for Anxiety Disorders (40 credits)	Core	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
CBT for Depression (40 credits)	Core	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
Specialist Applications (20 credits)	Optional	1, 2, 4	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4
Primary Care Applications (20 credits)	Optional	1, 2, 4	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4