


PROGRAMME SPECIFICATION (Taught Postgraduate)	
----------------------------------------------------------	------------------------------------------------------------------------------------

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Postgraduate Diploma
4	Programme Title	Postgraduate Diploma in Cognitive Behavioural Therapy – Full time route Post Graduate Diploma in Cognitive Behavioural Therapy – Part-time route
5	Programme Code	3549F, 3550F, 3549P, 3550P
6	Programme Accreditation	CBT Dip – Full and part-time route - BABCP programme accreditation (level 2)
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	7
9	Last updated	February 2026

10	Programme Aims
<p><u>Summary</u></p> <p>Cognitive Behavioural Therapy (CBT) is a time-limited, structured psychological therapy with a strong evidence base, and it features prominently in NHS guidance for the treatment of mental health problems.</p> <p>The aim of the Postgraduate Diploma in CBT is to produce therapists who are skilled in the treatment of common mental health difficulties including anxiety and depression.</p> <p>This award is offered by means of full and part-time routes to broaden access to students from a broad range of backgrounds.</p> <p>Prior to entry students need to have a core professional qualification in mental health or equivalent (e.g. nursing, psychology, psychiatry, education, counselling, social work). Previous supervised experience providing CBT is highly desirable.</p> <p>On leaving the Postgraduate Diploma graduates will have acquired:</p> <ul style="list-style-type: none"> • Clinically competent psychotherapeutic skills working within a CBT model. • In-depth knowledge of the theory and models used to guide CBT treatment and its associated evidence base. • An open-minded, informed and reflective approach to their future development as a CBT practitioner. 	

- An understanding of the cultural factors that influence the provision of effective CBT interventions and the ability to adapt approaches to take account of individual differences and contextual factors.

Specific Aims

1. The primary aim of the CBT PgDip programmes is to produce psychological therapists who are competent in the practice of Cognitive Behavioural Therapy (CBT) for patients affected by common mental health difficulties.
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, culturally humble and reflective CBT practitioners.
4. The programmes promote a critical approach to the subject through engagement with relevant theory, models and evidence.

CBT Dip graduates are eligible to apply for practitioner accreditation with BABCP

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the areas detailed below. The programme outcomes have references to the benchmark statements for cognitive behavioural therapy as provided by the British Association of Behavioural and Cognitive Psychotherapies and the 4th Edition of the National Curriculum for High Intensity Cognitive Behavioural Therapy Courses.

Knowledge and Understanding

At the end of the course students will be able to:

A1 Demonstrate a systematic knowledge of the principles of CBT and the evidence base for the application of CBT techniques.

A2 Demonstrate a systematic knowledge of CBT for depression and anxiety disorders.

A3 Demonstrate knowledge of the evidence base for the delivery of group CBT for clinical conditions where this is NICE recommended, including knowledge of which clinical conditions NICE does and does not recommend group treatments, and demonstrate an ability to determine for whom group therapy may be appropriate.

Teaching and Learning Methods

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)

- *CBT supervision.* This provides detailed coaching, encouragement and feedback on the development of CBT clinical skills and the application of theory to practice (A1, A2, A3)
- *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)
- *Problem-based learning.* These sessions are structured so as to help students to plan their own learning, to develop good study habits and to work effectively with their peers (A1, A2, A3)
- *Guided self-study.* This is 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

- Assessment of the underpinning knowledge base is achieved through a combination of:
- Three written case studies detailing courses of CB therapy – at least one with a client with an anxiety disorder and one with a client who is depressed and including reviews of relevant literature (A1, A2, A3)
 - One oral case presentation detailing a course of CBT with a critique of the model(s) used to guide the treatment and exploring the personal and professional impact of this work. (A1, A2, A3)
 - One reflective report detailing the experience of the personal application of specific aspects of CB therapy and comparing these experiences with underpinning theoretical models and the evidence base.

Intellectual Skills

On completing the programme students should be able to:

B1 Practice as “scientist practitioners” advancing their knowledge and understanding and develop new skills to a high level.

B2 Construct maintenance and developmental CBT conceptualisations for depression, anxiety and trauma-related disorders (PTSD/CPTSD), for their co-occurrence and for other common forms of comorbidity.

B3 Develop CBT specific treatment plans.

B4 Deal effectively with complex issues arising in CBT practice.

B5 Demonstrate a critical understanding of the theoretical and research evidence for cognitive behavioural models and an ability to evaluate the evidence.

Teaching and Learning Methods

- *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. (B2, B3, B4 & B5)

- *CBT supervision.* This provides detailed coaching, encouragement and feedback on the development of CBT clinical skills and the application of theory to practice (B1, B2, B3, B4)
- *Clinical Experience.* Periods of supervised practice in a clinical setting (B1, B2, B3, B4)
- *Skills Workshops.* Experiential and skills-based workshops providing students with a strong foundation in the clinical procedures of CBT (B1, B2, B3, B4)
- *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 (B1, B5)
- *Seminars.* Group reflection and discussion of selected aspects of the CBT literature. (B1, B5)
- *Problem-based learning.* These sessions are structured so as to help students to plan their own learning, to develop good study habits and to work effectively with their peers (B1, B2, B3, B4, B5)
- *Guided self-study.* This is 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 (B1, B2, B3, B4, B5)

Assessment Strategy

- One reflective report detailing the experience of the personal application of specific aspects of CB therapy and comparing these experiences with underpinning theoretical models and the evidence base (B1, B2, B3, B5)
- Three written case studies detailing courses of CB therapy – at least one with a client with an anxiety disorder and one with a client who is depressed and including reviews of relevant literature (B1, B2, B3, B4, B5)
- One oral case presentation detailing a course of CBT with a critique of the model(s) used to guide the treatment and exploring the personal and professional impact of this work. (B1, B2, B3, B4, B5)
- Evaluation of clinical competence in three clinical sessions via audio or video recordings (B1, B2, B3, B4)
- Practice portfolio providing evidence of a broad range of relevant clinical experience (B1, B2, B3, B4)

Practical Skills

On completing the programme students should be able to:

C1 Practice CBT with depression, anxiety and trauma-related disorders systematically, creatively and with good clinical outcome.

C2 Demonstrate an ability to deliver CBT via a range of delivery modes including in-person and video consultation.

C3 Demonstrate an ability to sensitively adapt CBT, and actively address disparities in equity of access and outcomes across all protected characteristics, taking into account cultural and social differences and values.

C4 Take personal responsibility for clinical decision making in straightforward and more complex situations.

C5 Demonstrate an ability to select and use recommended patient reported outcome measures including anxiety disorder specific measures to assess outcome and guide treatment.

Teaching and Learning Methods

- *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. (C1, C3, C5)
- *CBT supervision*. This provides detailed coaching, encouragement and feedback on the development of CBT clinical skills and the application of theory to practice (C1, C2, C3, C4, C5)
- *Clinical Experience*. Periods of supervised practice in a clinical setting (C1, C2, C3, C4, C5)
- *Skills Workshops*. Experiential and skills-based workshops providing students with a strong foundation in the clinical procedures of CBT (C1, C2, C3, C4, C5)
- *Seminars*. Group reflection and discussion of selected aspects of the CBT literature. (C3, C4)
- *Problem-based learning*. These sessions are structured so as to help students to plan their own learning, to develop good study habits and to work effectively with their peers (C3, C4)
- *Guided self-study*. This is 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 (C1, C2, C3, C4, C5)

Assessment Strategy

- One reflective report detailing the experience of the personal application of specific aspects of CB therapy and comparing these experiences with underpinning theoretical models and the evidence base (C1)
- Three written case studies detailing courses of CB therapy – at least one with a client with an anxiety disorder and one with a client who is depressed and including reviews of relevant literature (C1, C2, C3, C4, C5)
- One oral case presentation detailing a course of CBT with a critique of the model(s) used to guide the treatment and exploring the personal and professional impact of this work. (C1, C2, C3, C4, C5)
- Evaluation of clinical competence in three clinical sessions via audio or video recordings (C1, C2, C3, C4, C5)
- Practice portfolio providing evidence of a broad range of relevant clinical experience (C1, C2, C3, C4, C5)

Transferable/Key Skills

On completing the programme students should be able to:

D1 Demonstrate self-direction and originality in tackling and solving therapeutic problems.

D2 Self-reflect and use that self-knowledge as a CBT therapist.

D3 Use self-organisation skills to plan and deliver courses of CB therapy.

D4 Communicate effectively in oral and written forms.

Teaching and Learning Methods

- *CBT supervision.* This provides detailed coaching, encouragement and feedback on the development of CBT clinical skills and the application of theory to practice (D1, D2, D4)
- *Clinical Experience.* Periods of supervised practice in a clinical setting (D1, D2, D3, D4)
- *Skills Workshops.* Experiential and skills-based workshops providing students with a strong foundation in the clinical procedures of CBT (D2)
- *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 (D1, D2, D3, D4)
- *Seminars.* Group reflection and discussion of selected aspects of the CBT literature. (D2, D4)
- *Problem-based learning.* These sessions are structured so as to help students to plan their own learning, to develop good study habits and to work effectively with their peers (D1, D2, D4)
- *Guided self-study.* This is 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 (D1, D3)

Assessment Strategy

- One reflective report detailing the experience of the personal application of specific aspects of CB therapy and comparing these experiences with underpinning theoretical models and the evidence base (D1, D2, D4)
- Three written case studies detailing courses of CB therapy – at least one with a client with an anxiety disorder and one with a client who is depressed and including reviews of relevant literature (D1, D2, D3, D4)
- One oral case presentation detailing a course of CBT with a critique of the model(s) used to guide the treatment and exploring the personal and professional impact of this work. (D1, D2, D3, D4)
- Evaluation of clinical competence in three clinical sessions via audio or video recordings (D1, D2, D3, D4)
- Practice portfolio providing evidence of a broad range of relevant clinical experience (D1, D2, D3, D4)

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The Postgraduate Diploma in CBT will enable students to develop competency in delivering CBT for clients with common mental health difficulties including a range of anxiety disorders and depression. The award has been designed for healthcare

and related professionals who have already completed some introductory CBT training and have some supervised experience of providing CBT.

There is a strong emphasis on the integration of theory and practice and students on the award require access to a supervised placement setting in which they are able to offer courses of CBT to clients with common mental health difficulties. For students on the full time route it is expected that they will spend a minimum of 2.5 days per week in supervised clinical practice. Students on the adapted part-time route will be required to spend a minimum of 1.5 days per week in supervised clinical practice.

The award is delivered on a fulltime basis over one academic year with an adapted part-time route which can be completed over an eighteen-month period.

Full time route

There is an induction block in which students attend the university for three days per week. Students then attend for two days per week including engaging in weekly supervision groups.

Students complete four modules which are as follows: -

1) Fundamentals of CBT (20 credits)

This module consolidates prior CBT knowledge, skills and attitudes and has a reflective practice orientation. It educates students in the fundamentals of CBT practice with an emphasis on assessment and early-phase treatment processes. It is assessed through a reflective report detailing the experience of the personal application of specific aspects of CB therapy and comparing these experiences with underpinning theoretical models and the evidence base. It is also assessed by means of summative feedback on a Clinical Video Recording (CBT session). 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 (40credits)

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 patients experiencing anxiety disorders is delivered in the student's clinical placement 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 video or audio recording of a therapy session with a patient. Knowledge, reflective capacity and theory-practice integration is assessed through a Written Case Study (4000 words) which will include a critical evaluation of the CBT model used to guide the therapy in question and a 1000-word reflection on work undertaken within the clinical recording of a therapy session. Formative feedback using standardized ratings is provided on sections of a clinical recording of a therapy session as part of university-based clinical supervision arrangements.

3) CBT for Depression (40 credits)

This module is similar in format to the CBT for Anxiety Disorders module 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 student's clinical placement 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 video or audio recording of a therapy session with a patient. Knowledge, reflective capacity and theory-practice integration is assessed through a Written Case Study (4000 words) which will include a critical evaluation of the CBT model used to guide the therapy in question and a 1000-word reflection on work undertaken within the clinical recording of a therapy session. Formative feedback using standardized ratings is provided on sections of a clinical recording of a therapy session as part of university-based clinical supervision arrangements.

4) Cognitive Behavioural Therapy Practice (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 3000-word case report discussing the application of CBT to a person with more complex difficulties. Students are encouraged to select a focused area of study of direct relevance to their clinical work and service needs. Towards the end of the CBT Dip programme all students attend a Clinical Case Conference 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 other Case Studies. Students also submit a Practice Portfolio that documents the supervised CBT treatment they have delivered to eight patients (minimum) during the CBT Dip programme. At least three of those patients must have been closely supervised and the eight patients must have presented with three different disorders. Over the course of the award students must demonstrate clinical competence by means of standardised ratings of therapy sessions with a client with an anxiety disorder and a client with depression. Time spent providing supervised CBT assessment and treatment across the programme must total at least 200 hours and students must provide evidence of taking part in 70 hours of clinical supervision with a BABCP accredited practitioner.

The Fundamentals of CBT Module is completed during the first semester. The other three modules run concurrently throughout the remainder of the award to enhance student opportunities to maximise the formation of theory/practice links and the development of clinical skills.

Modules 1, 2, 3 & 4 above are compulsory and there is no cross compensation across modules. Applications are considered from candidates who have successfully completed equivalent modules from other Level 2 BABCP accredited programmes. The Accreditation of Prior Learning (APL) process is based upon a detailed analysis of previous training and the relationship to the current curriculum.

Applicants who have successfully completed 60 credits may be eligible for the exit award of "Postgraduate Certificate in CBT Studies provided that the following combinations of modules have been achieved: -

Fundamentals of CBT plus CBT for Anxiety Disorders OR
Fundamentals of CBT plus CBT for Depression

Adapted part-time route

As for students on the full-time route, there is an induction block at the beginning of year one in which students attend the university for three days per week. Students then attend for two days per week for the remainder of year one and complete all of the teaching requirements as for students on the full-time route. This includes attendance at weekly supervision groups which are shorter than for students attending the full-time route due to the reduced clinical workload of students on the part-time route. During year one students complete the following modules: -

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 a reflective report detailing the experience of the personal application of specific aspects of CB therapy and comparing these experiences with underpinning theoretical models and the evidence base. It is also assessed by It is also assessed by means of summative feedback on a Clinical Video Recording (CBT session). 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 1 – 20 credits

This module seeks to develop critical knowledge of the theoretical and research literature informing behavioural and cognitive models of anxiety disorders and the teaching is undertaken alongside students undertaking the equivalent module on the full time route. This knowledge is used to observe, practice and develop the clinical skills needed to deliver CBT for these disorders. CBT therapy with patients experiencing anxiety disorders is delivered in the student's clinical placement 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 through a Written Case Study (4000 words) which will include a critical evaluation of the CBT model used to guide the therapy in question.

3) CBT for Depression 2- 20 credits

This module is similar in format to the CBT for Anxiety Disorders module, and it seeks to develop knowledge of the theoretical and research literature informing behavioural and cognitive models of depression. Teaching is undertaken alongside students undertaking the equivalent module on the full-time route. 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 student's clinical placement 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 through a Written Case Study (4000 words) which will include a critical evaluation of the CBT model used to guide the therapy in question.

4) Cognitive Behavioural Therapy Practice1 – 10 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. During year one, students on the part-time route attend all of the teaching requirements associated with the full time version of this module. They also work to accrue clinical experience and supervision hours to fulfil the requirements of the Practice Portfolio which is submitted in year two. During year one students on this module are given formative feedback about the material they have accrued for their practice portfolio. Towards the end of the first year of the adapted route all students attend a Clinical Case Conference and present an Oral Case Study that explores the professional and/or personal impacts of working with a particular case and which is summatively assessed.

During year two, students on the adapted part-time route attend the university for one day per fortnight over a six-month period to attend tutorials and supervision groups. They are also required to continue with their clinical placement to accrue further clinical and supervision hours. The following modules are completed in year two: -

5) CBT for Anxiety Disorders 2- 20 credits

Students continue to undertake CBT therapy with patients experiencing anxiety disorders as part of their clinical placement. Their work is scrutinized and supported through supervision from a BABCP-accredited supervisor. Competence is assessed using standardised ratings of a video or audio recording of a therapy session with a patient and a 1000-word reflection on work undertaken within the clinical recording of the therapy session. Formative feedback using standardized ratings is provided on sections of a clinical recording of a therapy session as part of university-based clinical supervision arrangements.

6) CBT for Depression 2-20 credits

Students continue to undertake CBT therapy with patients experiencing depression as part of their clinical placement. Their work is scrutinized and supported through supervision from a BABCP-accredited supervisor. Competence is assessed using standardised ratings of a video or audio recording of a therapy session with a patient and a 1000-word reflection on work undertaken within the clinical recording of the therapy session. Formative feedback using standardized ratings is provided on sections of a clinical recording of a therapy session as part of university-based clinical supervision arrangements.

7) Cognitive Behavioural Therapy Practice 2 – 10 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 3000-word case report discussing the application of CBT to a person with more complex difficulties. Students are encouraged to select a focused

area of study of direct relevance to their clinical work and service needs. Students also submit a Practice Portfolio that documents the supervised CBT treatment they have delivered to eight patients (minimum) during the CBT Dip programme. At least three of those patients must have been closely supervised and the eight patients must have presented with three different disorders. Over the course of the award students must demonstrate clinical competence by means of standardised ratings of therapy sessions with a client with an anxiety disorder and a client with depression. Time spent providing supervised CBT assessment and treatment across the programme must total at least 200 hours and students must provide evidence of taking part in 70 hours of clinical supervision with a BABCP accredited practitioner.

All modules are compulsory and there is no cross compensation across modules. Applications are considered from candidates who have successfully completed equivalent modules from other Level 2 BABCP accredited programmes. The Accreditation of Prior Learning (RPL) process is based upon a detailed analysis of previous training and the relationship to the current curriculum.

Applicants who have successfully completed 60 credits may be eligible for the exit award of "Postgraduate Certificate in CBT Studies provided that the following combinations of modules have been achieved: -

Fundamentals of CBT plus CBT for Anxiety Disorders 1 and 2 OR
Fundamentals of CBT plus CBT for Depression 1 and 2

Students who have registered on the Postgraduate Diploma in CBT (Full time Route) can transfer to the adapted part-time route within the first six months of the award at the discretion of the DPD.

It is not possible for students who have registered for the adapted part-time route to transfer to the full-time route.

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 gained some knowledge of CBT, but few have had the opportunity to develop competency. The Postgraduate Diploma in CBT equips students to deliver evidence-based treatment in a range of settings and particularly within NHS Talking Therapy Services.

The British Association of Behavioural and Cognitive Psychotherapies (BABCP) is the lead organisation for CBT in the UK and the Postgraduate Diploma in CBT fulfils the training and quality standards necessary for level two accreditation by that organisation. The Post Graduate Diploma in CBT also fulfils the requirements of the 4th Edition of the National Curriculum for High Intensity CBT training courses which was developed by NHS England in 2022. Graduates from the award are therefore well equipped to work in NHS Talking Therapy Services.

Full and part-time adapted training routes have been developed to broaden access to this training as widely as possible.

Programme regulations (link to on-line version)

[-R3549F, 3550F, 3549P, 3550P 2627 vFinal.pdf](#)

13 Support for Student Learning

Generic information regarding University provision is available at the following link.

[Generic Information](#)

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

Generic information regarding University provision is available at the following link.

[Generic Information](#)

15 Regulation of assessment

Generic information regarding University provision is available at the following link.

[Generic Information](#)

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

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

Degree Programme and University Regulations: [University Regulations](#)

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.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Postgraduate Diploma in Cognitive Behavioural Therapy: Code: 3549F (NHS-funded)

Postgraduate Diploma in Cognitive Behavioural Therapy: Code: 3550F (Self-funded)

Postgraduate Diploma in Cognitive Behavioural Therapy: Code: 3549P (NHS-funded)

Postgraduate Diploma in Cognitive Behavioural Therapy: Code: 3550P (Self-funded)

Programme	Module	Type	Intended Learning Outcomes			
			A	B	C	D
Pg Dip – Full time route	Fundamentals of CBT (PSY8090)	Compulsory/Core	1	5	1	1,2, 4
Pg Dip – Full time route	CBT for Anxiety Disorders (PSY8091)	Compulsory/Core	1,2,3	1,2,3,4	1,2,3,4,5	1,2,3,4
Pg Dip – Full time route	CBT for Depression (PSY8094)	Compulsory/Core	1,2,3	1,2,3,4	1,2,3,4,5	1,2,3,4
Pg Dip – Full time route	CBT Practice (PSY8097)	Compulsory/Core	1,2,3,4	1,2,3,4	1,2,3,4,5	1,2,4
PgDip – Adapted Part-time Route	Fundamentals of CBT (PSY8090)	Compulsory/Core	1	5	1	1,2,4
PgDip – Adapted Part-time Route	CBT for Anxiety Disorders – 1 (PSY8092)	Compulsory/Core	1,2,3	1,2,3,4	1,2,3,4,5	1,2,3,4
PgDip – Adapted Part-time Route	CBT for Anxiety Disorders – 2 (PSY8093)	Compulsory/Core	1,2,3	1,2,3,4	1,2,3,4,5	1,2,3,4
PgDip – Adapted Part-time Route	CBT for Depression – 1 (PSY8095)	Compulsory/Core	1,2,3	1,2,3,4	1,2,3,4,5	1,2,3,4
PgDip – Adapted Part-time Route	CBT for Depression – 2 (PSY8096)	Compulsory/Core	1,2,3	1,2,3,4	1,2,3,4,5	1,2,3,4
PgDip – Adapted Part-time Route	CBT Practice 1 (PSY8098)	Compulsory/Core		1,2	1,2,3	3
PgDip – Adapted Part-time Route	CBT Practice 2 (PSY8099)	Compulsory/Core	1,2,3	1,2,3,4,5	1,2,3,4,5	1,2,3,4