**University of Sheffield**

**Post-Graduate Diploma in High Intensity Psychological Interventions**

The following summary provides a brief overview of the High Intensity training course at the University of Sheffield, including course requirements and expectations of trainees. The course is fully accredited at Level 2 by the BABCP.

**Course Structure**

* The course begins on 13th October 2025 with a two week introductory block of teaching where you will be required to attend classes every week day from 9.30am-4.30pm.
* Following the two week introductory block, trainees will attend university each week on Thursdays and Fridays (usually 9.30am-4.30pm), with the remaining three days based in their clinical service. In some instances, it may be necessary for you to attend additional timetabled course days.
* There will be an additional 4 day block of teaching later in the year (Tuesday-Friday).
* The course consists of three core modules – Fundamentals of CBT, CBT for Anxiety Disorders, and CBT for Depression.
* Attendance at all teaching sessions is compulsory. The minimum requirement is for 80% attendance, and trainees must submit catch-up forms for any missed teaching.
* Please note that trainees undertaking the course who require an interruption to studies due to unexpected extenuating circumstances will need to seek approval from NHS-E for a formal extension to studies. If granted, a maximum of an additional 12 months will be permitted for completion of the programme.

**Assessments**

Module 1: Fundamentals of CBT

* Observed Structured Clinical Examination (OSCE) of a CBT Screening Assessment Session
* 4000 word Case-Based Literature Review
* 3000 word Formulation Case Study

Module 2: CBT for Anxiety Disorders

* 4000 word Case Study **or** 45 minute Assessed Case Presentation
* Tape of therapy session and accompanying 1000 word reflection

Module 3: CBT for Depression

* 4000 word Case Study **or** 45 minute Assessed Case Presentation
* Tape of therapy session and accompanying 1000 word reflection

Trainees must also complete a Practice Portfolio which goes across all three modules, and includes (but is not limited to) the following:

* Evidence of 200 hours’ CBT clinical contact and 70 hours clinical supervision
* Outcome monitoring and associated 1000 word reflection
* Full documentation for 8 focussed cases
* Record of shadowing at least 2 cases for a minimum of 3 sessions each
* 2 CTS-R self-rated sessions and associated reflections
* 2 CTS-R service supervisor rated sessions and associated reflections
* 2 CTS-R university formative sessions and associated reflections
* Key learning from 5 samples of CBT literature
* 1 Case Reflection on Inclusive Practice (1500-2000 words)
* Reflective journal (3000-4500 words) evidencing engagement in SP/SR.
* Service and Group Supervisor reports

Trainees must pass all assessments in order to graduate from the programme.

**Expectations**

* The course expects that trainees will engage in self-directed study in addition to allocated university days and any study time provided by the service. This means trainees will be expected to study outside of their employed hours to meet the requirements of the course.
* Trainees are expected to actively participate in all learning opportunities. Engagement includes role-play and other experiential and practice exercises during teaching, and also includes regularly bringing recordings of clinical practice to group supervision.
* Trainees should be willing to engage in self-reflection, and to undertake and learning about the role of self in clinical work. It is to be expected that learning about such processes will have a personal impact.
* Trainees must uphold appropriate standards of behaviour in **all** aspects of their training. Any trainees not complying with minimum standards of conduct, behaviour and attitude will be taken through Fitness to Practice procedures.

**Trainee Support**

Whilst being on the course is exciting and can be very rewarding, it is a very demanding year. It is normal to find aspects of the course challenging, both personally and professionally, and many trainees experience feeling de-skilled at some point in the year.

There are a range of support mechanisms in place to support trainees in completing the course, and the course expects that trainees will pro-actively make use of these processes.

* All trainees are enrolled in a weekly clinical supervision group at university, as well as a Self Practice/Self-Reflection group that runs at designated times throughout the training year.
* Regular group academic tutorials are provided throughout the year.
* Trainees can request 1:1 tutorials with their academic tutor for both academic and pastoral support.
* The Disability and Dyslexia Support Service (DDSS) offers advice and support to disabled students and can make recommendations to the course about any adaptations that may be useful. The course recommends all trainees use the QuickScan tool to highlight any learning needs and study skill recommendations (<https://www.sheffield.ac.uk/ssid/disability/spldtest>).
* Trainees can access the full range of student support services provided by the university.