

Programme Specification

PGCert Introduction to Cognitive Behavioural Therapy (non-clinical)
(part-time)

PPTZCBTNONHC

For students entering in 2027/28

This document sets out key information about your Programme and forms part of your Terms and Conditions with the University of Reading.

Awarding Institution	University of Reading
Teaching Institution	University of Reading
Length of Programme	PGCert Introduction to Cognitive Behavioural Therapy (non-clinical) (part-time) - 12 months
Accreditation	N/A
Programme Start Dates	September and March
QAA Subject Benchmarking Group	N/A

Programme information and content

This one-year programme has the overarching aim of introducing students to the theory and practice of evidence-based cognitive-behavioural therapy (CBT). It is often used as an introductory programme for those students who want to pursue a clinical training programme in the future. This programme is non-clinical as, whilst the topics are clinical, there is no practical skills component to the coursework and so clinical competence is not assessed.

In the first semester, you will learn about evidence-based CBT assessment and formulation, including the importance of considering clients' protected characteristics within the process, as well as beginning your learning regarding evidence-based interventions for common anxiety disorders and depression.

Typically, within the second semester, you will develop your knowledge and understanding of treatments for anxiety disorders, post-traumatic stress disorder and obsessive-compulsive disorder, as well as learning about how clinicians meaningfully assess and devise treatment interventions in the presence of comorbidity and complexity.

Programme Learning Outcomes

-PGCert Introduction to Cognitive Behavioural Therapy (non-clinical) (part-time)

During the course of the Programme, you will have the opportunity to develop a range of skills, knowledge and attributes (known as learning outcomes) For this programme, these are:

LEARNING OUTCOMES	
1	Explain the theory and evidence base associated with a range of anxiety and depressive disorders.
2	Describe the core tenets of evidence-based psychological treatment and the application of cognitive behaviour therapy (CBT), a leading psychological treatment.

3	Critically evaluate theoretical models and research associated with anxiety and depressive disorders, and their assessment and management.
4	Explain the interface between research and the frameworks underpinning assessments within cognitive behavioural therapy
5	Explain the primary behavioural and cognitive interventions used within evidence-based cognitive behavioural therapy.
6	Demonstrate effective and context sensitive written communication skills in communicating information, advice, instruction and professional opinion to service users, their relatives and carers, colleagues and others.

You will be expected to engage in learning activities to achieve these Programme learning outcomes. Assessment of your modules will reflect these learning outcomes and test how far you have met the requirements for your degree.

To pass the Programme, you will be required to meet the progression or accreditation and award criteria set out below.

Module information

The programme comprises 60 credits, allocated across three compulsory modules as listed.

Compulsory modules

Module	Name	Credits	Level
PYMAXY	Treatments and Models of Anxiety	20	M
PYMDPN	Treatments and Models of Depression	20	M
PYMICT	Introduction to Cognitive Behavioural Therapy (CBT) and Evidence-Based Psychological Treatment	20	M

Part-time or flexible modular arrangements

This is typically a 1-year programme.

Placement opportunities

N/A

Study abroad opportunities

N/A

Optional modules

All modules are compulsory, and there are no optional modules.

Teaching and learning delivery

You will receive scheduled and self-scheduled teaching and learning activities at the forefront of the discipline, informed by current practice, scholarship, and research, and will work with other students to develop your knowledge through a variety of activities.

The CWI is committed to maintaining and promoting diversity in its curriculum (e.g., including teaching regarding the historic and ongoing oppression faced by minority groups within mental health care) and teaching materials (e.g., videos of clinical skills illustrated using diverse practitioners as well as diverse clients). We also work hard to ensure accessibility for students is prioritised.

Whilst this programme is not accredited, it is noted that many students will use the teaching received as part of this programme to count towards accreditation applications. The guidance from relevant professional bodies (e.g., BABCP) regarding expected programme delivery will therefore be used to inform the balance of face-to-face and digital teaching approaches.

Teaching is strongly tied to current research and modern clinical practice. Academics teaching on this programme are experts in their discipline and all currently practise in clinical settings. The aim is to provide you with a comprehensive introduction to CBT.

Elements of your programme will be delivered via digital technology.

The scheduled teaching and learning activity hours and amount of technology enhanced learning activity for your programme will depend upon your module combination. In addition, you will undertake some self-scheduled teaching and learning activities, designed by and/or involving staff, which give some flexibility for you to choose when to complete them. You will also be expected to undertake guided independent study. Information about module study hours including contact hours and the amount of independent study which a student is normally expected to undertake for a module is indicated in the relevant module description.

Accreditation details

Not applicable. However, all teaching sessions are delivered by BABCP accredited practitioners and involve 50% clinical skills; as such, all taught hours received as part of this programme can be used towards students' individual practitioner applications when students have met other minimum training standard requirements.

Assessment

Assessments will be by a variety of methods, including: (a) an in-class test; (b) essays. Further information is contained in the individual module descriptions.

Progression

Part-time and modular progression requirements

N/A

The Postgraduate Certificate is awarded at Pass or Fail.

Marks for individual assessments are interpreted in accordance with the University's taught postgraduate marks classification:

Mark Interpretation

70 - 100% Distinction

60 - 69% Merit

50 - 59% Good standard (Pass)

Failing categories:

40 - 49% Work below threshold standard

0 - 39% Unsatisfactory Work

For Postgraduate Certificate

The following conditions must be satisfied for the award of a Postgraduate Certificate:

Award of a Postgraduate Certificate

- i. an overall weighted average of 50% or more over 60 credits
- ii. No credits with a mark below 40%.

Details of the classification method is given in detail in the [Assessment Handbook](#) under:

- Section 19: Awards: Postgraduate Master's, Postgraduate Diploma, Postgraduate Certificate

Please note that there may be a specific version for your year of entry.

Additional costs of the programme

None.

Costs are indicative and may vary according to optional modules chosen and are subject to inflation and other price fluctuations. Estimates were calculated in 2026.

Students may consider purchasing a laptop to help support their learning. Information on recommended device specifications can be found on the [DTS Student Hub](#).

For further information about your Programme please refer to the Programme Handbook and the relevant module descriptions, which are available at

<http://www.reading.ac.uk/module/>. The Programme Handbook and the relevant module descriptions do not form part of your Terms and Conditions with the University of Reading.

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30 July 2026

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