

# **MA Psychotherapy & Counselling**

## **Programme specification**

Academic Year 2022-23

# Contents

1. Overview	4
2. Why study this programme?	5
3. Programme aims and objectives	6
4. Programme structure	7
5. Learning outcomes	10
6. Learning and teaching strategy/ assessment methods (non-regulatory)	11
7. Relationship to other programmes	21
8. Student support	22
9. Learning support facilities	22
10. Opportunities for personal development planning	23
11. Admissions criteria	25
12. Visas and immigration	26
13. Tuition fees and other costs	26
14. Assessment and progression regulations	26
15. Awards criteria	28
16. Methods for evaluating and improving the quality and standards of teaching and learning	29
17. Curriculum map	31

## Appendices

A – Assessment Guide	32
B – Guide to the Clinical Portfolio	44
C – Clinical Portfolio and Marking Forms	62
D – Programme staff key contact information	105

## Director of Content's Welcome

Dear Students,

Thank you for joining the MA in Psychotherapy & Counselling. I hope you will find the Programme interesting and stimulating and that you are looking forward to a productive and worthwhile period of study and training.

We espouse a non-doctrinaire integrative attitude throughout all our courses. Our tutors teach and practice a range of approaches and you will be exposed to contrasting views in an open and constructively critical arena. They are recognised for excellence in their fields, in which they have made significant contributions.

You will find the Programme both demanding and enjoyable. We believe it is through a spirit of questioning and critical inquiry that worthwhile results are achieved and, I hope, studying and training here will make a decisive impact on your life and future prospects as a counsellor or psychotherapist. Following the MA, you might wish to extend your training by applying for either the postgraduate Certificate in Integrative Psychotherapy or Existential Psychotherapy, after which you will be eligible to apply for membership of the United Kingdom Council for Psychotherapy (UKCP). For those more academically inclined there is the possibility of applying to join a thriving PhD programme.

The programme prospectus should answer most of your questions about further training with us, but if you need advice in choosing a course, please contact our Admissions Department.

I would like to offer my warmest welcome to you as a student at Regents University London

**Nishah Dennison, Director of Content**

<b>1. Programme Overview</b>	
<b>Full programme/award title(s)</b>	MA Psychotherapy & Counselling
<b>Short programme title</b>	MAPC
<b>Fees</b>	Please see the tuition fees on the Regent's University London website ( <a href="https://www.regents.ac.uk/admissions/tuition-fees">https://www.regents.ac.uk/admissions/tuition-fees</a> )
<b>Location of study</b>	Regent's Park campus
<b>Off campus elements / locations</b>	Placement in Years 2 and 3
<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 2022, January 2023
<b>Date of initial/previous (re)validation</b>	February 2019
<b>Date of next revalidation</b>	Autumn 2022
<b>Framework for Higher Education Qualification level of final award</b>	Level 7
<b>Number of credits in award</b>	180
<b>UCAS codes</b>	Not applicable
<b>Underpinning QAA subject benchmark statements</b>	QAA Subject Benchmark Statements for Counselling and Psychotherapy 2013
<b>Other external and internal references</b>	QAA Master's degrees characteristics UKCP, Humanistic and Integrative Psychotherapy College (HIPC) Standards of Education and Training 2017 ( <a href="https://www.psychotherapy.org.uk/wp-content/uploads/2017/09/HIPC-Training-Standards-2017.pdf">https://www.psychotherapy.org.uk/wp-content/uploads/2017/09/HIPC-Training-Standards-2017.pdf</a> ) Regent's University London Academic Regulations
<b>Professional, statutory or regulatory body recognition/accreditation</b>	United Kingdom Council for Psychotherapy (UKCP)
<b>Mode of study (Full-Time / Part-Time)</b>	Part-time
<b>Language of study</b>	English
<b>Minimum / Maximum duration of programme for each mode of study</b>	<b>Part-time:</b> Minimum: 3 years Maximum*: 5 years *in exceptional circumstances only, refer to Regent's University London Academic Regulations for details
<b>Date of production / revision of this programme specification</b>	May 2022

## 2. Why study this programme?

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

All lectures and practical sessions are led by tutors who are experts in the modality they teach and bring their clinical experience to the classroom discussions. Our lecturers are research-active, frequently presenting at conferences and publishing their work. We also encourage our students to publish, with some recently contributing chapters to books and others having their papers published in the *Journal of Psychological Therapies* by Phoenix Firing The Mind publishers. Through a mix of academic work and practical experience, the programme seeks to enable students to gain knowledge and understanding of various approaches to psychotherapy. You will learn to apply your theoretical knowledge and acquired skills in an approved clinical placement under the supervision of experienced practitioners. Advice on placements is available from the Course Leader, Clinical Practice Co-ordinator, Clinical Placements Officer and Career & Business Relations. Training supervision of students' clinical practice in Years 2 and 3 is provided by experienced programme supervisors.

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

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

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

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

### 3. Programme aims and objectives

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

#### **Regent's MA in Psychotherapy and Counselling (MAPC)**

Within the ethos of Regent's University London, the strategic aims are to:

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

The programme has developed its particular Integrative Attitude that encourages students to examine different ways of looking at the world. Weekly seminars require students to prepare themselves by reading and researching a range of traditional and contemporary theoretical modalities with a particular focus each week. Tutor and student-led presentations and experiential exercises, form a platform for critical discussion on practical application and the integration of theoretical consensus and divergence. Skills practice and training supervision offer further opportunity to explore and question integration, personal resonance and an embodied, lived experience approach to the material studied in seminars.

This attitude is summarised as follows:

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

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

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

The specific objectives of the MAPC are for students to:

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

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

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

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

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

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

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

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

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

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

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

### Contact hours and expected workload

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

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

### Overview of programme structure by year

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

YEAR 2		
Term 1	Term 2	Term 3



<b>Module PSC7A4</b> Contemporary Developments in Psychotherapy: Theory - 30 credits Academic seminar – 10am – 1pm		
Contemporary Developments in Psychoanalytic Theory	Contemporary Developments in Existential Theory	Contemporary Developments in Humanistic and Integrative
<b>Module PSC7A5</b> Contemporary Developments in Psychotherapy: Practice - 30 credits Training supervision 2pm – 4pm; PPD group – 4pm -5pm		
Level 7 - 60 credits (cumulative credits – 120; exit award Postgraduate Diploma)		

<b>YEAR 3 INTEGRATIVE PSYCHOTHERAPY PATHWAY</b>		
Term 1	Term 2	Term 3
<b>Module INT701</b> Perspectives in Integrative Psychotherapy: Theory - 30 credits Academic seminar – 10am – 1pm		
Professional Practice Issues	Critical Psychopathology	Cognitive Behavioural Approach
<b>Module INT702</b> Integrative Psychotherapy in Practice - 30 credits Training supervision 2pm – 4pm; PPD group – 4pm -5pm		
Level 7 - 60 credits (cumulative credits – 180; exit Master's Degree)		
<b>YEAR 3 EXISTENTIAL PSYCHOTHERAPY PATHWAY</b>		
Term 1	Term 2	Term 3
<b>Module EXP701</b> Perspectives in Existential Psychotherapy: Theory - 30 credits Academic seminar – 10am – 1pm		
Heidegger	Ethics, Language and Professional Practice	Critical Psychopathology
<b>Module EXP702</b> Existential Psychotherapy: Practice and Reflexivity - 30 credits Training supervision 2pm – 4pm; PPD group – 4pm -5pm		

Level 7 - 60 credits (cumulative credits – 180; exit Master’s Degree)

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

### 5. Learning outcomes

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

#### A. Knowledge and understanding

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

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

#### B. Skills

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

- B1.** Make use of a range of theoretical perspectives to analyse clinical work and develop appropriate therapeutic interventions.
- B2.** Recognise and critically examine self in relation to others in all aspects of the course from within a theoretically coherent framework.

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

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

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

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

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

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

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

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

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

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

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

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

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

- Clinical skills: through the skills practice sessions in year One and the placement opportunities in year Two and Three for which training supervision is provided in small groups
- Research skills: (for those choosing the dissertation pathway) through research method seminars, support in developing a research protocol and individual meetings with the academic supervisors in the write-up stage of the MA dissertation in year Three
- Facilitation skills: through facilitating class discussion of set papers and receiving peer and tutor feedback

- Debating skills: discussing theories, ideas and practices; learning to appreciate different psychotherapeutic perspectives and modalities
- Reflective skills: through experiential learning embedded in all activities; emphasised in the experiential sessions at the end of each day.

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

Academic staff are committed to continuing professional development. Many present at national and international conferences and publish in peer reviewed publications. Staff also undertake further training in teaching, learning and assessment, and are involved in peer observation providing an opportunity for reflection and enhancement of teaching practice. The above requirements are critical for the development of independent thinking and learning. The programme team further ensures that students commit to proactive study, by reading widely and critically. This development of critical awareness and the ability to exercise judgement creates the potential for original thought and contribution to knowledge.

### **Teaching and learning methods**

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

- Tutor lecture and tutor-led discussion
- Student-led facilitation of discussion
- Group exercises.

Methods used for training clinical skills and reflexive practice include:

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

The methods above are delivered using the following means:

#### *Academic seminar*

These are tutor-led seminars that incorporate implications for psychotherapy practice and students prepare by reading the required texts for the seminar. Students are required to give one presentation of 20 minutes per module in a week of their choosing which will be followed by a student led discussion. This Presentation will be formatively assessed by the relevant tutor with peer feedback at the end of the class.

#### *Skills practice sessions*

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

### *Training supervision*

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

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

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

### *Personal tutorials*

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

### *Clinical placement*

Students must complete a minimum of 100 hours of supervised clinical practice during each of years two and three of the programme in an approved setting. This means meeting with a minimum of three adult clients at least once per week. These hours count towards the total of 450 hours needed for UK Council for Psychotherapy (UKCP) membership. In year three, students are permitted to include 20 hours of the 100 hours, as private practice hours. Private client work needs to be approved by the pathway course leader and clinical practice coordinator as part of the Placement Declaration and Approval process.

### *Individual therapy*

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

## **Methods of delivery by year**

### **Year 1**

Academic seminars (weekly)

Skills practice sessions (weekly)

Personal and professional development groups (weekly)

Independent study (self-directed)

Personal therapy (minimum weekly).

### **Year 2**

Academic seminars (weekly)

Training supervision (weekly)

Personal and professional development groups (weekly)

Independent study (self-directed)

Personal therapy (minimum weekly)

Clinical placement (weekly) for a minimum of three terms to gather 100 supervised client contact hours (private practice is not accepted as a clinical placement in Year Two).

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

Academic seminars (weekly)

Training supervision (weekly)

Personal and professional development groups (weekly)

Independent study (self-directed)

Personal therapy (minimum weekly)

Clinical placement (weekly) for a minimum of three terms to gather an additional 100 supervised client contact hours (private practice is limited to 20%).

**Year 3 (Dissertation pathway)**

Five days of research methods seminars

Submission and ethics approval of research protocol

Twenty-five hours of research supervision (representing total tutor engagement)

Monthly supervision meetings through the year – on site or via online platforms

Submission of a research dissertation of 14,000-16,000 words.

**Year 1 60 credits: 600 learning hours**

<b>Tutor contact hours</b>	<b>165 hours</b>	<b>27.5%</b>
Academic seminars	81	13.5
Skills practice sessions	54	9
PPD groups	27	4.5
Tutorials (1:1 and group)	3	0.5
Independent study	435	72.5%
Preparation for class	150	25
Self-study including personal therapy	100	16.7
Preparation for assessments	185	30.8
Total notional learning hours	600	100%

**Year 2 60 credits: 600 learning hours**

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

<b>Year 3 Taught pathways 60 credits</b>		
<b>Tutor contact hours</b>	<b>165 hours</b>	<b>27.5%</b>
Academic seminars	81	13.5
Supervision sessions	54	9
PPD group	27	4.5
Tutorial (1:1 and group)	3	0.54
<b>Independent study</b>	<b>435</b>	<b>72.5</b>
Preparation for class	150	16.7
Self-study including of personal therapy	100	16.7
Preparation of assessments	65	19.1
Placement and allied supervision	120	20
<b>Total notional learning hours</b>	<b>600</b>	<b>100%</b>

<b>Year 3 Dissertation Pathway 60 credits: 600 learning hours</b>		
<b>Tutor contact hours</b>	<b>40</b>	<b>7</b>
Research methods seminars	30	5
Research Supervision	10	1.7
<b>Independent study</b>	<b>560</b>	<b>99.3</b>
Preparation for ethics protocol	30	5
Self-study and research undertaking	250	41.6
Dissertation writing and submission	280	46.7
<b>Total</b>	<b>600</b>	<b>100</b>

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

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

The responsibilities of the programme management are divided as follows:

#### **Director of Content:**

- Manages the overall operations and strategy of the MAPC
- Deals with all aspects of research and dissertation submission and assessment
- Represents the MAPC on School, Faculty and University committees
- Liaises with Registry, Quality Office, the UKCP, and external examiners
- Allocates teaching staff and organises scheduling of classes
- Oversees academic delivery of the MAPC
- Leads the programme committees and staff advisory panels on all course issues
- Oversees student assessment and co-ordinates internal moderation
- Co-ordinates research module for the MA dissertation pathway

- Oversees the compilation of all MAPC materials.

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

- Assist the Director of Content in the management of the MAPC
- Deal with student concerns and questions on aspects of the taught components of the MAPC
- Liaise with all Regent’s services such as Registry, Library, Media Services, Careers & Business Relations, Blackboard and Student Support Service
- Prepare documentation for examining boards in consultation with Registry
- Oversee student references, placement applications and reports, and advise students on placements requirements.

## 6. Assessment strategy and methods

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

### Formative assessments

- **Written tutor feedback** in Year 1 skills training sessions
- **Clinical placement supervisor’s evaluations** submitted as required with the clinical portfolio.
- **Student-led facilitation of discussion papers each** term, the student’s facilitation is formatively assessed by tutor and peers, with oral feedback provided. In term three of Years 2 and 3 students choose one of these facilitated discussions to be submitted as a summative assessment.

### Summative assessment schedule by year

Year	Submission time	Assignment	Description
Year 1	End of term 1	Academic Essay	3,000-3,500 words; focus on psychoanalytic approach
		Reflexive Learning Essay	2,500-3,000 words; focus on learning from skills practice
	End of term 2	Academic Essay	3,000-3,500 words; focus on existential approach
		Reflexive Learning Essay	2,500-3,000 words; focus on learning from skills practice
	End of term 3	Academic Essay	3,000-3,500 words; focus on humanistic and integrative approaches
		Reflexive Learning Essay	3,000-3,500 words; focus on learning from skills practice



Year	Submission time	Assignment	Description
Year 2	End of term 2	Process report	Integrative Pathway 2,500-3,000 words; reflections on one therapy session from placement practice.  Existential pathway: a 20-minute oral presentation as a critical reflection upon a 300-500 word verbatim from a therapy session with a client from placement practice
	End of term 3	Academic Essay	5,500-6,000 words; draw upon any of the three theoretical approaches taught during the year
		Case study	3,000-3,500 words; focus on a client from placement (minimum 12 sessions)
		Reflexive Account	1,500 words; reflection on their professional journey across the two academic years.
		Training Supervisors Evaluation	Training supervisor's evaluation of clinical competence
	On completion of clinical hours	Clinical Portfolio	Consists of clinical log, clinical supervisor's report, confirmation of minimum 40 therapy hours

Year	Submission time	Assignment	Description
Year 3 Taught pathways	End of term 1	Process report	Integrative Pathway: 2,500-3,000 words; reflections on one therapy session with a client from placement practice  Existential pathway: a 20-minute oral presentation as a critical reflection upon a 300-500 word verbatim from a therapy session with a client from placement practice.
	End of term 2 and 3	Academic Essay	5,500-6,000 words; draw upon all of the three theoretical approaches taught during the year – submission end of term 3
		Case study	5,500-6,000 words; focus on minimum 18 sessions with a client from placement or private practice – submission end of term 2
		Reflexive Account	1,500 words; a reflection upon the student's learning journey throughout the academic year – submission end of term 3.
		Training Supervision	Training supervisor's evaluation of clinical competence

		<b>Clinical Portfolio</b>	Consists of Personal Therapy and Clinical Placement Records, including agreements, clinical hours and supervision hours, clinical supervisor's report, confirmation of minimum 40 therapy hours per year.
<b>Year</b>	<b>Submission time</b>	<b>Assignment</b>	<b>Description</b>
<b>Year 3 Dissertation pathway</b>	<b>Week 7 of term 1</b>	<b>Research Protocol</b>	Written research proposal and ethics approval application of 2,000 words
	<b>End of Year 3</b>	<b>Dissertation</b>	14,000-16,000 words thesis on a chosen topic using a coherent research method.

**Breakdown of assessment by percentage per module**

**YEAR 1**

<b>Module code</b>	<b>Assessment</b>	<b>Weighting</b>
<b>MODULE PSC701</b> <b>Psychoanalytic Approaches to Psychotherapy</b> <b>20 credits</b>	<b>Academic Essay</b>	<b>50%</b>
	<b>Reflexive Learning Essay</b>	<b>50%</b>
<b>MODULE PSC702</b> <b>Existential-Phenomenological Approaches to Psychotherapy/Practice</b> <b>20 credits</b>	<b>Academic Essay</b>	<b>50%</b>
	<b>Reflexive Learning Essay</b>	<b>50%</b>
<b>MODULE PSC703</b> <b>Humanistic and Integrative Approaches to Psychotherapy</b> <b>20 credits</b>	<b>Academic Essay</b>	<b>50%</b>
	<b>Reflexive Learning Essay</b>	<b>50%</b>

**YEAR 2**

<b>Module code</b>	<b>Assessment</b>	<b>Weighting</b>
<b>MODULE PSC7A4</b> <b>Contemporary Developments in Psychotherapy: Theory</b> <b>30 credits</b>	<b>Academic Essay</b>	<b>70%</b>
	<b>Reflexive Account</b>	<b>30%</b>
<b>MODULE PSC7A5</b> <b>Contemporary Developments in Psychotherapy: Practice</b> <b>30 credits</b>	<b>Process Report</b>	<b>35%</b>
	<b>Case Study</b>	<b>45%</b>
	<b>Clinical Portfolio</b>	<b>20%</b>

**YEAR 3 (Taught pathways)**

<b>Module code</b>	<b>Assessment</b>	<b>Weighting</b>
<b>MODULE EXP701</b> <b>Perspectives in Existential Psychotherapy: Theory or INT701 Perspectives in</b>	<b>Academic Essay</b>	<b>70%</b>

<b>Integrative Psychotherapy: Theory</b> 30 credits	<b>Reflexive Account</b>	<b>30%</b>
<b>MODULE EXP702</b> <b>Existential Psychotherapy: Practice and Reflexivity or INT702 Integrative Psychotherapy in Practice</b> 30 credits	<b>Process Report</b>	<b>30%</b>
	<b>Case Study</b>	<b>50%</b>
	<b>Clinical Portfolio</b>	<b>20%</b>

### YEAR 3 (Dissertation pathway)

<b>Module code</b>	<b>Assessment</b>	<b>Weighting</b>
<b>MODULE PSC708 Research in Psychotherapy &amp; Counselling</b> 60 credits	<b>Research Protocol</b>	<b>0%</b>
	<b>Dissertation</b>	<b>100%</b>

### **Ethical issues**

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

### **Research ethics**

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

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

## 7. Relationship to other programmes and awards

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

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

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



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

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



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

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



### **MA Psychotherapy & Counselling**

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



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

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

- (one-year taught programme of 60 credits)

Or

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

- (one-year taught programme of 60 credits)



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

BACP Accreditation is also possible upon independent application

### **Further study**

MPhil/PhD by research

## 8. Student support

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

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

Our support services include:

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

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

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

### Personal tutors

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

### Students with disabilities

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

## 9. Learning support facilities

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

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

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

The Library at Regent's supports teaching and learning at the University. Our relevant and extensive collections, flexible study spaces and knowledgeable staff can help you achieve your academic goals. During term time, the Library is open until late in the evenings. During busy exam periods, it is open 24/7. Most areas are fully accessible to people with disabilities and

wherever there are challenges we work with individual(s) to overcome, rearrange or support to facilitate good and safe access.

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

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

MyRegent's is a free app and web dashboard which contains Regent's email, degree programme timetable, module information and more. You will be able to download it for Apple or Android devices or access it at [my.regents.ac.uk](http://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](http://regents.ac.uk/about/learning-resources)

## 10. Opportunities for personal development planning

### Personal development planning

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

To enhance your personal growth and development, each taught day ends with an experiential personal and professional development group (PPD). PPD groups are facilitated by tutors and aim at developing students' experience of all aspects of the course (personal, professional, academic, and clinical) as well as interpersonal skills and relational qualities. In these groups you will have a space to talk about the experience of being in training and reflect on learning and development. They provide opportunities for personal learning and particularly for development of the skill of self-reflexivity.

### Personal therapy

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

### Help with placements

In accordance with The Health and Safety (Training for Employment) Regulations, 1990, and

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

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

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

Students are encouraged to join the UKCP as a student member in the first year. This is an online process with no fee. Trainee membership is applicable from the second year when a student has a placement, is seeing clients and is receiving training supervision on the programme. This is an online application with an annual fee. Further information is available from [www.psychotherapy.org.uk](http://www.psychotherapy.org.uk). Please note that students will need to approach UKCP independently, applying to UKCP first, before the UKCP contacts RUL to confirm the student's training status and progresses the application.

### **Student / Individual membership of BACP**

We sponsor students' applications for BACP membership: students can acquire standard letters from the Student Hub, either confirming student status or student completion of years one and two (including completion of the clinical portfolio). Student membership is open to those currently taking psychotherapy and counselling training. Individual membership is for practising psychotherapists and counsellors who have completed psychotherapy and counselling training course that meets BACP criteria. For further information on different membership categories and application process contact BACP or visit [bacp.co.uk/membership](http://bacp.co.uk/membership)

### **Extracurricular activities**

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

### **Careers support**

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

You will have access to the vacancies shared by our business relations team on the Student Hub, as well as multiple other resources, and help with making applications for internships and



graduate roles in the UK and beyond. Students who have not identified an area of interest are offered guidance consultations to enable decision-making.

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

Students who wish to start their own business will be invited to work in The Hive (see below). Students looking to complete a consultancy project, such as a capstone, receive support in developing practical consultancy skills, as well as help with sourcing suitable projects. This offer is tailored with sector relevant information to reflect subject specialisms (e.g. fashion, design, business).

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

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

In addition to regular face-to-face contact with our expert staff, we offer a wide range of online resources including VoIP (e.g. Zoom) 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.

## **11. Admissions criteria**

Details of the University's entry requirements can be at <https://www.regents.ac.uk/policies>

Our Admissions Policy and Admissions, Appeals and Complaints Policy can also be found at the link above.

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

## 12. Visas and immigration

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

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

## 13. Tuition fees and other costs

Please see the Tuition fees page on the Regent's University website (<https://www.regents.ac.uk/admissions/tuition-fees>).

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

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

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

## 14. Assessment and progression regulations

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

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

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

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

You will be provided with guidelines on what you need to achieve in each assessment to ensure you receive a good mark. A generic description of each grade is available at: [regents.ac.uk/about/regents-teaching-exchange/learning-teaching/assessment-framework](https://www.regents.ac.uk/about/regents-teaching-exchange/learning-teaching/assessment-framework)

### **Pass regulations**

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

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

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

All modules, except for the dissertation module (Research in Psychotherapy and Counselling), are eligible for the late submission rules under the current university regulations. For further information on late submission regulations, please refer to section F8.10 of the University's Academic Regulations 2020/1.

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

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

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

### **Readiness to practice**

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

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

### **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.

## 15. Award criteria

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

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

NB – there are no requirements to have undertaken clinical practice for this award. There is no allowable RPCL input towards this award.

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

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

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

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

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

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

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

The maximum allowable Recognised Prior Learning import towards this award is 60 credits. You must also meet the requirements of any specific regulations as stated under Section 15 Assessment and Progression Regulations.

For further details on award requirements, please see the Academic Regulations, available at on our website at the link below. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you. [regents.ac.uk/about/governance/academic-governance/academic-regulations](https://regents.ac.uk/about/governance/academic-governance/academic-regulations)

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

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

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

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

### *Programme (re)validations*

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

### *Programme modifications*

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

### *Programme monitoring*

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

### *Student feedback systems*

Students play a key role in the University's processes for enhancing the quality of its educational provision and broader student experience. There are multiple ways for you to provide feedback on your experiences at module level, programme level, through student voice meetings, group and one-to-one tutorials, student representatives and at programme meetings. Student representatives are elected and sit on institutional committees such as Senate.

### *External examiner reports*

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

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

Subject level external examiner reports are distributed to the relevant director and associate provost for initial review. The reports and the formal responses, if available, are also discussed with student representatives and academic staff at programme meetings.

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

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

The MAPC has a Student Voice meeting, which meets twice per term, giving students an opportunity to discuss issues with the programme team. Matters arising from these meetings are reported to the Associate Provost and Student Union and Senate Academic Affairs.

To facilitate student feedback the Registry conducts analysis of module evaluations from students each term and the data is reviewed by the Course Leaders, the Director of Content and the Associate Provost for action. These surveys are presented to the programme team for consideration for programme development. There are other means for students to feedback such as meetings with the Course Leader and Director of Content. These other means augment the surveys to offer a broad and coherent view of students' learning experience. This process of seeking students' input aims to further the quality standards of teaching and learning on the programme.

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

For further details refer to: <https://www.qaa.ac.uk/en/quality-code/supporting-resources>

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

## 17. Curriculum map

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

Level	Module	Learning outcomes											
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6
7	PSC701 Psychoanalytic Approaches to Psychotherapy	✓	✓	✓			✓		✓	✓	✓	✓	✓
	PSC702 Existential-Phenomenological Approaches to Psychotherapy/Practice	✓	✓	✓			✓		✓	✓	✓	✓	✓
	PSC703 Humanistic and Integrative Approaches to Psychotherapy	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓
	PSC7A4 Contemporary Developments in Psychotherapy: Theory	✓	✓	✓	✓		✓		✓	✓		✓	✓
	PSC7A5 Contemporary Developments in Psychotherapy: Practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	INT701 Perspectives in Integrative Psychotherapy: Theory	✓	✓	✓	✓		✓		✓	✓		✓	✓
	INT702 Integrative Psychotherapy in Practice		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EXP701 Perspectives in Existential Psychotherapy: Theory	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓
	EXP702 Existential Psychotherapy: Practice and Reflexivity		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	PSC708 Research in Psychotherapy and Counselling		✓	✓	✓				✓	✓	✓	✓	✓
	Clinical placement		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
	Personal therapy		✓						✓	✓		✓	✓



## Appendix A - Assessment Guide

### Summative assessment components

All course work should be typed in A4 format using Arial 12 font size; pages should be numbered, and all margins set to 2.54cm. It should be double spaced and kept strictly within the prescribed word limit. The front page should state the exact word count (which does not include the list of references or appendices). It should be reasonably free of grammatical and spelling errors and referenced in accordance with the Harvard referencing system as outlined in the Regent's Skills Handbook.

Course work should strictly adhere to the prescribed word count limit. If the submitted work exceeds the maximum word count limit by 10%, any excess may not be read or marked by the marker and therefore will not contribute to the essay mark. If the word count is under the minimum prescribed, it will be marked according to the marking criteria.

All coursework is submitted to Blackboard via 'Turnitin' assignments. Students are reminded to pay particular attention to the accuracy of citations made and the level of similarity indicated by 'Turnitin'. The similarity % of any piece of work is expected to be below 35%. Students are also reminded that the use of Wikipedia and other popular psychology websites is not acceptable within academic work.

Guidelines for the submission of coursework are revised and posted each term on all Blackboard modules. Students must ensure that they are familiar with the guidelines and abide by them when submitting coursework online.

The following paragraphs describe the components of the assessment that contribute towards the marks awarded for the MA or constitute a pass requirement. An example of all online assessment documents can be seen in Appendix C.

#### Academic Essay:

- *Year One:* After each of the three taught terms in Year One, an academic essay of 3,000-3,500 words is submitted on a topic agreed with the relevant tutor. The essay is marked summatively and anonymously using the marking form by the academic seminar lecturer or another lecturer from the programme. The essay is subject to moderation and students are required to retain a copy of each essay submitted along with the returned marking form. The deadline for this essay is 23:59 on the day of the course in week 10 of each term.
- *Year Two:* At the end of year Two, an academic essay of 5,500-6,000 words is submitted, Students should draw upon any of the entire year's theory and approaches, choosing a theme that is personally meaningful and relevant to psychotherapy. Topics may include, but are not limited to, clinical practice issues, psychotherapeutic and philosophical concepts and therapeutic theorists. This essay is marked summatively and anonymously using the marking form by the academic seminar lecturer or another lecturer from the programme. The essay is subject to moderation and students are required to retain a copy of each essay submitted along with the returned marking form. The deadline for this essay is 23:59 on the day of the course in week 10 of the third term.
- *Year Three (taught MA):* In the end of Year Three, a themed essay of 5,500-6,000 words is submitted, assimilating three terms. This essay is marked summatively and anonymously using the marking form by the academic seminar lecturer or another



lecturer from the programme . The essay is subject to moderation and students are required to retain a copy of each essay submitted along with the returned marking form. The deadline for this essay is 23:59 on the day of the course in week 10 of the third term.

- Any use of clinical examples must contain an ethical statement that makes it clear that it is in accordance with the ethical framework of UKCP and therefore protects the confidentiality of client's and others. The penalty for breaching client confidentiality is an automatic fail with a mark of 0 for the assessment.

### **Reflexive Learning Essay:**

- *Year One terms one and two:* In each of the first two terms of Year One, students submit a Reflection on Skills Practice of 2,500 - 3,000 words focused on the student's ability to evaluate and critically reflect on the skills training during the term with the emphasis being on their learning from these sessions. The purpose of this Reflection is to develop the reflexive skills of the student and to encourage the development of thinking and working within an ethical framework. With this in mind, any reference to the client or others within the work should be anonymised. Failure to do this will result in the work being given a fail grade.

The following points are guidelines to assist students thinking whilst composing this assignment. They are not intended to be used as subheadings for its structure:

- Based on the skills sessions, what is your understanding of the therapeutic relationship within the theoretical approach covered?
- How do you see your skills developing? Critically evaluate your own strengths and weaknesses as a trainee therapist.
- What have you learned about yourself in the skills training and how might this affect your clinical practice?
- How has peer and tutor feedback enhanced your learning on the Programme?
- What has helped/hindered your learning?
- How do you think you have impacted others during the skills sessions?
- Give examples to illustrate the points above.
- On reflection, what could you have done differently?
- Give examples of alternative interventions, responses and reflections on theory.
- What have you learned about difference and diversity and your own prejudices during the module?
- Reflect on all of the above and make appropriate links to theoretical concepts relevant to the module.

A minimum of one tutor and one peer feedback form from Skills sessions should be included in the appendix of the assignment. Further feedback sheets may be included if they are referred to in the coursework.

- *Year One term three:* At the end of term three of Year One, students submit a Reflexive Learning Essay of 3,000 - 3,500 words along the same guidelines as above with the addition of the following:

- Why is it important to have a placement as a psychotherapy trainee?
- What types of placements have you searched and applied for? What are your reasons for selecting those specific placements?
- What does it mean to you to be a therapist? How do you perceive your developing professional identity as a psychotherapist?

Evidence of search for placements should be included in the appendix of the assignment.

The Reflexive Learning Essay is marked summatively and is subject to moderation. Students are required to retain a copy of each assignment with the returned marking form. The deadline for this assignment is 23:59 on the day of the course in week 10 of each term.

### **Years 2 and 3 Reflexive Account**

At the end of Term 3 students are requested to submit a 1,500 word Reflexive Account that evaluates their learning journey. Students should demonstrate how they have integrated the experiential nature of the different aspects of their training, drawing upon experience from the PPD group, theory and practice, individual development, personal therapy and elsewhere if applicable. The Reflexive Account should demonstrate a thoughtful and reflective analysis of learning, evidencing the students' journey and progress throughout the year. The content should include a focus on the students' experiential learning associated with the course, for example their personal responses to the course content and how this has informed their relatedness to others, articulating their perspective on the experiential nature of their learning.

This can include clinical work and below are further guidelines:

- Elaboration of the students sense of self: demonstrate how personal self-awareness, interpersonal skills and reflexivity have developed, and how understanding of personal, interpersonal and group dynamics have shifted.
- Demonstration of how the student has interacted with other members of the group and how this has influenced their understanding of themselves and their ways of communicating and impacting others: relational aspects of training/clinical work.
- Inclusion of personal responses to the learning content, from seminars, supervision, PPD group and personal therapy: acknowledge how the learning content informed who they are, issues such as power, responsibility, boundaries, limitations, strengths.
- Demonstration of self-awareness that includes the student's biases and blind spots, capacity to critically reflect on therapeutic work, as well as a growing sensitivity to issues regarding diversity and context. This assessment is submitted at the end of years 2 and 3 and is summatively assessed by a member of the teaching team. Students are encouraged to gain formative feedback from their tutorials with supervisors, discussions with PPD group peers and tutor, as well as their personal tutors. This, and perhaps observations and reflections from an optional personal journal, can inform the content of the Reflexive Account in addition to the above.

### **Process Report:**

- *Year Two:* In term two of Year Two, a process report of 2,500 – 3,000 words must be submitted on a single therapy session, critically examining and reflecting on the student's clinical approach. The client selected should be one the student has

presented in training supervision at least once. The session chosen may be the one presented in training supervision, or a session with the same client that took place later in the term but should not be the first session.

The report should include excerpts of verbatim which illustrate the student's clinical practice and theoretical understanding and should highlight critical moments on the session. This is inevitably based on what the student can recall of the session and need not be a recorded transcript. Examples of what a student may choose to reflect on include verbal and non-verbal presentation, responses by the client, the therapist's rationale for making interventions or using silence at a particular point, the development of the therapeutic relationship, observations of 'theory in action', and unexpected occurrences such as interruptions by others. It is recommended that students include 300-500 words of verbatim extracts within the work.

The Process Report should demonstrate and include the following:

- An ethical statement that makes it clear that it is in accordance with the ethical framework of UKCP and therefore protects the confidentiality of client's and others: names and details relating to the client and others have been changed or omitted.
- An introduction to the clinical placement. For reasons of confidentiality, it is important not to identify the placement by name but to describe it in general terms; i.e., 'a large psychotherapy department in a hospital', 'a GP practice, or 'a voluntary mental health organisation'. For the same reasons, the location of the placement should not be specified. The placement context may include the physical setting, the mechanics of client arrival and departure, administration protocols, fee arrangements, note-keeping requirements and so on.
- A description of the contractual arrangements covering client referral and assessment, duration of therapy, arrangements for clinical supervision, such as, frequency, individual or group, theoretical orientation and so on. Students might reflect on how they experience the interface between clinical supervision in placement and training supervision on the programme.
- An introduction to the client, using a pseudonym or initials that are not the client's, but describing relevant personal background such as culture, gender, age, family, education, work, and the presenting issue etc.
- It might include an introduction to the student/therapist, mentioning personal details where considered relevant.
- The student's developing psychotherapy model of practice with appropriate academic reference.
- A description and hypothesis about what is happening in the session (and, perhaps, in the therapy as a whole) going beyond reporting to a theoretical analysis of the therapeutic relationship, offering possible alternative theoretical perspectives and interventions.
- Evidence of a high level of self-reflection, and sensitivity to issues of cultural context, difference and diversity, and prejudice.
- What the student has learned about themselves and how this has impacted upon their clinical practice.

The Process Report is marked summatively by a training supervisor and is subject to moderation and students are required to retain a copy along with the returned marking form.

The deadline for this essay is 23:59 on the day of the course in week 10 of the term two.

- *Year Three (taught MA) Integrative Pathway:* At the end of term one of Year Three, a process report of 2,500-3,000 words must be submitted on a single therapy session, critically examining and reflecting on the student's clinical approach. The client selected should be one the student has presented in training supervision at least once. The session chosen may be the one presented in training supervision, or a session with the same client that took place later in the term but should not be the first session.

This Process Report should demonstrate and include the following:

- An ethical statement that makes it clear that in accordance with the ethical framework of the programme and UKCP and to protect the client's confidentiality, names and details relating to the client and others have been changed or omitted. The penalty for breaching client confidentiality is an automatic fail with a mark of 0 for the assessment.
- An introduction to the client, using a pseudonym or initials that are not the client's, but describing relevant personal background such as culture, gender, age, family, education, work, and the presenting issue etc.
- It might include an introduction to the student/therapist, mentioning personal details where considered relevant.
- The student's developing psychotherapy model of practice with appropriate academic reference.
- A description and hypothesis about what is happening in the session, going beyond reporting to a theoretical analysis of the therapeutic relationship, offering possible alternative theoretical perspectives and interventions.
- Evidence of a high level of self-reflection, and sensitivity to issues of cultural context, difference and diversity, and prejudice.
- What the student has learned about themselves and how this has impacted their clinical practice.

The Process Report is marked summatively by a training supervisor and is subject to moderation and students are required to retain a copy along with the returned marking form.

The deadline for this essay is 23:59 on the day of the course in week 10 of the term one.

#### *Year Three (taught MA) Existential Pathway:*

At the end of term 1, year 3, a process report is submitted in the form of a 20-minute oral presentation upon a single therapy session, critically examining and reflecting on the student's clinical approach. The student will present a verbatim of between 300-500 words from a therapy session from the student's placement. Students will have the opportunity to make a preliminary presentation earlier in the term. This will be in the form of a verbatim with accompanying reflections and the student will receive formative feedback by the tutor, as well as feedback from peers.

For the final presentation, the session chosen may be the one previously presented in training supervision, or another session with the same client but should not be the first session.

The verbatim and oral presentation should illustrate the student's clinical practice and theoretical understanding in terms of existential-phenomenology. The verbatim should highlight critical moments on the session. This is inevitably based on what the student can recall of the session and need not be a recorded transcript. For the oral presentation, the student may choose to reflect upon the client's verbal and nonverbal presentation, their own personal and embodied responses, the rationale for making interventions or using silence at a particular point, client responses to therapist interventions, the development of the therapeutic relationship, observations of 'theory in action', and unexpected occurrences such as interruptions by others.

The oral presentation should demonstrate and include the following:

- An ethical stance in accordance with the ethical framework of the School and UKCP and the student has protected the client's confidentiality, with names and details relating to the client and others have been changed or omitted. The penalty for breaching client confidentiality is an automatic fail with a mark of 0 for the assessment.
- A brief introduction to the clinical placement and any contractual arrangements. For reasons of confidentiality, it is important not to identify the placement by name but to describe it in general terms; i.e., 'a large psychotherapy department in a hospital', 'a GP practice, or 'a voluntary mental health organisation'. For the same reasons, the location of the placement should not be specified.
- A brief introduction to the client, using a pseudonym or initials that are not the client's, but describing relevant personal background such as culture, gender, age, family, education, work, and the presenting issue etc. Ethical considerations must be given so that clients cannot be identified.
- A reflection about what is happening in the session and, perhaps, in the therapy as a whole. **This should form the largest section of the presentation.** Students should focus their reflections upon their interventions and how these demonstrate an understanding of phenomenology in practice and how this reveals any existential concerns in the therapeutic encounter.
- The student's developing practice within an existential-phenomenological approach with appropriate academic/philosophical reference.
- Evidence of a high level of self-reflection, and sensitivity to issues of cultural context, difference and diversity, and prejudice.
- What the student has learned about themselves and how this has impacted their clinical practice.

### Case Study:

- *Year Two:* At the end of term three of Year Two, a Case Study of 3,000 to 3,500 words is submitted providing a critical and analytical reflection on at least 12 attended sessions with a client and the student's clinical approach. The study should include excerpts of verbatim sessions to illustrate the client's issues; therapeutic interventions, theoretical understanding, and critical reflection (see criteria listed below). Such excerpts are excluded from the above word count. It is recommended

that students include 500-800 words of verbatim extracts within the work. These should be included in the text and not within an appendix.

A suitable long-term client in this term is defined as one seen for a minimum of twelve sessions on a regular (typically weekly) basis. The client selected should be one who the student has presented in training supervision at least once during term three of Year Two, whether the client work is ongoing or finished.

The study should show that the trainee therapist is able to link theory and practice, and to reflect on learning from that particular piece of work. Unlike the Process Report, the main focus of the Case Study is not the verbatim of one session but the examination of the process of therapy over time. It should follow the confidentiality norms of refraining from naming placement and client. The Case Study should include the following:

- An ethical statement that makes it clear that in accordance with the ethical framework of the programme and UKCP and to protect the client's confidentiality, names and details relating to the client and others as well as placement details have been changed or omitted. The penalty for breaching client confidentiality is an automatic fail with a mark of 0 for the assessment.
- Client biographical information and family history
- Therapeutic setting
- Nature and context of the referral
- Presenting problem from the client's perspective
- Presenting problem from the trainee therapist's perspective
- Agreed therapeutic contract
- Overview of the work with the client
- Development of the therapeutic relationship
- Application of theory and relevant research to understanding work with the client
- Progress as well as difficulties encountered and attempts to overcome them
- Approaches, strategies and techniques adopted by the trainee therapist
- Critical assessment of therapeutic effectiveness
- Self-evaluation of trainee therapist's development of theoretical understanding
- Professional dilemmas and concerns experienced
- Value and use of supervision related to work with the client.

If a student has not achieved the required clinical hours with a suitable case study client by the end of Year Two, they will be unable to submit a case study within the deadline stated and therefore will be deemed to have failed the first submission. Students not wishing to continue with the taught pathways will then be required to complete a term or terms of extension training supervision until a client is seen for the requisite number of sessions. The Case Study submitted will be considered as the second submission (resit) of that assignment and the mark will be capped at 50%. Should there be extenuating circumstance for not achieving the required clinical hours normal University regulations will apply. If the student then fails to pass the assignment again, this will be considered failure of the resit and the student will be obliged to retake the entire module in accordance with University policy.

The Case Study is marked summatively by a training supervisor and is subject to moderation and students are required to retain a copy along with the returned marking form.



The deadline for this essay is normally 23:59 on the day of the course in week 10 of term three.

- *Year Three (taught MA):* At the end of term 2 Year Three, a Case Study of 5,500 to 6,000 words is submitted providing a critical and analytical reflection on a long-term client (at least 18 sessions) and the student's clinical approach. The study should include excerpts of verbatim sessions to illustrate the client's issues; therapeutic interventions, theoretical understanding, and critical reflection (see criteria listed above for Case study required in Year Two). Such excerpts are excluded from the above word count. It is recommended that students include 800-1,000 words of verbatim extracts within the work. These should be included in the text and not within an appendix. The case study must contain an ethical statement that makes it clear that in accordance with the ethical framework of the School and UKCP and to protect the client's confidentiality, names and details relating to the client and others as well as placement details have been changed or omitted. The penalty for breaching client confidentiality is an automatic fail with a mark of 0 for the assessment.

### **Training Supervisor's Evaluations:**

- *Years Two and Three:* Students are expected to attend training supervision prepared to present clinical work in placement. The presentation can include distribution to the group of photocopied process notes of the particular session(s). These notes should be returned at the end of the session to the presenting student although the supervisor should retain a copy. The presentation may include verbatim material, together with the student's reflections on the session/s as well as her/his reaction to feedback offered in placement supervision. Building on the learning experience students are expected to give and receive constructive feedback appropriately within training supervision sessions. The Training Supervisor's Evaluation is summative as pass/fail and is not graded. A sample of the online evaluation criteria and feedback form can be seen in Appendix C. If the evaluation is a fail this will be referred to the Course Leaders and Director of Content who will make one or both of the recommendations listed below to the examining board:
  - That specified additional supervised client hours be undertaken to meet the requirements of the award. Such client hours to be supervised by both a RUL Training Supervisor and / or an approved external supervisor.
  - That additional relevant course work is submitted.

Students must also be in clinical supervision with an external supervisor (within the placement and/or privately) who takes clinical responsibility for the client work. The Clinical Supervisor's Report (see Appendix B) should be submitted at the end of Year Two subject to a minimum of 100 clinical placement hours having been completed. If a placement ends prior to 100 hours having been completed, a Clinical Supervisor's Report should be provided. If the clinical placement supervisor deems the work unsatisfactory, the reasons will be thoroughly investigated by the Director of Content and Clinical Practice Coordinator, after which one or both of above recommendations will be made to the Subject Board.

Where the training or clinical placement supervisor 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 Director of Content and Clinical Practice Coordinator and, following a recommendation to the Finalist Board, the student may be withdrawn from the

Programme.

Students will be advised by the Course leader or subject tutor when feedback on assignments is due. This is usually conveyed by the 'due date' given on the 'Turnitin' assignments on Blackboard and should normally not exceed one month (30 days) from the day after the date of submission.

**Clinical Portfolio:** (Record of Personal Therapy and Clinical Placements Documents)

**Please see Appendix B for Clinical Portfolio guidance and documents.**

Responsibility for the compilation and submission of the clinical portfolio lies with the student. All the elements must be included and reports on clinical practice must be satisfactory for the portfolio to be considered a 'pass'.

**MA Dissertation:**

- *Year Three (dissertation only route):* The final piece of summative assessment for the award of MA in the MA dissertation only route is the dissertation, the details for which can be found in Module Specification PSC708.

### **Formative assessment components**

The following paragraphs describe the assessments that do not form part of calculating the mark/classification of the degree but are nevertheless an important part of the learning on the Programme and need to be fulfilled.

#### **Participation in giving constructive feedback in Year One skills training sessions:**

When in observer or client role, students learn to give feedback to those in therapist role in a way that is constructive and helpful, appropriately challenging, insightful and, when possible, theory-based. When in the therapist role, students practise their skills, and learn to receive critical feedback appropriately. The focus of the skills training sessions should remain on the therapist's role, with any reference to client material being made only for the purpose of clarity of feedback to the student 'therapist' on their practice.

This work is designed to prepare a student for Year Two clinical placement supervision. It is crucial that students note that these are not therapy sessions but a practice exercise within the context of learning. A feedback form (see Appendix C) is provided to facilitate feedback and focus reflection on most pertinent aspects of the practice session. Participation is evaluated formatively by the skills training tutor.

**Clinical Placement Supervisor's Evaluations:** A report from the Clinical Placement Supervisor should be submitted when a placement ends, including at least 100 clinical hours completed. This should give an overall evaluation of the student's placement practice. The report should be submitted as part of the Clinical Portfolio. One copy of the completed form should be retained by the student and one copy returned to the Clinical Placements Officer.

### **GRADING OF MA COURSEWORK**

All coursework must be:

- Submitted via Blackboard on one side of A4 using double spacing and font size 12 Arial or similar; pages should be numbered, and all margins set at 2.54cm
- Strictly within the prescribed word limit.



- Reasonably free of spelling and grammatical errors and clearly written.
- Attentive to sentence construction and length of paragraphs.
- Clearly structured with an introduction, main text with subheadings and a conclusion.
- Adhering to Harvard referencing as set out in the Skills Handbook.

**DISTINCTION 70% - 100%** (Excellent; Exceptional)

<b>Knowledge and Understanding</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Considerable evidence of creative and original application of knowledge</li> <li>• Sophisticated knowledge of theoretical approaches</li> <li>• Excellent awareness of nuances and complexities</li> <li>• Evidence of well executed research with a wide range of primary and secondary sources</li> <li>• Excellent standard of critical analysis using relevant conceptual framework</li> <li>• Outstanding ability to develop a coherent argument</li> <li>• Excellent evaluation and synthesis of source material</li> <li>• Critical awareness of context, social and cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent use of relevant theoretical ideas interspersed with clinical examples</li> <li>• Competent arguing and critique of applicability of theoretical ideas</li> <li>• Excellent use of theoretical knowledge to analyse clinical material</li> <li>• Own biases and beliefs commented on competently with reference to personal / professional learning</li> <li>• Self-reflexivity skilfully demonstrated throughout the text</li> <li>• Demonstration of sensitivity to own and other's prejudice around similarity and diversity issues</li> </ul>

**MERIT 60% - 69%** (Very Good)

<b>Knowledge and Understanding</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Evidence of creative and original application of knowledge</li> <li>• Advanced understanding of theoretical approaches</li> <li>• Thorough attention to detail, nuances and complex meanings</li> <li>• Evidence of research with a wide range of primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• Theoretical ideas helpfully interspersed with examples from practice</li> <li>• Critical discussion of applicability of theoretical ideas to practice</li> <li>• Skilful use of theory in analysis of clinical material</li> <li>• Thoughtful self-reflection on own biases, dilemmas and beliefs</li> </ul>

<ul style="list-style-type: none"> <li>• Clear evaluative approach to relevant theoretical ideas</li> <li>• Competent development of an argument</li> <li>• Social and cultural contexts included in discussion of the material</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration of sensitivity to own, and other's prejudice around similarity and diversity</li> </ul>
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**PASS 50% - 59% (Good)**

<b>Knowledge and Understanding</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Good knowledge and understanding of theoretical approaches</li> <li>• A range of relevant literature reviewed</li> <li>• Use of primary and secondary sources evidenced</li> <li>• Good level of critical analysis evident</li> <li>• Ability to present a coherent argument</li> <li>• Sensitivity to social and cultural diversity present to an extent</li> </ul>	<ul style="list-style-type: none"> <li>• Links between theory and practice well presented</li> <li>• Examples from practice illustrate applicability and understanding of theories.</li> <li>• Useful reference to own biases, dilemmas and personal context</li> <li>• Good level of self-awareness and sensitivity to own prejudice and that of others</li> </ul>

**FAIL 0% - 49% (Insufficient to inadequate)**

<b>Knowledge and Understanding</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Basic or inadequate understanding of theoretical approaches with vagueness, confusion and incoherence</li> <li>• Insufficient evidence of research into the relevant literature</li> <li>• Superficial or lacks any critical evaluation with poor level of description</li> <li>• Basic or insufficient level of analysis</li> <li>• Poor exposition of a logical argument</li> </ul>	<ul style="list-style-type: none"> <li>• Incoherent or absent links between theory and practice</li> <li>• Links between theory and practice superficially or poorly elaborated</li> <li>• Inappropriate use of clinical examples</li> <li>• Lack of self-reflection</li> <li>• Biases and beliefs discussed without reflection or presented as truths</li> <li>• Insensitivity to the difference, diversity and beliefs of others.</li> <li>• Generalised and stereotypical views</li> </ul>

**Deadlines for the Submission of Coursework for students with Support Agreements**

For those students with a Student Support Agreement (SSA) that allows additional time to complete coursework, MAPC allows one week beyond the normal submission date in week

10. Students should send a copy of the (SSA) to module tutors and advise them that the (SSA) additional time will be used. Separate (SSA) submission areas are provided for each area of coursework in the 'Assessment' section of the Module area.

**Moderation of Coursework:**

All marks are provisional until they are confirmed by the Subject Board. All coursework provisionally graded as distinction or fail, and a proportion (minimum 20%) of work provisionally graded pass and merit is internally and externally moderated.

## **Appendix B - Guide to the Clinical Portfolio (Personal therapy and Clinical placements record)**

### **1. PERSONAL THERAPY**

Students must be in personal therapy within one month of commencement of the Programme. Therapy must be individual and take place in a consulting room: therapy by telephone or on-line is only acceptable for a limited period in exceptional circumstances and should be approved by the Clinical Practice Coordinator As part of portfolio requirements. Students must be in weekly personal therapy throughout the Programme and must continue until completion of the required client contact hours. It is advised to seek an experienced therapist within the modalities taught on the Programme. A minimum of 40 hours of weekly personal therapy per annum is required and must continue if a student undertakes extension supervision.

Personal therapy hours will be monitored by the programme at the end of each year. The Personal Therapy Agreement form should be completed and submitted to the Clinical Placements Officer at the start of the Programme and whenever there is a change of therapist. If a student changes therapist at any point during the Programme, they must obtain a signed statement confirming hours of therapy from the former therapist by using the Personal Therapy Confirmation of Attendance form. A signed Personal Therapy Confirmation of Attendance form, obtainable from the MA Forms section of the Clinical Placements area on Blackboard, should be submitted at the end of each year. When applying for UKCP registration at the end of the four-year training, students will be required to submit a signed statement from the therapist confirming the hours of personal therapy. Agreement on this should be reached with the therapist at the commencement of therapy.

It is the student's responsibility to collect the relevant forms, obtain the required signatures and return the signed forms to the Clinical Placements Officer, retaining personal copies.

Therapists will be ideally registered with United Kingdom Council for Psychotherapy (UKCP). Therapists registered with the British Psychoanalytic Council (BPC), or HCPC (Health and Care Professions Council) are also acceptable, but the latter will need approval by the clinical practice coordinator. Please note that students with an HCPC therapist will need to transition to a UKCP therapist by the start of year three of the MA.

In exceptional circumstances, students who are in pre-existing, long-term personal therapy with a BACP or otherwise professionally accredited practitioner when they apply for the MA course may continue in this relationship and work towards an ending during the first term of year one before beginning therapy with an appropriately experienced UKCP therapist prior to or at latest the start of term 2. Please note that this is in exceptional circumstances only and will require approval from the Clinical Practice Coordinator who oversees the clinical portfolio requirements.

Where students are unable to meet the above requirements because of therapist's circumstances, such as illness or bereavement, students will not be eligible for any award until the relevant hours of personal therapy with a UKCP therapist have been achieved within the maximum period of the Programme (three years).

Please note that in order to proceed to further training on the Postgraduate Certificate in Integrative / Existential Psychotherapy and to be registered as a psychotherapist with UKCP,

students need to be in personal therapy with a UKCP registered therapist throughout the duration of their training during the Postgraduate Certificate in Psychotherapy.

## **2. AIMS, OBJECTIVES AND LEARNING OUTCOMES OF THE CLINICAL PLACEMENT**

Students are required to start in supervised clinical placement by the beginning of Year Two, and clinical hours cannot be counted until then. Only clinical work with individual adults (18+ years) is acceptable.

An appropriate clinical placement is any organisation which:

- Abides by the Code of Ethics of at least one of the main regulatory bodies, e.g., UKCP, BACP, BPS, HCPC
- Provides a place where the student can meet with clients confidentially
- Provides an induction, including Health and Safety policies and regulations relevant to the clinical placement
- Complies with health and safety legislation
- Provides an honorary contract
- Provides a contact person within the clinical placement host organisation with whom the student can discuss any practice issues. This will be both administrative and supervisory contacts.
- Abides by the Disability Discrimination Act 1995 with regard to any reasonable adjustments which may be required
- The clinical placement provider maintains clinical responsibility for the clients within the organisation.

Appropriate clinical placements include, for example, National Health Services (psychiatric units, psychotherapy departments, and GP practices), educational institutions (schools, universities), voluntary counselling organisations; prisons and crisis centres. Working in clients' homes is not acceptable as a clinical placement. Clinical practice hours from work with children, adolescents, couples, families or groups will not be counted. As students gain practice hours and move towards UKCP registration, it is important that one of the clinical placements is in a setting that allows them to spend time with those with severe mental health problems to develop an understanding of psychiatric assessment, the mental health system, and the scope of the Mental Health Act. The clinical placement provider will normally be an established mental health, psychotherapy or counselling service. Clients should be seen in a consulting room at the clinical placement. A clinical placement should normally provide:

- an average of three client contact hours per week (beginning with one client)
- clients must be above the age of 18
- a minimum of one long-term client

Where a clinical placement provider offers only short-term work, students should seek an additional clinical placement to comply with the requirement for a long-term client. In Year Three trainees can include private client work in their clinical log of up to a maximum of 20

sessions, which must be approved by the clinical practice coordinator as part of the portfolio approval process.

Students should begin to consider a clinical placement independently as soon as possible in Year One with guidance available from the Clinical Practice Coordinator and the Careers and Business Relations Department (see section 5 below for initial guidance). The Clinical Practice Coordinator will visit groups periodically or at a group's request.

Requests for written references for clinical placements should be made to the skills tutor or supervisor who is familiar with the students' practical skills. Where this is not possible, this can be the personal tutor, Course Leader or a staff member familiar with the student's clinical skills. Students are recommended to seek a range of clinical experience. A clinical placement which provides services to specific client groups may provide students with only a limited range of clinical experience.

As soon as a student has received a clinical placement offer, they must complete the online Placement Declaration and Approval Process to obtain approval from the Clinical Practice Coordinator before starting clinical work.

It is advised that students begin with one placement at the start of year two. Adding a second placement, after a minimum of a term, if desired. A maximum of three placements can be approved simultaneously. Only hours from placements approved **prior** to starting clinical practice can be counted. Students will not be disadvantaged if there is a delay in processing an application within the programme .

For the award of the MAPC by the taught pathways, students must acquire a minimum of 200 client contact hours. Until that minimum is achieved, they must remain in placement and training supervision and personal therapy. For students wishing to exit the PGDip or MAPC by dissertation a minimum of 100 supervised client contact hours is required. Client contact hours gathered during breaks between terms may count towards needed totals as long as the appropriate placement clinical supervision continues.

Students not having achieved the required 100 clinical hours upon completion of term six (i.e. Year Two) have the following options:

- If wishing to take the dissertation pathway, or exiting with the Postgraduate Diploma, they must undertake additional terms of extension training supervision until the total of 100 hours is achieved, or
- If electing to take the taught pathways, students can progress into Year Three trailing the credits associated with the module until the hours are achieved.

Students not having achieved the required 200 clinical hours upon completion of term nine (i.e. Year Three) must continue with extension training supervision until the hours are acquired.

Please note that undertaking extension supervision incurs an additional cost for each term undertaken. Students should check with Registry regarding the appropriate fee.

Further details and updates relating to clinical placements can be found in the Programme Specifications and on the Clinical Placement area of Blackboard.

## Breaks in Study for students without a placement

If a student does not have a placement before year two commences, they should consider taking a break in studies at this point, in order to avoid an enforced break in year two, due to the inability to progress. In year two, students without a placement will not be able to participate fully in supervision and will not be able to complete their clinical assignments.

PLEASE NOTE: If a break in study is taken during year two, the student may need to re-start the year from the beginning. Hence the recommendation to take a short break until a placement is secured. This is dependent on what point a Break in Study is requested and the length of the Break in Study, academic progress and advice from the programme team. More guidance can be provided from the Student Hub and Student Welfare Services.

## Rationale, Aims and Learning Outcomes of the Clinical Placement

<b>Rationale</b>
To provide the facility for development of students' skills and abilities in clinical practice to work towards the level of competence expected of a professional practitioner. A clinical placement also offers the opportunity for students to learn to make constructive use of clinical supervision as key elements in continuing professional development.
<b>Aims</b>
To provide an opportunity for students to:
Gain experience in the practice of psychotherapy and counselling
Develop the ability and the confidence to evaluate their own clinical practice and that of others in a way that is both critical and constructive
Begin to formulate an integrative or other chosen model of psychotherapy and counselling.
<b>Learning outcomes</b>
The placement provides opportunities for students to achieve the following learning outcomes regarding:
<b>Knowledge and understanding of:</b>
(A2) The interplay of individual, cultural and social factors that contribute to psychological functioning.
(A4) Knowledge and understanding of diagnostic systems and outcome measures.
<b>Skills:</b>
(B1) make use of a range of theoretical perspectives to analyse client material and develop appropriate therapeutic interventions.



(B3) Recognise and manage ethical dilemmas and work within relevant codes of practice.

(B5) Recognise personal issues that may be evoked in any aspect of the course and be willing to explore these in supervision.

(B6) Recognise, engage with and critically examine own prejudice and those of others, around similarity and diversity of issues such as race, culture, ethnicity, gender, religion, socio-economic class, sexual orientation, age and ability.

### 3. OUTLINE OF CLINICAL PORTFOLIO REQUIREMENTS

#### MA Psychotherapy & Counselling - Summary of requirements

Period	Minimum requirements
Personal Therapy Year One	40 hours
Personal Therapy Year Two	40 hours
Personal Therapy Year Three (taught pathways and during the dissertation only route if completing required clinical hours)	40 hours
Client hours Year One - Terms 1, 2, 3	0 per week
Client hours Year Two - Term 4	1-2 per week (minimum)
Client hours Year Two - Terms 5, 6	3 per week (minimum)
Client hours Year Three – Terms 6, 7, 8	5-6 per week (approx.)
Total minimum clinical hours required to complete MA (dissertation route)	100 hours
Total minimum clinical hours required to complete MA (taught pathways)	200 hours
Training Supervision (at University)	18 hours per term
Placement Supervision	At least fortnightly and ratio of 1:6 (one hour of individually calculated supervision: 6 client hours)

Placements usually expect a minimum commitment of one year. Days and times of attendance at a placement are agreed between placement provider and student, generally extending throughout the year rather than matching the School's terms.

**It is important to note that all placements must be approved, and documentation authorised by the Clinical Practice Coordinator before the placement can be started**

**and any clinical hours can be counted. Students stand to lose clinical hours unless this is done.**

Until the minimum clinical hours are achieved, and all clinical coursework is passed, students must remain in placement and training supervision as well as personal therapy.

### **Distance and time**

The placement constitutes a long-term, weekly commitment by the student. The location of the placement premises should, therefore, be within manageable commuting distance. It is the responsibility of the student to adhere to the psychotherapy/counselling and supervision schedules agreed with the placement provider.

## **4. Clinical Placement Provider Criteria**

### **The Organisation**

The placement provider will normally be an established mental health, psychotherapy or counselling service.

### **Clients**

Over the duration of the placement experience, a placement should normally provide students with an average of three individual client contact hours per week as follows:

- To begin with one adult client contact hour building up to three client contact hours per week.
- A minimum of one long-term client contact hour per week; long-term is defined solely for the purposes of the MA Case Study as a minimum of 12 weekly sessions offered with a minimum of 14 weeks for Year Two; and a minimum of 18 weekly sessions attended with a minimum of 20 weeks for Year Three.
- Where a clinical placement provider offers only short-term or time-limited therapeutic work with clients, students should either request a long-term client from their placement and/or seek an additional clinical placement in order to comply with the requirement for a long-term client set out in this section.

**Specific client groups** (e.g. a placement provider specialised in work with substance abuse, bereavement, etc). A clinical placement with an agency which provides services to a specific client group may provide students with a limited range of clinical experience. Students are advised to check the range of clients available within any placement.

### **Supervision**

Clinical supervision in placement must meet the UKCP standard of one hour of individual supervision to six hours of client contact. Ideally, supervision should be provided on a weekly or fortnightly basis. Where supervision is in a group this should comprise no more than four students, with duration of each session being normally two hours.

For students unable to obtain a placement offering this level of supervision they are required to find a private clinical supervisor approved by the programme (please contact Clinical Practice Coordinator for guidance).

Please note that no supervision hours will be counted until your supervisor (either internal to the placement or external) has been approved and signed off by the Clinical Practice Coordinator.

Placement supervisors assume clinical responsibility and should be registered with UKCP, BPC, BACP or HCPC. In the event that the placement cannot provide an internal clinical supervisor, or a student requires additional supervision to meet the supervision ratio of 1:6 hours then supervisors external to the placement should be registered with UKCP, BPC, or BPS/HCPC.

**Where a student has more than one supervisor for a placement, a separate supervision agreement must be completed for each.** In the event of a change of supervisor, a new clinical supervision agreement must be completed and submitted to the Clinical Placements Officer for approval by the Clinical Practice Coordinator.

### How to calculate client hours

- Only sessions working with individual adults (18+ years) may be counted. Work with children, adolescents, couples, families or groups may not be counted towards the minimum 100 clinical hours.
- A client hour is defined as a 50-minute session.
- Count every client hour attended per week.
- Count hours a client attends even if they were late.
- Where a client does not attend (DNA) a session, then the session cannot normally be counted. The exception to this is when a client misses five sessions, not necessarily consecutive, and then one session may be counted.

### Calculating supervision hours required

- A supervision hour is defined as a 60-minute session.
- A ratio of one hour's (individual calculated) supervision to six client hours is required. For purposes of calculation this is equivalent to ten minutes supervision per client.
- To calculate the amount of supervision time in a 4-week period (Month) multiply the number of clients x number of weeks x 10 minutes = individual supervision time required.

**The following table gives examples of amounts of individual supervision hours required:**

Client hours per week	Client hours per month (4 weeks)	Supervision required per month (4 weeks)
1	4	40 minutes
2	8	1 hour 20 minutes
3	12	2 hours
4	16	2 hours 40 minutes

### Calculating Group supervision – Is it sufficient to meet the 1:6 ratio required?

- Calculate the individual supervision time required per month.
- Calculate the total group supervision time within the placement per month.

- To calculate the amount of individual supervision time that can be counted in a group, divide the total group supervision time by the number of students in the group.
- Supervision time required minus supervision time provided will indicate the amount of additional supervision required (if necessary). See examples given below.

<b>Examples: Individual supervision required per month (4 weeks)</b>	<b>Placement supervision provided per month divided by group size</b>	<b>Amount of additional supervision required per month</b>
(Client(s) x weeks) x 10 mins. (1 x 4) x 10 = 40 1 client = 40 minutes	2 x 90 minute sessions per month ÷ 4 students = 45 minutes can be counted	None
2 clients = 1 hour 20 minutes	2 x 90 minute sessions per month ÷ 3 students = one hour can be counted	20 minutes
3 clients = 2 hours	2 x 90 minute sessions per month ÷ four students = 45 minutes can be counted	1 hour 15 minutes
4 clients = 2 hours 40 minutes	2 x 90 minute sessions per month ÷ 3 students = one hour can be counted	1 hour 40 minutes

### **Client Contact Hours accumulated during RUL Holidays**

Client contact hours gathered during breaks between terms when there is no training supervision may count towards needed totals as long as neither placement provider nor placement Clinical Supervisor changes during the break and provided that the student returns for training supervision in the subsequent term.

Students must ensure that clinical placement supervision is maintained regularly in the ratio of a minimum of one hour supervision to every six client contact hours. These hours must be verified by the Clinical Supervisor on a regular basis. Students are expected to complete the client and supervision logs and present them to their supervisor for signing each month.

### **Clinical Work and Supervision during a Break in Study**

If a student takes a break in study, the accumulated client contact and supervision hours prior to the break will be noted by the clinical practice coordinator. On returning from a break in study, the number of hours previously noted will be counted towards the requirements of the MA programme.

Students may not count clinical and/or supervision hours accumulated during a break in study.

### **Indemnity Insurance**

Students must be covered for professional liability either under the placement's insurance policy or, alternatively, as an individual independent practitioner. Some placements require

students to have personal professional liability insurance in addition to the organisational insurance cover. The following are examples of companies who offer professional indemnity insurance for psychotherapists and counsellors:

1. Towergate Insurance (Towergate Professional Risks)

[New.pro.liability@towergate.co.uk](mailto:New.pro.liability@towergate.co.uk)

Tel: 01438735251

2. Howden Group

<https://www.howdengroup.com/uk-en/psychological-therapists-professional-indemnity-insurance>

Tel: [020 7623 3806](tel:02076233806)

3. Blackfriars

<https://www.blackfriarsgroup.com/psychotherapists-professional-indemnity-insurance/>

Tel: 0161 300 2930

Although these details were correct at the time of publication, students are advised to check them.

### Approval of a Clinical Placement

- a) Please note that an offer of a clinical placement by the clinical placement provider and acceptance of such an offer by the student does not constitute an approved clinical placement. **All placements must be declared at least two weeks before your start date and pre-approved in order to count towards your course requirements.**
- b) All clinical placements and supervision agreements must be approved by Clinical Placements Coordinator **before** the placement can be deemed to have started and any hours be counted.
- c) All placements need to be declared and the first step in the process is to prepare for the completion of the online Placement Declaration Form (Non-DPsych). This is accessible on the 'Forms' page at [hub.regents.ac.uk](http://hub.regents.ac.uk). **Students need to obtain all the information listed in Section 5 'Information Required for the Declaration and Approval Process' before attempting to access and complete the online form.** Application for approval of a placement will be delayed if the online form is incomplete.
- d) Full details of the Placement Declaration and Approval Process are given at the end of section 4 below. Students need to familiarise themselves with these procedures before making an application.
- e) Please note that the Clinical Placement Agreement, Clinical Supervisor Agreement and the Health & Safety Checklist & Agreement form a package for placement approval and are generated once the student has completed the online 'Placement Declaration Form (Non-DPsych)' at [hub.regents.ac.uk](http://hub.regents.ac.uk). Further details can be found in the Placement Declaration and Approval Process section below and in the Clinical Placements area on Blackboard under 'Potential Placements'.
- f) Clinical contact hours and/or supervision hours undertaken in a non-approved placement will not be counted towards the necessary minimum total amount of hours.

- g) Client contact hours and/or supervision hours accumulated in a placement undertaken by a student where completed placement documentation has not been submitted to the Clinical Placements Officer will not be acceptable for the purposes of training.
- h) Once a placement is approved, should the terms of an agreement between Regent's, student and placement provider undergo material change, the student is required to inform the Clinical Placements Officer and Clinical Practice Coordinator. Additionally, placement providers are encouraged to inform Regent's in the event of significant changes to placement arrangements.
- i) Students on the MA programme are permitted to use up to 20 sessions of clinical work with private clients as a clinical placement in Year Three. Private client work needs to be approved by Head of Pathway and by the completion of the online 'Placement Declaration and Approval process.

## 5. OVERVIEW OF CLINICAL PLACEMENTS ADMINISTRATION PATHWAY

### Finding a placement

Students are responsible for finding their own placement. In order to assist with this, a list of current and previous placement providers is displayed on Blackboard in the Clinical Placements Area. Additionally, current placements also appear on Career Hub.

Please note that this list consists of organisations which have offered placements to students in the past. The placements on the list are neither automatically approved nor necessarily offering opportunities currently. Students should contact the organisation in which they are interested to find out whether any vacancies are likely to emerge. Although efforts are made to update the placement information on the list, frequent changes in organisations' structure and the nature of their work mean that the details are not always correct. **Should this be the case, students are asked to provide feedback to the Clinical Placements Officer, so that the list can be updated.**

Vacancies for clinical placements are also published within the Clinical Placements area of Blackboard and on Career Hub when we are advised by clinical placement providers.

Students are encouraged to explore ideas about the clinical placement from the start of the course, as indicated below.

In term 1, students are encouraged to consider their experience of working with people who have complex needs and/or are facing challenging lifestyle circumstances. Students are encouraged to seek voluntary work or other types of experience in a helping role, such as befriending which would provide them with an opportunity to develop skills and enhance the possibility of obtaining a placement with people with mental health difficulties (this does not have to be one to one clinical work).

In term 2, students should be finalising their CV and personal statement/covering letter and considering the practicalities of applying for a placement. Students may use the advice provided by the Careers and Business Relations Department, in order to optimise their CV and interviewing skills before applying for placements. Further information on the Careers and Business Relations Department is set out in Appendix A below. Students are advised to begin to make applications for placements from the second half of term 2.

In term 3 students should be securing their placement and undertaking the necessary induction process within placements. Placement providers normally expect students to attend

supervision sessions before a client is allocated and students need to take this into account when planning the timing of their applications and preparation for undertaking a placement.

As soon as an offer of a placement has been made the student should begin the Placement Declaration and Approval Process. **Students should aim to have secured a placement, complete the Declaration and Approval Process, completed the placement induction, attended supervision and have one client for the beginning of term 4 of the MA programme.**

Although client contact hours acquired in Year One cannot be counted towards the minimum 100 clinical hours required for the MA programme, it is recommended that an offer of a placement is accepted as soon as it becomes available. Competition for placements is extremely high and likely to require sending many applications before an offer is received.

Students who are having concerns or difficulties in relation to undertaking or obtaining a clinical placement are advised to seek support and discuss their situation with their personal tutor, skills tutors, Clinical Practice Co-ordinator, or Course Leader as appropriate. For assistance with CVs, applications or interviews please contact Careers and Business Relations.

Students who have not secured a placement by week 5 of term 3 should discuss this with their personal tutor or Course Leader so that the implications of not securing a placement by the beginning of term 4 can be explored and understood.

### **The Placement Declaration and Approval Process**

All placements **must** be declared **at least two weeks before your start date** and pre-approved in order to count towards your course requirements. There are two aspects to this approval:

- **Academic Approval:** This is a check that the placement and placement provider is compliant with your course requirements. This includes the nature and length of the placement and that the placement provider is a member of the correct governing bodies.
- **Health and Safety Approval:** All placements which form part of a course requirement must be legally checked, by the institution, for compliance with UK health and safety legislation. These checks are carried out by the Careers & Business Relations (CBR) office at Regent's and feature two stages, a health and safety checklist and a risk assessment.

### **Information Required for the Clinical Placement Declaration and Approval Process**

To obtain approval for a clinical placement the RUL Placement Declaration form needs to be completed online via <https://hub.regents.ac.uk>. You will need to gather this information from your Clinical Placement provider before you attempt to make an online declaration. The following information is required before the three forms that constitute the approval process can be generated and sent to you for further action. Please use the checklist below to assist you in taking the first step in the process.

Information Required	Obtained
1. Student number	
2. Programme of study, current term and year of training	
3. Name of clinical placement provider	



4. Clinical placement postal address, including post code	
5. Clinical placement telephone number	
6. Name of Clinical placement manager	
7. Clinical placement manager's email address	
8. Clinical placement manager's telephone number	
9. Proposed start date of clinical placement (this should normally be 2-4 weeks after the on-line declaration has been made)	
10. Duration of clinical placement e.g. 2 years	
11. Numbers of hours per week at clinical placement	
12. Are clients to be seen on the placement premises Yes/No	
13. Description of the nature of the work to be undertaken by the student, e.g. short-term (12 weeks) counselling with adults aged 18+; long-term (1 year) work with adults, include contracting details.	
14. Referral procedure	
15. Insurance policy number of clinical placement provider	
16. Insurance policy number of student (as appropriate)	
17. Is clinical supervision provided within the placement (i.e. Internal)? Yes/No	
18. Name of internal clinical supervisor provided by placement.	
19. Internal clinical supervisor's postal address (including post code)	
20. Internal clinical supervisor's telephone number	
21. Internal clinical supervisor's email address	
22. Internal clinical supervisor's qualifications	
23. Internal clinical supervisor's professional body membership	
24. Internal clinical supervisor's date of professional registration	
25. Internal clinical supervisor's theoretical orientation	
26. Is the internal clinical supervision provided individual or group?	
27. If individual clinical supervision, please provide session length and frequency	
28. If group clinical supervision, please give, session length, frequency and number of trainees in the group	
29. External clinical supervisor's name (if applicable)	
30. External clinical supervisor's postal address, including post code	
31. External clinical supervisor's telephone number.	
32. External clinical supervisor's email address	
33. External clinical supervisor's qualifications	
34. External clinical supervisor's professional body membership and Number	
35. External clinical supervisor's date of professional registration	

36. External clinical supervisor's theoretical orientation	
37. Is the external clinical supervision provided individual or group?	
38. If individual clinical supervision, please provide session length and frequency	
39. If group clinical supervision, please give, session length, frequency and number of trainees in the group	

## How do I declare a placement?

Until a new system called Handshake is in place, placements are declared via an online form, 'Placement Declaration Form Non-DPsych', on <https://hub.regents.ac.uk> using your Regent's login and password. The form can be found on the 'Forms' page. Once completed, the form is submitted electronically to the Clinical Placements Officer within the CBR office.

The Clinical Placements Officer will then send you an email containing three Word versions of documents. These are:

- Clinical Placement Agreement
- Clinical Supervisor Agreement
- Health and Safety Checklist & Agreement

The first two forms must then be completed and signed by the student and the placement provider/Clinical Supervisor as appropriate. The Health and Safety Checklist & Agreement must be completed and signed by the placement manager. Upon completion, all three forms must be submitted to the CBR office scanned electronically to [careers@regents.ac.uk](mailto:careers@regents.ac.uk)

You will also be prompted to book a risk assessment with the Clinical Placements Officer. Again, this can be booked within the 'Appointments' section of <https://hub.regents.ac.uk> by selecting 'Risk Assessment' from the available list of topics.

## What happens next?

Once all signed paperwork has been received and the risk assessment has been completed, the documentation will be passed to Clinical Practice Co-ordinator for approval and final sign-off. You will be notified when this has been done and your placement will be officially approved.

## Non-Approval of Placements

It is extremely rare that a placement is not approved, but this can occur due to the following reasons:

- **Failure to declare:** Not declaring a placement or obtaining approval from the institution in advance will result in no placement hours counting towards your degree requirement. In the case of late declarations, hours will only commence counting upon full completion of the required approval steps described above.
- **Unsatisfactory Health & Safety:** Compliance with Health and Safety legislation is a legal requirement in the UK. In the very rare cases that employers do not comply with national legislation in this regard, the institution is unable to approve placements with that specific provider.
- **Failure to Complete a Document / Risk Assessment:** The declaration steps described above are compulsory, and failure to complete and return a document, or failure to book into and complete a risk assessment appointment, will result in the placement hours not counting until all steps have been completed.

## Where do I go for help?

For help with the administrative and health and safety aspects of placements, please contact the Clinical Placements Officer.

For questions regarding the academic requirements of placements, please contact Emma Craig, Clinical Practice Co-ordinator at [craige@regents.ac.uk](mailto:craige@regents.ac.uk)

## **The Clinical Portfolio**

**Responsibility for the compilation and submission of the clinical portfolio lies with the student. All the elements must be included and reports on clinical practice must be satisfactory for the portfolio to be considered a 'pass'.**

### **Record-keeping**

Students are responsible for ensuring the completion of all forms relating to Personal Therapy and Clinical Placements. These forms and records constitute the Clinical Portfolio. Students are strongly advised to create a record of documentation relating to their clinical portfolio from the beginning of the MAPC course. This should include:

- a) Creating folders/files for hard copies of documents relating to both personal therapy and clinical placements and retaining original copies of all documents submitted to the Clinical Placements Officer
- b) Creating folders/files on the computer and retaining electronic copies of messages and documents exchanged in relation to personal therapy and clinical placements
- c) Creating folders/files for recording clinical and supervision hours
- d) Creating folders/files for recording the client work record.

### **The Clinical Portfolio comprises:**

- a) Personal Therapy Agreement
- b) Confirmation of Personal Therapy Attendance for each year confirming minimum of 40 hours attendance
- c) Clinical Placement Agreement
- d) Health & Safety Checklist & Agreement
- e) Supervision Agreement(s)
- f) Clinical Supervisor's Reports
- g) Client Work Record
- h) Clinical Supervision Record
- i) Trainee's Feedback Form(s) on placement(s) undertaken

## **Summary of forms required and when they are to be submitted**

### **a) Personal Therapy Agreement**

This is a signed agreement between the student and the therapist confirming the arrangement

for personal therapy. This form should be completed at the start of the course and submitted to the Clinical Placements Officer as soon as possible and by week 4 of term one. If there is a change of therapist, then a new personal therapy agreement is required and should be submitted as soon as possible following the new arrangement. This form is available on Blackboard in the Clinical Placements area.

### **b) Personal Therapy Confirmation of Attendance**

This form confirms the number of personal therapy hours attended for each year of the course. The minimum requirements are once weekly personal therapy for a minimum of forty weeks per year with a UKCP therapist approved by the programme. This form is to be completed and submitted at the end of each year of study/training. This form is available on Blackboard in the Clinical Placements area.

### **c) Clinical Placement Agreement**

This form will be generated and sent to the student by the Clinical Placements Officer after the student has input the required data into the online form (the 'Placement Declaration Form Non-DPsych') on <https://hub.regents.ac.uk>. This forms one part of the approval of a placement package. The Clinical Supervision Agreement and the Health & Safety Checklist & Agreement form the other parts required.

**All three of these documents need to be completed and returned to the Clinical Placements Officer together in order for a placement to be approved.**

This form contains details of the clinical placement agreement and should be signed by the student, the placement manager and Clinical Practice Coordinator once it has been sent to the student. See Placement Declaration and Approval Process above for further details.

**Students should complete the online declaration and approval process as soon as they have been offered a placement opportunity.**

**A separate declaration needs to be made for each placement undertaken during training.**

### **d) Health & Safety Checklist & Agreement**

This forms the second element of the placement approval package and is generated following the completion of the online form (the 'Placement Declaration Form') on <https://hub.regents.ac.uk>. It will be sent to you by the Placements Administrator.

It needs to be completed and signed by the placement manager and returned to the Clinical Placements Officer together with the signed Clinical Placement Agreement and the Clinical Supervision Agreement.

### **e) Clinical Supervision Agreement**

This forms the third element of the placement approval package and is generated following the completion of the online form (the 'Placement Declaration Form') on <https://hub.regents.ac.uk>. It will be sent to you by the Clinical Placements Officer.

This form details the arrangements for clinical supervision within a placement. If a student requires additional supervision and uses an outside supervisor, then an additional form needs to be completed and submitted to the Clinical Placements Officer as soon as possible.

## **f) Clinical Supervisor's Report(s)**

Students are responsible for ensuring that the Clinical Supervisor's report is submitted to the Clinical Placements Officer at the end of Years Two and Three, subject to 100 hours having been completed in each year, and when a placement ends. Regular informal discussions between Placement Provider, Clinical Supervisors and the Programme management also take place. It is the student's responsibility to ensure that the electronic form is sent to their Clinical Supervisor(s) at the appropriate times. Once completed the reports need to be signed by the Clinical Supervisor, student and the placement manager before being submitted to the Placements Administrator. This form is available on Blackboard in the Clinical Placements area and can be seen in Appendix C of this Handbook.

## **g) Client Work Record**

This is a log of client contact hours and a brief note of main themes and learning points from each session. Completed forms should regularly be given to the appropriate Clinical Supervisor for approval, and each page should be signed by the Clinical Supervisor and the student.

The student is required to submit this record to the Clinical Placements Officer at the end of term 6 or, if 100 clinical hours have not been completed by this time the student will have an opportunity to submit at a later date. This form is available on Blackboard in the Clinical Placements area.

## **h) Clinical Supervision Record**

This is a log of clinical supervision hours and a brief note of the main areas of discussion, learning and clients brought to supervision. Completed forms should regularly be given to the appropriate Clinical Supervisor for approval, and each page should be signed by the Clinical Supervisor and the student.

The student is required to submit this record to the Clinical Placements Officer at the end of term 6 or, if 100 clinical hours have not been completed by this time the student will have an opportunity to submit at a later date. This form is available on Blackboard in the Clinical Placements area.

## **i) Trainee Feedback Form**

This form provides the student with an opportunity to provide feedback on their experience in a placement. It can be used at any time during the placement period if the student wishes to raise an issue or comment on the experience they are having.

The form is also to be used for feedback on the placement when the student either ends their time there or comes to the end of their course of study on the MA. It can therefore form part of the final clinical portfolio. This form is available on Blackboard in the Clinical Placements area.

## **Submission of the Final Clinical Portfolio**

The student needs to organise the Clinical Supervisor Report, which can be found in the Clinical Placements Area on Blackboard, so that it can be submitted by the end of Years Two, and Three, subject to completion of 100 clinical placement hours in each year. Please note that **this form states the total number of hours acquired in placement and is therefore essential** for updating the student's record.

When the Clinical Supervisor's report is obtained, a copy should be submitted to the Clinical Placements Officer. Those students who have obtained 100+ clinical hours by this time and have

completed their case study should prepare their clinical portfolio for submission to the Clinical Placements Officer. Full details relating to the submission of the clinical portfolio can be found in the Clinical Placement area on Blackboard.

If students have not accumulated 100 hours by this deadline in each year, they will not be required to submit the portfolio but will submit a portfolio on completion of the required clinical placement hours.

### **Careers and Business Relations (CBR)**

Our team of dedicated careers and business relations staff can offer a wealth of careers education, information, advice and guidance to help students secure their career goals. This includes extensive careers counselling, as well as assistance in finding an internship or a permanent job after graduation.

#### **Employability skills workshops**

Current workshops include job search strategies; CV and cover letter writing; tackling competency questions (STAR stories); application forms; preparing for assessments and interviews; business start-up; networking and using social media. Attendance at these sessions will equip students with the broad skills necessary to be successful at all stages of the recruitment cycle. We also offer students the opportunity to learn more about their chosen sector through our 'Sector Series', where Industry Professionals talk in depth about specific sectors, career routes in and how to network effectively.

#### **Personalised careers guidance and coaching**

All students can benefit from a consultation with their Programme Careers Advisor in their first weeks on campus. Our Careers Advisors offer one to one advice on career decision making, job searching, CVs, cover letters, applications and preparing for interviews. There is no upper limit on the number of times students can meet with their Programme Careers Advisor. Consultations with Career Coaches are also available. Our current team of ten Sector Career Coaches, all of whom are Industry Professionals, offer in depth sector knowledge on a range of sectors including Psychology, Counselling and Psychotherapy. They also support with professional network development.

#### **Careers events**

Each semester the CBR organises a number of sector-specific workshops, seminars and networking events on campus. These are attended by many international companies and organisations and offer an invaluable opportunity to find out about employment prospects in different industries and business sectors, and develop a professional network.

#### **Online resources**

In addition to regular face-to-face contact with our expert staff, the CBR offers a wide range of online resources to help students in their job search. These include advice sheets, videos and self-assessment tools. Our **online vacancies board** advertises the latest internships, part-time work, volunteering, graduate and postgraduate opportunities, available in the UK and globally. This service is free to employers, who can also use this facility to advertise live business projects or consultancy projects that could make an interesting dissertation topic for students. Students looking to work abroad can also consult the Going Global database.



## Appendix C- Clinical Portfolio and Marking Forms



### PERSONAL THERAPY AGREEMENT

The purpose of this form is to record the agreement made between the trainee and the personal psychotherapist. Please note and follow the instructions for completion provided on page two of this document. Please see Programme Specification for details of appropriate therapist registration.

If a trainee changes psychotherapist at any point during the course, the original psychotherapist must complete a Personal Therapy Confirmation of Attendance form, and the trainee and new psychotherapist must complete a Personal Therapy Agreement. It is the trainee's responsibility to obtain the relevant online forms, collect the necessary signatures and submit the signed forms to the Clinical Placements Officer as soon as possible.

**Sample form only; please use the online form on the Clinical Placements area on Blackboard**

Name of Psychotherapist:

Registering body and level of registration:

Registration number:

Qualifications:

Address:

Telephone:

E-mail:

Start date of Personal Therapy:

Number of sessions per week:

Title and start date of programme:

#### DECLARATION

We confirm the above details are correct. We understand that the RUL Psychotherapy Programme reserves the right to check the above information.

Trainee's name:

Trainee's signature:

Date:

Psychotherapist's name:

Psychotherapist's signature:

Date:

### **Instructions for Completion of the Personal Therapy Agreement**

All forms must be typed, completed in MSWord format and signed with an electronic signature. This is an electronic process and no paper records will be accepted by the Clinical Placements Officer.

The trainee is responsible for obtaining the online form and sending it to the appropriately qualified psychotherapist for completion.

The form to be completed and signed electronically by the psychotherapist and returned to the trainee.

The trainee then signs the form electronically before sending a copy of the fully completed form to the psychotherapist, for their records.

The trainee will also submit the fully completed form to the Clinical Placements Officer, for approval by the Clinical Practice Co-ordinator.

A copy of the fully completed form is retained by the trainee for their records.

If a trainee changes psychotherapist at any point during the course, the original psychotherapist must complete a Personal Therapy Confirmation of Attendance form, and the trainee and new psychotherapist must complete a Personal Therapy Agreement. It is the trainee's responsibility to obtain the relevant online forms, collect the necessary signatures and submit the signed forms to the Clinical Placements Officer as soon as possible.

## PERSONAL THERAPY CONFIRMATION OF ATTENDANCE

**Sample form only; please use the form on the Clinical Placements area on Blackboard**

The purpose of this form is to record the personal psychotherapist's confirmation of the number of hours of personal therapy that the trainee has attended. It is to be submitted at the end of each year of the programme and for trainees in extension supervision.

Please note and follow the instructions on page 2.

It is the trainee's responsibility to obtain the relevant form, collect the necessary signatures and submit the signed forms to the Clinical Placements Officer at the relevant times.

Trainee name:

MA programme and year of study:

Date of start of this MA programme:

I confirm that the above-named trainee has undertaken ..... hours of personal therapy with me between (insert dates) ..... and .....

Psychotherapist's name:

Registering body and level of registration:

Registration number:

Signature:

Date:

## **Completion of the Personal Therapy Confirmation of Attendance Form (PTCAF)**

- The PTCAF must be completed with a separate form for each full year of a programme and for any term of extension supervision. Personal therapy hours should be counted for each completed year of a programme. For example, for a programme starting at the beginning of October, hours should be counted from beginning of October to the end of the following September.
- Forms must be completed in MSWord format and signed with a physical or electronic signature. This is an electronic process and no paper records will be accepted by the Clinical Placements Officer.
- The trainee is responsible for obtaining the online form and sending it to the appropriately qualified psychotherapist for completion. The form is to be completed and signed electronically by the psychotherapist and returned to the trainee.
- The trainee then submits the fully completed form to the Clinical Placements Officer, for approval by the Clinical Practice Co-ordinator.
- A copy of the fully completed form is to be retained by the trainee for their records.
- It is the trainee's responsibility to obtain the relevant form, collect the necessary signatures and submit the signed forms to the Clinical Placements Officer at the relevant times.

**Sample form only: Do not reproduce. Document generated by Career Hub.**

### **CLINICAL PLACEMENT AGREEMENT**

The purpose of this form is to record the agreement between the RUL Psychotherapy Programme, the trainee, and the placement provider. Please note that a separate Clinical Supervision Agreement and Health & Safety Checklist and Agreement must also be completed. A copy of the completed, signed form must be retained by each party.

**Name of Trainee:**

**Programme:**

**Date of start of programme:**

**Name of Placement Provider:**

**Address:**

**Telephone No:**

**Name of Placement Manager:**

**E-mail:**

**Telephone No:**

**Start Date of Placement:**

**Duration of Placement:**

**Hours per week:**

**Are clients seen on the premises? Yes / No**

**If no, please state where clients will be seen**

**Nature of work undertaken by trainee (short/long term, type eg low-cost, specialist, IAPT, student counselling etc):**

**Client referral procedure:**

**Does the organisation hold professional indemnity insurance that covers the trainee?**

**Yes/No**

**Placement professional indemnity insurance policy number:**

**Trainee Professional Indemnity insurance policy number: (mandatory if not covered by placement)**

**Clinical Supervision arrangements:**

**Name of clinical supervisor provided by placement:**

**If individual supervision is provided:**

**Session length:**

**Frequency:**

**If group supervision is provided:**

**Session length:**

**Frequency**

**Session length and frequency:**

**Number of trainees in group:**

**Clinical responsibility for clients lies with the clinical placement provider at all times.**

**While the programme makes every effort to ensure that trainees work to a high standard in their clinical placement, the ultimate responsibility for the trainee's work lies with the placement provider.**

**The placement provider is required to inform Emma Craig, Clinical Practice Co-ordinator, [CraigE@regents.ac.uk](mailto:CraigE@regents.ac.uk) if there are concerns relating to the clinical competence of the trainee.**

**Signature of Trainee:**

**Date:**

**Signature of Placement Manager:**

**Date:**

### HEALTH & SAFETY CHECKLIST AND AGREEMENT

Please note that completion of the form below is mandatory and in accordance with the Health and Safety Guidance for the Placement of Higher Education Students at RUL Psychotherapy Programme

**Name of Trainee:** \_\_\_\_\_ **Programme:** \_\_\_\_\_ **Year:** \_\_\_\_\_

**Name of Placement Provider:** \_\_\_\_\_

**Name of Placement Manager:** \_\_\_\_\_

Address: \_\_\_\_\_

E-mail: \_\_\_\_\_

Telephone No: \_\_\_\_\_

<b>Placement Policies</b>	Yes	No
Does your organisation have a procedure for the clinical assessment of clients prior to the allocation of a client to a trainee?		
Does your organisation have a protocol and procedures for dealing with clients considered to be vulnerable or at risk of harming themselves and/or others?		
Have you carried out risk assessment of your working practices and environment to identify any risks to your clients, volunteers, employees or visitors?		
Are there procedures in place in the event of imminent danger to clients and others at work in your organisation?		
Will trainees receive clear instructions on the above and have access to an emergency contact?		
Are risk assessment procedures kept under regular review and results implemented?		
Does the organisation have written Health and Safety, and Safeguarding policies?		
Is the organisation registered with: a) The Health and Safety Executive or b) The Local Authority Environmental Health Department		
Will the trainee receive a Health and Safety, and Safeguarding induction?		
Does the organisation hold Employer and Public Liability Insurance?		
Does the organisation hold Professional Indemnity Insurance that covers the trainee? Please provide the insurance number.		
Is there a procedure within the organisation for reporting health and safety incidents, and Safeguarding concerns?		
Will you report to Regent's University London all health and safety incidents involving placement trainees?		
Is there a formal procedure for reporting incidents in accordance with Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)?		
Will you ensure that trainees are not working alone on the premises?		
Will trainees receive induction with respect to all clinical placement procedures?		



## **Covid-19**

In the event that a student will be working on site, the following must be in place as a minimum and the premises arrangements must comply with UK Government requirements.

- social distancing markers and 1 meter plus rule
- availability of sanitizer
- ventilation options

**Signature of Placement Manager:**

**Date:**

**Signature of RUL**

**Clinical Practice Co-ordinator:**

**Date:**

**Sample Form Only****Do not reproduce. Document generated by Career Hub.****CLINICAL SUPERVISION AGREEMENT**

The purpose of this form is to record the agreement between the RUL Psychotherapy Programme, the trainee and the supervisor. A copy of the completed, signed form should be retained by each party.

**Name of Trainee:****MAPC course:****Year:****Name of Placement Provider:****Address:****Name of Clinical Supervisor:****Address:****Telephone No:****E-mail:****Theoretical orientation:****Qualifications:****Supervision qualifications:****Professional body membership and number:****Date of registration:****Frequency and length of supervision sessions:****Is individual or group supervision offered:  
(if group, state number of trainees)**

Is supervision internal or external to the placement? Internal [ ] External [ ]

Is this private external supervision? Yes [ ] No [ ]

**While RUL makes every effort to ensure that trainees work to a high standard in their clinical placement, the ultimate responsibility for the trainee's work lies with the placement provider.**

**The placement provider and/or external supervisors are required to inform Emma Craig, Clinical Practice Co-ordinator, [CraigE@regents.ac.uk](mailto:CraigE@regents.ac.uk) if there are concerns relating to the clinical competence of the trainee.**

**Signature of Trainee:**

**Date:**

**Signature of Supervisor:**

**Date:**

**Signature of  
Clinical Practice Co-ordinator:**

**Date:**



**How many trainees in the group, if applicable?**

**How often was supervision given?**

**Evaluation of the trainee's use of supervision:** (please provide a full evaluation)

**Highlight areas for trainee's ongoing development:** (please provide details of a minimum of two areas for development)

**Additional comments which may contribute to the overall assessment of the trainee's clinical work:**

**The trainee's work during the clinical placement has been:**

**Satisfactory**

**Unsatisfactory (please give details)**

**Name of supervisor (print):**

**Signature of supervisor:**

**Date:**

**Name of Placement Manager (print):**

**Signature of Placement Manager:**

**Date:**

**Name of trainee (print):**  
**Signature of trainee:**

**Date:**

**Clinical Work Record Form – Example of entries**

**Please obtain landscape form from Blackboard – Clinical Placements Area**

**Clinical Work Record**

**Placement:**

**Trainee:**

<b>Date</b>	<b>Client</b>	<b>Session Number</b>	<b>Main points in Session</b>	<b>Learning Points</b>

**Clinical Supervision Record Form – Example of entries**

**Please obtain landscape form from Blackboard – Clinical Placements Area**

**Clinical Supervision Record**

**Placement:**

**Name of Supervisor:**

**Name of Trainee:**

**No: of Supervisees in group**

<b>Date</b>	<b>Session Length</b>	<b>Main areas of discussion / Clients process / Learning Points</b>

**TRAINEE'S FEEDBACK ON PLACEMENTS UNDERTAKEN**

**Sample Form Only**

**Please Use Online Form from**

**Blackboard Clinical Placements Area**

**Trainee's name:**

**Name of placement organisation:**

Please comment below on your placement and send the completed form to the Placement Administrator in Word format.

**1. Accommodation and client rooms provided:**

**2. Administrative support:**

**3. Quality of supervision** (e.g., provision of the required ratio of 1:6, constructive feedback from supervisor, quality of supervisory relationship, consistency of appointments). *Please raise any concerns you might have.*



**4. Were you offered any induction and/or training days?**

**5. Was there any opportunity for departmental or multi-disciplinary meetings, shadowing of other professionals, or training opportunities?** *Please attend to all points mentioned and add any further comments if appropriate.*

**6. Was there sufficient balance in placement's requirements? (e.g., assessments, client work, joint working opportunities, adequate client hours obtained).** *Please attend to all points mentioned and add any further comments if appropriate.*

**7. Did you receive enough support from staff on placement?**

**8. Anything else you would like to add?**

**Sample Document Only. Do not reproduce.**

Dear Colleague

Thank you for offering a placement to \_\_\_\_\_ who is a trainee on our programme. The University requires all provisional placements to be formally approved before trainees can begin to work with clients.

The trainee will approach you before the start of the placement to complete and sign:

- Clinical Placement Agreement which confirms the placement arrangements for the trainee.
- Clinical Supervision Agreement which confirms the supervision arrangements for the trainee.
- Health & Safety Checklist and Agreement which satisfies a legal requirement for trainees on clinical placements.

Where a placement is providing supervision for the trainee, a clinical supervisor report will need to be completed by the supervisor and countersigned by the placement manager either at the end of the placement or when the trainee has completed a minimum of 100 clinical placement hours.

Where the supervision provided by the placement is not enough to meet UKCP supervision requirements, an additional report will need to be provided by their external supervisor(s).

Thank you for taking the time to support our trainees. We hope that you will find the experience both interesting and rewarding. We very much value our placement providers and supervisors and the time and energy spent with our trainees.

Please do not hesitate to contact me or the Clinical Placements Officer if you require further information or if you wish to discuss anything further relating to the trainee or clinical placements requirements of the programme.

Yours sincerely

Emma Craig

Clinical Practice Co-ordinator

[CraigE@regents.ac.uk](mailto:CraigE@regents.ac.uk)

## Coursework Documents

This section lists the online Coursework documents. All documents for student use can be found and accessed on Blackboard in the 'Assessment' section of the Module area each term. These will be posted by the end of week 7 together with the Guidelines for Submitting Coursework.

The documents shown here are examples only and should not be copied.

**Please use only the online documents found in your current Module.**

<b>Course Work Documents</b>
Academic Essay Assessment
Reflections on Skills Practice
Skills Practice Tutor Feedback Form
Skills Practice Peer Observer Feedback Form
Process Report Cover Sheets and Marking Form
Training Supervisor's Termly Evaluation of Student's Clinical Competence
Case Study Cover Sheet and Marking Form
Research Protocol
Research Protocol Review Form
Dissertation Marking Form

**MA in Psychotherapy and Counselling**

**ACADEMIC ESSAY ASSESSMENT**

**Sample Document Only – Use Online Form from Blackboard**

Student Number \_\_\_\_\_

Term \_\_\_\_\_ Year \_\_\_\_\_

Module Title: \_\_\_\_\_

Lecturer \_\_\_\_\_

Date submitted by student \_\_\_\_\_

Date received by the lecturer \_\_\_\_\_

Date returned to Student Registry by the lecturer \_\_\_\_\_

**Grade/Mark\*:** \_\_\_\_\_

Date for resubmission: \_\_\_\_\_

***\*Marks are provisional until ratified by the Regent's University London Board of Examiners.***

Lecturer's signature and date \_\_\_\_\_

See overleaf for comments

## Sample Document Only – Use Online Form from Blackboard

### Marker's Comments

**Presentation** (grammar, clarity, coherence, layout, structure, referencing accuracy)

**Academic content** (use of literature; knowledge and understanding of the topic; ability for critical analysis)

**Theory / practice links** (relevance of theoretical ideas for psychotherapeutic practice; use of clinical examples in relation to theory)

**Reflexivity** (Reflection on context, difference and diversity)

**Other comments**

**Sample Document Only – Use Online Form from Blackboard**

**MA in Psychotherapy and Counselling**

**REFLECTIONS ON SKILLS PRACTICE**

Student Name \_\_\_\_\_

Term \_\_\_\_\_ Year \_\_\_\_\_

Module Title: \_\_\_\_\_

Lecturer \_\_\_\_\_

Date submitted by student \_\_\_\_\_

Date received by the lecturer \_\_\_\_\_

Date returned to Registry by the lecturer \_\_\_\_\_

**Grade/Mark\*:** \_\_\_\_\_

Date for resubmission: \_\_\_\_\_

***\*Marks are provisional until ratified by the Regent's University London Board of Examiners.***

Lecturer's signature and date \_\_\_\_\_

## Sample Document Only – Use Online Form from Blackboard

**Reflections on Skills Practice marking sheet / feedback:**

**Presentation** (grammar, clarity, coherence, layout, structure, referencing style)

**Reflection on learning from tutor's and peers' feedback** (evaluation of own learning from skills feedback with constructive ideas on what could have been done differently)

**Reflection on applicability of learning to developing clinical practice** (including theoretical coherence)

**Reflection on learning about cultural sensitivity and the significance of context in therapeutic relationship**



## Sample Document Only – Use Online Form from Blackboard

### SKILLS PRACTICE TUTOR FEEDBACK FORM (to be attached to Reflexive Learning Essay)

Tutors will provide constructive comments on observations during the practice session, including areas of strength, areas for further development, and the capacity to receive feedback

Student's name:

Date of Observation:

Tutor's name and signature:

## Sample Document Only – Use Online Form from Blackboard

### SKILLS PRACTICE PEER OBSERVER FEEDBACK FORM

(to be attached to Reflexive Learning essay)

Please provide constructive comments on observations during the practice session.

This may include: boundary management; the therapeutic alliance; the use of therapeutic skills including, silence, the quality of interventions and immediacy; potential areas of strength as well as areas for further development; and the capacity to receive feedback.

Name of the student observed:

Name and signature of the student observer:

Date of Observation:

# Sample Document Only – Use Online Form from Blackboard

## MA in Psychotherapy & Counselling

### PROCESS REPORT COVER SHEETS AND MARKING FORM

Student: \_\_\_\_\_

Term of Training Supervision

1	2	3
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Supervisor: \_\_\_\_\_

The training supervisor marking the Process Report must have supervised at least part of the work with the client in question.

Grade/Mark\*: \_\_\_\_\_

Date for resubmission: \_\_\_\_\_

*\*All marks are provisional until ratified by the Regent's University London Board of Examiners.*

**Student self-evaluation:**

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Number of clinical hours accrued in this term \_\_\_\_\_

Total number of clinical hours accrued so far in training \_\_\_\_\_

Process Report Word Count: \_\_\_\_\_ Verbatim Extracts Word Count: \_\_\_\_\_

Signed (Supervisor): \_\_\_\_\_ Date: \_\_\_\_\_

Signed (Student): \_\_\_\_\_ Date: \_\_\_\_\_

## Sample Document Only – Use Online Form from Blackboard

### Process Report Tutor Feedback Form

<b><u>Presentation</u></b>
<b><u>Therapeutic Frame</u></b> (Establish a therapeutic alliance with clients. Show recognition that context influences therapy. Consider the significance of therapeutic boundaries and how they may affect the therapeutic relationship).
<b><u>Linking Theory and Practice</u></b> (Link theory and practice in coherent ways; Show awareness of at least two theoretical perspectives in reflection on work with clients; Formulate appropriate interventions within a coherent theoretical rationale; Draw upon relevant literature for good practice; Recognise and acknowledge recurring themes in the clients' past and present experience)
<b><u>Supervision</u></b> (Reflect on use of and learning from clinical and training supervision and its effects on clinical work presented)
<b><u>Ethics and Difference</u></b> (Demonstrate cognisance of the School's Code of Ethics and Practice; Work with difference and show awareness of own prejudice)

**Self-Reflection (Reflection on personal issues evoked by client's material. Demonstrate self-reflective and self-questioning approach; Develop alternative therapeutic possibilities)**

# Sample Document Only – Use Online Form from Blackboard

## MA in Psychotherapy & Counselling

### Supervisor's Termly Evaluation of Student's Clinical Competence

Student: \_\_\_\_\_ Term: \_\_\_\_\_

Mark:

Pass

Fail

Clinical Skills and Competence:

Self-Reflexive Abilities

Use of Supervision

Ethical Understanding

Pluralistic Thinking

Any Supervisory Concerns;

Supervisor's name

Signature

Date:

**Guidelines for completion of Supervisory Evaluation report:**

**Clinical Skills and Competence: Ability to:** Use clinical skills appropriate to the client situation; Establish a working alliance with clients and appropriately manage therapeutic boundaries; Use therapeutic interventions effectively; Show theoretical and practical coherence in clinical work; Make use of theoretical knowledge to analyse client material and develop appropriate therapeutic interventions.

**Self-Reflexive Abilities:** Ability to be self-reflexive and self-questioning; Learn from own mistakes; Ability to see own part in therapeutic interaction; Ability to see own part in supervision group interaction; Create alternative options for therapeutic thinking and interventions; Ability to hear and learn from others' feedback; Openness to challenge; Ability to engage with different perspectives offered through supervisory discussions; Ability to reflect on therapeutic / interactive process and on own functioning to improve practice; Sensitivity to own and others' prejudice, with regards to race, age, gender, ability, sexual orientation, class and culture.

**Use of Supervision: Ability to:** Prepare for and utilise clinical and training supervision as a means for promoting clinical and professional development; Offer constructive contribution to the group supervision content and process; Learn from supervision; Offer constructive feedback to other group members regarding pertinent issues directly relevant to the clinical work presented; respectful and effective communication with others; ability to communicate and work co-operatively and productively with others

**Ethical Understanding:** Knowledge and appreciation of the School's Code of Ethics and Practice; Awareness of, and ability to manage, ethical dilemmas; Ability to consider ethical implications of certain therapeutic situations; Understanding and appropriate management of therapeutic professional boundaries.

**Pluralistic Thinking:** Show awareness of at least two theoretical perspectives in reflection on clinical work; Ability to think through theoretical models without relying on a single source exclusively; Ability to connect with the Integrative ethos of the School; Ability to connect therapeutic possibilities with different theoretical models of practice.



# Sample Document Only – Use Online Form from Blackboard

## MA in Psychotherapy & Counselling

### CASE STUDY COVER SHEET AND MARKING FORM

Student: \_\_\_\_\_

Term of Training Supervision

1	2	3
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Supervisor: \_\_\_\_\_

The training supervisor marking the Process Report must have supervised at least part of the work with the client in question.

Grade/Mark\*: \_\_\_\_\_

Date for resubmission: \_\_\_\_\_

*\*All marks are provisional until ratified by the Regent's University London Board of Examiners.*

**Student self-evaluation:**

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Number of clinical hours accrued in this term \_\_\_\_\_

Total number of clinical hours accrued so far in training \_\_\_\_\_

Case Study Word Count: \_\_\_\_\_ Verbatim Extracts Word Count: \_\_\_\_\_

Signed (Supervisor): \_\_\_\_\_ Date: \_\_\_\_\_

Signed (Student): \_\_\_\_\_ Date: \_\_\_\_\_

## Sample Document Only – Use Online Form from Blackboard

### Case Study Tutor Feedback Form

<b><u>Presentation:</u></b>
<b><u>Therapeutic Frame</u> (Establish and work with a therapeutic alliance with clients; Show recognition that context influences therapy; Consider the significance of therapeutic boundaries and how they may affect the therapeutic relationship; Show appreciation and understanding of the dynamics of breaks and endings in the therapy)</b>
<b><u>Linking Theory and Practice</u> (Link theory and practice in coherent ways; Show awareness of at least two theoretical perspectives in reflection on work with clients; Formulate appropriate interventions within a coherent theoretical rationale; Draw upon relevant literature for good practice; Recognise and acknowledge recurring themes in the clients' past and present experience)</b>
<b><u>Supervision</u> (Reflect on use of and learning from clinical and training supervision and its effects on clinical work presented)</b>
<b><u>Ethics and Difference</u> (Demonstrate cognisance of the School's Code of Ethics and Practice; Work with difference and show awareness of own prejudice)</b>

**Self-Reflection (Recognise personal issues that may be evoked by clients' material and be willing to reflect on these in written work; Demonstrate self-reflective and self-questioning approach; Develop alternative therapeutic possibilities)**

## MA in Psychotherapy & Counselling

### Research Protocol

Please submit completed form by e-mail to the Head of Programmes. This will enable more space for response to questions than provided on a printed version.

Please tick below as appropriate.

Date of submission \_\_\_\_\_

Student number \_\_\_\_\_

#### I. Proposed characteristics and purpose of dissertation:

I confirm that I am aware that:

- **written informed consent must be obtained from all participant;**
- **participation is voluntary, without remuneration and bears the right to decline to answer any questions, terminate an interview at any point and/or withdraw consent subsequently;**
- **participation by individuals currently or previously defined as my clients in any clinical setting is not permitted;**
- **participation by individuals being sampled through any setting requires that I obtain specific written consent from the setting prior to start of recruitment;**
- **compliance is required to the Code of Practice on audio-taped interviews, and with the Data Protection Act on computer storage of data (interview material and analysis of that material.)**

FOR ADMINISTRATIVE USE ONLY

<i>Submission version (1,2,3...Final)</i>		
<i>Content/methods review</i>	<i>Approved/ Revision required</i>	
<b>Name</b>	<b>Signature</b>	<b>Date:</b>

<i>Ethics review</i>	<i>Approved/ Revision required</i>	<b>Date:</b>
<b>Name</b>	<b>Signature</b>	<b>Date:</b>
<b>Research Ethics Committee</b>	<i>Approved/ Revision required</i>	
<b>Name</b>	<b>Signature</b>	<b>Date:</b>

**I. Proposed study topic:**

**A. Background to choice of the topic**

**B. Title**

**C. Research question**

**D. Clinical relevance/benefit to the field of psychotherapy**

**II. Strategy for literature review; which literature resources will be used; please present list of literature already considered and a brief outline of literature content (minimum 500 words)**

***Please complete this page ONLY for research involving participants.***

**III. Proposed conduct of study:**

**A. Research method chosen for data analysis and brief rationale for choice**

**B. Number and characteristics of participants; 4 to 6 recommended**

**C. Method/s of participant recruitment**

**D. Information participants will receive prior to interview**

**E. Interview questionnaire format; i.e., structured, semi-structured, narrative**

**F. Interview method and data storage; i.e., audiotaping, transcription, PC storage**

*Please complete this section ONLY for research involving participants.*

**IV. Ethical analysis:**

**A. General ethical considerations**

**B. Implications for the concept of ‘informed consent’;**

i.e. see Chapter 5 in Hollway, W. & Jefferson, T. (2000). *Doing Qualitative Research Differently*. London: Sage.

**C, Possible short-term drawbacks/difficulties and/or long-term implications for participants**

**D. Strategies for dealing with/supporting any problems arising for participants**

*Please complete this section ONLY for conceptual research.*

**V. Conceptual research. Proposed conduct of study:**

**A. Outline of approach and strategy for conceptual research method/s to be applied**

**B. Theoretical perspective/s informing the study**

**C. Outline of the content of the study**



**RESEARCH PROTOCOL REVIEW FORM**

**MA in Psychotherapy and Counselling**

Received by Head of Programme: [   /   /   ]

**STUDENT NUMBER:**

**PROPOSED DISSERTATION TITLE:**

**NAME of REVIEWER**

Received for Review: [   /   /   ]

Returned to Head of Programmes after Review: [   /   /   ]

**I approve/do not approve the ethical framework.**

Approved:

Not approved:

**Comments:**

**I approve/do not approve the methodology.**

Approved:

Not approved:

**Comments:**

**I approve/do not approve the research content.**

Approved:

Not approved:

Comments:

I approve/ this protocol in its entirety. The protocol does not require resubmission.

This protocol should be resubmitted attaching the original to the resubmission.

*Further comments P.T.O.*

## MA in Psychotherapy & Counselling

MA Dissertation marking form

### **Knowledge and Understanding of the Topic**

(advanced knowledge of the topic; extensive relevant literature reviewed; range of relevant references; evaluative approach of critique as opposed to reporting; use of primary sources)

### **Research Methodology**

(choice of the specific research method well explained and other possibilities considered; clearly stating reasons for choosing the method, supported by relevant references; research carried out with rigour and transparency of the procedure; data analysis well elaborated and clear; discussion and conclusion reflects findings connecting with literature and discussing potential benefits and limitations of the research)

### **Implications for Practice**

(implications for psychotherapy practice well spelt out and clearly considered - a separate chapter is recommended; in the main text references to clinical practice interspersed helpfully and integrated well with literature and findings)

**Ability to Critique and Self Reflexivity**

(evaluative ability clearly demonstrated; self reflexivity: own biases, assumptions, difficulties, dilemmas and experiences were taken into account and discussed)

**Presentation and Structure**

(writing style: clarity of expression with no grammatical or spelling errors; clear structure; referencing style Harvard as required)

**Concluding Comments**

**Overall mark:**

Name of the marker and Date of submission of the report:

Name:

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## Appendix D: Programme staff key contact information

Name	Role on the Programme	Tel:	Emails
Professor Gill Stark	Associate Provost	7588	<a href="mailto:starkg@regents.ac.uk">starkg@regents.ac.uk</a>
Nishah Dennison	Director of Content, Associate Professor	7988	<a href="mailto:dennisonn@regents.ac.uk">dennisonn@regents.ac.uk</a>
Dr Lea Getu	Course Leader Foundation Certificates		<a href="mailto:getule@regents.ac.uk">getule@regents.ac.uk</a>
David Hudson	Module Leader of Integrative Psychotherapy Pathways	7556	<a href="mailto:hudsonda@regents.ac.uk">hudsonda@regents.ac.uk</a>
Dr Paul McGinley	Module Leader of Year 2 Existential Psychotherapy	7882	<a href="mailto:mcginlep@regents.ac.uk">mcginlep@regents.ac.uk</a>
Emma Craig	Clinical Practice Co-ordinator		<a href="mailto:craige@regents.ac.uk">craige@regents.ac.uk</a>
Natasha Synesiou	Joint Course Leader of Existential Pathways and Module Leader PSC702		<a href="mailto:msynesioun@regents.ac.uk">msynesioun@regents.ac.uk</a>
Jason Upton	Joint Course Leader of Existential Pathways		<a href="mailto:uptonj@regents.ac.uk">uptonj@regents.ac.uk</a>
Selena Goni	Academic Operations Officer	6332	<a href="mailto:gonis@regents.ac.uk">gonis@regents.ac.uk</a>
Carl Barge	Lecturer and Module Leader of PSC701		
Barbara Feldtkeller	Course Leader of MA Years 1 and 2 and Module Leader of PSC703 and PSC708		
Serena Fianco	Lecturer – Existential Modules		

**List of relevant professional staff (technical and administrative)**

<b>Department</b>	<b>Telephone</b>	<b>Email</b>
Student Hub	0207 487 7453	<a href="mailto:hub@regents.ac.uk">hub@regents.ac.uk</a>
Room Bookings	020 7487 7611	<a href="mailto:roombookings@regents.ac.uk">roombookings@regents.ac.uk</a>
Student Immigration Advisory Service	020 7487 7562	<a href="mailto:visacompliance@regents.ac.uk">visacompliance@regents.ac.uk</a>
Finance	020 7487 7447	<a href="mailto:finance@regents.ac.uk">finance@regents.ac.uk</a>
Careers and Business Relations	020 7487 7419	<a href="mailto:careers@regents.ac.uk">careers@regents.ac.uk</a>
Admissions	020 7487 7608	<a href="mailto:admissions@regents.ac.uk">admissions@regents.ac.uk</a>
Library	020 7487 7449	<a href="mailto:library@regents.ac.uk">library@regents.ac.uk</a>
IT Support	020 7487 7479	<a href="mailto:servicedesk@regents.ac.uk">servicedesk@regents.ac.uk</a>
Media Services	020 7487 7575	<a href="mailto:mediaservices@regents.ac.uk">mediaservices@regents.ac.uk</a>
<b>Student Services</b>		
Student Support	0207 487 7555	<a href="mailto:studentsupport@regents.ac.uk">studentsupport@regents.ac.uk</a>
Disability Officer	0207 487 7863	<a href="mailto:disability@regents.ac.uk">disability@regents.ac.uk</a>
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