

# **MA Psychotherapy & Counselling**

## **Programme specification**

Academic Year 2019/20

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<b>1. Programme Overview</b>	
<b>Full programme/award title(s)</b>	MA Psychotherapy & Counselling
<b>Short programme title</b>	MAPC
<b>Fees</b>	Taught pathway: £8,100 per year for 2019-20 entrants (fees for subsequent years subject to annual increase) Dissertation pathway: Years 1 and 2, £8,100; Year 3, £3,000 for 2019-20 entrants (fees for subsequent years subject to annual increase)
<b>Faculty / School</b>	Faculty of Humanities, Arts & Social Sciences School of Psychotherapy & Psychology
<b>Location of study</b>	Regent's Park campus
<b>Off campus elements / locations</b>	Placement in Year 2
<b>Awarding institution</b>	Regent's University London
<b>Institution regulated by:</b>	Office for Students, Quality Assurance Agency
<b>Programme entry points</b>	September 2019, April 2020
<b>Date of initial/previous (re)validation</b>	October 2018
<b>Date of next revalidation</b>	October 2023
<b>Framework for Higher Education Qualification level of final award</b>	Level 7
<b>Number of credits in award</b>	180
<b>UCAS codes</b>	Not applicable
<b>Underpinning QAA subject benchmark statements</b>	QAA Subject Benchmark Statements for Counselling and Psychotherapy 2013
<b>Other external and internal references</b>	QAA Master's degrees characteristics UKCP, Humanistic and Integrative Psychotherapy College (HIPC) Standards of Education and Training 2017 ( <a href="http://www.hipc.co.uk/page/training+standards">www.hipc.co.uk/page/training+standards</a> ) Regent's University London Academic Regulations 2017/18

<b>Professional, statutory or regulatory body recognition/accreditation</b>	United Kingdom Council for Psychotherapy (UKCP)
<b>Mode of study (Full Time / Part Time)</b>	Part time
<b>Language of study</b>	English
<b>Minimum / Maximum duration of programme for each mode of study</b>	<p><b>Part time:</b></p> <p>Minimum: 3 years</p> <p>Maximum*: 5 years</p> <p>*in exceptional circumstances only, refer to Regent's University London Academic Regulations for details</p>
<b>Date of production / revision of this programme specification</b>	April 2019

## 2. Why study this programme?

The MA Psychotherapy & Counselling will give you a broad knowledge of psychotherapy and the work of key historical and contemporary figures. It will prepare you for psychotherapy practice by developing your skills in the safe environment of the classroom before you undertake a professional placement. Rather than promote a single approach, we teach a range of theoretical perspectives, covering existential, psychoanalytic, humanistic and integrative approaches. These are taught in a way that celebrates difference and encourages discussion, constructive feedback, and healthy debate. These discussions will develop your understanding of the many different attitudes involved in this field, and help you to make informed choices in your own career and practice.

All lectures and practical sessions are led by tutors who are experts in the modality they teach and bring their clinical experience to the classroom discussions. Our lecturers are research-active, frequently presenting at conferences and publishing their work. We also encourage our students to publish, with some recently contributing chapters to books and others having their papers published in the *Journal of Psychological Therapies* by Phoenix publishers.

Through a mix of academic work and practical experience, the programme seeks to enable students to gain knowledge and understanding of various approaches to psychotherapy. You will learn to apply your theoretical knowledge and acquired skills in an approved clinical placement under the supervision of experienced practitioners. Advice on placements is available from the Course Leader and Careers & Business Relations. Training supervision of students' clinical practice in Years 2 and 3 is provided by experienced School supervisors.

The programme will help you develop your individual approach to psychotherapy and counselling, and reflect upon your personal beliefs and prejudices. Learning methods include tutorials, group work, independent study, engagement with your own therapeutic experience, and clinical practice guided by experienced professionals. You will also be taught research methods and carry out an in-depth inquiry into a relevant topic.

Upon successful completion of the taught MAPC, you will be eligible to apply for our Postgraduate Certificate programme in either integrative or existential psychotherapy, the final stage of your training to become a UKCP-registered psychotherapist. Regent's is an organisational and accrediting member of the UKCP and our programmes lead to professional membership.

We aim to educate students to become skilful and ethical professionals, able to think independently, critically and creatively, and undertake highly responsible jobs. Employment opportunities are wide ranging, with our graduates pursuing careers in NHS hospitals, GP practices, universities, colleges and schools, counselling centres, agencies offering specialised counselling, and private practice. Some graduates continue in their existing careers, working as practitioners on a part time, private basis.

Achievement of MA will enable you to pursue research to MPhil/PhD level, or use the theoretical knowledge and communication skills in writing and/or teaching in the field.

### 3. Programme aims and objectives

This is a guide to what you might achieve if you take full advantage of the learning opportunities provided.

#### Regent's School of Psychotherapy & Psychology (RSPP)

Within the ethos of Regent's University London and the Faculty of Humanities, Arts & Social Sciences (HASS), the School's strategic aims are to:

- Educate and train students in the fields of psychotherapy, counselling and counselling psychology to become skilful and ethical practitioners able to think reflexively and independently.
- Approach and present psychotherapy, counselling and counselling psychology from a standpoint of critical and reflexive inquiry in the domains of theory and practice.
- Provide a learning environment that allows competing and diverse perspectives to be considered through personal engagement, collaborative interaction, academic inquiry and practice-based reflexivity.
- Foster in students a sensitivity to and awareness of prejudice in themselves and others with respect to difference in areas such as race, gender, religion, age, culture, class, sexuality and disability.
- Contribute to the development of psychotherapy, counselling and counselling psychology as related professions, through embracing and complying with nationally and internationally agreed standards in education and professional training.

The School has developed its particular Integrative Attitude that encourages students to examine different ways of looking at the world. This attitude is summarised as follows:

*Given that in current psychotherapeutic thought there exists no single shared philosophical perspective on what it means to be human, the School aims to provide a learning environment that allows competing and diverse perspectives to be considered, both conceptually and experientially, so that areas of interface and divergence can be exposed, considered and clarified. This aim espouses the value of holding the tension between contrasting and often contradictory ideas, of experimenting and engaging with their experiential possibilities, and of engendering a tolerance of incertitude that can thrive in the absence of final and fixed truths.*

The School is committed to this integrative attitude in all its activities and relationships, celebrating difference, fostering collaboration between different perspectives, and promoting pluralistic, experiential psychological therapies based on quality of relationship.

The programme has been designed to offer a training route to students who wish to become registered psychotherapists. The aim is to produce graduates who think independently, are theoretically well informed, able to apply theory in practice, and are ready to undertake more advanced professional training.

The specific objectives of the MAPC are for students to:

- Acquire a broad body of knowledge in the field of psychotherapy and counselling.
- Gain experience in the practice of psychotherapy and counselling.
- Develop the ability and the confidence to critically evaluate their clinical practice.
- Formulate a theoretical model of psychotherapy and counselling derived from the primary approaches taught on the programme.
- Develop their skills and knowledge to the required level so that they may undertake further advanced training for UKCP membership.
- Gain insight into the contribution of research to psychotherapy theory and practice.

The MAPC espouses a reflexive practitioner approach whilst promoting a strong professional psychotherapist identity. This prepares students to work in a variety of settings such as health care, charities, social services, as well as private practice. The programme holds an attitude that celebrates difference, encourages healthy debate and integration between perspectives, promoting a diversity of practice.

It is designed to meet the accreditation criteria of the main professional bodies, UKCP and BACP.

The teaching and learning process comprises a combination of academic, experiential, clinical, and research components. In line with the ethics of the profession we consider these to be interconnected and cannot be taught in isolation.

Through a mix of academic work and practical experience, the programme seeks to enable students to gain knowledge and understanding of different approaches to psychotherapy. It responds to the professional need for a psychotherapist to possess a wide range of knowledge, both practical and theoretical in order to work effectively with many different types of clients.

#### **4. Programme structure**

This is a guide to the overall structure of your programme, mandatory elements, modules, term dates and periods of assessment.

The MAPC is a part-time programme involving one day a week attendance at the University augmented by personal study, clinical placement practice and supervision, and personal therapy. The duration of study is three years.

As well as training in a wide range of psychotherapy approaches the MAPC offers a choice of specialisation in integrative or existential psychotherapy practice, or the option of undertaking a significant piece of research in the field via dissertation pathway.

The emphasis in Years 2 and 3 on training supervision and the clinical process aims to bring theory and practice together in a way that bolsters both the trainee therapist's confidence and reflective and reflexive capacities.

To complete your programme, you will need to achieve a certain number of credits (180 credits for a postgraduate degree). Each module on your programme has a credit value. On successfully passing each module, you will gain credits that count towards the total needed for your degree. One credit equates to 10 notional study hours, which is the average time a student will take to achieve the specified learning outcomes. So if a module is worth 10 credits, then you would expect to spend 100 hours studying this. However, these will not all be 'taught' hours. You will receive guidance and instruction through lectures, seminars etc., but you will also need to engage in self-study.

### **Contact hours and expected workload**

The MAPC is taught over three academic years, each divided into three terms of nine weeks. Contact tuition in the School totals six hours per week, delivered in a single day with an hour lunchtime. In addition, personal tutorials take usually one hour per term. This amounts to 165 contact hours per year.

Independent study, assignment preparation, as well as personal therapy require additional time. Year 2 and 3 clinical work and placement supervision also require additional time of approximately half a day or more each week, both during and outside term time. This additional time amounts to a further 435 hours in each year. A percentage breakdown of teaching contact hours and self-study required on this programme is indicated in Section 6 below.



## Overview of programme structure by year

YEAR 1		
Term 1	Term 2	Term 3
<p><b>Module PSC701</b> Psychoanalytic Approaches</p> <ul style="list-style-type: none"> <li>Academic seminar 10am-1pm</li> <li>Skills training 2pm-4pm</li> <li>PPD group 4pm-5pm</li> </ul>	<p><b>Module PSC702</b> Existential-phenomenological Approaches</p> <ul style="list-style-type: none"> <li>Academic seminar 10am-1pm</li> <li>Skills training 2pm-4pm</li> <li>PPD group 4pm-5pm</li> </ul>	<p><b>Module PSC703</b> Humanistic and Integrative Approaches</p> <ul style="list-style-type: none"> <li>Academic seminar 10am-1pm</li> <li>Skills training 2pm-4pm</li> <li>PPD group 4pm-5pm</li> </ul>
20 credits	20 credits	20 credits
Level 7 - 60 credits (exit award Postgraduate Certificate)		

YEAR 2		
Term 1	Term 2	Term 3
<p><b>Module PSC704</b> Contemporary Developments in Psychotherapy Theory - 30 credits Academic seminar – 10am – 1pm</p>		
Contemporary Developments in Psychoanalytic Theory	Contemporary Developments in Existential Theory	Contemporary Developments in Humanistic and Integrative
<p><b>Module PSC705</b> Contemporary Developments in Psychotherapy Practice - 30 credits Training supervision 2pm – 4pm; PPD group – 4pm -5pm</p>		
Level 7 - 60 credits (cumulative credits – 120; exit award Postgraduate Diploma)		

<b>YEAR 3 INTEGRATIVE PSYCHOTHERAPY PATHWAY</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Module PSC INT706</b> Perspectives in Integrative Psychotherapy – Theory - 30 credits Academic seminar – 10am – 1pm		
Professional Practice Issues	Critical Psychopathology	Cognitive Behavioural Approach
<b>Module PSC INT707</b> Integrative Psychotherapy in Practice - 30 credits Training supervision 2pm – 4pm; PPD group – 4pm -5pm		
Level 7 - 60 credits (cumulative credits – 180; exit Master's Degree)		

<b>YEAR 3 EXISTENTIAL PSYCHOTHERAPY PATHWAY</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Module PSC EXT706</b> Perspectives in Existential Psychotherapy – Theory - 30 credits Academic seminar – 10am – 1pm		
Heidegger	Ethics, Language and Professional Practice	Critical Psychopathology
<b>Module PSC EXT707</b> Existential Psychotherapy in Practice - 30 credits Training supervision 2pm – 4pm; PPD group – 4pm -5pm		
Level 7 - 60 credits (cumulative credits – 180; exit Master's Degree)		

YEAR 3 DISSERTATION PATHWAY		
Term 1	Term 2	Term 3
<b>Module PSC708</b> Research In Psychotherapy and Counselling		
<b>Research Methods Seminars</b> Academic seminar – 10am – 1pm; 2pm-5pm	<b>Research Supervision and research activity</b> <b>Independent Study</b>	
Level 7 - 60 credits (cumulative credits – 180; exit Master’s Degree)		

## 5. Learning outcomes

This is a guide to the more specific knowledge and skills you will gain if you take full advantage of the learning opportunities available to you.

### A. Knowledge and understanding

*On completion of the MAPC students will be able to demonstrate knowledge and understanding of:*

- A1.** A range of psychotherapeutic and counselling theories, techniques and their philosophical underpinning.
- A2.** The interplay of individual, cultural and social factors that contribute towards human experience and relationships.
- A3.** Research approaches relevant to psychotherapy and counselling.
- A4.** Diagnostic systems and outcome measures.
- A5.** The role of clinical and training supervision as a means of promoting clinical and professional development.
- A6.** The wider context in which psychotherapy operates recognising the implications for professional practice.

### B. Skills

*On completion of the MAPC students will be able to:*

- B1.** Make use of a range of theoretical perspectives to analyse clinical work and develop appropriate therapeutic interventions.

- B2.** Recognise and critically examine self in relation to others in all aspects of the course from within a theoretically coherent framework.
- B3.** Recognise and manage ethical dilemmas and work within relevant codes of practice.
- B4.** Draw upon relevant research in the development of therapeutic practice.
- B5.** Recognise personal issues that may be evoked in any aspect of the course and be willing to explore them.
- B6.** Recognise, engage with and critically examine own prejudices and those of others around similarity and diversity issues such as race, culture, gender, religion, socio-economic class, sexual orientation, age and ability.

## **6. Learning and teaching strategy/ assessment methods (non-regulatory)**

This is a guide to the academic opportunities available to help you achieve the overall aims and objectives of the programme as listed in Section 3 and the intended learning outcomes in Section 5. It is also a guide to the assessment methods used to test your achievement of the intended learning outcomes. In order to meet the full intended learning outcomes of the programme, you will be expected to study independently, participate in class discussions, ask for support in academic skills if required and engage with your personal tutors.

### **University Learning, teaching and Assessment Strategy**

In line with the Regent's University London Learning, Teaching and Assessment Strategy LTAS (2015-20), there are five key requirements for the successful delivery of the MAPC:

#### **1: A personalised student experience**

The MAPC is highly interactive and aims to encourage students' active participation, debate, discussion and experiential learning. Students are supported in developing their own ideas and models of practice. A personal tutor system is in operation, and programme managers are also approachable and responsive to student queries on a continual basis.

#### **2: Interactive and inclusive learning**

MAPC provides interactive and inclusive learning and facilitates experiential learning through a variety of activities. The use of Blackboard and the Intranet is encouraged and tutors enrich their presentations through video clips from educational online resources. Students interact during lectures, skills sessions, and supervision, offering each other feedback and an exchange of ideas.

#### **3: Assessment for learning**

MAPC tutors provide comprehensive feedback to students on their written assignments and class presentations. External examiners repeatedly praised the quality of feedback given to students. MAPC combines formative and summative assessments and provides a balance between theoretical and practical assessments.

#### **4: Focus on student skills and attributes**

Students are supported in the development of key skills, such as:

- Clinical skills: through the skills practice sessions in year One and the placement opportunities in year Two and Three for which training supervision is provided in small groups
- Research skills: (for those choosing the dissertation pathway) through research method seminars, support in developing a research protocol and individual meetings with the academic supervisors in the write-up stage of the MA dissertation in year Three
- Presentation skills: through presenting papers for class discussion to fellow students and receiving peer and tutor feedback
- Debating skills: discussing theories, ideas and practices; learning to appreciate different psychotherapeutic perspectives and modalities
- Reflective skills: through experiential learning embedded in all activities; emphasised in the experiential sessions at the end of each day.

### **5: Professional development for staff**

Academic staff are committed to continuing professional development. Many present at national and international conferences and publish in peer reviewed publications. Staff also undertake further training in teaching, learning and assessment, and are involved in peer observation providing an opportunity for reflection and enhancement of teaching practice.

The above requirements are critical for the development of independent thinking and learning. The programme team further ensures that students commit to proactive study, by reading widely and critically. This development of critical awareness and the ability to exercise judgement creates the potential for original thought and contribution to knowledge.

### **Teaching and learning methods**

Learning is based on academic tuition, skills practice, group participation, coupled with independent study. Off campus activities involve engagement with own therapeutic experience and clinical practice in a placement context. The range of teaching methods used to convey theory includes:

- Tutor lecture and tutor-led discussion
- Student presentation and student-led discussion
- Group exercises.

Methods used for training clinical skills and reflexive practice include:

- Tutor demonstration
- Group exercises
- Small-group skills practice
- Training supervision
- DVD recording of practice therapy sessions with peers
- Experiential peer group participation
- Independent individual therapy

The methods above are delivered using the following means:

#### *Academic seminar*

These are tutor-led seminars that incorporate implications for psychotherapy practice and students prepare by reading the required texts for the seminar. Students are required to give

one presentation of 20 minutes per module in a week of their choosing which will be followed by a student led discussion. This Presentation will be formatively assessed by the relevant tutor with peer feedback at the end of the class.

#### *Skills practice sessions*

In groups of normally four to five students engage in mock therapy sessions to develop clinical skills coherent with the academic seminar topic. Students take turn at being therapist, client, or observers and exchange feedback on their perspective of the mock session and skills used. Tutors provide comment on all participants' engagement.

#### *Training supervision*

Led by a training supervisor, in groups of three or four, students are expected to take it in turns to present client material from their placement, usually in the form of a verbatim, to the supervision group for peer and supervisor feedback. This will help to develop a personal integrative approach and reflect skills on their clinical practice and learning.

#### *Personal and professional development group (PPD)*

All modules contain weekly experiential PPD groups where students can talk about their life experience and reflect on the emotional impact of their learning. Emphasis is on the student's self-awareness, interpersonal skills and reflexivity, and their understanding of interpersonal and group dynamics. It is essential that trainees participate in the group and use it as an emotionally maturing process for themselves, and to contribute to the personal development of others.

#### *Personal tutorials*

Students are required to attend personal group tutorials one hour per term and individual tutorials each term of 30 minutes where learning in relation to the learning outcomes can be considered and supported.

#### *Clinical placement*

Students must complete a minimum of 100 hours of supervised clinical practice during years two and three of the programme in an approved setting. This means meeting with a minimum of three adult clients at least once per week, which count towards the total of 450 hours needed for UK Council for Psychotherapy (UKCP) membership.

#### *Individual therapy*

Students are required to undertake weekly individual therapy throughout training with a UKCP registered therapist who practices within the modalities taught on the programme.

### **Methods of delivery by year**

#### **Year 1**

- Academic seminars (weekly)
- Skills practice sessions (weekly)
- Personal and professional development groups (weekly)
- Independent study (self-directed)
- Personal therapy (minimum weekly).

## Year 2

- Academic seminars (weekly)
- Training supervision (weekly)
- Personal and professional development groups (weekly)
- Independent study (self-directed)
- Personal therapy (minimum weekly)
- Clinical placement (weekly) for a minimum of three terms to gather 100 supervised client contact hours (private practice is not accepted as a clinical placement in Year Two).

## Year 3 (Taught pathways: integrative psychotherapy or existential psychotherapy)

- Academic seminars (weekly)
- Training supervision (weekly)
- Personal and professional development groups (weekly)
- Independent study (self-directed)
- Personal therapy (minimum weekly).
- Clinical placement (weekly) for a minimum of three terms to gather an additional 100 supervised client contact hours (private practice is limited to 20%).

## Year 3 (Dissertation pathway)

- Five days of research methods seminars
- Submission and ethics approval of research protocol
- Twenty five hours of research supervision (representing total tutor engagement)
- Monthly supervision meetings through the year – on site or via Skype
- Submission of a research dissertation of 14,000-16,000 words.

## Year 1 60 credits: 600 learning hours

Tutor contact hours	165 hours	27.5%
Academic seminars	81	13.5
Skills practice sessions	54	9
PPD groups	27	4.5
Tutorials (1:1 and group)	3	0.5
Independent study	435	72.5%

Preparation for class	150	25
Self-study including personal therapy	100	16.7
Preparation for assessments	185	30.8
<b>Total notional learning hours</b>	<b>600</b>	<b>100%</b>
<b>Year 2 60 credits: 600 learning hours</b>		
<b>Tutor contact hours</b>	<b>165 hours</b>	<b>27.5%</b>
Academic seminars	81	13.5
Training supervision sessions	54	9
PPD group	27	4.5
Tutorial (1:1 and group)	3	0.54
<b>Independent study</b>	<b>435</b>	<b>72.5</b>
Preparation for class	100	16.7
Self-study including of personal therapy	100	16.7
Preparation of assessments	115	19.1
Placement and allied supervision	120	20
<b>Total notional learning hours</b>	<b>600</b>	<b>100%</b>
<b>Year 3 Taught pathways 60 credits</b>		
<b>Tutor contact hours</b>	<b>165 hours</b>	<b>27.5%</b>
Academic seminars	81	13.5
Supervision sessions	54	9
PPD group	27	4.5
Tutorial (1:1 and group)	3	0.54
<b>Independent study</b>	<b>435</b>	<b>72.5</b>



Preparation for class	150	16.7
Self-study including of personal therapy	100	16.7
Preparation of assessments	65	19.1
Placement and allied supervision	120	20
<b>Total notional learning hours</b>	<b>600</b>	<b>100%</b>

**Year 3 Dissertation Pathway**  
**60 credits: 600 learning hours**

<b>Tutor contact hours</b>	<b>40</b>	<b>7</b>
Research methods seminars	30	5
Research Supervision	10	1.7
<b>Independent study</b>	<b>560</b>	<b>99.3</b>
Preparation for ethics protocol	30	5
Self-study and research undertaking	250	41.6
Dissertation writing and submission	280	46.7
<b>Total</b>	<b>600</b>	<b>100</b>

**Programme management and teaching staff**

The programme is taught by accomplished academics with considerable experience of clinical practice that is brought into the learning context to enrich the student experience and knowledge.

The responsibilities of the programme management are divided as follows:

**Head of Programmes:**

- Manages the overall operations and strategy of the MAPC
- Deals with all aspects of research and dissertation submission and assessment
- Represents the MAPC on School, Faculty and University committees
- Liaises with Registry, Quality Office, the UKCP, and external examiners
- Allocates teaching staff and organises scheduling of classes
- Oversees academic delivery of the MAPC

- Leads the programme committees and staff advisory panels on all course issues
- Oversees student assessment and co-ordinates internal moderation
- Co-ordinates research module for the MA dissertation pathway
- Oversees the compilation of all MAPC materials.

### Course Leader – Years 1 and 2 and Pathway Leaders – Year 3

- Generally assist the Head of Programmes in the management of the MAPC
- Deal with student concerns and questions on aspects of the taught component of the MAPC
- Liaise with all Regent’s services such as Registry, Library, Media Services, Careers & Business Relations, Blackboard and Student Support Service
- Prepare documentation for examining boards in consultation with Registry
- Allocate termly composition of student groups – PPD, supervision and skills
- Oversee student references, placement applications and reports, and advises students on placements requirements.

### Assessment strategy and methods

Formative assessments are used for the developmental purposes and are designed to help the students to learn more effectively by giving them feedback on their progress and on how it can be improved and/or maintained. Summative assessments are used to determine the learner’s success in meeting the learning outcomes of a module.

**Formative assessments** (further details are provided in Appendix A):

- **Classroom participation**; students’ written evaluation on their engagement with the learning each term
- **Written peer feedback** in Year 1 skills training sessions
- **Clinical placement supervisor’s evaluations**, submitted as required with the clinical portfolio
- **Training supervisor’s evaluations** in the first two terms of training supervision in Years 2 and 3
- **Academic seminar presentations**; each term’s student’s presentation is formatively assessed by the tutors and peer feedback is provided. In term three of Years 2 and 3 students choose one of the presentations to be submitted as a summative assessment.

### Summative assessment schedule by year

Year	Submission time	Assignment	Description
Year 1	End of term 1	Academic Essay	3,000-3,500 words; focus on psychoanalytic approach
		Reflections on Skills Practice	2,500-3,000 words; focus on learning from skills practice
	End of term 2	Academic Essay	3,000-3,500 words; focus on existential approach

		<b>Reflections on Skills Practice</b>	2,500-3,000 words; focus on learning from skills practice
	<b>End of term 3</b>	<b>Academic Essay</b>	3,000-3,500 words; focus on humanistic and integrative approaches
		<b>Reflections on Skills Practice</b>	2,500-3,000 words; focus on learning from skills practice

<b>Year</b>	<b>Submission time</b>	<b>Assignment</b>	<b>Description</b>
<b>Year 2</b>	<b>End of term 2</b>	<b>Process report</b>	2,500-3,000 words; reflections on one therapy session from placement practice.
	<b>End of term 3</b>	<b>Academic Essay</b>	5,500-6,000 words; compare and contrast three theoretical approaches taught during the year.
		<b>Case study</b>	3,000-3,500 words; focus on a client from placement (minimum 12 sessions)
		<b>Seminar presentation</b>	500-1,000 reflection on one chosen presentation recorded on DVD with peer and tutor feedback.
		<b>Training Supervision</b>	Training supervisor's evaluation of clinical competence
	<b>On completion of clinical hours</b>	<b>Clinical Portfolio</b>	Consists of clinical log, clinical supervisor's report, confirmation of minimum 40 therapy hours

<b>Year</b>	<b>Submission time</b>	<b>Assignment</b>	<b>Description</b>
<b>Year 3 Taught pathways</b>	<b>End of term 3</b>	<b>Process report</b>	2,500-3,000 words; reflections on one therapy session with a peer recorded on DVD
	<b>End of term 3</b>	<b>Academic Essay</b>	5,500-6,000 words; a themed essay assimilating three academic modules

		<b>Case study</b>	5,500-6,000 words; focus on minimum 18 sessions with a client from placement or private practice
		<b>Seminar presentation</b>	500-1,000 reflection on one chosen presentation recorded on DVD with peer and tutor feedback
		<b>Training Supervision</b>	Training supervisor's evaluation of clinical competence
		<b>Clinical Portfolio</b>	Consists of clinical log, clinical supervisor's report, confirmation of minimum 40 therapy hours
<b>Year</b>	<b>Submission time</b>	<b>Assignment</b>	<b>Description</b>
<b>Year 3 Dissertation pathways</b>	<b>Week 7 of term 1</b>	<b>Research Protocol</b>	Written research proposal and ethics approval application of 2,000 words
	<b>End of Year 3</b>	<b>Dissertation</b>	14,000-16,000 words thesis on a chosen topic using a coherent research method.

**Breakdown of assessment by percentage per module**

**YEAR 1**

<b>Module code</b>	<b>Assessment</b>	<b>Weighting</b>
<b>MODULE PSC701</b> <b>20 credits</b>	<b>Academic Essay</b>	<b>50%</b>
	<b>Reflections on Skills Practice</b>	<b>50%</b>
<b>MODULE PSC702</b> <b>20 credits</b>	<b>Academic Essay</b>	<b>50%</b>
	<b>Reflections on Skills Practice</b>	<b>50%</b>
<b>MODULE PSC703</b> <b>20 credits</b>	<b>Academic Essay</b>	<b>50%</b>
	<b>Reflections on Skills Practice</b>	<b>50%</b>

**YEAR 2**

<b>Module code</b>	<b>Assessment</b>	<b>Weighting</b>
<b>MODULE PSC704</b> <b>30 credits</b>	<b>Academic Essay</b>	<b>70%</b>
	<b>Academic Seminar Presentation</b>	<b>30%</b>
<b>MODULE PSC705</b> <b>30 credits</b>	<b>Process Report</b>	<b>35%</b>
	<b>Case Study</b>	<b>45%</b>
	<b>Clinical Portfolio</b>	<b>20%</b>

**YEAR 2 (Taught pathways)**

<b>Module code</b>	<b>Assessment</b>	<b>Weighting</b>
<b>MODULE PSC706</b> <b>30 credits</b>	<b>Academic Essay</b>	<b>70%</b>
	<b>Seminar Presentation</b>	<b>30%</b>
<b>MODULE PSC707</b> <b>30 credits</b>	<b>Process Report</b>	<b>30%</b>
	<b>Case Study</b>	<b>50%</b>
	<b>Clinical Portfolio</b>	<b>20%</b>

**YEAR 3 (Dissertation pathway)**

<b>Module code</b>	<b>Assessment</b>	<b>Weighting</b>
<b>MODULE PSC708</b> <b>60 credits</b>	<b>Research Protocol</b>	<b>0%</b>
	<b>Dissertation</b>	<b>100%</b>

**Alternative forms of assessment**

Students with student support agreements may be offered an alternative form of assessment. When this is the case, the University's Disability Guidelines for Alternative Forms of Assessment are followed.

**Ethical issues**

As an organisational member of the UKCP the School complies with the professional Code of Ethics and Practice for Counsellors and Psychotherapists which applies to all students and professional staff. Students and professional staff are also obliged to comply with the UKCP Ethical Principles and Code of Professional Practice <https://www.psychotherapy.org.uk/wp-content/uploads/2018/10/UKCP-Ethical-Principles-and-Code-of-Professional-Conduct.pdf>

**Research ethics**

All research conducted within and outside the University by students at Regent's University London must be approved by the Faculty/Institute Research Ethics Review Panel prior to its commencement. This will include, but is not limited to, all research involving human or other living participants, and all experiments, investigations and procedures involving human or other living participants, or data relating to such living entities.

Seeking ethical approval and submitting the application is the responsibility of the staff member involved in designing the assessment and by the student for individual projects, such as those involved in the final year capstone module, and endorse by the student's supervisor. No studies can be undertaken prior to obtaining ethical approval and failure by the student to follow the process would be subject to disciplinary action.

## 7. Relationship to other programmes and awards

Some programmes share modules or have other connections to other programmes. This is a guide to whether this is applicable for your programme.

The Programme forms part of a professional training in psychotherapy and counselling from Introductory Certificate level, where students may have no knowledge about psychotherapy, through the MA to the Postgraduate Certificate in either Existential or Integrative Psychotherapy:

### **Introductory Certificate in Psychotherapy & Counselling**



### **Postgraduate Certificate in Psychotherapy & Counselling**

Exit from the Programme after the first year completed (60 credits)



### **Postgraduate Diploma in Psychotherapy & Counselling**

Exit from the Programme after the second year completed (120 credits)



### **MA Psychotherapy & Counselling**

- Graduate after successful completion of a research dissertation (180 credits).
- Or
- Graduate after successful completion of the taught pathways of Integrative Psychotherapy or Existential Psychotherapy (180 credits).



*(Entry requirement: successful completion of the taught MA Programme; application, references and interview)*

### **Postgraduate Certificate in Existential Psychotherapy**

- (one year taught programme of 60 credits)

Or

### **Postgraduate Certificate in Integrative Psychotherapy**

- (one year taught programme of 60 credits)



### **Professional membership of the UKCP**

BACP Accreditation is also possible upon independent application

### **Further study**

MPhil/PhD by research

## **8. Student support**

We want you to make the most of your time at Regent's and we also know that sometimes life at university can be hard. We can give you the support and you need, on academic study, language skills, careers, disabilities, mental health, gender, sexuality, finance and many other issues.

Regent's Student Hub will be the first port-of-call for the majority of your needs. Staff in the Hub can either deal with your enquiry directly or point you to one of our services for more help.

Our support services include:

- Personal tutor scheme
- Student Services
- Academic Skills
- English for Academic Purposes
- Careers advice, including placements
- Disability support
- Accommodation
- Student Union

For more information about life at Regent's and the services we offer, visit:

[regents.ac.uk/information/student-life/for-current-students](https://regents.ac.uk/information/student-life/for-current-students)

### **Personal tutors**

Students are allocated a member of academic staff as their personal tutor. Personal tutors make themselves available to give tutees guidance and support on academic, professional and personal issues that impact on learning. They meet individually with each student for 30 minutes per term and collectively with each group's intake for an hour per term. E-mail and telephone communication is available if necessary.

### **Students with disabilities**

Regent's University London has a full-time Disability Support Officer (DSO) who supports students during their study by offering advice as well as arranging and managing the Student Support Agreements. The DSO works closely with the Head of Programmes, Student Support Services and Registry as well as members of academic staff to ensure that the support offered is holistic in scope.



## 9. Learning support facilities

Regent's offers a variety of different facilities and technologies to support your studies. These include lecture theatres, seminar rooms, the library, IT labs and specialist software.

If you require support or advice with regard to accessing campus facilities, please speak with our disability support officer, so we may address your concerns.

[regents.ac.uk/information/student-life/for-current-students/disability-information](https://regents.ac.uk/information/student-life/for-current-students/disability-information)

The Library at Regent's supports teaching and learning at the University. Our relevant and extensive collections, flexible study spaces and knowledgeable staff can help you achieve your academic goals. During term time, the Library is open until late in the evenings. During busy exam periods, it is open 24/7. Most areas are fully accessible to people with disabilities and wherever there are challenges we work with individual(s) to overcome, rearrange or support to facilitate good and safe access.

For postgraduate students, there are restricted-access facilities with computer terminals, group- and silent-study rooms, a kitchen and social space.

Regent's uses Blackboard as its virtual learning environment (VLE), where you will find learning materials and content for your modules. You will also submit your coursework online and receive feedback through Blackboard.

MyRegent's is a free app and web dashboard which contains Regent's email, degree programme timetable, module information and more. You will be able to download it for Apple or Android devices or access it at [my.regents.ac.uk](https://my.regents.ac.uk) once you have enrolled with us.

Regent's has IT labs where you can use our computers and there are dedicated areas for you to use your own laptops and tablets. The campus has free Wi-Fi, including most areas of our extensive gardens, so any area can be adapted into a student study space. Regent's is a member of the Eduroam network, so you can connect to this service to access Wi-Fi worldwide.

For more about Regent's learning resources, visit:

[regents.ac.uk/about/learning-resources](https://regents.ac.uk/about/learning-resources)

## 10. Opportunities for personal development planning

### Personal development planning

Personal and professional development is one of the cornerstones of psychotherapy training and of the MAPC in particular. Personal and professional development is integrated in all modules. Upon successful completion graduates will be able to work within clinical settings. For this reason throughout the programme, you will focus on self-growth and personal maturity, which needs to be reflected upon and demonstrated in the Reflection on Skills Practice assignment.

To enhance your personal growth and development, each taught day ends with an experiential personal and professional development group (PPD). PPD groups are facilitated by tutors and aim at developing students' experience of all aspects of the course (personal, professional,

academic, and clinical) as well as interpersonal skills and relational qualities. In these groups you will have a space to talk about the experience of being in training and reflect on learning and development. They provide opportunities for personal learning and particularly for development of the skill of self-reflexivity.

### **Personal therapy**

Personal psychotherapy constitutes an integral part of the programme and of training as a whole. This provides you with opportunities for personal development, as well as being an important source of support during the challenging and demanding training, and a source of learning about psychotherapy from the client's perspective.

### **Help with placements**

In accordance with The Health and Safety (Training for Employment) Regulations, 1990, and the general duties placed on employers by the Health and Safety at Work Act, 1974, Regent's University London has a rigorous health and safety policy as part of placement co-ordination. All placement managers receive information about the programme's philosophy and training and are required to adhere to formally signing up to this policy.

Course and pathway leaders attend to quality of placement provision, and ensure that students engage in the appropriate level of clinical supervision to support their practice. Course and pathway leaders and the Regent's Careers & Business Relations team can advise you on how to find and apply for placements. However, we wish to emphasise that finding a placement is the student's responsibility, requiring a high level of proactivity and an extensive and independent search.

### **Student /trainee membership of UKCP**

Students are encouraged to join the UKCP as a student member in the first year. Trainee membership is applicable from the second year when a student has a placement, is seeing clients and is receiving training supervision at RSPP. Further information is available from [www.psychotherapy.org.uk](http://www.psychotherapy.org.uk). All applications should be submitted to Senior Faculty Administrator for signing by the Head of School, as required by UKCP.

### **Extracurricular activities**

You will also have opportunity to engage with extracurricular activities on and off campus organised by staff from across Regent's. These include but are not limited to: prominent guest speakers' presentations, conferences, competitions, university societies, Student Union membership and student representation. Participation in competitions or engagement with societies and Student Union are a great way to develop a host of skills and evidence demonstrating your diverse capabilities and can contribute to fruitful personal development planning.

### **Careers support**

All students benefit from an initial consultation with a careers adviser in their first weeks on campus. Based on your individual interests you will, guided by your adviser, develop knowledge and networks in relevant sectors and roles. You will be encouraged to team up with like-minded individuals to build communities centred around shared interests.

You will have access to the vacancies shared by our business relations team on the Student Hub, as well as multiple other resources, and help with making applications for internships and graduate roles in the UK and beyond. Students who have not identified an area of interest are offered guidance consultations to enable decision-making.

A variety of workshops throughout the year will help you succeed at every stage of the selection process, including CV and cover letter writing, interview (including video interviews) and assessment centre preparation, networking, LinkedIn and psychometric testing. Support with individual applications is available.

Students who wish to start their own business will be invited to work in The Hive (see below).

Students looking to complete a consultancy project, such as a capstone, receive support in developing practical consultancy skills, as well as help with sourcing suitable projects. This offer is tailored with sector relevant information to reflect subject specialisms (e.g. fashion, design, business).

Each term a number of masterclasses (held by industry specialists), seminars, networking events and meetups are organised on campus. They offer an invaluable opportunity to find out about employment prospects in different industries and business sectors and to develop a professional network.

At our hiring breakfasts, employers who currently seek students via the Student Hub vacancy board (internships, placements, or graduate jobs) are introduced to (and given the opportunity to interview onsite) students directly.

In addition to regular face-to-face contact with our expert staff, we offer a wide range of online resources including VoIP (e.g. Skype) appointments to help you in your job search. These include advice sheets, videos and self-assessment tools. All this is accessible on the Student Hub to current students and alumni.

### **The Hive**

The Hive is a workspace and community for both current students and alumni, which offers a full suite of services, including start-up advice, masterclasses, careers advice, student consultancy services and a bookable hot desk environment for start-ups. There is also support with graduate entrepreneurship visas if required.

The Hive offers a collaborative environment in which careers and enterprise advice happens in a live working environment, allowing knowledge and opportunities to flow between its users. It aims to break down barriers between job seekers and creators, learners and staff, changing the way our learners relate to the University and develop their career skills.

## 11. Admissions criteria

Successful applicants must have an undergraduate degree (or equivalent), and have satisfactorily completed introductory certificate level (minimum 120 hours) training in psychotherapy and counselling.

All applicants must give evidence of having the language and study skills necessary for successful completion of the MAPC. This is evidenced by the submission of application materials including an autobiographical statement of 600-1,000 words, and through the interview process.

All applicants will have:

- The equivalent of an honours degree from a British university, or a qualification deemed to be equivalent by the Head of Programmes. Applicants without an undergraduate degree are required to have a minimum of two years of relevant work experience in a position of responsibility in a helping and supportive role
- Successfully completed an introductory certificate course in psychotherapy/counselling of at least 120 hours involving theoretical, practical and experiential elements
- A minimum of six months' experience in a helping and supportive role within an appropriate people-oriented work setting
- Demonstrated a capacity for independent study
- Demonstrated personal maturity.

Experience of personal psychotherapy/counselling is highly desirable although not a mandatory requirement for admission onto the MAPC.

All application forms are read by the Head of Programmes or Course Leader and approved where appropriate for interview. During interview applicants are required to show their ability to:

- Reflect on the learning experience within the psychotherapy and counselling courses
- Engage in discussion and identify issues
- Relate to, and engage well with others
- Share personal material
- Reflect on significant personal experience.

Following interview you will be notified in writing of the outcome and, if successful, are invited to register.

### Recognition of Prior Learning

In keeping with University policy, applicants can request for RPCL (Recognition of Prior Credited Learning) for up to 60 credits of the Programme. Application for RPCL will be based on certified proof of passed credit-bearing modules from another HEI where the learning outcomes of the requested modules are equivalent to those of this Programme.

Regent's University London's acceptance of credit from other institutions of higher education is subject to the following conditions:

1. The transcript is an official transcript from the initiating institution. (An official translation should be provided where relevant).

2. The transferred module must be similar in scope, content and competency to a Regent's University London module.
3. The transferred credit must have a Pass grade of C, or higher.
4. All transfer students must subsequently complete at least 120 credits of their programme at Regent's University London.
5. Credits are awarded at the point of an offer being made to a student. Transcripts presented later will not be considered for credit.
6. Academic credits which meet the above conditions are not an automatic entitlement, but are at the discretion of Regent's University London's Heads of Programmes.

### **English language requirements**

We are keen to welcome students from a variety of backgrounds and cultures. Applicants whose first language is English are required to show evidence of a minimum grade C in GCSE English or equivalent. Applicants requiring a visa to study in the UK must also meet the specific English language requirements of the UK Visa & Immigration department.

For applicants whose first language is not English, we will require proof of English language proficiency, for example we ask for:

- IELTS: Overall score of 7.0, with 6.0 or above in all components
- On-campus English diagnostic test (for more information contact: [admit@regents.ac.uk](mailto:admit@regents.ac.uk))

Or equivalent qualification.

We offer a range of courses that can help to improve your English language proficiency. Please see the website for more details:

[regents.ac.uk/study/short-courses/english-courses-london](https://regents.ac.uk/study/short-courses/english-courses-london)

For more information, see the How to Apply tab under each programme on our website.

You can find our Admissions Policy and Admissions Appeals and Complaints Policy at:

[regents.ac.uk/about/governance/academic-governance/academic-governance-documents](https://regents.ac.uk/about/governance/academic-governance/academic-governance-documents)

## 12. Visas and immigration

At Regent's, you will be part of a truly international community, with the opportunity to make friends and contacts from around the world.

If you require a visa to study in the UK, please visit the Visas and Immigration page on the website: [regents.ac.uk/study/international-students/visas-and-immigration](https://regents.ac.uk/study/international-students/visas-and-immigration)

## 13. Tuition fees and other costs

For students enrolling on the MA Psychotherapy & Counselling in 2019-20, the tuition fee for Years 1 and 2 of the programme is £8,100 per year, paid in equal instalments over three terms.

For 2019-20 students entering either of the Taught pathways in Year 3, the fee is £8,100.

For 2019-20 students entering the Dissertation pathway in Year 3, the fee is £3,000.

To secure your place at Regent's you will need to pay a deposit. These are currently set at:

Home/EU students advance deposit on tuition fees: £1,000 (non-refundable\*)

Non-EU advance deposit on tuition fees: £4,000 (non-refundable\*)

Fees are normally payable once a term and are due two weeks before the start of term. They can be paid through our online portal. Payment plans are available for eligible new and returning students. For more information visit the Pay Fees page on our website:

[regents.ac.uk/study/how-to-pay/pay-fees-online-and-payment-plans#close](https://regents.ac.uk/study/how-to-pay/pay-fees-online-and-payment-plans#close)

Our current Payment Terms and Conditions are available at:

[regents.ac.uk/study/how-to-pay/payment-terms-conditions#close](https://regents.ac.uk/study/how-to-pay/payment-terms-conditions#close)

There are a number of ways to help fund your studies through scholarships, bursaries and student loans. For more information, visit our Scholarships, bursaries and funding page at:

[regents.ac.uk/study/scholarships-funding-and-bursaries](https://regents.ac.uk/study/scholarships-funding-and-bursaries)

London is an expensive place to live so it is important to ensure that you can afford to stay here for the duration of your studies. In addition to your tuition fees, you will have expenses such as accommodation, food, bills, transport, clothes, socialising, books and other material costs. If you would like to discuss the financial impact of studying at Regent's then please contact us:

[regents.ac.uk/about/contact-us](https://regents.ac.uk/about/contact-us)

One of your main financial outlays will be your accommodation. There are three types of accommodation available to choose from. We offer limited accommodation on campus at competitive prices, off-campus accommodation at Urbannest, or you could choose private accommodation which we can help you find. For more detail on accommodation please see our website: [regents.ac.uk/study/accommodation](https://regents.ac.uk/study/accommodation)

You will also be responsible for meeting the costs of personal therapy, professional supervision and travel or other costs for your placement.

- The cost of personal therapy may range from £30 per session upwards. Many psychotherapists provide reduced rates for trainees.
- Some clinical placements do not provide professional supervision, and you may have to finance this yourself in Years 2 and 3. Typically this might cost upwards of £30 for one-to-one sessions or lower if part of a group.

Most of the books and article that constitute the required reading will be available in the University's library. Psychology and psychotherapy books can be expensive and allowance should be made for some expense on this area for additional reading. Books typically cost between £25 and £40 in this subject area.

\* If you decide you no longer want to study at Regent's, refunds of deposits and fees can only be granted in limited circumstances. For more information, see our Refund Policy (subject to review) at: [regents.ac.uk/study/how-to-pay/refunds-policy](https://regents.ac.uk/study/how-to-pay/refunds-policy)

#### 14. Assessment and progression regulations

You will be assessed on how well you are achieving the intended learning outcomes at different stages throughout your time of study at Regent's. This will include a variety of methods as described under Section 6 above.

In order to continue with your studies, there are minimum requirements to be met in order to progress to the next level of your programme. The current progression regulations are published within the Academic Regulations on our website at the link below. These are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

[regents.ac.uk/about/governance/academic-governance/academic-regulations](https://regents.ac.uk/about/governance/academic-governance/academic-regulations)

Some students will be required to take a compulsory English for Academic Purposes (EAP) module in their first term. You will be told if this applies to you when you receive an offer of acceptance (see Section 12). Students must pass this module in order to progress to the next level of their studies. Students who have to take the compulsory EAP module will take it in place of an elective module.

You will be provided with guidelines on what you need to achieve in each assessment to ensure you receive a good mark. A generic description of each grade is available at:

[regents.ac.uk/about/regents-teaching-exchange/learning-teaching/assessment-framework](https://regents.ac.uk/about/regents-teaching-exchange/learning-teaching/assessment-framework)

#### Pass regulations

The pass mark at postgraduate level is 50% stipulating the minimum requirement to pass a piece of assessment.

For a student to receive a pass on a module they must achieve a minimum Total Module Mark (TMM) of 50%. All individual components within the module must also achieve a minimum pass of 50%. If the TMM or any individual component(s) is below 50%, the module will be deemed a fail and students will be required to resit the failed component(s).

None of the modules on the MAPC is eligible for condonement under the current regulations of the University.

All modules, except for the dissertation module (Research in Psychotherapy and Counselling), are eligible for the late submission rules under the current university regulations. For further information on late submission regulations, please refer to section F9.10 of the University's Academic Regulations 2018/19.

Feedback on student work will normally be provided no later than four weeks after the submission deadline.

### **Retaining copies of all course work**

It is the responsibility of each student to retain, until the award of the appropriate degree, copies of all submitted written work (academic essays, presentation recordings, reflection on skills practice, process reports and case studies); all returned evaluations and all submitted forms (personal therapy, placement-related etc.). The Registry, Course Leader or Head of Programmes may request at any time that a student produces all or any portion of their portfolio of written work and submitted forms, and a student's inability to respond to such a request may result in failure.

### **Readiness to practice**

Students must enter the programme with certificate-level training and confirmation of their basic counselling skills. Furthermore, throughout Year 1 of the MAPC, students are required to pass a Reflection on Skills Practice assignment each term evidencing their therapeutic skills to a level that will deem them ready to practice in a placement in Year 2, and enable them to count their client hours accordingly.

For further information on the programme's assessment and progression regulations, please see sections D and F of the University's Academic Regulations 2018/19.

### **External examiners**

The membership of the Subject Board includes external examiners.

External Examiners are appointed to programmes to ensure that the University's standards and quality processes are appropriate and of a standard comparable to those of other higher education institutions in the UK. External Examiners do not alter individual student's marks or classification decisions.

The External Examiner for the MA Psychotherapy & Counselling is:

Victoria Alexander – University of Greenwich

*Students are not permitted to contact the External Examiner under any circumstances*



## 15. Award criteria

**To qualify for the award of Postgraduate Certificate in Psychotherapy & Counselling, students must:**

- Successfully complete a minimum of 60 credits at Level 7 on the MA in Psychotherapy and Counselling Programme.
- Complete all the modules at Level 7 in Year One.
- Have completed a minimum of 40 hours personal therapy whilst in training.

NB – there are no requirements to have undertaken clinical practice for this award.

There is no allowable RPCL input towards this award.

**To qualify for the award of Postgraduate Diploma in Psychotherapy & Counselling, students must:**

- Successfully complete a minimum of 120 credits on the MA in Psychotherapy and Counselling Programme (60 credits from Level 7 Year One and 60 credits from Level 7 Year Two).
- Complete 100 hours of supervised clinical practice and submit a clinical portfolio as set out in Appendix B.
- Complete a minimum of 40 hours personal therapy in both Year One and Year Two.

The maximum allowable RPCL import towards this award is 60 credits.

**To qualify for the award of MA Psychotherapy & Counselling (Dissertation and Research Methods in Psychotherapy and Counselling in Year 3) students must:**

- Successfully complete 180 credits where 120 are from the taught module components of the degree and the remaining 60 credits are from the dissertation module.
- Complete 100 hours of supervised clinical practice and submit a clinical portfolio as set out in Appendices B and C.
- Complete a minimum of 40 hours personal therapy in both Years One and Two and continue in regular therapy until achievement of the required client contact hours.

**To qualify for the award of MA Psychotherapy & Counselling (Year 3 Pathways: Integrative Psychotherapy or Existential Psychotherapy) students must:**

- Successfully complete 180 credits from the taught module components.
- Complete 200 hours of supervised clinical practice and submit a clinical portfolio.
- Complete a minimum of 40 hours personal therapy in Years 1, 2 and 3 and continue in regular therapy until achievement of the required client contact hours.

The maximum allowable Recognised Prior Learning import towards this award is 60 credits.

You must also meet the requirements of any specific regulations as stated under Section 15 Assessment and Progression Regulations.

For further details on award requirements, please see the Academic Regulations, available at on our website at the link below. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

[regents.ac.uk/about/governance/academic-governance/academic-regulations](https://regents.ac.uk/about/governance/academic-governance/academic-regulations)

## **16. Methods for evaluating and improving the quality and standards of teaching and learning**

All quality assurance policies and procedures are found in the University Academic Regulations. The current versions are available at the link below. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

[regents.ac.uk/about/governance/academic-governance/academic-regulations](https://regents.ac.uk/about/governance/academic-governance/academic-regulations)

Regent's University London operates a number of institutional processes for ensuring and enhancing its academic quality standards. These include: programme (re)validations, programme modifications, programme monitoring, student feedback systems and external examining.

### *Programme (re)validations*

The University has a formal process to approve a new programme or reapprove an existing programme of study. This involves a panel of academics from within and outside Regent's to ensure that your programme is of appropriate academic standard and of a high quality.

### *Programme modifications*

We listen to your feedback and make changes to your programme as appropriate. You will be consulted on any significant changes to your programme which may affect the outcomes of your study. All changes to programmes or modules are subject to approval through Regent's academic governance structures.

### *Programme monitoring*

In order to ensure programmes continue to meet their academic and professional aims and objectives, Heads of Programme are required to prepare an annual monitoring report (AMR). The reports include module feedback as well as external examiner reports and responses. They are reviewed at faculty and institutional level.

### *Student feedback systems*

Students play a key role in the University's processes for enhancing the quality of its educational provision and broader student experience. There are multiple ways for you to provide feedback on your experiences at module level, programme level, through student representatives and at programme committees. Student representatives are elected and sit on institutional committees such as Senate. Final-year undergraduate students (Level 6) are invited to take part in the National Student Survey (NSS).

### *External examiner reports*

External examiners ensure that Regent's standards and quality processes are appropriate and are of a standard comparable to those of other higher education institutions. There are two types of external examiners. One reviews subject level assessment and the other reviews institutional level processes and attends the progression and finalist boards.

An annual external examiner report is produced at the end of every academic year at levels 5, 6 and 7. These are made available to students through the AMRs which are submitted to programme committees.

Subject level external examiner reports are distributed to the relevant Head of Programme and Head of School for initial review. The reports and the formal responses, if available, are also discussed with student representatives and academic staff at programme committees.

Chapters B and H of the Academic Regulations 2019/20, as well as the Academic Governance Structure document provide for more information on the University's quality assurance and enhancement mechanisms.

The Head of Programmes, in consultation with the Head of School and Associate Dean, is responsible for overseeing the academic delivery of the programme, and ensuring that there is compliance with the University's Quality Assurance and Enhancement policies (Academic Regulations 2019/20) and due consideration of the Learning, Teaching & Assessment Strategy. In these tasks, they are supported by the Registry.

The MAPC has a programme committee, which meets regularly, giving students an opportunity to discuss issues with the programme team. This includes module feedback reports and any action taken in response to these. Matters arising from the programme committee are reported to the Faculty Learning and Teaching Committee (FLTC) and the Senate Academic Affairs Committee.

In addition, FLTC is responsible for monitoring the implementation of the Learning, Teaching and Assessment Strategy across the Faculty and for monitoring and evaluating the quality of teaching on all programmes within the Faculty. The Faculty runs a peer observation of teaching scheme in which all teaching staff are required to participate and any matters arising from this are considered by the FTLC.

To facilitate student feedback the Registry conducts analysis of module evaluations from students each term and the data is reviewed by the Head of Programmes and Head of School for action. These surveys are presented to the programme team for consideration for programme development. The surveys are also presented and discussed at the FLTC and reported to the Senate committees. There are other means for students to feedback such as via peer representatives at programme committees, meetings with the Course Leader, Head of Programmes, and Head of School. These other means augments the surveys to offer a broad and coherent view of students' learning experience. This process of seeking students' input aims to further the quality standards of teaching and learning on the programme.

The standards of the MAPC are informed by the QAA's publication on Master's degree characteristics. The MA stands at the forefront of training in talking therapies, and seeks to enable students to gain knowledge and understanding of various approaches to psychotherapy. The programme forms part of a professional training, and includes taught, clinical, experiential and self-directed components. Graduates of the programme will be able to

go on to the final stage of training leading to registration with the UKCP as an integrative or existential psychotherapist.

For further details refer to: <http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2977#.WctkxE-FPbg>

Please refer to Chapter B of the Academic Regulations 2019/20 which outlines the University's approach to quality assurance and enhancement processes. These include Programme (re)validations; modifications to programmes; annual programme monitoring; student feedback systems; and peer observation of teaching.

## 17. Curriculum map

This table indicates which study units assume responsibility for delivering the learning outcomes detailed in Section 5.

Level	Module	Learning outcomes											
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6
7	Psychoanalytic Approaches	✓	✓	✓			✓		✓	✓	✓	✓	✓
	Existential-phenomenological Approaches	✓	✓	✓			✓		✓	✓	✓	✓	✓
	Humanistic and Integrative Approaches	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓
	Contemporary Developments in Psychotherapy Theory	✓	✓	✓	✓		✓		✓	✓		✓	✓
	Contemporary Developments in Psychotherapy Practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Perspectives in Integrative Psychotherapy	✓	✓	✓	✓		✓		✓	✓		✓	✓
	Integrative Psychotherapy in Practice		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Perspectives in Existential Psychotherapy	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓
	Existential Psychotherapy in Practice		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Dissertation and Research Methods in Psychotherapy and Counselling		✓	✓	✓				✓	✓	✓	✓	✓
Clinical placement		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Personal therapy		✓						✓	✓		✓	✓