

# Programme Specification: Post Graduate Taught

## For Academic Year 2026/27

### 1. Course Summary

<b>Names of programme and award title(s)</b>	Postgraduate Diploma in Cognitive Behavioural Therapy
<b>Award type</b>	Postgraduate Diploma
<b>Mode of study</b>	Full-time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 7
<b>Normal length of the programme</b>	1 year Entry point: January
<b>Maximum period of registration</b>	The normal length as specified above plus 3 years
<b>Location of study</b>	Keele Campus
<b>Accreditation (if applicable)</b>	Accreditation will be sought from the British Association for Cognitive and Behavioural Psychotherapies
<b>Regulator</b>	Office for Students (OfS)
<b>Tuition Fees</b>	This is an NHS-commissioned programme with no student-tuition fees.

**How this information might change:** Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

\* We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

### 2. Overview of the Programme

The cognitive behaviour therapy programme has been developed in partnership with the Midlands Partnership Foundation Trust to train practitioners within local NHS services to ensure that people within the region suffering from common mental health problems are able to access evidence-based psychotherapies within the region through the Increasing Access to Psychological Therapies service (IAPT) and in accordance with the NHS Mental Health Plan.

The Keele programme for high intensity CBT therapists aims to provide a post-qualification training in evidence based cognitive behavioural therapy for adults with depression and/or any of the anxiety disorders, where those people are deemed to be able to benefit from a standalone psychological therapy. The programme will be delivered at a post-graduate diploma level.

Recruitment for the programme will be done in collaboration with the Trust partners within IAPT services and is aimed towards post-graduates with students drawn from clinical psychologists, psychotherapists, counsellors, mental health nurses, occupational therapists, social workers and others who can demonstrate professional and academic equivalence (including psychological wellbeing practitioners after a minimum of two years post-qualification). The training aims to ensure that all students reach a level of competence that would enable them to obtain the outcomes reported in the relevant NICE Guidelines for anxiety and depression. It will also be necessary for students to be familiar with the management of issues that are commonly co-morbid with depression and anxiety (such as substance abuse). The students work in IAPT services providing the high

intensity CBT component through a range of modes of delivery, either in-person and or through video consultation.

### **3. Aims of the programme**

To deliver a programme in accordance with the national curriculum (as provided by National Health Service Education) for High-Intensity Cognitive Behaviour Therapy. The programme will provide opportunities for students to develop and demonstrate knowledge, understanding and skills in the following areas:

- To develop practical competency in Cognitive Behavioural Therapy for depression and anxiety disorders
- To develop critical knowledge of the theoretical and research literature relating to CBT.

### **4. What you will learn**

The national curriculum has the following learning outcomes:

1. construct maintenance and developmental CBT conceptualizations for depression, anxiety and trauma-related disorders (PTSD/CPTSD), for their cooccurrence and for other common forms of comorbidity.
2. develop CBT specific treatment plans
3. practice CBT with depression, anxiety and trauma-related disorders systematically, creatively and with good clinical outcome
4. deal with complex issues arising in CBT practice
5. take personal responsibility for clinical decision making in straightforward and more complex situations
6. demonstrate self-direction and originality in tackling and solving therapeutic problems
7. practice as "scientist practitioners" advancing your knowledge and understanding of the evidence base and develop new skills.
8. demonstrate a systematic knowledge of the principles of CBT and the evidence base for the application of CBT techniques
9. demonstrate a systematic knowledge of CBT for depression and anxiety disorders.
10. demonstrate a critical understanding of the theoretical and research evidence for cognitive behavioural models and an ability to evaluate the evidence
11. 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
12. demonstrate an ability to select and use recommended patient reported outcome measures including anxiety disorder specific measures to assess outcome and guide treatment.
13. demonstrate an ability to deliver CBT via a range of delivery modes including in-person and video consultation
14. demonstrate knowledge of the evidence base for the delivery of group CBT1 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.

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

#### **Subject knowledge and understanding**

Successful students will be able to:

- Demonstrate knowledge of the evidence base for the delivery of group CBT1 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.
- Demonstrate a systematic knowledge of the principles of CBT and the evidence base for the application of CBT techniques
- Demonstrate a critical understanding of the theoretical and research evidence for cognitive behavioural models and an ability to evaluate the evidence.

#### **Subject specific skills**

You will be able to demonstrate the following skills in CBT:

- Demonstrate an ability to select and use recommended patient reported outcome measures including

anxiety disorder specific measures to assess outcome and guide treatment. Key or transferable skills (including employability skills)

- Construct maintenance and developmental CBT conceptualizations for depression, anxiety and trauma-related disorders (e.g. PTSD/CPTSD), for their cooccurrence and for other common forms of comorbidity.
- Develop CBT specific treatment plans
- Demonstrate an ability to deliver CBT via a range of delivery modes including in-person and video consultation
- 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
- Practice CBT with depression, anxiety and trauma-related disorders systematically, creatively and with good clinical outcome

### **Subject Key or transferable skills (including employability skills)**

Successful students will be able to:

- Demonstrate an ability to deliver CBT in a systematic manner.
- Take personal responsibility for clinical decision making in straightforward and more complex situations
- Demonstrate self-direction and originality in tackling and solving therapeutic problems

To practice as "scientist practitioners" advancing your knowledge and understanding of CBT and common mental health problems, and through developing new skills to a high level through continuous professional development.

### **Keele Graduate attributes**

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social, environmental and ethical responsibility**. You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

## **5. How is the programme taught?**

The teaching on this programme will involve some didactic teaching about specific CBT theoretical frameworks, but will largely consist of small skills sessions, supervision workshops and some enquiry or problem-based learning. The programme will encourage a community of practice, between health professionals, sharing their knowledge and understanding of services through Teams (or similar platform) and in the classroom. We encourage ethical issues to be discussed openly and honestly, respecting one another's differing positions on complex moral and ethical dilemmas. There may be opportunities for joint learning with other health professionals.

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Academic Mentors or module lecturers on a one-to-one basis.

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

- Didactic teaching will instruct you on the evidence base for cognitive behaviour in relation to specific conditions. It will also highlight related NICE guidance. Problem-based learning will encourage you to think together and to collaborate on investigating the ethical and practice related dilemmas you might face around specific case issues. Supervision will give you an opportunity to reflect and learn on the work you have undertaken and on your future plans for work with the clients and skills practice will enable you to develop key skills and enhance the skills you already have in collaboration and engagement.

Due to the unique nature of the programme, where possible, set timetables will apply to accommodate designated study days to attend teaching at Keele and online learning days. Timetables are given in advance to allow students and their placements to plan availability.

Please note that once teaching is complete (in January following initial enrolment), employers may expect an increase in case loads.

Please refer to supplementary information in the Keele University attendance policy and the BABCP guidance on attendance. This programme retains an attendance policy in line with BABCP requirements.

## 6. Teaching Staff

The programme is delivered in partnership between Keele University and Midlands Partnership University Foundation Trust (MPUFT). Uniquely, the programme has a Keele programme Lead and an MPFT Clinical Programme Lead. The Clinical Director of those programmes is based within MPUFT Talking Therapies and is a registered Clinical Psychologist and Accredited Behavioural and Cognitive Therapist with The British Association of Behavioural and Cognitive Psychotherapies (BABCP).

Supervision is provided by members of the Trust and the University team, and all are BABCP Accredited practitioners and have completed additional NHS Talking Therapies supervision training.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content or staff delivering it. The University will endeavour to ensure that any impact on students is limited if such changes occur.

## 7. What is the structure of the programme?

The programme starts in January and lasts for 12 months (full-time). Students will come into the University for teaching on Mondays and Tuesdays throughout the academic year.

All modules are compulsory and include:

**Cognitive Behaviour Therapy (CBT) Professional and Clinical Competences** will carry 30 credits and will cover digital competency, experiential learning an overview of cognitive behaviour therapy, the scientist practitioner model and general cognitive skills and competences.

**CBT for Anxiety** (30 credits) and **CBT for Depression** (30 credits), where students will be exposed to a range of cognitive interventions for depression, including working with sleep disorders.

**Clinical Practice - CBT (30 credits)**, which is the practice element of the programme and will make up a substantial element of the portfolio of practice where you will showcase your engagement with learning and how you have put your skills into practice.

Year	Compulsory	Optional	
		Min	Max
Level 7	120	0	0

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## Module Lists

### Level 7

Compulsory modules	Module Code	Credits	Period
CBT Professional and Clinical Competences	PSY-40149	30	Year 1
Cognitive Behavioural Therapy for Depression	PSY-40151	30	Year 1
Cognitive Behaviour Therapy for Anxiety	PSY-40153	30	Year 1
Clinical Practice - Cognitive Behaviour Therapy	PSY-40155	30	Year 1

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## Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

## Level 7

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
To demonstrate a systematic understanding of cognitive behaviour therapy and its theoretical approach to assessment, engagement and treatment of people with common mental health problems.	CBT Professional and Clinical Competences - PSY-40149
To develop critical knowledge of the theoretical and research literature of CBT with anxiety disorders.	Cognitive Behaviour Therapy for Anxiety - PSY-40153
To develop practical competency in Cognitive Behavioural Therapy for depression	Cognitive Behavioural Therapy for Depression - PSY-40151

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
To develop practical competency in the fundamentals of Cognitive Behavioural Therapy	CBT Professional and Clinical Competences - PSY-40149
To develop practical competency in Cognitive Behaviour Therapy for anxiety disorders	Cognitive Behaviour Therapy for Anxiety - PSY-40153
To develop critical knowledge in the theoretical and research literature for cognitive and behavioural models with depression.	Cognitive Behavioural Therapy for Depression - PSY-40151
To assess people for therapy and identify appropriate course of treatment in accord with a longitudinal formulation	CBT Professional and Clinical Competences - PSY-40149
To keep professional records and to understand triaging process to ensure appropriate treatment according to the needs of the service user and service offered	CBT Professional and Clinical Competences - PSY-40149

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Digital competences	CBT Professional and Clinical Competences - PSY-40149 Cognitive Behavioural Therapy for Depression - PSY-40151 Cognitive Behaviour Therapy for Anxiety - PSY-40153
To demonstrate the necessary skills to engage fully in a professional manner with clients, managers, and the wider NHS workforce in a way which enables you to practice in accord with the BABCP code of ethics and conduct. Demonstrate self-reflective practice and commitment to on-going personal development. Writing reports. Conducting interviews. Psychometric assessment. Presentation skills.	Clinical Practice - Cognitive Behaviour Therapy - PSY-40155

## 8. Final and intermediate awards

<b>Postgraduate Diploma</b>	120 credits	You will require at least 90 credits at Level 7
<b>Postgraduate Certificate</b>	60 credits	You will require at least 40 credits at Level 7

## 9. How is the Programme Assessed?

The assessment methods (from standardised skills assessment and video recordings to written case studies and presentations) reflect the broad range of knowledge and skills that are developed as you progress through your programme of study. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance.

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

## 10. Accreditation

This programme is seeking accreditation from the British Association for Behavioural and Cognitive Psychotherapies (BABCP).

## 11. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

## 12. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme: <https://www.keele.ac.uk/study/>

Students must demonstrate evidence of holding a Degree level qualification from a recognised institution equivalent to a UK bachelors degree (completing at level 6).

To be admitted onto the programme candidates must also be either HCPC Registered Health Professionals, or other regulated healthcare professional i.e., RMHN, Registered Nurse, Psychiatry, Social Work and other allied health professions, and graduate psychologists who have worked in mental health services with graduate basis for registration with the British Psychological Society who can also show development in accordance with the BABCP KSA.

**Recognition of Prior Learning (RPL)** is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here: <https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/>

Please note that there is no direct entry onto this programme; candidates must complete academic screening and employment related checks with Keele and MPUFT.

## 13. How are students supported on the programme?

All of the students registered in the programme will have an academic mentor allocated to them. In most cases, this will be their supervisor. In the first week there will be a comprehensive induction period where students will be given time to plan their assignments and refresh on study skills. They will be connected with the psychology subject librarian so that they can refresh their knowledge on literature searches and databases.

They will be given information during induction on the pastoral support available to them within the University and through the Students' Union. (for example Student Experience and Support Officers, the Disability and Inclusion Service, Counselling and mental Health Support services and the Chaplaincy).

## 14. Learning Resources

Learning resources, teaching materials and key texts and readings will be posted onto the KLE and onto Teams (which enables access to resources within the NHS).

Students also have electronic and in person access to the Keele University library.

## 15. Other Learning Opportunities

It is envisaged that most of the inter-professional education will be in the workplace. In addition to this, students will be sent information about keynote lectures and guest speakers organized within the School of Psychology at Keele University, which may be pertinent to their studies and work.

## 16. Additional Costs

### Mandatory costs

You can expect some additional costs as a student on this course, which may support learning activities, specialist equipment, fieldwork, placements, or other course-related requirements. Details of these mandatory costs are outlined below to help you plan accordingly.

Activity	Estimated Cost
BABCP Student membership	£28*

\*This price is not set by the University and is liable to increase.

Students on an accredited level 2 programme need to be BABCP members in order that they sign up to the BABCP code of conduct, full details can be found via this link: <https://babcp.com/Standards>

A Student Membership cost per annum for 2023/24 is £28. Students are required to confirm their BABCP Student Membership number to staff as close to the start of the programme as financially viable for them, to be included on the list submitted to the BABCP. The BABCP Student Rate Membership information and application form can be found via this link: <https://babcp.com/Membership/Join-Us>. The required supporting email confirming your place of study to include in your membership application will be provided to you once you have started the programme.

Students may also incur general expenses related to university study, such as for printing, textbooks and other materials. Students who undertake a placement may be responsible for additional costs, such as travel, accommodation, and subsistence costs. For further information, please refer to the [additional costs](#) information.

## 17. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual Postgraduate Taught Experience Survey (PTES), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree

- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

## 18. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:

<http://www.qaa.ac.uk/quality-code>

b. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

c. Department of Health (2022), National Curriculum for High Intensity Cognitive Behavioural Therapy Courses Fourth edition.

## 19. Annex - Programme-specific regulations

### Programme Regulations: Postgraduate Diploma in Cognitive Behavioural Therapy

<b>Final Award and Award Titles</b>	Postgraduate Diploma in Cognitive Behavioural Therapy
<b>Intermediate Award(s)</b>	Postgraduate Certificate
<b>Last modified</b>	April 2024
<b>Programme Specification</b>	<a href="https://www.keele.ac.uk/qa/programmespecifications">https://www.keele.ac.uk/qa/programmespecifications</a>

The University's Academic Regulations which can be found on the Keele University website (<https://www.keele.ac.uk/regulations/>)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions**, **variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

### A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

- **No exemptions apply.**

### B) VARIATIONS

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

#### Variation 1: NHSE Extension Rules

This programme varies from the following regulations:

Regulation C1, 1.1: the maximum period of registration for programmes commissioned by NHSE are limited by the NHSE Extension Policy to a maximum of twice the length of the original programme duration. For this programme it is 2 years (full-time). For non-funded extensions the maximum extension is 12 months.

Regulation D2: the number of credits that can be taken beyond the end of funding date, for example due to

leave of absence or exceptional circumstances (ECs), is prescribed by the NHSE Extension Policy and subject to a successful application to NHSE. For this programme it is 60 credits with approved ECs, or 40 credits without ECs.

[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here <https://www.keele.ac.uk/regulations/>.

## Version History

### This document

**Date Approved:** 09 June 2026

### Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2025/26	DEBORAH STEVENS-GILL	23 June 2025	
1	2024/25	HELEN COMBES	12 June 2024	
2	2023/24	HELEN COMBES	29 April 2024	Inclusion of updated NHS England extension rules
1	2023/24	HELEN COMBES	19 March 2024	