



# **Certificate in Psychotherapy & Counselling (1 year)**

**21-22**

Programme  
specification  
document





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<b>1. Programme Overview</b>	
<b>Full programme/award title(s)</b>	Certificate in Psychotherapy & Counselling
<b>Short programme title</b>	N/A
<b>Fees</b>	£5,000
<b>Faculty / School</b>	Faculty of Humanities, Arts & Social Sciences School of Psychotherapy & Psychology
<b>Location of study</b>	Regent's Park campus
<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, April
<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>	<b>Part time:</b> One year Students are not permitted to take a Break in Studies on this course
<b>Date of production / revision of this programme specification</b>	August 2019
<b>2. Why study this programme?</b>	
<p>We want to make sure that you have chosen the right programme to study and that you are excited about studying your programme at Regent's.</p>	
<p>This course is ideal for those working in a helping profession who want to deepen their expertise. It is also suitable for those who want to start a career in counselling and need to take their first step.</p> <p>It offers the chance to learn fundamental counselling skills or build on those you already have. You will be provided with an introduction to a broad range of approaches and will have the chance to put your learning into practice. It is also the required first step for those who wish to proceed to a professional training and become a registered psychotherapist or counsellor.</p>	

You will acquire a broad conceptual background in psychotherapy and counselling theory. This involves studying a range of models, including:

- Humanistic
- Existential
- Psychodynamic
- Cognitive/behavioural

This is combined with the study of philosophical and spiritual perspectives from a range of different cultures.

You will be encouraged to critically engage with each of these theories and to develop your own approach. This will require you to question your own beliefs and assumptions, and to reflect on your personal emotional growth throughout the programme.

Alongside core counselling skills, you will develop communication skills and consider the various practical and ethical issues of working with clients.

### **3. Programme aims and objectives**

This is a guideline to the main features of the programme. It includes the overall aims and objectives and what you might achieve and be able to demonstrate if you take full advantage of the learning opportunities provided.

The course provides a basic training in psychotherapy and counselling skills, using a combined academic, practical and experiential approach. You will gain a solid professional grounding in counselling and psychotherapy skills, as well as a broad conceptual background, with a focus on existential, psychodynamic, humanistic, and cognitive/behavioural models.

We aim to encourage critical thinking and questioning, and to foster an aptitude for self-evaluation. You will be encouraged to explore your own interactive processes, for your professional and personal development, by working in a group with a facilitator. This is based on our belief that learning in this discipline is achieved not only through theoretical study and practical training but also through each student's genuine personal engagement with the content of the course.

Successful completion of the course will enable you to progress to postgraduate psychotherapy and counselling training, although it does not guarantee acceptance on to such programmes.

#### **Training in psychotherapy and counselling**

Psychotherapy and counselling are emerging professional disciplines. It is anticipated that, over the next few years, professional registration will become a statutory requirement for psychotherapists, a major step in the professional establishment of psychotherapy in the UK.

Regent's School of Psychotherapy & Psychology is an organisational member of the United Kingdom Council for Psychotherapy (UKCP), the key professional body for the field of psychotherapy, and of the British Association for Counselling and Psychotherapy (BACP), (formerly the British Association for Counselling).

Training should foster the individual's capacity to manage their personal involvement with therapeutic work, which is a hallmark of the profession, as well as his/her willingness to explore the range of theoretical approaches and their underpinning philosophical assumptions. It must also take into account a wide range of issues and considerations in order that training is firmly located in contemporary society and in people's experiences within such a plural society. Such training must also reflect the core values of accountability and transparency which are applicable to all professional practice.

The course aims to make it possible for students to:

- Acquire a broad conceptual background in psychotherapy and counselling theory, with a focus on the humanistic, existential, psychodynamic and cognitive/ behavioral models
- Develop an aptitude for self-evaluation
- Examine their own beliefs, assumptions and prejudices so that they can help others to do the same
- Develop the ability to reflect on their own emotional growth and emotional patterns
- Think critically and non-dogmatically about counselling and psychotherapy.

#### **Prospective careers**

For most of our students, the next step is to continue their professional training by completing a master's-level programme, such as the MA Psychotherapy & Counselling at Regent's.

#### **4. Relationship to other programmes and awards**

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

Successful completion of this course will enable you to apply for the MA Psychotherapy & Counselling at Regent's.

## 5. Learning outcomes

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

The course provides opportunities for learners to achieve the following key learning outcomes:

- **Outline knowledge and a basic understanding** of a broad range of psychotherapeutic theories and techniques
- **Theoretical skills** that will enable you to begin to formulate a model of person, of individual development and of therapeutic change derived from the primary models of psychotherapy and counselling taught within the course
- **Transferable skills** that will enable you to reflect on your own interactive process and personal functioning in order to improve the capacity to listen to and communicate with others
- **Professional skills** that will enable you to demonstrate an awareness of ethical dilemmas.

## 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 under section 3 and the intended learning outcomes listed under section 5. It is also a guide to the assessment methods used to test your achievement of the intended learning outcomes. While exciting learning opportunities will be offered, at University-level, there is a greater emphasis on you engaging with your education in a more pro-active way. In order to meet the full intended learning outcomes of the programme, you will be expected to study independently, participate in class discussions, book extra time in the studios, ask for support in academic skills if required and engage with personal tutors.

The course consists of a series of lectures with discussion, counselling skills training and small-group work. A fair amount of reading and a good level of essay writing is required. Each weekly session is divided into four learning modules:

### Academic

Lectures introduce the basic theories of psychotherapy and counselling, with an emphasis on the humanistic, existential, psychodynamic and cognitive/behavioral orientations. Material focused upon significant issues in counselling will also be presented.

### Experiential

Experiential exercises relate to the theoretical material presented and the development of listening skills, self-awareness, and the giving and receiving of feedback.

### Psychotherapy and counselling practice and skills training

These sessions introduce the basic skills and techniques of psychotherapy and counselling. You will participate in exercises with each other, using material from your own lives. This is an opportunity to practice psychotherapy and counselling skills and to give and receive feedback.

### **Self-development group work**

You will work in small groups with a facilitator, to explore your personal and interactive processes in the group, and your own and personal development.

### **Confidentiality and privacy**

All personal material must be treated as confidential. The teaching term will include the sharing of private information, e.g. the assessment of students' abilities in practice and self-development groups.

### **Breakdown of teaching methods by percentage**

The following breakdown is a guide to how much time you will spend on each teaching and learning method.

- 'Taught' learning typically refers to timetabled sessions led by a member of academic staff, such as lectures, seminars and tutorials
- 'Practical' sessions are also timetabled and led by an academic member of staff, but are focused on learning through experience, e.g. role plays, simulations, field trips, studio or laboratory work
- 'Self-Study' is time dedicated to self-directed learning that is guided by your own requirements to further your studies and complete assignments. This could include preparation for class, background reading, research and preparation for assessments, and writing.

Taught	20%
Practical	60%
Self-Study	20%

### **Programme management and teaching staff**

Certificate intakes are overseen by the course leader, with each intake run by a module leader who is responsible for the smooth running of the module and the staff involved in its teaching.

Our teaching team come from a wide variety of academic and professional backgrounds. The majority of our staff hold postgraduate qualifications in their subject area. All staff working on the Certificate programmes are registered and practising psychotherapists. We also encourage our teaching staff to undertake the Postgraduate Certificate in Higher Education. All of our contracted staff act as personal tutors.

The Course Leader is Mike Harding.

### **Assessment**

There is a combination of formative and summative assessments. Formative activities are used for developmental purposes and are designed to help you learn more effectively by

giving feedback on your progress and on how it can be improved and/or maintained. They do not contribute to the award mark. Summative assessments used to determine your success in meeting the intended learning outcomes of a module and contribute to the award of a Certificate.

Your performance will be evaluated throughout the course as follows:

**Attendance and punctuality**

You must attend all scheduled sessions punctually, or otherwise comply with the regulations governing absence from the course.

**Active class participation**

You are expected to contribute actively to class discussions, both from your own knowledge and experience and from theoretical learning and ongoing reading on the subject, and to show a personal engagement with the content of the course.

**Psychotherapy / counselling skills**

You are expected to reach a basic level of psychotherapy/counselling skills in the following areas: listening, attending, reflecting back, empathy, clarification, summarising, paraphrasing and rephrasing, challenging, attention to boundaries and the client-therapist 'contract'.

**Personal development**

Students are expected to develop the ability to reflect on their own emotional growth and emotional patterns.

**Journal**

You will keep a journal, personal and private to yourself, which focuses on your personal development, issues that arise from interaction and from the practice sessions, and from questions that arise concerning your assumptions about counselling.

**Reading**

You are required to read for the course beforehand and throughout its duration. A list of essential and recommended reading will be provided at the beginning of the course. Further reading on specific areas addressed in lectures will be recommended throughout the course.

Summative assessments are conducted through your written work. These are used to determine your success in meeting the intended learning outcomes of a module and contribute to the award of a Certificate.

**Essays:** You will be required to write two essays for the course:

- By the end of the second term: an academic essay describing, summarising and discussing a psychotherapy/counselling theory, approach or issue (length 6-10 pages; 2,000-2,500 words; double-spaced)

- By the end of the third term: an essay to do with your personal development, based on your journal; questions in your own life; the practical sessions on the course, etc. (length 6-10 pages 2,000-2,500 words; double-spaced).

**Note: Students on the January intake who wish to attend the graduation ceremony in July of the following year should submit this essay by the sixth week of the third term.**

**Course tutors** are available to offer help and guidance in respect of the essays, and in respect of any concerns which may arise for students in the course of the programme.

### **Optional academic essay titles (first essay)**

- Compare and contrast either existential and Rogerian psychotherapy OR any two theoretical models you have studied so far
- Discuss the influence of either Freud or Lewin on gestalt psychotherapy, OR on any other theoretical model you have studied so far
- What has been the impact of Carl Rogers' work on the counselling movement?
- Describe and discuss the theory and practice of ONE of the following approaches:
  - Person-centred
  - Gestalt
  - Cognitive
  - Cognitive/Behavioural
  - Existential
  - Psychodynamic therapy
- Discuss the relative merits of the cognitive/behavioural and any other approach in relation to depression.

You may choose any relevant topic of your own and discuss it with your tutor in order to gain approval for its use.

### **Essay assessment criteria**

To reach an acceptable standard, essays must:

- Be at least 2,000 words in length (and not more than 2,500 words), excluding notes, references and appendices
- Be reasonably free of spelling and grammatical errors
- Use appropriate text referencing and a corresponding list of references
- Include an introduction and conclusion.

### **Submission of coursework**

All coursework submitted for marking must be typewritten or word-processed. A coversheet must be included with the following information:

- Your name
- Title of the coursework
- Title of the course
- Date of submission

Please ensure that you proof-read your work carefully before submission – work which contains a large number of grammatical and typing errors will be returned with a request for amendment.

Failure to keep within the stipulated word allowance, comply with the relevant guidelines and/or reach the required level will result in the student having to re-submit work to an acceptable standard. One re-write is permitted.

All coursework should be submitted electronically via Blackboard.

### **Self assessment and evaluation**

Your progress and development in all three parts of the course will be monitored at the end of each term.

- At the end of Term 1, you will be asked to write a self-assessment to be handed in, but not commented upon and then returned
- At the end of Term 2, you will be asked to complete a simplified form which will have sections for theory and practice only. When received by the Course Leader, comments will be added only if necessary, before a copy is returned
- At the end of Term 3, you will be asked to complete a more detailed form, but only again on the theory and practice components. The Course Leader will make comments before returning copies.

Self-development will be discussed privately within the self-development groups.

### **Evaluation criteria**

You should demonstrate an ability to recognise and work with personal and emotional issues arising from peer and staff interactions during the course, particularly willingness to:

- Be open to the process of the course and to the ideas and practices of the therapeutic models discussed, so that the issues raised can be critically examined and properly understood
- Make a commitment to explore the core model/s of the course and to recognise that the application of theory to personal material is essential for the successful completion of the programme
- Reflect in a constructively critical fashion on your response towards peers and to any matter arising out of course material and practice
- Learn from peer and tutor feedback and, where appropriate, to incorporate this into your own working practice
- Participate in the personal and professional development group in a manner that reflects a readiness to engage with your own and others' emotional issues in a way consistent with the ethos and level of the course
- Sit with silence
- Demonstrate respect for others and a willingness to be open to, and to tolerate, difference

The manner in which you address these points will be seen as an integral part of your professional abilities and, as such, will form an important aspect of your evaluation.

### **Breakdown of assessment by percentage**

The following breakdown is a guide to the types of assessment you will experience on your programme. The exact amount of each assessment type will depend on the elective modules that you take.

Written essays	80%
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Feedback on skills work	20%
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### **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 approval of research**

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.

## **7. Programme structure**

This is a guide to the overall structure of your programme such as term dates, assessment periods and what core modules will be delivered each year.

<b>Terms 1, 2 and 3 daily</b>	Lecture
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	Skills Training
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	Self-Development Group
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<b>Terms 2 and 3</b>	Tutorial meetings
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	Essays by end of term
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### **Curriculum**

#### *Term 1*

#### **Orientation and Introduction**

The first two sessions provide an opportunity for us all to introduce ourselves, and to learn more about the structure and content of the course.

#### **Therapy before Therapists**

A look at how religion and philosophy have been used as forms of therapy, together with

traditions of moral guidance and advice. The session also explores how the wisdom traditions of spiritualism, shamanism, astrology or mythology have also been used as ways of understanding ourselves and the world.

### **A Way of Working: An Overview of Humanistic Therapy**

A general introduction to main themes of this approach, seen in the context of post-war social changes. The session includes a brief introduction to the work of Rogers and Maslow and explores their legacy in today's counselling practices, including one-to-one sessions, consciousness-raising and other groups, and in the business world.

### **An Introduction to the Work of Carl Rogers**

How did Rogers see the human being? This session presents an overview of his life and work, with an emphasis on his therapeutic goals and techniques.

### **Introduction to Gestalt Therapy: The Work of Fritz Perls**

An introduction to the life and work of Perls, together with an overview of his basic concepts and techniques. We also explore the picture of the human being that his work gives us, and see some current developments of his ideas.

### **The Body in Humanistic Therapy**

An introduction to the life and work of Wilhelm Reich, focusing on his 'energy model' of human sexuality. We consider some of its social implications, together with more recent developments in bio-energetics and primal integration.

### **Describing Ourselves: The Fundamentals of Phenomenology**

How often is our description of someone's behaviour really an opinion of them in disguise? This session introduces key ideas from phenomenology, which can help us to take a more open stance to our own, and others' experience.

### **Power, Gender and Race in Therapy**

We explore some of the different experiences of men and women in society today, focusing on the issue of power. How are social and racial inequalities reflected in the consulting room?

### **Society, Biology and Reality**

Are human beings super-computers capable of re-programming themselves to adjust to an objective reality? An introduction to key Behaviourist themes of choice and conditioning, and the relationship of the individual to society.

### **Review of the Term**

*Term 2*

### **Facing the Unknown: Consciousness and Unconsciousness**

Does a part of our mind take decisions and manipulate memories in ways unknown to us? Do we communicate feelings we know nothing about? Do our lives embody psychic patterns that are as old as the human race? An overview of the questions raised by the work of Freud and Jung, and many of their followers.

### **The Work of Sigmund Freud**

An outline of Freud's work, concentrating on his concepts of ego, id and super-ego and their emergence during various described psycho-sexual stages.

### **Melanie Klein and Object Relations Theory**

An examination of some modern developments of Freud's ideas, concentrating on the concepts of Transference and Counter-Transference. We also explore the move from a male to a female perspective of infant development.

### **The Role of the Group**

Many human activities are group-based, and often bring out issues that are qualitatively different from one-to-one relationships. Here we explore some aspects of the group process from the work of Foulkes and Bion, via Sixties encounter groups, to current practices. A good opportunity to reflect on your PPD experiences.

### **The Work of Carl Jung**

Do human beings still resonate to ancient and symbolic patterns of being, first noted in the legends and mythologies of all cultures? We examine Jung's concept of the Collective Unconscious, and follow the development of current Archetypal psychology.

### **Finding Your Place in Life: the Work of Alfred Adler**

An early disciple of Freud, Adler went on to found a 'life-style' approach to therapy that from the start saw the individual in the context of the world. We explore the work of one of the first therapists to recognise the importance of social and health education, and the child's place within the family.

### **All in the Mind? The Impact of Psychobiology**

Traditionally, psychoanalysis has downplayed the importance of social and physical realities. However, recent research suggests that many of our early behaviour patterns may have genetic causes, and many mental states may have clear physical correlations. We explore some of these implications for the practice of therapy and counselling.

### **The Existential Alternative: a Challenge to Psychoanalysis**

Are we really psychic objects defined by conflicting desires and drives? Existentialism offers a radically different view of the human being, questioning such fundamental concepts as the existence of the self, and asks if we are knowable at all.

### **Working with Dreams**

Using psychoanalysis as a starting point, we look at different ways in which dreams can be explored. These include the theories of Freud, Jung, Adler, Perls and others.

### **Review of the Term**

*Term 3*

### **The Frame in Therapy**

We explore different therapeutic needs, aims and goals, together with the 'boundary' issues of time, money and confidentiality. We also look at issues of training and registration of therapists through the BACP and UKCP.

### **The Profession of Therapy**

A look at the changing role of the therapist, and the nature of training today.

### **Transcultural Counselling**

To what extent is the Western model of psychotherapy valid for people whose roots lie elsewhere? The issues this question raises go to the heart of our practice, which we place in the context of different cultural experiences and expectations.

### **A Spiritual Life**

For many people, the spiritual experience is an essential aspect of their lives, yet somehow it rarely surfaces in therapeutic discussions. It seems as if therapists are frightened of the one practice that probably more cultures have in common than anything else.

### **Mental Health and Mental Illness**

Many ideas about different emotional states are described in the language of medicine, but does that make odd behaviour an illness? We explore some common assumptions about 'mad' and 'normal' people, and look more closely at how these terms are used within different approaches.

### **A Matter of Ethics**

All therapists are obliged to follow some code of ethics, but what is ethical behaviour? The views of philosophers and therapists are often at odds, and different goals can demand widely different responses – can they all be ethical?

### **Eating, Addiction and Dependency**

When certain forms of behaviour dominate our lives we tend to call them addictions, and treat them differently from other activities. This week we explore how the concepts of addiction and 'eating disorders' are used by various therapeutic approaches.

### **Putting Theory into Practice**

In this session we look at a case history from a number of perspectives to see how the theories presented so far might be applied in an actual situation. Both theory and practice sessions are used for this exercise, which include small- and large-group presentations.

### **Working with Loss and Bereavement**

Our only certainty in life is the fact of death, yet we always seem unprepared for its impact on our lives. The long-term effect of a loved one's death can leave us shattered, betrayed and angry. How should we work with these possibilities in therapy?

### **Review of the Term**

#### **Attendance**

Attendance at schedule classes, group sessions and scheduled tutorials is mandatory and you are expected to attend all scheduled sessions of the course.

Students are permitted to miss a maximum of 25% of the course in extreme circumstances, without penalty. If more than 25% of the course is missed, a student is required to retake the whole course since it is deemed that they have not covered the material to a sufficient degree. In exceptional circumstances, owing to illness supported by a medical certificate, the student is permitted to submit an appeal.

You are expected to demonstrate consistent punctuality in arriving at and attending scheduled course sessions. A consistent lack of punctuality is considered to be unprofessional and disrespectful to staff and colleagues. The eventual award of the qualification is as dependent on evidence of commitment to punctuality as it is on satisfactory academic and practical work.

### **Monitoring attendance**

Tutors complete an attendance register, which is monitored by the Module Leader. Absence due to illness will require a medical certificate. Other absences due to exceptional circumstances must be applied for beforehand or reported immediately to the relevant tutor/training supervisor if prior application is impossible.

Full details of the University's Attendance and Appeals Policy can be found in the Academic Regulations, which can be downloaded from the Registry section of the Intranet.

### **Withdrawal**

The School reserves the right to ask a student to withdraw from the course if any one or more of the following conditions apply:

- Failure to make a commitment to attendance and to be present at all component parts of the course and to be punctual for all classes and groups (The School reserves the right to require that a student either re-takes the course or withdraw from the course if attendance is below 75% or if there is a continued lack of punctuality)
- If the academic level of the student's work is, in the estimation of the relevant assessing faculty, consistently below the standard required for the successful completion of the course as specified in the relevant guidelines stated in the course handbook
- If, in the opinion of the Course Leader and the PPD group facilitator, the student's behaviour is consistently below the professional standards demanded by the course as stated in the course handbook
- If course fees are not paid by a date agreed between the student and the School.

If a student is deemed not able or willing to engage with the personal material evoked by the nature of the course, or whose behaviour is consistently not in keeping with the ethos of the training, then the student will be informed. The Course Leader will discuss this concern with the student and monitor the student's way of dealing with it. If problems remain, the issue will, with the student's knowledge, be taken to the Head of Programme. A letter formally setting out the concerns will be sent to the student, to which the student will be invited to respond. In the event that no solution can be agreed, the student may be required to withdraw. However, the student will have access to appeals procedures. The Appeals Panel will decide upon the appropriate measures to be followed. The decision of the Appeals panel is final.

## 8. Distinctive features of the programme and other key information

This is a guide to anything else you may need to know about your programme, including anything that may seem a bit unusual or different to similar programmes in other institutions.

### The Integrative Attitude

The course takes as a starting point the idea of 'integration', encouraging students to examine different ways of looking at the world. We follow the principle of an open attitude to understanding self and others and encourage students to explore versions of events from a variety of perspectives.

The underlying ethos for the whole of the School's educational and training programme is its Integrative Attitude which can be summarised as follows:

There are many perspectives in current psychotherapeutic thought and practice, each of which expresses a particular philosophical viewpoint on an aspect of being human. No single perspective or set of underlying values and assumptions is universally shared. Given that a singular, or shared, view does not exist, the School seeks to provide a learning environment which allows competing and diverse models to be considered both conceptually and experientially so that their 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 'playing with' their experiential possibilities and of allowing a paradoxical security that can 'live with' and at times even thrive in the absence of final and fixed truths.

The School defines this aim as the Integrative Attitude and has designed its courses so that its presence will challenge and stimulate all aspects of students' and trainees learning experience. The School believes that this deliberate engagement with difference should be reflected in the manner in which the faculty relates to students, clients and colleagues at all levels. In such a way this attitude may be seen as the lived expression of the ethos of the School.

## 9. 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 support. 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 please visit our website:

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

## 10. 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.

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

## 11. Opportunities for personal development planning

All course participants attend a facilitated personal and professional development group on a weekly basis, in which to reflect on issues raised by the course material and other matters relevant to their training.

A final self-reflection paper is required for successful completion of the course.

During the course there will be opportunities to discuss the professional development criteria required for practising psychotherapists and counsellors.

### 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).

All postgraduate students are given the opportunity to be paired with a mentor throughout the duration of their course, as part of our long-running joint alumni/careers mentoring scheme. You will be matched (wherever possible) with mentors whose careers or interests overlap with your, but experience has shown that diverse pairings often offer the best results.

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.

## **12. Admissions criteria**

This is an introductory course, so there are no specific academic or experiential requirements – although if you are planning to apply for further professional training, you should be aware that a first degree or equivalent experience will be required.

Applicants for the Certificate must demonstrate emotional maturity, an ability to reflect on their own lives, and a preparedness to engage with others. Interviews are generally conducted in the form of small groups, although Skype and phone interviews are possible if a candidate is unable to attend at any of the proposed group interviews.

### **English language requirements**

Candidates for whom English is not a first language may be asked to provide evidence of spoken and written competency. These may include:

- IELTS: overall score of 6.5, with 6.0 or above in all 4 component parts
- Pearson's Test for English (PTE): overall score of 58, with 51 or above in each individual component
- TOEFL IBT: Overall score 80 (We do not accept TOEFL from applicants requiring a Tier 4 visa, as this qualification is no longer accepted by the UK Visas and Immigration Department (UKVI))
- A-level/GCSE/IGCSE English: grade C / 4 or above (for IGCSE certificates, please provide the Supplementary Certifying Statement with the breakdown of component grades)
- International Baccalaureate: Grade 5 in A1 or A2 English at Higher or Standard Level

This list is not exhaustive, we will review the English qualifications you have as part of your application and contact you if we require anything further.

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 the Certificate page 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)

### 13. 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)

### 14. Tuition fees and other course costs

For students enrolling on the Certificate in Psychotherapy & Counselling in 2021-22, the fee is £5,000.

To secure your place at Regent's you will need to pay an advance deposit of £1,000 (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)

Reading lists will be made available. You are encouraged to borrow materials from the Library, and may also purchase from a wide range of suppliers at an additional cost.

### **Refund policy**

Paying the registration fee confirms a student's intention to begin the course. The registration fee is non-refundable. Students who confirm but subsequently withdraw from the course are entitled to tuition fee refunds on the following scale:

- Withdrawal within the first two weeks after the official registration date: 80% of tuition fee
- Withdrawal within the third week after the official registration date: 60% of tuition fee

Students withdrawing after this time will not be entitled to a refund of tuition fees.

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)

## **15. 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)

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)

## **16. Award criteria**

Upon completion of the course requirements, successful students will be awarded the Certificate in Psychotherapy & Counselling.

Should the criteria not be met, one or more of the following options may be instituted:

- A Certificate of Attendance may be awarded
- The student may be required to re-write an essay or essays (up to a maximum of two re-writes).

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)

## **17. 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.

### *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 will be 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 level committees such as Senate. Final year undergraduate students (Level 6) will be 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 annual monitoring reports which are published online and are submitted to programme committees.





Regent's University London  
Inner Circle  
Regent's Park  
London NW1 4NS

[regents.ac.uk](http://regents.ac.uk)

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