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Postgraduate Certificate in Existential Psychotherapy

21-22

Programme specification document

Contents

1. Programme Overview

Full programme/award title(s)	Postgraduate Certificate in Existential Psychotherapy
Short programme title	PGCEP
Fees	£9,750
Faculty / School	School of Psychotherapy & Psychology
Location of study	Regent's Park campus
Awarding institution	Regent's University London
Institution regulated by:	Office for Students, Quality Assurance Agency
Programme entry points	October 2021
Date of (re)validation	October 2018
Validated until	October 2023
Framework for Higher Education Qualification level of final award	Level 7
Number of credits in award	60
UCAS code	N/A
Underpinning QAA subject benchmark statements	QAA subject benchmarks for Counselling and Psychotherapy 2013
Other external and internal references	QAA Master's degrees characteristics; UKCP, Constructivist and Existential College (CEC) Standards of Education and Training 2017 Regent's University London Academic Regulations 2018-19
Professional, statutory or regulatory body recognition/accreditation	Society for Existential Analysis UKCP
Mode of study (Full Time / Part Time)	Part time (Note: as this is a part-time programme we are not able to sponsor students for a Tier 4 visa.)
Language of study	English
Minimum / Maximum duration of programme for each mode of study	Minimum: 1 year Maximum*: 3 years *in exceptional circumstances only, refer to Regent's University London Academic Regulations for details
Date of production / revision of this programme specification	July 2020

2. Why study this programme?
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.

Regent's Postgraduate Certificate in Existential Psychotherapy is a practice-based and highly experiential learning programme which leads to UKCP registration as an existential psychotherapist via the Society for Existential Analysis (SEA).

The programme aligns with the UKCP generic Standards for Education and Training (SETs) and those from the Constructivist-Existential College of the UKCP as well as the Regent's University, London values, goals and its Learning, Teaching and Assessment Strategy.

The programme aims to be a transformative journey in questioning the meaning of existence as preparation for relating with others. It forms the final year of the four-year training to become a UKCP registered existential psychotherapist.

In enrolling on the PGCEP, you are embarking on a journey which will change you and the way you relate to others. Phenomenology is a radical reorientation towards the world, an attitude of wonder and openness, a looking afresh at people and things. It fosters an enquiring, searching learning environment and mitigates the power relations which are inherent and inevitable in the psychotherapeutic encounter.

The training is founded upon the existential principle of the ultimate unfathomability of the question of the meaning of being. Human experience is far too complex to be explained by theory. Existential psychotherapy embraces this complexity and takes a philosophical approach, asking what it means to be human. The practice of phenomenology nurtures enquiry, radical openness, a fresh gaze upon the world and human beings.

Combining rigorous academic study of primary existential texts and experiential encounter exercises, you will develop a philosophical attitude and acquire a new vocabulary for contemplating human experience. Your learning will go beyond cognitive and rational understanding of yourself in relation to others towards an embodied way of making sense of experience.

This more open and embodied understanding prepares you to connect with the other in their ambiguity and complexity and together begin a relational process of deep exploration.

You will engage in a range of group seminars designed to open you to question your own beliefs, values and principles. You will need to be courageous, to embody fearless speech, to balance openness with circumspection and be willing to explore moments of discomfort with others in the group.

Expanding your horizons, this training will help you to work competently and ethically with some of society's most isolated and vulnerable individuals.

Successful completion of the programme is qualification for registered membership of the UK Council for Psychotherapy (UKCP) through the Society for Existential Analysis (SEA

As an existential psychotherapist you will work with the most vulnerable members of society, a privileged position that should engender humility and discernment in all your professional dealings.

Qualifying as a registered UKCP existential psychotherapist means that you join a well-established community of practice in the SEA whose members are mutually supportive in upholding the highest standards of ethical, competent and humane practice.

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.

Our central aim is to produce highly competent, ethical and humane existential psychotherapists as registered members of the UKCP who exhibit humility and discernment in all areas of professional practice. All learning experiences on the programme are designed to optimise the chances of bringing this about.

The training is founded upon the existential principle of the ultimate unfathomability of the question of the meaning of being. Life and existence are essentially mysterious and always beyond what language can articulate.

The programme holds that the question of what it means to be human is always beyond the reach of theory. We take the view that theories and techniques for treatment that arise from them will inevitably leave gaps due to what theory leaves out or misses.

Attention aimed at something is inattention to everything else. By focusing attention solely on a goal or diagnosed pathology we can miss the subtlety, nuance, complexity and specificity of the sufferer's way of being. In this culture we have become so adept at ignoring what does not fall within the scope of the goal that we barely notice that potentially highly significant dimensions of immediate lived experience are actively being eliminated.

The PGCEP programme is an encouragement to redirect effort spent in ignoring phenomena that can arise within a goal-focused approach toward incorporating hitherto ignored phenomena into explicit awareness for exploration and analysis.

Thus, as existential psychotherapists, we do not set ourselves up as experts who administer treatment in the form of techniques to see the sufferer through to functionality. Rather, with utmost humility which arises from the rigorous training on this programme, we encounter the other in their infinite complexity. In this way, vitally and critically, we connect with the sufferer and once we are connected a process of deep exploration can begin.

Accordingly, learning and teaching methods of the PGCEP programme do not take the form of the transmission of well-established techniques and interventions according to a psychopathological understanding of categories of human suffering. Rather, the PGCEP is a disciplined, structured and framed space in which you discover for yourself your unique and authentic identity as an existential-phenomenologist.

Being philosophical through close study of existential philosophy coupled with ensuing dialogue within the group is a deliberate attempt to facilitate profound learning experiences whereby the very basis for understanding, interpretation and meaning itself shifts. The programme assumes the epistemological position that as human beings, we are in a constant state of becoming: within the givens of our situation we are free and therefore responsible for how we choose to be.

Existential psychotherapy then, is regarded as *research as process* where the 'yield' is the embodied lived experience in the immediacy of the encounter. Thus, the worth of existential

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psychotherapy emphasises change at the level of being, i.e. the very way you make sense of anything, and that this comes about through recognition, acknowledgement and incorporation of the truth of embodied lived experience in the immediacy of encounter with the therapist. Repetition of this form of embodied encounter as the therapeutic alliance evolves is commensurate change in your being, how you see yourself, your relation to others, to the world and to existence.

As such, the PGCEP programme is itself precisely this form of research-as-process where the aim is to facilitate learning that transcends the cognitive and rational realm to become embodied: a changed way of making sense of experience which is akin to a therapeutic experience.

This depth of learning equips the trainee therapist with a benchmark for recognising when just such a therapeutic experience occurs for clients. In addition, the trainee therapist develops a language with which to articulate, reflect upon and work with phenomena as they appear in the therapeutic context.

The PGCEP aims to bridge the gap between existential philosophical ideas as intellect and the embodiment of philosophical enquiry as action and process. Phenomenology as our method shifts from the deliberate and direct implementation of technique towards the embodiment of enquiry into the genuine lived experience within the inter-subjective field.

The idea is to learn to let go of a dependence on deterministic thinking based on scientific knowledge and understanding in favour of a stance which embodies 'not-knowing', being always in a process of becoming, of revealing and uncovering.

The juxtaposition between encounter and critical reflection informed by existential philosophy will lead towards the clear articulation of an identity as an existential psychotherapist.

The aim is to induct you into a process whereby the understanding of what it means to practice phenomenologically shifts from the realm of ideas in the intellect towards an embodied way of being which is fit for the purpose of bringing about psychotherapeutic benefit for the client.

Training blends learning about existential philosophy and developing a philosophical-phenomenological attitude as a way of being. The intellectual endeavour remains secondary to and firmly at the service of the primary aim of bringing about change to the very way you make sense of yourself, others and the world.

As such, academic seminars are immediately followed by experiential seminars which focus on the immediacy of encounter with others within the intersubjective field. Engagement with existential philosophy literature equips you with an expanded vocabulary to make sense of phenomena at large in your engagement with others in intersubjective field.

The PGCEP aims to create the optimum conditions for you to witness for yourself a certain fluidity in your way of being in the world; to experience the liberation of letting go of a default and reified way of being towards an openness to existence and possibility.

The rationale for this approach is that you need to experience this for yourself to, as it were, earn the right to be with the client who is in search of precisely this for him/herself.

4. Programme structure

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

You will study a number of modules across your programme, which will each have a credit value. On successfully passing each of these modules, you will gain credits that count towards the total needed for your degree. You will need to achieve 60 credits to complete the PGCEP.

One credit equates to 10 notional 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. 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. A percentage breakdown of teaching contact hours and self-study required on this programme is indicated in the section below.

This 60-credit Level 7 programme consists of two weighted core modules:

Modules	Term 1	Term 2	Term 3
MODULE 1: (EXPS701)	EXISTENTIAL PHILOSOPHY APPLIED TO PSYCHOTHERAPY (20 credits)		
MODULE 2: (EXPS702)	PRACTICE AND REFLEXIVITY (40 credits)		

Classes run on one regular day each week for 30 weeks of the year.

Provisional day structure:

Time	Session
10:00 – 13:00	Academic seminar including experiential exercises
13:00 – 14:00	Lunch
14:00 – 16:00	Training supervision
16:00 – 17:00	PPD

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5. Learning outcomes
This is a guide to the more specific knowledge and skills you will gain at each level of the programme if you take full advantage of the learning opportunities available to you.

A. Knowledge and understanding

On completion of this programme, students will be expected to demonstrate, critique, reflect on and apply knowledge and understanding of:

A1 Existential philosophy and thought as it applies to psychotherapy.

A2 Phenomenology as an embodied existential psychotherapy practice.

A3 Existential psychotherapy as an ethical endeavour.

A4 Methods for evaluating the therapeutic worth for clients of practice.

A5 The wider context in which psychotherapy operates recognising the implications for professional practice.

B. Skills

Upon successful completion of this module students will be able to:

B1 Assimilate and embody existential thought into psychotherapeutic practice.

B2 Demonstrate ethical existential-phenomenological therapeutic practice and research.

B3 Evaluate the therapeutic worth of practice for self and peers.

B4 Embody fearless speech; recognise, remain with and explore emotional discomfort; and demonstrate comportment which balances openness with circumspection.

B5 Articulate clearly a professional identity as an existential psychotherapist.

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.

The syllabus comprises a combination of academic, research, clinical, and experiential components. In line with the philosophy and ethics of the profession we consider these to be interconnected and cannot be taught in isolation. The PGCEP programme therefore espouses the reflexive practitioner approach, which, combined with the reflection on personal and professional development encouraged by experiential seminars, training supervision, PPD group and personal therapy, promotes a strong professional and existential psychotherapist identity.

Academic seminar
You are given the opportunity to show how your reading of a given text contributes to the emerging ideas and thoughts of the group together with consideration of implications for practice. At least once a term, you will take responsibility for leading a section of the seminar either via a presentation or by facilitating a discussion. You are invited be creative and to think about how best to generate learning in your peers as well as for yourself.

The academic seminar will involve whole-class discussion, pair-work and groupwork.

You will keep a journal of your active participation in the group learning process and write a critically reflective piece (250 words or 2-minute oral audio recording) on your two presentations and/or leading group discussion as components of the documentation for P2.3.1 The Interview: Process.

During Term 3, the weekly readings become the theme essays (Portfolio 1) from each member of the group where you provide constructive critical feedback and comment as well as receive this for your own theme essay. This is formative preparation for writing the final draft of the theme essay.

Experiential seminar
The experiential seminar will extend the themes and ideas engaged with in the academic seminar but with a stated emphasis on raising awareness, remaining with and exploring immediate experience in encounter with each other.

Sessions will require you to become aware of embodied emotions and will quite often involve bodily action and movement. You will be presented with situations which provoke feelings of discomfort and you will learn collaboratively how to recognise, hold and work through them in a manner akin to working therapeutically with clients.

The experiential seminar will involve individual, pair, small group and whole-group exercises.

Each session will incorporate reflection on implications for existential practice.

During Term 3, the experiential seminars will include space for each member of the group to rehearse Portfolio 2.3.2 Professional Identity and receive constructive critical feedback and comment from peers and the tutor. This is formative preparation for Portfolio 2.3 The Interview, which takes place shortly after the taught element of the programme finishes.

Training supervision
In groups of up to four, each student will present case material at least fortnightly. Training supervision is a forum for the practice of working phenomenologically with each other for the

purpose of bringing to light matters that were previously out of awareness. Students are responsible for the cultivation of an atmosphere of trust which affords fearless speech as a reflection of commitment to uphold standards of practice.

The main focus of the training supervision seminars is the exploration and critical consideration of each group member's approach and 'style' of practice as a competent, ethical and humane existential psychotherapist.

You are expected to attend training supervision appropriately prepared to present clinical work. The presentation should include an account of a session sufficient to give a reliable sense of the dialogue, tone and feel, together with your reflections on the session/s as well as your reaction to feedback offered in placement supervision.

You will be expected to reflect on what the session yielded through working phenomenologically with the client and how existential philosophy informs your interpretation of the dynamics within the intersubjective field. Further, there is an opportunity for you to demonstrate how the horizon within which your own understanding and interpretation of what happens in the therapeutic encounter changes as a result of the training supervisory process.

The composition of student training supervision group remains unchanged throughout the programme, with a change of tutor each term.

In time for the final session of each term, you will critically reflect on your clinical practice by completing the training supervision journal, to be uploaded onto Blackboard. Your tutor will respond to your entry providing formative feedback on your progress. The final session of each term will allow time for constructive critically reflective feedback to be given by each member of the group to the other members. The three training supervision journal entries forms one element of the documentation to be presented for Portfolio 2.3.1 The Interview: Process.

During Terms 1 and 2, training supervision will incorporate preparation and rehearsal for Portfolio 2.1 Practice and Reflexivity which takes place in Term 3. Under the guidance of your tutor, the process will involve you working collaboratively with your training supervision group peers in creating criteria for assessing each other on Portfolio 2.1 (Term 1). In Term 2, you will practice the whole Portfolio 2.1 cycle and be given the chance to evaluate and revise your criteria in preparation for use in the final assessment in Term 3 on the basis of this experience. Your capacity to accurately and reliably assess your peers in this task is an integral part of Portfolio 4 Peer Assessment.

During Term 2, students will present a draft of Portfolio 3 Case Study for constructive critical feedback from peers and tutors in preparation for submission of the final draft after the end of Term 2.

Depending on your progress, in some cases, additional training supervision outside of course times and at extra cost to the student may be recommended.

Where the tutor deems the student's clinical work, at any time to be a serious breach of the UKCP's Ethical Principles and Code of Professional Conduct, this will be thoroughly investigated by the Course Leader and Clinical Placement Coordinator and, following a recommendation to the Subject Board, the student may be withdrawn from the programme.

Personal and professional development (PPD) group

The PPD group is a forum for you to struggle with relationality, where you are challenged by your peers' verbal feedback to gain a clearer sense of how you are being in the world. It is a context for learning about those aspects of your ways of being which you may be unaware of and which may be getting in the way of productive engagement with others. You are also given an opportunity to receive feedback on productive, therapeutic engagement with others. The PPD group provides a space for you to explore and develop the skills, qualities and attributes required for competent, ethical and humane practice and professionalism. Each term, you will write a PPD Reflective Account (1000 words or 7-minute oral audio recording) on your process of learning. This contributes to the documentation for Portfolio 2.3.1 The Interview: Process.

Technology-enhanced learning and support

Additionally, there is a dedicated virtual learning environment (Blackboard) provides a variety of resources and discussion forum for each seminar.

Research

As part of the exploration of professionalism and the research-psychotherapy nexus, you will be asked to interview an experienced UKCP-accredited existential psychotherapist and a client who has undergone a significant course of existential psychotherapy (a peer). You will draw on and apply your knowledge and understanding of research methods in the design of this research. The programme team will provide some guidance for these interviews, the results of which will feed into Portfolio 2.3.2 The Interview: Professional Identity.

You will also draw on research case study literature to inform your reflections on your clinical practice in Portfolio 1 The Theme Essay and Portfolio 3 The Case Study.

Tutorials

Students are required to attend tutorials each term (minimum 30 minutes; maximum 60 minutes) where learning in relation to the learning outcomes can be considered and supported.

Personal therapy

You are required to be in personal therapy on a weekly basis for the duration of the programme, including extension training supervision, and for a minimum of 40 hours for the academic year.

Clinical Placement

You are required to undertake a clinical work from the beginning and for the duration of the programme, seeing a minimum of three clients per week, two of whom should be long-term.

Contact hours

PGCEP: 60 credits – 600 learning hours		
Directed learning	**150 hours**	**25%**
Seminars	90	

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Training supervision	60	
Collaborative Learning	**75 hours**	**12.5%**
Personal and professional development group	30	
Tutorials (1:1 and group)	3	
Blackboard	27	
Preparation for assessments	10	
Video recording session and editing	5	
Self-directed learning	**375 hours**	**62.5%**
Preparation for class	100	
Self-study after class	150	
Preparation for assessments	125	
Total	**600**	**100%**

Assessment

The assessment strategy for the PGCEP is based on gathering a portfolio of four pieces of evidence demonstrating that you have successfully met the programme learning outcomes.

The strategy and plan are designed so that assessments:

- **Focus on professional practice**, evaluating whether you have successfully met programme learning outcomes. This will be evidenced via the portfolio assignments, in particular Portfolio 2, the centrepiece of which is a video recording of your practice. Also, given that as with therapy as with learning, process is of fundamental importance in determining outcome, the manner and spirit of your participation in all areas of the course, especially in terms of generating learning in others, will serve to give assurance of your professional practice.
- **Challenge you at an appropriate level**, assessing the extent to which you have met the programme learning outcomes, through critical engagement with academic discourses appropriate to a Level 7 qualification. This will be evidenced through your portfolio assignments, but related to your practice, evidenced through your capacity to generate learning in others as well as for yourself.
- **Are constructively aligned** with the activities we engage in during the programme, and with the learning outcomes.
- **Are authentic and practice-oriented**, enabling the work you invest in the assessment tasks to be directly relevant to your work practice as an existential psychotherapist, by basing the tasks on a varied range of processes used either in the real context of your clinical work in your placement, or on activities from class. Additionally, you will select the focus for most of the tasks so that they are as relevant to your practice and development as possible.
- **Are responsive** to different learning preferences by offering the opportunity for you to submit written pieces, oral presentations, audio files or video recording of practice and

oral examination via interview. This is in addition to the evidential pieces in the form of journals which invite you to be creative in using forms of expression which come naturally to you.

- **Provide for learning through formative feedback,** with the opportunity to submit all sections of all four portfolio assignments at appropriate intervals through the programme and receive developmental feedback from the relevant tutor which you can incorporate into your final portfolio version of the assignment.
- **Promote an ethical duty to uphold clinical standards of practice** through practising and developing accurate, reliable and valid peer feedback

Learning through feedback

Learning through feedback, both offered and received, is an essential element in this programme. The environment of the PGCEP is designed to maximise opportunities for formative feedback. This can be informally, through class discussions with peers and tutors and includes more structured activities to feed back within the various sessions during the day. For example, prior to submitting your draft of Portfolio 2.1 Learning Contract, you will offer and receive feedback within your training supervision group. You will receive both tutor and peer feedback on: Portfolio 1 The Theme Essay during the academic seminars in Term 3; Portfolio 2.3.2 The Interview: Process during the experiential seminars in Term 3; Portfolio 3 The Case Study during Training Supervision in Term 3. For Portfolio 2.2 Practice and Reflexivity, you will receive both tutor and peer feedback during Term 2 during training supervision which will inform the summative assessment of this assignment in Term 3.

Of course, feedback is not feedback unless it is acted upon: you will be encouraged to record every piece of feedback you receive, to reflect on it critically and integrate it (which might mean accepting or rejecting it) into your work, both your actual clinical practice and reflections on it.

Draft submissions

The assessment design of the programme includes the requirement to submit draft versions for each of your portfolio assignments. Programme tutors will set intermediate deadlines for these drafts at appropriate points throughout the programme. Meeting these deadlines will ensure you receive formative feedback with sufficient time to integrate it and develop your practice and your thinking. A final single deadline for all draft assignments will be set at least three weeks before the summative assignment submission deadline. If you do not meet this deadline, you will not receive feedback on your draft work. The feedback you receive on these drafts will state whether or not the learning outcomes for the assignment have been met, as well as offering suggestions about possible further development.

If your feedback on the draft confirms you have met all the learning outcomes, this means you could submit the exact same piece of work as your summative assignment. However, tutors will always try to offer some developmental feedback, so you are free to enhance your work before submitting the final version, even if you have already met the learning outcomes. Feedback on summative assignments will be more limited and focus on learning outcomes and the marking criteria.

Tutors will determine the format of feedback (written, oral), attempting to model a variety across the programme. If you have a particular preference for the mode of feedback, let the tutor know and s/he will try to accommodate your request.

All coursework is graded as Pass/Fail.

Assessment overview

The diagram below shows how the assessment tasks relate to the modules.

	Summative assessment	
Module EXPS701: Existential Philosophy Applied to Psychotherapy	P1 Theme Essay	P4 Peer review
Module EXPS702: Practice and Reflexivity	P2 Practice and Reflexivity 1. Learning Contract 2. Presentation: Practice and Analysis 3. The Interview: Process and Identity	
	P3 Case Study	

Clinical portfolio

In addition to the summative assessments, the clinical portfolio must be completed and submitted. It must be passed in part-fulfilment of the award of the PGCEP.

The table below documents the relative credit weighting for each portfolio assignment, the assessment outcome format, and the word length/minutes for each portfolio/sub-section.

Module	Portfolio	Credits			Assessment outcome format	Word length/ minutes
EXPS701 20 credits	P1 Theme Essay	20			Written paper	5000
EXPS702 40 credits	P2 Practice and reflexivity	22	P2.1 Learning Contract		Completed form	300
			P2.2 Practice and Reflexivity	P2.2.1 Practice	Video recording	15-minutes
				P2.2.2 Reflexivity	Oral presentation	8-minutes
			P2.3 The Interview	P2.3.1 Process	Interview	10-minutes
				P2.3.2 Professional Identity	Personal statement - oral	5-minutes
	P3 Case Study	15			Written paper	4000
	P4 Peer Assessment	3			Written paper	200
	Clinical Portfolio	n/a			Clinical Portfolio	n/a
60 credits		**60**				

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The table below sets out all sections and sub-sections of three assessment tasks that will form your portfolio for modules EXPS701 and EXPS702. The first column (split into two or three columns for sections and sub-sections) states the title and the maximum word length for the portfolio assignment. The second column cites the learning outcomes that the portfolio assignment is evaluating. Learning outcomes are ones that must be met to pass the assessment task. The third column details the task, with more detailed briefs being available on Blackboard. And the fourth column summarises the rationale for the portfolio assignment.

Portfolio			LOs	Task	Rationale
P1. Theme Essay 5000 words 20 credits			**A1** **A5** **B2**	Present a particular issue, theme or dilemma in the field of Existential Psychotherapy in the form of a question to be investigated in the Theme Essay. You will present a draft of your Theme Essay to peers and tutors in the final term Academic Seminars for critical feedback in preparation for completing the final draft for submission.	*The Theme Essay is an opportunity to examine in-depth an existential-phenomenological theme drawing on your knowledge and understanding acquired from your training and to consider its implications for practice.* *The Theme Essay marks the point at the end of the training where you contribute to the discourse around Existential Psychotherapy and to that effect, students may wish to consider publication in the SEA journal.*
P2. Practice and Reflexivity 22 credits	**P2.1. The Learning Contract** 300 words		**A1** **A3** **B5**	Using the 'Learning Contract' template, record your reflections on your current position regarding each of four filters (experiential, epistemic, ideological and pragmatic).	*This will provide you with an appreciation of your positioning as you start the course, promoting critical self-awareness and helping to identify strengths and continuing professional development needs informed by scholarship and evaluation of practice.*
	P2.2. The Presenta-tion	**2.2.1 Practice** 15-minute video recording	**B1** **B2** **B6**	Practice: A video recording of a session with a client (peer unknown to the student) (15 minutes)	*Videoing segments of your actual clinical practice allows you to demonstrate your competence as an existential-phenomenological psychotherapist*
		2.2.2 Reflex-ivity 8-minute present--ation	**A1** **A2** **A4** **B2** **B3**	Reflexivity: Critical analysis of the presented session Question and answer session from peers and tutors	*Critical analysis of the presented session allows you to reflect on your competence as an existential-phenomenological psychotherapist and demonstrate skills and*

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					attributes in analysis of your practice.
	P2.3 The Interview	**2.3.1 Process** 10-minute interview	**B4 B6**	Process: a demonstration of your commitment to learning across all aspects of the training and your contribution to the group learning process. An account of the development of knowledge and understanding and skills.	*Commensurate with prevailing discourses, this task focuses specifically on the quality of your process of participation which has a bearing on the learning experience for yourself and for your peers.*
		2.3.2 Profess-ional Identity 5-minute personal statement	**A3 A5 B5**	Professional Identity: Presentation of clear articulation of identity as an existential psychotherapist Question and answer session from tutors (and, possibly, External Examiner)	*This task will give you the opportunity at the end of the four-year training towards UKCP accreditation, to give a clear, succinct articulation of your identity as an existential psychotherapist in terms which the public can make sense of and to be able to defend your position with tutors.*
P3. Case Study 4000 words 15 credits			**A2 A3 A4 A5 B1 B2 B3 B4**	An in-depth reflective analysis of your work with a long-term client (30+ sessions) through the lens of existential-phenomenology and with reference to related research. In the final term, you will present a draft of your Case Study to peers and your tutor in Training Supervision in preparation for completing the final draft for submission.	*The Case Study is an opportunity for you to critically reflect upon how your learning manifests in your work with a long-term client and to evaluate therapeutic worth.*
P4. Peer Review 200 words 3 credits			**B3 B4 B6**	Create a portfolio of critically reflective feedback (written and oral) given to your peers in Portfolio items: P1; P2; P3. Reflect on and evaluate the quality of criticality in your feedback and your own learning which has accrued.	*The Peer Review gives you the opportunity to critically reflect on your responsibility to uphold ethical standards of practice through the evaluation of competence of peers.*
Clinical Portfolio			**n/a**	Students are responsible for ensuring the completion of all forms relating to personal therapy and Clinical Placements. These	*The Clinical Portfolio documents your personal therapy and clinical placement.*

		forms and records constitute the Clinical Portfolio. The Clinical Portfolio carries no credits but must be successfully completed record in part fulfilment of the programme for the award of Postgraduate Certificate in Existential Psychotherapy.	

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.

Programme management and teaching staff

The course is managed by a Course Leader who reports to the Head of Programmes and the Head of School.

Role of the Course Leader

- Manages the overall operations and strategy of the programme

- Represents the programme on School, Faculty and University committees

- Liaises with Registry, the UKCP, and external examiners

- Allocates teaching staff and organises scheduling of classes

- Oversees academic delivery of the programme

- Leads the programme committees and staff advisory panels on all course issues

- Oversees student assessment and co-ordinates internal moderation

- Oversees the compilation of all programme materials

- Deals with student concerns and questions on aspects of the taught component of the programme

- Liaises with all University services such as library, media services, careers and business relations, and student support service

- Allocates termly composition of student groups – supervision and PPD

- Oversees student references, placement reports and registrations.

Personal tutors
Students are allocated a member of academic staff as their personal tutor. Personal tutors are 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.

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 Committee 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.

As an organisational member of the UKCP, the School has its own 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 (see www.psychotherapy.org.uk/code_of_ethics.html).

Research ethics
Research undertaken as part of studies (teaching assignments and individual projects) that uses experiments, investigations and procedures involving human or other living participants, or data relating to such living entities must be approved by Regent's Research Ethics Review Panels.

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.

The research ethics approval procedure and the research ethics application form may be found under the Research webpages on the University intranet.

7. 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.

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 Psychotherapy & Counselling to the Postgraduate Certificated in Integrative or Existential Psychotherapy and UKCP accreditation.

The following is a brief guide to the PGCEP's relationship to other programmes offered by the School:

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 from the programme after successful completion of a research dissertation (180 credits)

Or

Graduate from the programme after successful completion of the taught pathways of Integrative Psychotherapy or Existential Psychotherapy (180 credits)

▼

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 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

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

9. Learning support

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

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.

The library has a range of databases that are specifically for psychotherapy students. There is also an assigned member of staff who deals specifically with psychotherapy issues, and will be pleased to assist you in using these.

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 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

Technology-enhanced learning and support
A variety of resources and discussion forum for each seminar are available on Blackboard.

The Technology-Enhanced Learning (TEL) team works closely with the PGCEP programme team to explore new ways in which TEL can improve the learning experience of students on the programme.

Access:
Most of the campus rooms are accessible by lift. Classes with students who have difficulty with mobilitywill be assigned to rooms that are accessible by lift.

10. Opportunities for personal development planning

Personal and professional development is a hallmark of this training. The PGCEP programme is itself research as process which focuses on personal being and development. Further, personal and professional development is reflected in the many of the programme learning outcomes and as such reflection on and actioning personal and professional development is deeply integrated into both modules.

Personal development takes place as a result of the student's active participation in the various taught components of the day most especially in the experiential seminars, training supervision and the personal and professional development group.

Students will evidence their personal and professional development in all portfolio tasks in the module EXPS702 Practice and Reflexivity.

Personal development in personal therapy

Personal psychotherapy constitutes an integral part of the programme and of training as a whole. This provides students 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.

Support with research

The Postgraduate Certificate in Existential Psychotherapy programme builds upon the training in research methods in the MA Psychotherapy & Counselling in focusing specifically on the question of methodology fit for the purpose of research into existential psychotherapeutic practice. The question of research into clinical practice is a strand which runs through both modules.

Tutors are available to provide guidance in drawing on clinical literature/research case-studies in writing P1 The Theme Essay and P3 The Case Study. In addition, tutors provide support in helping you to draw on and apply your knowledge and understanding of research methods in interviewing an experienced UKCP accredited Existential Psychotherapist; and a client who has undergone a significant course of existential psychotherapy (a peer) as supporting documentation for Portfolio 2.3.2 The Interview: Professional Identity.

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.

The Placement Coordinator attends to quality of placement provision, and ensure that students engage in the appropriate level of clinical supervision to support their practice. The Placement Coordinator and the Regent's Careers and Business Relations Department are able to advise students 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.

Further details relating to placements can be found in – 'A Guide to the Clinical Portfolio'.

Student /trainee membership of Society for Existential Analysis

If they have not already done so, students are encouraged to join the Society for Existential Analysis as a student member.

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.

The Careers & Business Relations (CBR) department offers all undergraduate and postgraduate students careers counselling, as well as assistance in finding placements and permanent jobs after graduation. All students are encouraged to book one-to-one appointments and to attend various employability and career management workshops for specific assistance with job and placement search strategies, personal networking and the application process, from building a professional CV, completing application forms and writing an effective cover letter and preparing for interviews. The RSPP has a designated advisor on the team.

You will have access to placement and employment opportunities advertised 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).

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.

11. Admissions criteria

A Regent's education provides you with a high level of personal attention, and this begins from the moment you apply to study with us. We want to understand who you are and what your skills and interests may be – we are interested in your potential, as well as your prior achievements. We review each application comprehensively and on its individual merit, considering all of your skills, interests and attributes.

Typically, we will make an offer to a student with MA or a Postgraduate Diploma in Counselling and Psychotherapy, with the study of existential psychotherapy at an equivalent level to the School's MA Psychotherapy & Counselling Existential Pathway.

Personal qualities

Applicants will be assessed in relation to their:

- Emotional maturity and ability to be self-reflective
- Ability to function effectively and ethically under pressure
- Ability to participate in ways which deepen levels of contemplation for self and others
- Ability to manage conflict constructively.

Applicants will need to demonstrate that they are:

- Curious and questioning of what it means to be human; what it means to exist
- Drawn towards being stretched in their learning both intellectually and experientially
- Yearning for a form of dialogue which is free from dogma and in which authenticity and openness is valued
- Willing to courageously explore own beliefs, values and principles as an expression of ethical commitment to the other

Clinical experience and personal therapy

Successful completion of a minimum of 200 client-contact hours in a formal clinical placement, and completion of a minimum of three years (120 sessions) regular individual psychotherapy.

A maximum of 300 clinical hours only can be carried forward on to the Postgraduate Certificate in Existential Psychotherapy.

All application forms are read by the Course Leader and/or tutors and approved where appropriate for interview.

It is usual for the interview to take place as a group discussion, but it may be necessary for applicants to be asked to undertake an additional individual interview on a different day after the group interview in some cases.

Interviews

During interview applicants will be assessed on their capacity to:

- Demonstrate personal qualities appropriate for the PGCEP programme
- Reflect on the learning experience in previous training
- Reflect on how they process personal experience.
- Reflect on how existential philosophy informs clinical practice
- Reflect on ethical issues associated with practice
- Engage in discussion in way which generates thinking and ideas in self and others
- Describe immediate experience share personal material with articulacy
- Embody a phenomenological attitude

Following the interview process applicants are notified in writing of the outcome and, if successful, are invited to register.

Recognition of Prior Learning

This programme will not accept RPL

Note: as this is a part-time programme we are not able to sponsor students for a Tier 4 visa.

English language requirements

We are keen to welcome students from a variety of backgrounds and cultures. Applicants for whom English is not there first language, will need to demonstrate a level of proficiency equivalent to:

- IELTS: Overall score of 7.0 or above
- A-level/GCSE/IGCSE English: grade C / 4 or above

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

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

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

Note: as this is a part-time programme we are not able to sponsor students for a Tier 4 visa.

13. Tuition fees and other course costs

For students enrolling on the PGCEP, the annual fee for the academic level/year in 2021-22 is £9,750, paid in equal instalments over the first two terms.

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

Our current Payment Terms and Conditions are available at:
regents.ac.uk/study/how-to-pay/payment-terms-conditions#close

There are a number of way 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#

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

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

There are also programme specific costs that you will incure which include the following:

- Personal psychotherapy: 40 sessions per year required (usually £50+ per session)

- Private supervisors – where necessary (usually £50+ per session).

* 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

14. Assessment and progression regulations

You will be assessed on how well you are achieving the intended leaning 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

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

Progression and re-assessment

All sections and sub-sections of all four portfolio tasks together with the Clinical Portfolio must be passed individually in order to achieve the award of the Postgraduate Certificate in Existential Psychotherapy. Good work in some assignments cannot compensate for failure to submit others. You will submit draft versions of each assessment at appropriate intervals during the programme and have the benefit of feedback on these drafts. If any portfolio tasks submitted at the end of the module for summative assessment fail, the subsequent Subject Board will confirm the fail and set a re-submission date usually around six weeks after the Board. Only portfolio tasks which have failed will be required to be resubmitted. Failure on a resubmission will result in your having to re-take the whole module.

Pass Regulations

None of the modules on the Postgraduate Certificate in Existential Psychotherapy programme is eligible for condonement under the current regulations of the University.

Both modules 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 2019/20.*

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, audio and video work; all returned evaluations and all submitted forms (personal therapy, placement-related etc.). Registry or the Course Leader may request at any time that a student produces all or any portion of their Portfolio tasks 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 Postgraduate Certificate in Existential Psychotherapy programme with either a Masters or a PG Dip in Counselling and Psychotherapy with the equivalent study of existential psychotherapy to the School's MA Psychotherapy and Counselling Existential Pathway and confirmation of a minimum of 200 certified contact hours in clinical placement with clinical supervision.

For further information on the programme's assessment and progression regulations, please see sections D and F of the University's *Academic Regulations 2019/20.*

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 Postgraduate Certificate in Existential Psychotherapy is: (awaiting appointment)

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

15. Award criteria

To qualify for Postgraduate Certificate in Existential Psychotherapy award, you will must:

- Successfully complete 60 credits at Level 7 on the PGCIP programme
- Complete both modules at Level 7
- Have completed a minimum of 40 hours personal therapy whilst in training.
- Complete 100 hours of supervised clinical practice and submit and pass the Clinical Portfolio.

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

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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

The award of Postgraduate Certificate in Existential Psychotherapy is qualification for registered membership of the UK Council for Psychotherapy (UKCP) through the Society for Existential Analysis (SEA). Registry will notify you of the outcome immediately after the Subject Board. You will then be eligible to apply for registered membership of the UKCP via the SEA. An SEA Committee member will explain the process in Term 3.

As a practice-based learning programme, the effects of successful learning on the PGCEP will be lasting for your practice as an existential psychotherapist. In addition, becoming a registered member of the UKCP via the SEA, you will be entering a community of practice in which you can play a part in the evolution of the discourse and future policy making.

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

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).

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The reports include module feedback as well as external examiner reports and responses. They are reviewed at Faculty and Institutional level and are published on the University intranet under the Quality webpage where student can view these.

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.

17. Curriculum map

Module EXPS701: Existential Philosophy Applied to Practice

	ILO	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6
Portfolio item	Task											
P1	Theme Essay	✓				✓		✓				

Module EXPS702: Practice and Reflexivity

		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6
Portfolio item	Task											
P2.1	The Learning Contract	✓		✓							✓	
P2.2.1	The Presentation: Practice						✓	✓				✓
P2.2.2	The Presentation: Reflexivity	✓	✓		✓			✓	✓			
P2.3.1	The Interview Process									✓		✓
P2.3.2	The Interview Professional Identity			✓		✓					✓	
P3	Case Study		✓	✓	✓	✓	✓	✓	✓	✓		
P4	Peer review observation and reflexivity								✓	✓		✓
Clinical Portfolio												

APPENDIX 1

PGCEP   Assessment Calendar

Level		Study module/unit	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	*
7		Term 1											
	P2.1	The Learning Contract			✓								
		Term 2											
	P3	The Case Study											✓ 14
		Term 3											
	P1	The Theme Essay											✓ 21
	P2.2	Practice and Reflexivity							✓ Summative assessment in Training Supervision				
	P2.3	The Interview											✓ 7/14
	P4	Peer Assessment											✓ 7/14
		Clinical Portfolio											✓ 28

*Submission deadline = number of days after last teaching session of the term

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APPENDIX 2

Programme staff key contact information

Name	Role on the Programme	Tele-phone	Email
Professor John Nuttall	Head of School, Assistant Dean Module Leader Research in Psychotherapy and Counselling (Dissertation)	7644	nuttallj@regents.ac.uk
Jonathan Hall	Senior Lecturer, Course Leader Postgraduate Certificate in Existential Psychotherapy; Pathway Leader Existential Psychotherapy (MAPC Year Three)	7510	hallj@regents.ac.uk
Niki D	Lecturer		dn@regents.ac.uk
Titos Florides	Lecturer		florideT@regents.ac.uk
Mike Harding	Senior Lecturer, Course Leader Introductory Certificate in Psychotherapy and Counselling	7694	hardingm@regents.ac.uk
Debra Hauer	Lecturer		hauerd@regents.ac.uk
Dr Paul McGinley	Lecturer, MA Module Leader PSC702 & PSC705	7882	mcginlep@regents.ac.uk
Natasha Synesiou	Lecturer		synesioun@regents.ac.uk
Dr Elisavet Tapini	Lecturer		TapiniEli@regents.ac.uk
Jason Upton	Lecturer		uptonj@regents.ac.uk
Shirley Paul	Placements Administrator	7419	pauls@regents.ac.uk

APPENDIX 3

List of relevant professional staff (technical and administrative)

Department	Telephone	Email
Student Hub	020 3075 6149	hub@regents.ac.uk
Room Bookings	020 7487 7611	roombookings@regents.ac.uk
Student Immigration Advisory Service	020 7487 7562	visacompliance@regents.ac.uk
Finance	020 7487 7447	finance@regents.ac.uk
Careers & Business Relations	020 7487 7419	careers@regents.ac.uk
Admissions	020 7487 7608	admissions@regents.ac.uk
Library	020 7487 7449	library@regents.ac.uk
IT Support	020 7487 7479	servicedesk@regents.ac.uk
Media Services	020 7487 7575	mediaservices@regents.ac.uk
Student Services		
Student Support	0207 487 7555	studentsupport@regents.ac.uk
Disability Officer	0207 487 7863	disability@regents.ac.uk
Academic Skills	0207 075 6238	academicskills@regents.ac.uk
Accommodation	0207 487 7483	accommodation@regents.ac.uk

APPENDIX 4

Glossary

Core module is a module which is a compulsory element of the degree programme; it can either be from the business management or the pathway subject disciplines.

Elective module is a module which is an optional element of the degree programme; it can either be from the 'business management' or the 'pathway' subject disciplines. There will be a specified number of elective modules which must be passed at each level of the degree programme.

European Credit Transfer and Accumulation System **(ECTS)** was developed by the Commission of the European Communities in order to provide common procedures to guarantee academic recognition of studies abroad. It provides a way of measuring and comparing learning achievements, and transferring them from one institution to another.

Learning Outcome is the precise learning statements regarding what the successful student will be able to know, understand and/or be able to demonstrate after completing a process of learning.

Moderation is a process intended to assure that an assessment outcome is fair and reliable and that assessment criteria have been applied consistently.

Recognition of Prior Learning **(RPL)** Taking account of previous learning that has occurred in any of a range of contexts including school, college and university, and/or through life work experiences. Once recognised through this process, prior learning can be used to gain credit or exemption for qualifications and/or personal and career development.

APPENDIX 5

Code of Ethics for Psychotherapists and Counsellors

Introduction

The purpose of this Code of Ethics is to establish and maintain standards for psychotherapists and counsellors and to inform and protect members of the public seeking their services. Members of the School of Psychotherapy and Psychology, in assenting to this Code, accept their responsibility to clients, colleagues, and trainees, this School, their agencies and society. The client's interest is paramount, but where practitioners have a conflict of responsibilities they have to use their considered judgement within the framework of this Code of Ethics, that of the HIPC's and of the UKCP's.

In pursuit of these principles practitioners subscribe to standards in the following areas:

      Parameters of Counselling and Psychotherapy

      Issues of Responsibility

      2.1 To Clients and Colleagues

      2.2 Competence and Professional Development

      2.3 Confidentiality

      3 Advertising

1 PARAMETERS OF COUNSELLING AND PSYCHOTHERAPY

1.1 The practice of counselling and psychotherapy includes work with individuals, couples, groups, children and families and is generally carried out through verbal communication between client and practitioner. It may be practised within a professional work setting, or in private practice on a paid or voluntary basis.

1.2 Practitioners offer the opportunity to explore, discover and clarify ways of living, and generally promote the client's self-determination and ability to function autonomously as well as enabling the client to clarify their own values and assumptions.

1.3 Practitioners consider the ongoing process and quality of the therapeutic relationship as aspect of their work.

1.4 The therapeutic/counselling relationship is always a confidential one. Confidentiality extends to all personal information about clients, whether obtained directly or indirectly or by inference. Confidentiality also applies to supervision which may involve written case notes. It is therefore the practitioner's responsibility to disguise the client's personal details as much as possible.

1.5 Practitioners should be aware of the School's and UKCP's policies on Equality and Diversity.

2 ISSUES OF RESPONSIBILITY

2.1 TO CLIENTS AND COLLEAGUES

2.1.1. Practitioners are responsible for setting and monitoring the boundaries of their professional relationship, and for making the boundaries as explicit as possible to the client on the first meeting.

2.1.2. Practitioners are responsible for ensuring that the satisfaction of their own emotional needs does not infringe the professional relationship with their clients.

2.1.3. Proper therapeutic relationships exclude abuse and exploitation whether sexual, emotional, physical or financial. Any experience of the aforementioned should be addressed initially within the therapeutic relationship if at all possible.

2.1.4. Practitioners are required to disclose their qualifications when requested and not claim, or imply qualifications they do not have.

2.1.5. Practitioners are required to disclose on request their terms, conditions and where appropriate, methods of practice at the outset.

2.1.6. Practitioners should obtain the clients' permission before contacting other professionals; they should always establish a clear understanding as to the nature and extent of any other therapeutic activity in which the client may be involved.

2.1.7. Where practitioners become aware of a conflict between their obligations to a client and their obligation to an agency or organisation employing them, they must make explicit to the client the nature of the loyalties involved.

2.1.8. Practitioners should monitor the limits of their competence and make appropriate referrals where necessary. They should also be able to vouch for the competence of the person to whom they refer a client.

2.1.9. Where a practitioner is concerned that a colleague's conduct may be unprofessional the practitioner should first speak of the concern to the individual concerned. If a satisfactory response is not received or the concern continues the matter should then be reported to any appropriate senior colleague of that practitioner, to that person's professional committee or employer or to the UKCP's Professional Conduct Officer. In the event of any suspicion of serious professional misconduct there is a clear duty and obligation to inform such people. Psychotherapists who have any such suspicions of serious professional misconduct should initiate the complaints procedure of the relevant member organisation. It is desirable to inform the colleague of the intent to report and of any action taken. As far as the School is concerned, the resignation of any member should not be allowed to impede the process of any investigation as long as the alleged offence took place during that person's membership.

2.2 PROFESSIONAL DEVELOPMENT

2.2.1. Practitioners have a responsibility to themselves and their clients to maintain their own effectiveness, resilience and ability to help clients, and to know when to withdraw from practice either temporarily or permanently.

2.2.2. The practice of counselling and psychotherapy requires continuing self- development and self-appraisal on the part of the practitioner, also an ongoing commitment to maintaining professional excellence.

      2.2.2.1. Practitioners should seek out appropriate opportunities for professional development.

2.2.3. Practitioners are accountable to clients and colleagues for all aspects of their practice. They should obtain supervision or consultation appropriate to their needs and monitor the limits of their competence. They should seek opportunities for further training and contribute to educational profession.

2.3. CONFIDENTIALITY

2.3.1. The principle of confidentiality means not revealing personal, detailed information which would identify the client to any other person, or through any public medium, except to those to whom practitioners are accountable

for their work (as in an agency or organisational setting) or on whom they rely for support or supervision with explicit permission from the client. Where the client is a child, procedures must be in accordance with the Children's Act 1989.

2.3.2. Practitioners' discussion of clients with professional colleagues should be purposeful and respectful and presented so that the client's identity is protected and details irrelevant to the discussion are omitted or substantially disguised.

2.3.3. Notwithstanding the above section 2.3.1., if a practitioner believes that a client could cause danger to themselves or others, they may advise the client that they make break confidentiality and take appropriate action to warn individuals or the authorities.

2.3.4. In the case of training, confidentiality of client material applies as in supervision. In all other cases, the principle of confidentiality may only be waived while in pursuit of disciplinary action in matters pertaining to ethical standards.

2.3.5. Information about specific clients or trainees may only be used in appropriate journals or for scholarly purposes with their permission whenever possible and with anonymity preserved, as agreed with the practitioner.

2.3.6. The consent of the client must be obtained before audio or video-recording sessions for training or publication purposes. Exceptions may be made in certain circumstances, e.g. when required by law. If a client gives restricted consent, e.g. that a video not be shown in areas where s/he may be known, that restriction must be respected.

3 ADVERTISING

When offering psychotherapy and counselling, practitioners must limit the information to name, relevant qualifications, address, telephone, hours available and a brief listing of services offered. They should not claim affiliation to an organisation in a manner which falsely implies sponsorship by that organisation.

NB: THE SCHOOL OF PSYCHOTHERAPY & PSYCHOLOGY WILL NOT CONSIDER OR FOLLOW UP THIRD-PARTY COMPLAINTS