

# **Postgraduate Certificate in Integrative Psychotherapy Programme Specification**

Academic Year 2022-23

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<b>1. Programme Overview</b>	
<b>Full programme/award title(s)</b>	Postgraduate Certificate in Integrative Psychotherapy
<b>Short programme title</b>	PGCIP
<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>Faculty / School</b>	Psychotherapy & Counselling
<b>Location of study</b>	Regent's Park
<b>Awarding institution</b>	Regent's University London
<b>Institution regulated by:</b>	Office for Students, Quality Assurance Agency
<b>Programme entry points</b>	October 2022
<b>Date of (re)validation</b>	November 2019
<b>Validated until</b>	Summer 2025
<b>Framework for Higher Education Qualification level of final award</b>	Level 7
<b>Number of credits in award</b>	60
<b>UCAS code</b>	N/A
<b>Underpinning QAA subject benchmark statements</b>	QAA subject benchmarks for Counselling and Psychotherapy 2013
<b>Other external and internal references</b>	QAA Master's degrees characteristics; UKCP, Humanistic and Integrative College training standards (see: <a href="http://www.hipc.org/site/practice.php">http://www.hipc.org/site/practice.php</a> ) Regent's University London Academic Regulations
<b>Professional, statutory or regulatory body recognition/accreditation</b>	Humanistic and Integrative College (HIPC) UKCP accredited
<b>Mode of study (Full Time / Part Time)</b>	Part time (Note: as this is a part-time programme we are not able to sponsor students for a Tier 4 visa.)
<b>Language of study</b>	English
<b>Minimum / Maximum duration of programme for each mode of study</b>	Minimum: 1 year Maximum*: 3 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?**

We want to make sure that you have chosen the right programme to study and that you are excited about studying your programme at Regent's.

This course acts as a final year of the UKCP's requirement of a four-year training, being a complete preparation for a career in psychotherapy, with an experiential, practical programme. The PGCIP leads to registration with the UKCP as a professional integrative psychotherapist. The programme is well suited to people who want to understand the complexity of human experience and to develop approaches that help those in psychological need.

Integrative psychotherapy is based on the belief that no single approach will be suitable for every client. Building on the foundation of psychodynamic, existential, humanistic and cognitive-behavioural approaches gained on the MA Psychotherapy & Counselling (MAPC), this varied programme provides several new approaches that will widen your knowledge, increase your clinical expertise and give you an understanding of a range of methods that can be integrated into your clinical practice.

Alongside a robust knowledge of these areas and how they interact, you will learn to think independently and to use research in understanding integrative psychotherapy approaches. Contemporary integrative psychotherapy is in an exciting moment of development, a constantly changing field with a rapprochement between different schools which are cross-fertilising and finding common ground in many areas. For example, the clinical approach used in contemporary psychodynamic therapy is becoming closer to the relational stance of humanistic therapy, which in turn is adapting to the need for a developmental theory.

This new understanding and openness of the various schools has led to an emphasis on what is well accepted now in terms of research findings: that it is the therapeutic relationship that is the active ingredient in psychotherapy, and less so the theoretical approach of the therapist.

Students will find that the PGCIP programme is more clinically and experientially based than most MAs (including the Regent's MAPC), and there will be plenty of opportunity to bring their own client material for consideration, as well as to participate in the many experiential exercises provided.

You will have the chance to develop your own personal integrative approach and, supported by your supervisors and peers, reflect on your clinical practice and experiential learning. This will include role-play and the use of video and audio recordings of your clinical work.

This part-time programme starts in October and takes one year to complete. Successful completion of the programme will qualify the trainee to become a registered member of the United Kingdom Council for Psychotherapy (UKCP) through the Humanistic and Integrative College.

The PGCIP includes one day a week attendance at classes at the University, augmented by personal study, clinical placement practice and supervision, and personal therapy. It responds

to a personal and 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. The course includes many components, introducing new approaches that trainees may not have encountered before. The emphasis is on experience rather than interpretation, and clinical practice over theory.

The syllabus comprises a combination of clinical, experiential, research and academic components. In line with the ethics of the profession we consider that these areas are interconnected and cannot be taught in isolation. The programme therefore espouses the reflexive practitioner approach, which, combined with the reflection on of personal and professional development encouraged by the experiential group and personal therapy, promotes a strong professional and integrative psychotherapist identity. This enables students to work in a variety of settings such as medical care, research agencies, charities, social services, and private practice.

The course prepares students for advanced professional work in both private and institutional practice. Successful completion will bring eligibility for registration with the appropriate professional bodies.

Students must pass **all** assessments to qualify for the Postgraduate Certificate in Integrative Psychotherapy.

Anecdotal evidence suggests that many graduates use the knowledge and skills gained to inform and develop their current work, particularly in disciplines where interpersonal and communication skills are valued, and where insight into human behaviour has a creative influence. Examples of such fields are health, social care, education and human resources.

Graduates might find work as professional psychotherapists/counsellors in a variety of settings: NHS Out-Patients and In-Patients departments; GP practice/primary care; or in agencies offering counselling as part of a wider service to particular client groups. Others often set up in private practice. Some graduates who achieve UKCP membership continue in their existing careers, working as a counsellor/psychotherapist on a part-time, private basis.

### **UKCP membership**

The Regent's University Psychotherapy & Counselling Programme is an accrediting organisation within the Humanistic and Integrative Psychotherapy College (HIPC) of the UKCP, and registers graduates of the PGCIP as UKCP registered integrative psychotherapists.

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

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

### **Background and history**

Regent's School of Psychotherapy & Psychology (RSPP) was originally established in the early 1980s as the School of Psychotherapy & Counselling, offering an innovative master's degree in humanistic psychology accredited by Antioch University, USA. The School developed a range

of courses that qualified its students for registration with the embryonic professional bodies of the British Association for Counselling (now Counselling and Psychotherapy, the BACP), and the United Kingdom Council for Psychotherapy (UKCP). Over the following 20 years the School developed a range of programmes accredited by the British Psychological Society (BPS) and the UKCP and has been a training and accrediting institution for these professional bodies over this period. In 2006 the School was renamed the School of Psychotherapy & Counselling Psychology (SPCP) to fully acknowledge the addition to its curriculum of a professional doctorate in counselling psychology. In 2011 the School introduced an undergraduate programme in psychology and in 2013 was renamed the Regent's School of Psychotherapy & Psychology to reflect its status as part of the newly established Regent's University London.

The PGCIP programme is a key component of RUL professional training in psychotherapy as it constitutes the last phase of a four-year professional training for membership of the UKCP. This is the culmination of approximately 25 years' experience of training psychotherapists to professional level, with master's degrees previously validated by Antioch, City and the University of Wales (UW).

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

- Educate and train students in the fields of psychotherapy, counselling and counselling psychology to become skilful and ethical practitioners able to think reflexively and independently.
- Approach and present psychotherapy, counselling and counselling psychology from a standpoint of critical and reflexive inquiry in the domains of theory and practice.
- Provide a learning environment that allows competing and diverse perspectives to be considered through personal engagement, collaborative interaction, academic inquiry and practice-based reflexivity.
- Foster the professional development of its students as an expression of shared purpose and values.
- 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.
- Maintain its reputation for excellence and innovation in the field of psychotherapy, counselling and counselling psychology.
- Contribute to the development of psychotherapy, counselling and counselling psychology as related professions, through embracing and complying with nationally and internationally agreed standards in education and professional training.

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

*Given that in current psychotherapeutic thought there exists no single shared philosophical perspective on what it means to be human, RUL 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 uncertainty that can thrive in the absence of final and fixed truths.*

**RUL 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.**

RUL Psychotherapy and Counselling programme is an organisational member of the UKCP, the key professional body for the field of psychotherapy. A professional training must contribute to and maintain professional standards, such as the number of training hours, the duration of training and the content and delivery of the curriculum. In addition, a professional training located in an academic setting must comply with criteria set by the Quality Assurance Agency.

The course has been designed to offer a training route to students who wish eventually to become professional psychotherapists and counsellors. The aim of the programme is to produce graduates who think independently, are theoretically well informed, able to apply the methods of psychotherapy and counselling in practice, and who are qualified and prepared to undertake advanced professional training.

### **Aims and objectives of the PGCIP**

The overall aim of the course is to produce practitioners who are well informed in integrative psychotherapy theory, who have integrated the knowledge acquired and are able to embody their learning in the practice of integrative psychotherapy. The course aims to clarify the identity of the integrative psychotherapist via a critically reflective dialogue with other 'pure' modalities.

The PGCIP enables students to:

- Develop an advanced level of understanding and knowledge of psychotherapy theory
- Relate and apply what is learnt about the theoretical underpinnings of integrative psychotherapy to their life and work with clients
- Undergo learning experiences in psychotherapy theory which manifest as ethical psychotherapeutic practice
- Engage with theoretical questions thus developing an integrative attitude and openness which are *sine qua non* for an integrative practitioner
- Develop experiential knowledge through exercises, role play and bringing their own client work into the learning environment
- Develop a critically reflective perspective on other modalities from the point of view of integrative psychotherapy
- Develop their capacity for informed reflection on clinical practice
- Consolidate their capacity effectively and ethically and to utilise supervision from peers and supervisors
- Gain an understanding of ethical research methods relevant to clinical practice in the field

One of the key objectives is to enable students to become eligible for professional registration with the UKCP as integrative psychotherapists.

#### 4. Programme structure

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

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

One credit equates to 10 notional hours, which is the average time a student will take to achieve the specified learning outcomes. So, if a module is worth 10 credits, a student is expected to spend 100 hours studying. These will not all be 'taught' hours. Students will receive guidance and instruction through lectures, seminars etc., but will also need to engage in self-study. A percentage breakdown of teaching contact hours and self-study required on this programme is indicated in the section below.

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

Modules	Term 1	Term 2	Term 3
<b>MODULE 1:</b> (INT703)	Integrative Psychotherapy Theory (20 credits)		
<b>MODULE 2:</b> (INT704)	Integrative Psychotherapy Clinical and Experiential Practice (40 credits)		

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

**Provisional day structure:**

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

Core modules	Credits
<b>INT703 Integrative Psychotherapy Theory</b>	<b>20</b>
<b>INT704 Integrative Psychotherapy Clinical and Experiential Practice</b>	<b>40</b>



<b>Total core module credits:</b>	<b>60</b>
<b>Total credits for Level 7:</b>	<b>60</b>

## 5. Learning outcomes

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

### Level descriptors and learning outcomes

The Quality Assurance Agency for Higher Education (QAA) outlines the framework for higher education qualifications. A summary of these standards is given below. Students are also advised to visit the QAA website for more information:

<http://www.qaa.ac.uk/academicinfrastructure/fheq/ewni/default.asp>

### Master's level (Level 7)

Students' work at this level needs to show originality in the application of existing knowledge around their chosen topic/area as well as good understanding of how this knowledge has been generated. Students should write in a coherent and structured manner with well-referenced argumentation and demonstrate awareness of how knowledge can be advanced through research. The work needs to show capacity for tackling complex ideas both systematically and creatively and should show the qualities needed for employment in academic and professional disciplines (e.g. demonstration of personal judgement, responsibility and initiative).

#### A. Knowledge and understanding

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

- A1 A personal journey towards becoming a professional integrative psychotherapist using theory from a range of approaches to inform this
- A2 The interplay of individual, social and cultural factors that contribute towards human experience and relationships
- A3 The ways in which ethical and practical dilemmas may impact on clinical work in integrative psychotherapy
- A4 How to recognise and demonstrate the importance of research to integrative psychotherapy
- A5 The wider social, political and cultural context in which integrative psychotherapy takes place recognising the implications for professional practice

#### B. Skills

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

- B1 Work integratively drawing on a range of approaches to inform clinical practice
- B2 Demonstrate ethical integrative therapeutic practice and analysis of their own and others' clinical practice in supervision

- B3 Share and explore their emotional and relational experience in a way that contributes to their own and other trainees' learning in group situations
- B4 Become familiar with work with severely disturbed clients within the mental health community including psychiatry
- B5 Demonstrate sensitivity to their own prejudice with regard to issues such as gender, race, socio-economic class, sexual orientation, age and disability

#### **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.

#### **Learning and teaching methods**

You will be taught by practising therapists who are highly experienced within their specialism. Many are also recognised as academic authorities with published papers in their fields. Most of the tutors are PhD level and experts in their fields. The programme team includes psychodynamic, experiential and integrative tutors, training supervisors and facilitators.

There are two core modules:

- INT703 Integrative Psychotherapy Theory provides training, both academic and experiential, in Systemic and Psychosexual, Gestalt and Focusing and Jungian and Transpersonal approaches
- INT704 Integrative Psychotherapy Clinical and Experiential Practice provides training supervision and emotional and relational learning in an experiential personal development group.

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

Contact hours are 180 hours over one year – reading and assignments account for another 90 hours. You will also be expected to undertake independent study.

The programme requires you attend one full day of classes for 30 weeks in the year. Each of the days you spend on campus is structured as follows:

1. Academic seminars
2. Small-group training supervision – 3 or 4 students
3. Personal and professional development group

#### **Academic seminar**

Each week, students prepare by doing the required reading for the seminar. Each session begins with a tutor presentation and incorporates reflection on implications for integrative practice.

All students are required to participate by providing a seminar presentation of about 20 minutes in a week during each module component. This is followed by a discussion led by the student,

with a critically constructive analysis by the group on the content of the presentation, together with any other relevant themes which stem from the reading. The seminar presentation is summatively assessed by the module component tutor, incorporating verbal peer feedback at the end of the class.

### **Training supervision**

In groups of three or four, each student will present case material at least fortnightly. All students are invited to work experientially within the group for the purpose of bringing about insight into practice. For the last module component at the end of the module INT704, students present their Final Theory Case Study for peer and supervisor feedback.

Trainees are expected to challenge themselves and peers with the aim of becoming more aware of their own biases, which may affect their client work. The group will create an atmosphere of safety, trust, honesty and directness within which constructive criticism can flourish and be heard and processed. Trainees take it in turns to present client material, usually in the form of a verbatim, which is presented to the supervision group for peer and supervisor feedback.

### **Personal and professional development group**

Training to become a professional psychotherapist is not just a matter of developing intellectually and academically. Trainees must also be prepared to grow and explore themselves emotionally and relationally in order to become more resilient and more sensitive. This can be done by becoming more aware of their personal presence and biases in a group situation, where the group will create an atmosphere of safety, trust, honesty and directness within which challenge can flourish and be heard and processed.

Module INT704 contains weekly experiential PPD groups where students have a space to talk about their life experience and reflect on the emotional impact of their learning and development, and how they contribute to their own and others' emotional development.

Emphasis is on the student's self-awareness, interpersonal skills and reflexivity, and facilitating understanding of interpersonal and group dynamics. Through their presence and interaction it is intended that each student will develop a deepened and more refined and subtle understanding of self in relation to others as well as their relationship to and use of issues such as power, freedom, responsibility, boundaries, limitations and strengths.

The PPD group is an important part of the learning process in psychotherapy training. 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. A self-evaluation of learning essay will be submitted as a record of how the trainee has effected this in this part of the course.

### **Personal tutorials**

Students are able to attend 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 the programme, of which a maximum of thirty-five hours can be from private practice. This will need to be approved by the course leader or clinical practice coordinator. This means meeting with a minimum of three adult clients at least once per week. At least two of these clients should be long-term.

This will count towards the total of 450 hours needed for UK Council for Psychotherapy (UKCP) membership.

### **Individual therapy**

Students are required to undertake weekly individual therapy with an approved UKCP-registered therapist throughout the training and are advised to seek an experienced private therapist within the integrative modality taught on the programme.

On completing the Postgraduate Certificate in Integrative Psychotherapy (including completing 450 hours of supervised clinical practice, supervised by a training supervisor from the RUL Psychotherapy and Counselling programme students can become professionally registered with UKCP.

### **Breakdown of contact hours**

<b>PGCIP: 60 credits – 600 learning hours</b>		
<b>Directed learning</b>	<b>150 hours</b>	<b>25%</b>
Seminars	90	
Training supervision	60	
<b>Collaborative Learning</b>	<b>75 hours</b>	<b>12.5%</b>
Personal and professional development group	30	
Tutorials (1:1 and group)	3	
Preparation for assessments	10	
Recording session	5	
<b>Self-directed learning</b>	<b>375 hours</b>	<b>62.5%</b>
Preparation for class	100	
Self-study after class	150	
Preparation for assessments	125	
<b>Total</b>	<b>600</b>	<b>100%</b>

## **Assessment**

There will be a combination of formative and summative assessments. Formative activities are used for developmental purposes and are designed to help the students learn more effectively by giving them feedback on their progress and on how it can be improved and/or maintained. They do not contribute to the award mark. Summative assessments are used to determine the learner's success in meeting the intended learning outcomes of a module and do contribute to the award.

### **Specific assignments**

Coursework will assess the trainee's developing competence in professional practice through four pieces of written work: an academic essay focusing on the personal process of theoretical integration; a final theory case study with a long-term client, a recorded session process report, and a self-evaluation of learning essay.

The trainee will also offer a seminar presentation in each of the three terms of the course, and present a student clinical portfolio at the end of the course, including a mental health familiarisation report.

At different points in the programme, trainees will be required to submit:

- An academic essay outlining their personal journey towards their own integrative approach and how this informed by theory, with particular reference to the three approaches taught on the course.
- A seminar presentation on a topic from the module component indicative content in each term.
- A final theory case study illustrating an advanced level of theoretical knowledge and its application in the trainee's clinical practice – this paper will be presented to the supervision group in Term 3 as a work-in-progress and to demonstrate the trainee's facility with professional communication.
- A process report of a client presented in a supervision session which should focus on the interpersonal process of the session and illustrate the trainee's capacity as a reflective and reflexive practitioner.
- A self-evaluation of learning essay incorporating reflection on emotional and relational aspects of learning, with particular focus on the PPD group, during the course – an abstract of this will be presented to the PPD group in Term 3.
- A completed student clinical portfolio, to be handed in to the clinical placement coordinator, is also necessary to pass the course, including a mental health familiarisation report on the learning from the mental health familiarisation placement.

### **Schedule of assessed written requirements**

Each piece of work must be submitted via Blackboard, except the mental health familiarisation report, which is included in the completed student clinical portfolio.

Each assignment submitted should be accompanied by a completed cover sheet which can be found at the end of the handbook. The assessments are as follows:

- A process report which should include process analysis, but not counting the verbatim. This is a summative assessment.
- A self-evaluation of learning (SEL) essay to be written and submitted to the PPD facilitator for summative assessment.
- An academic essay consisting of a description and analysis of the trainee's personal journey towards becoming a professional integrative psychotherapist, using a range of theories to inform this with particular reference to the three approaches taught on the course, to be handed in for summative assessment.
- A seminar presentation excluding discussion time, of a relevant topic from each of the 3 module components of the course for summative assessment. These will be chosen with the help of the lecturer at the start of each term and given verbal peer feedback at the end of the seminar.
- A case study of a long-term client to be submitted for summative assessment, including an integration of theory and clinical practice.
- A student clinical portfolio containing a mental health familiarisation report to be submitted to the clinical placement coordinator, also containing all documents relating to training supervision, placement supervision and personal therapy.

#### Assessment weighting

<b>INT703 Integrative Psychotherapy Theory (20 credits)</b>	<b>Percentage weighting</b>	<b>Assessments</b>
<b>Summative assessment</b>	75%	Academic Essay
	25%	Seminar Presentation

<b>INT704 Integrative Psychotherapy Clinical and Experiential Practice (40 credits)</b>	<b>Percentage weighting</b>	<b>Assessments</b>
<b>Summative assessment</b>	63%	Case Study
	25%	Process Report
	12%	Self-Evaluation of Learning Essay

## **Programme management and teaching staff**

The course is managed by a Course Leader who reports to the Director of Content. The Course Leader acts as the Module Leader with three module components.

The current Course Leader is David Hudson, the Director of Content is Nishah Dennison

### **Role of the Course Leader**

- Manages the overall operations and strategy of the programme
- Represents the programme, Faculty and University committees
- Liaises with Registry, the UKCP, and external examiners
- Allocates teaching staff and organises scheduling of classes
- Oversees academic delivery of the programme
- Leads the programme committees and staff advisory panels on all course issues
- Oversees student assessment and co-ordinates internal moderation
- Oversees the compilation of all programme materials
- Deals with student concerns and questions on aspects of the taught component of the programme
- Liaises with all University services such as library, media services, careers and business relations, and student support service
- Allocates termly composition of student groups – supervision and PPD
- Oversees student references, placement reports and registrations.

### **Clinical Practice Coordinator**

There is a designated clinical practice coordinator who deals with support in all aspects of placements, and an administrator who collects the trainees' completed Student Clinical Portfolio.

### **Personal tutors**

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

Most teaching staff are educated to MA or PhD level. Exceptions are where particular specialist skills are required and are covered by fractional posts or visiting lecturers. In addition, most of

our staff hold a Fellowship of Higher Education Academy (HEA) from Fellow to Principal Fellow. We also encourage our teaching staff to undertake the Postgraduate Certificate in Higher Education.

Our lecturers have a high-level of academic experience, as well as familiarity with the industry. Our staff have worked in a range of fields in a variety of roles. We also welcome guest lecturers to provide insight into the latest developments in the industry.

Staff on the programme have published in a range of academic journals, authored books and industry publications.

### **Ethical approval of research**

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

As an organisational member of the UKCP, the programme has its own Code of Ethics and Practice for Counsellors and Psychotherapists which applies to all students and professional staff. Students and professional staff are also obliged to comply with the UKCP Ethical Principles and Code of Professional Practice (see [www.psychotherapy.org.uk/code\\_of\\_ethics.html](http://www.psychotherapy.org.uk/code_of_ethics.html)).

### **Research ethics**

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

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

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

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

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



The programme forms part of a professional training in psychotherapy and counselling from Introductory Certificate level, where students may have no knowledge about psychotherapy, through the MA Psychotherapy & Counselling to the PGCert in Integrative or Existential Psychotherapy and UKCP accreditation.

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

**Introductory Certificate in Psychotherapy & Counselling**



**Postgraduate Certificate in Psychotherapy & Counselling**

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



**Postgraduate Diploma in Psychotherapy & Counselling**

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



**MA Psychotherapy & Counselling**

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

Or

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



**Postgraduate Certificate in Existential Psychotherapy**

(one year taught programme of 60 credits)

Or

**Postgraduate Certificate in Integrative Psychotherapy**

(one year taught programme of 60 credits)



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

BACP Accreditation is also possible upon independent application

### **Further study**

MPhil/PhD by research

## **8. Student support**

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

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

Our support services include:

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

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

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

### **Students with disabilities**

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

## 9. Learning support

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

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

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

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

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

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

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

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

### **Technology-enhanced learning and support:**

A variety of resources and discussion forum for each seminar are available on Blackboard.

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

### **Access:**

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

## 10. Opportunities for personal development planning

Personal and professional development is one of the cornerstones of psychotherapy training and of this programme in particular. Due to the nature of the PGCIP, personal and professional development is integrated in all module components and one of the key elements of the course is to enable trainees to undertake their own personal journey to becoming a professional integrative psychotherapist.

Upon successful completion graduates will be eligible to apply for UKCP accreditation through HIPC. For this reason throughout the course students focus upon their self-growth and personal maturity, which needs to be reflected upon and demonstrated in the summative and formative assessments.

### **Support in research in integrative psychotherapy**

The PGCIP builds on the training in research methods in the PGDip / MAPC in focusing specifically on the question of the problem of methodology fit for the purpose of research into integrative psychotherapeutic practice. The question of research is a theme which currently runs throughout the module components.

### **Careers support**

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

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

You will have access to placement and employment opportunities advertised on the Student Hub, as well as multiple other resources, and help with making applications for internships and graduate roles in the UK and beyond. Students who have not identified an area of interest are offered guidance consultations to enable decision-making.

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

All postgraduate students are given the opportunity to be paired with a mentor throughout the duration of their course, as part of our long-running joint alumni/careers mentoring scheme. You will be matched (wherever possible) with mentors whose careers or interests overlap with

your, but experience has shown that diverse pairings often offer the best results.

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

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

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

### 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)

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

### 13. Tuition fees and other course costs

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

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

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

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

#### **14. Assessment and progression regulations**

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

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

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

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

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

#### **15. Award criteria**

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

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

You must also meet the requirements of any specific regulations as stated under section 14 'Assessment and Progression Regulations'.

For further details on award requirements, please see the Academic Regulations, available at 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, Directors of Content 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 and are published on the University intranet under the Quality webpage where student can view these.

### *Student feedback systems*

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

### *External examiner reports*

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

An annual external examiner report is produced at the end of every academic year at levels 5, 6 and 7. These are made available to students through the Annual Monitoring Reports which are published online and are submitted to Programme Committees.

The Course Leader, in consultation with the Director of Content, 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 Handbook) and due consideration of the Learning, Teaching & Assessment Strategy. In these tasks, they are supported by the Academic and Student Registries.

Academic governance of the University is entrusted to the Senate and its committees. Of particular relevance here is the Senate Quality Audit Committee (SQAC). The purpose of the SQAC is to define academic standards and to assure and support enhancement of the quality of academic provision throughout the University. It develops assessment regulations for approval by Senate. It monitors and evaluates all accreditation and validation issues, maintaining close control and scrutiny of scheduling of external accreditation events across the University. It receives and reviews all the relevant external examiners' reports and associated responses and action points; it assesses Annual Programme Evaluation Reports, focusing in particular on student feedback issues; and it reviews the overall progress of individual programmes against the QAA benchmarks.

The PGCIP programme can contribute to Student Voice meetings, which occur regularly, providing students an opportunity to discuss issues with the programme team. This includes module component feedback reports and any action taken in response to these. Matters arising from the Student Voice meeting are reported to the FLTC and the Senate Academic Affairs Committee.

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

The standards of the PGCIP are informed by the UKCP, CEC Training Guidelines for Members. For more information, visit [www.psychotherapy.org.uk](http://www.psychotherapy.org.uk)



## 17. Curriculum map

The course has two modules which run in parallel throughout the year. Summative assessment occurs during the course of the two modules.

**INT703 Integrative Psychotherapy Theory** is comprised of three subject areas; Systemic and Psychosexual, Gestalt and Focusing, Jungian and Transpersonal and bears 20 credits. It is characterised by theoretical knowledge and understanding, and an experiential approach to integrative psychotherapy.

**INT704 Integrative Psychotherapy Clinical and Experiential Practice** is comprised of training supervision and PPD groups and bears 40 credits. It is summatively assessed by a recorded session process report, a final theory case study and a self-evaluation of learning essay. The submission of a completed student clinical portfolio is also necessary to pass the course.

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

### Module INT703: Integrative Psychotherapy Theory

LO	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5
Academic Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
Seminar Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Module INT704: Integrative Psychotherapy Clinical and Experiential Practice

LO	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5
Process Report			<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
Self-Evaluation of Learning Essay								<input type="checkbox"/>		<input type="checkbox"/>
Final Theory Case Study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>