

# **MProf Existential Psychotherapy**

## **Full Time**

### **Course Specification**

Academic Year 2025/6

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## 1. Course Overview

<b>Full course/award title(s)</b>	Master of Professional Studies Existential Psychotherapy (MProf Existential Psychotherapy)
<b>Course Code</b>	
<b>Location of study</b>	Regent's University London Campus
<b>Off campus elements / locations</b>	Clinical placements; personal psychotherapy
<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>Additional costs</b>	<i>You must be in weekly psychotherapy with a therapist with a recognised professional body membership. You must have at least 40 hours psychotherapy in each complete academic year</i>  <i>From term 2 onward, you must be in placement which may require some private supervision and may incur transport costs. You may need to be a student member of a professional body to meet the requirements of your placement (eg. UKCP student member (£25 per annum) or BACP student membership (£90 per annum))</i>
<b>Awarding institution</b>	Regent's University London
<b>Date of original validation / revalidation</b>	04 July 2025
<b>Validated until</b>	September 2029
<b>Framework for Higher Education Qualification level of final award</b>	Level 7
<b>Number of credits in award</b>	240 credits
<b>HECoS Code</b>	100254 Psychotherapy
<b>Relevant QAA subject benchmark statements</b>	<a href="#">Counselling and Psychotherapy (including Master's)</a>

<p><b>Other external and internal references</b></p>	<p><a href="#">Regent's University London Academic Regulations</a>  <a href="#">Regent's University London Learning, Teaching and Assessment Strategy</a>  Regent's Learning Outcomes (RLOs) (2021)  Regent's Assessment Framework (2022)  Regent's Learning Design Framework: RADAR (2020)  Regent's Course Design Process (2023)  <a href="#">OfS Conditions of Registration, advice and guidance</a>  <a href="#">QAA: Frameworks for Higher Education Qualifications (FHEQ)</a>  <a href="#">AdvanceHE: Principles of Inclusive Curriculum Design</a>  UKCP Standards of Education and Training (2017)  SEA Standards of Education and Training (May 2024)  SCoPEd Framework (2022)</p>				
<p><b>Professional, statutory or regulatory body recognition/ accreditation</b></p>	<p>This course does <b>not</b> have professional body accreditation or recognition. Due to its condensed period of delivery, it does <b>not</b> meet the requirements for registration with any UK psychotherapy professional bodies.</p> <p>If you wish to practise as a psychotherapist, you must apply for the accredited part-time version of this course.</p>				
<p><b>Language of study</b></p>	<p>English</p>				
<p><b>Date of production / revision of this course specification</b></p>	<p>January 2025</p>				
<p><b>Course intakes, modes of study, expected and maximum duration of course</b></p>					
<p>Mode of Study</p>	<p>Intake Month</p>	<p>Level of entry</p>	<p>UCAS Code</p>	<p>Expected Duration in Months</p>	<p>Maximum duration in months*</p>
<p>Full-time</p>	<p>Sept</p>	<p>Level 7</p>	<p>Not applicable</p>	<p>24</p>	<p>36</p>

\* In exceptional circumstances only – refer to Regent's University London Academic Regulations for details.

## 2. Why study this course, including course aims and objectives

This existential psychotherapy course embodies an ethos that incorporates philosophical inquiry, clinical practice, and personal development. Rooted in existential-phenomenological traditions, and contemporary discourses in intersectionality, difference and inclusion, the course fosters a deep engagement with the complexities of human existence. You are encouraged to explore lived experience, both your own and others', as the foundation for ethical and reflective therapeutic practice.

A commitment to integrating existential philosophy with clinical practice underpins the study. You will engage with diverse philosophical concepts not as abstract ideas but as an active and reflective approach, which informs and deepens your therapeutic work. Experiential exercises are foundational to this course, encouraging you to develop an embodied awareness of your own lived experience, to explore intersubjective and group dynamics, and to learn to tolerate discomfort. These exercises include body work, dyad, self-reflection, group activities and are integral to the entire course; they embed and embody existential philosophy and phenomenology within your lived experience. This is central to working at relational depth in clinical practice.

The pedagogy reflects a structured, developmental approach that progresses from foundational knowledge to advanced, self-directed inquiry. Each year module upon the previous one, supporting you as you move from grounding yourself in existential-phenomenological philosophy and practice to deepening your philosophical and clinical engagement, culminating in the articulation of your unique therapeutic identity.

The course cultivates a nuanced understanding of existential philosophy alongside an appreciation of diverse therapeutic modalities. You will critically engage with the epistemic and ontological foundations of other approaches, such as psychodynamic, CBT, Gestalt, and trauma therapies. This exploration fosters an informed and reflective practice, equipping you to thoughtfully incorporate elements from other modalities within an existential phenomenological stance. By developing this critical capacity, you will deepen your understanding of existential psychotherapy and expand your ability to work competently and inclusively with a range of therapeutic perspectives. Ultimately, you will cultivate a practice that moves beyond techniques to embody a phenomenological approach of radical openness that meets others in the immediacy of their experience and their difference.

Ethical and reflexive practice is central to the training, promoting humility and respect for the diversity of clients' cultural, sociopolitical, ethnic, gendered, sexual and differently abled identities. This enhances your capacity to navigate the complexities of contemporary psychotherapy. By fostering critical self-reflection, the course challenges you to examine your own assumptions and biases, while cultivating an ethical stance that honours the uniqueness and dignity of each client. With a comprehensive understanding of

intersectionality, its implication for power and systemic inequalities, the course prepares therapists to work competently and ethically with vulnerable populations and with a diverse and broad range of clinical presentations.

### 3. Course structure

This is a guide to the overall structure of your course, mandatory elements, modules (including terms when delivered) and periods of assessment.

We have designed our curriculum so that you can gain a deeply personalised education. The MProf Existential Psychotherapy is grounded in philosophy and contemporary academic thought, informed by in-house experience and research. You will expand your knowledge, skills, practice and reflexivity, and will gain deep expertise in existential psychotherapy through a range of specialised modules.

There is a fixed programme of core modules which you will study. These will introduce you to engaging deeply with literature in psychotherapy and philosophy, fostering critical dialogue and reflective inquiry. You will be encouraged to question assumptions, think independently, and approach complex ideas with depth and integrity. The course invites you to explore meaningful research questions and pursue them with care and discernment, cultivating a reflective and ethical approach to both personal and professional development.

In the first year of the course, you will take six modules, two per term. The first term covers introductory aspects of integrative approaches to psychotherapy. You will also be preparing to work with clients as your placement work will commence from the beginning of term two.

Term two onwards allows you to explore the theory and practice of existential psychotherapy. The course interweaves theory, experiential exercises, skills development with client work undertaken as part of clinical placements. By the end of the course, you will have a solid grounding in psychotherapy theory and research. Through the clinical placements you will have been able to explore the implementation of theory into practice and you will have been able to develop and define your own existential philosophy for client work. Successful completion of all modules will give you the analytical and critical skills to work with challenging and complex clients. You will also be well prepared to continue with the career-long process of development and consolidation and broadening of your skills.

As you progress through the course, you will be helped to define and explore your clinical and professional identity and to build your career objectives. You will explore the skills you would need in contemporary clinical practice. This full-time condensed course **does not** form all or part of a recognised accredited psychotherapy training. Despite this, as you will be engaged in placements with clients, you will need to adhere to the following:

Abide by the UKCP Code of Ethics and Professional Practice  
(<https://www.psychotherapy.org.uk/media/bkjdm33f/ukcp-code-of-ethics-and-professional-practice-2019.pdf>)

Attend at least 80% of scheduled classes (this is aside from Regent's University attendance policies)

Complete at least 40 hours of personal psychotherapy per year

Complete 300 hours of client work

Attend supervision in a ratio of at least one hour supervision for every six hours of client work (time in group supervision will be taken pro rata according to the group size)

Compliance with these requirements is tracked by the Clinical Portfolio which you will submit. We will support you in your clinical development, however where, despite our guidance, we are concerned about your professional progress or behaviour we may use the University's Fitness to Practise Policy to slow or halt your continuation.

From term two of the course onwards, you will be in clinical placement. Placements are typically with psychotherapy services in charities, private organisations or the NHS. You will need to apply for placements and you will usually have to attend an interview. Due to the condensed nature of the course, you must have an agreed offer from a suitable placement which we have approved prior to your initial enrolment. Your placement experience is managed through the Handshake platform which enables you to log key information and allows us to ensure that your placement meets all of the requirements.

You will need to clear a Disclosure and Barring Service (DBS) check with potential providers before the offer of a placement can be made.

Some placements include clinical supervision and some will require you to secure a private supervisor. We advise you and support you through managing these requirements. In addition, you will be part of a supervision group as part of your taught modules at Regent's.

Should you have a deficit of hours and need to make these up whilst not enrolled on any module with a supervision group, you may do Extension Supervision on a termly basis. There is a fee for this activity. You may only complete client hours as a student whilst in a Regent's supervision group.

The academic year for the course follows the regular university postgraduate calendar (<https://www.regents.ac.uk/calendar-for-psychotherapy-counselling>):

- Autumn Term: September to November
- Spring Term: January to April
- Summer Term: April to June

You will have classes two days per week from 10am to 5pm. These days may change from term to term.

You will negotiate placement times with the provider. Client work is likely to continue outside of term times.

Assessments are scheduled throughout the academic year. Submission dates can be found on the Blackboard page of the module and in the assessment brief. General assessment periods are also noted on the postgraduate calendar: <https://www.regents.ac.uk/calendar-for-psychotherapy-counselling>.

In accordance with ECHR guidance, in urgent or serious situations, reasonable adjustments might be required before the Student Wellbeing & Disability Team has been able to complete a full assessment. This will usually be where a student has a severe or urgent condition and either communicated this condition to a member of staff or their behaviour is suggestive of an adjustment need. Staff may put temporary reasonable adjustments in place to support the student. These adjustments must then be promptly communicated to the Student Wellbeing & Disability Team by the staff member who made the temporary adjustments. The Student Wellbeing & Disability Team will capture and confirm appropriate reasonable adjustments (which may include changing the temporary adjustments, adding in other adjustments and outlining the period of time for which they apply) in a Student Support Assessment ('SSA').

## Modules

Your course is composed of a number of modules that each have a credit value. On successfully passing each of these modules, you will gain credits that count towards the total needed for your degree.

One credit equates to 10 notional hours of study, which is the average time a student will take to achieve the specified learning outcomes. So, if a module is worth 10 credits, then you would expect to spend 100 hours studying this. These will not all be 'taught' hours. You will receive guidance and instruction through lectures, seminars, workshops etc., but you will also need to engage in self-study. A percentage breakdown of teaching contact hours and self-study required on this course is indicated in Section 7.

On this full-time postgraduate degree course, you will expect to study 240 credits per level, with no more than 40 credits per term (pro rata for modules spanning more than one term).

**Please note the following modules have a content warning attached.** More information is available in the individual module specifications: **All modules**

By its nature, psychotherapy deals with the full range of human experience which will inevitably include exploring aspects of trauma, abuse and harmful behaviours. As these topics will arise from discussion between students and from material raised in placement clinical work, it is not possible to predict topics which may come up during any session.

You are required to be in ongoing personal psychotherapy. We encourage you to use this opportunity to address any difficult issues raised during the course, especially where they may resonate with you or re-surface difficult past experiences.

## Course modules

Level 7		
Term	Core Modules	Credits
Year 1 Autumn	PSC711, Theory and Practice of Integrative Psychotherapy	20
Year 1 Autumn	PSC713 Professional Matters in Psychotherapy	20
Year 1 Spring	PSC712, Existential Phenomenology	20
Year 1 Spring - Summer	EXP712, Existential Perspectives on Clinical Practice	40
Year 1 Summer	EXP711, Psychodynamic Psychotherapy and Existential Phenomenology	20
Year 2 Autumn – Summer	EXP713, Perspectives in Existential Phenomenological Psychotherapy. Philosophy and Practice	60
Year 2 Autumn – Summer	EXP714, Advanced Perspectives in Existential Phenomenological Psychotherapy. Philosophy and Practice	60
<b>Total Core module credits</b>		<b>240</b>
<b>Total Credits for Level 7</b>		<b>240</b>
<b>Exit awards (if appropriate)</b>		
Postgraduate Certificate (PGCert)		
Postgraduate Diploma (PGDip)		
Master of Arts Existential Psychotherapy (MA)		

## 4. Indicative course structure diagram

### Autumn Start – Level 7

#### Year 1

Autumn Term Block 11	PSC711 - Theory and Practice of Integrative Psychotherapy (20 Credits)	
	PSC713 - Professional Matters in Psychotherapy (20 Credits)	
Spring Term Block 12	PSC712 Existential Phenomenology (20 Credits)	EXP712, Existential Perspectives on Clinical Practice  (40 credits)
Summer Term Block 13	EXP711, Psychodynamic Psychotherapy and Existential Phenomenology (20 Credits)	

## Year 2

Autumn, Spring and Summer Terms Block 21, 22 and 23	EXP713 Perspectives in Existential Phenomenological Psychotherapy. Philosophy and Practice (60 Credits)
	EXP714 Advanced Perspectives in Existential Phenomenological Psychotherapy. Philosophy and Practice (60 Credits)

### 5. Exit awards

Exit (interim) awards can be conferred where:

- a) you withdraw from the University without completing all the credits required for your named award,  
and
- b) you have successfully completed the volume of credit at the relevant FHEQ level as indicated in Section 3 above,  
and
- c) subject to the decision of the relevant Progression and Finalist Board.

Available exit awards for this course are:

- Postgraduate Certificate (60 credits at Level 7)
- Postgraduate Diploma (120 credits at Level 7)
- Master of Arts Existential Psychotherapy (180 credits at level 7)

Postgraduate Certificate and Postgraduate Diploma exit awards are not available with classification. The Master of Arts exit award is classified according to the regulations for Masters awards.

The full criteria for these exit awards can be found in the Assessment and Course Regulations section of Regent's University London Academic Regulations.

[regents.ac.uk/policies](https://regents.ac.uk/policies)

Where classification of an overall award is possible this will be calculated upon completion of 180 credits or greater at Level 7 as set out in the Academic Regulations.

### 6. 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.

Learning Outcomes will tell you what we expect you to know and/or be able to do once you have complete a learning process (e.g., a module, a level or the entire course) (QAA, 2018). Teaching and assessments are designed accordingly to enable you to demonstrate that you have adequately met these outcomes.

The learning outcomes that you will be expected to demonstrate at the completion of your studies are listed below. Each module that you will study has developed between two and four distinctive Module Learning Outcomes (MLOs). Each MLO is mapped against an equivalent Regent's Learning Outcome (RLO) from the list below. We have ensured that all the compulsory elements of your course assess in their totality all ten learning outcomes (see Section 17).

Level 7 Learning Outcomes	
RLO 1	<b>Collaboration:</b> Lead and negotiate professional networks to solve challenges in complex and ambiguous situations.
RLO 2	<b>Innovation:</b> Create and implement new value propositions combining intellectual curiosity and creativity.
RLO 3	<b>Professional Development:</b> Articulate a plan which encompasses opportunities for your continuing professional development.
RLO 4	<b>Decision-making:</b> Formulate informed decisions in complex situations using critical and reflexive thinking.
RLO 5	<b>Communication:</b> Communicate persuasively orally and/or in writing in multicultural and/or international settings.
RLO 6	<b>Digital Data and Tools:</b> Appraise and utilise digital tools and complex data in your professional and social contexts.
RLO 7	<b>Discipline Knowledge:</b> Critique and synthesise theories, concepts and facts at the forefront of your field of study relevant to the task.
RLO 8	<b>Discipline Skills:</b> Combine and employ advanced discipline-specific knowledge, techniques and tools for practical purposes.
RLO 9	<b>Interdisciplinary Perspectives:</b> Integrate different disciplinary approaches in proposing insights into multifaceted complex scenarios.
RLO 10	<b>Human and Environmental Impact:</b> Evaluate the impact of human activity, including your own, on people and on the environment to offer sustainable solutions.

## 7. 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 course as listed in Section 2 and the intended learning outcomes in Section 6. 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 course, you will be expected to study independently, participate in class discussions, ask for support in academic skills if required and engage with your personal tutors.

The [Regent's Learning, Teaching and Assessment Strategy](#) (LTAS) outlines the vision of Regent's pedagogic and assessment approach. It strives to provide you with a well-connected, future facing, entrepreneurial, cosmopolitan and personalised education whereby you can achieve your full potential.

The strategy is underpinned by three pillars, informed by the university's Strategic Plan, outlining the future trajectory of learning and teaching at Regent's. These are interwoven and based upon:

**Nurturing our students' individual growth**, recognising them as our partners and cocreators and helping them reach their full potential by addressing their unique needs and aspirations.

**Re-imagined curricula and assessments**: We develop durable research, thinking, human and entrepreneurial skills through inclusive, well-designed, innovative, future-facing curricula and assessments.

**Excellent teaching and transformative learning**: We deliver student-centred, interactive, and digitally enhanced learning & teaching that caters to diverse learning needs, challenges orthodoxies, and encourages alternative ways of thinking.

Your course is premised on the Regent's Curriculum model which defines the structural design of our postgraduate degrees and allows us to deliver the above learning and teaching priorities.

Your course provides you with in-depth knowledge and skills in your field through specialised subject cores whilst at the same time it exposes you to multi-disciplinary breadth through a range of future facing special electives and language options. Additionally, it develops your professional capabilities through an integrated approach to Industry and Entrepreneurship; with modules that enable you to explore the world of work and engage you with real work challenges.

Your course therefore actively encourages you to connect all areas of your learning and build your customised, coherent high-impact learning narrative in the pursuit of a personal and professional mission.

The Regent's Graduate Attributes express our educational purpose and identity which is to ensure that Regent's graduates are:

- Collaborative and networked
- Creative and entrepreneurial
- Critical and Reflective
- Culturally and socially versatile
- Digitally agile
- Well-informed, skilled and fluent across disciplines
- Responsible and environmentally conscious.

To realise this purpose, we have articulated these Attributes into a set of ten observable and measurable university wide learning outcomes, The Regent's Learning Outcomes (RLOs). They were designed using national references to ensure that they are appropriated for the

award of a UK degree and that your achievement is monitored against those national references. Teaching and assessments are designed accordingly to enable you to demonstrate that you have adequately met these outcomes.

Each week you will participate in seminars and engage with experiential personal and professional development groups (PPD). In Year 1 you will also spend time building on your skills development. From term 2 there is the introduction of a supervision group.

Seminars include presentations by tutors or students, discussion of literature, video or other pertinent material. Our approach to the subject matter allows for co-creation with students leading and presenting in sessions both from literature and from their own work.

Experiential aspect of the seminar will extend the themes and ideas engaged with in the academic seminar but with a stated emphasis on raising awareness, remaining with and exploring immediate experience in encounter with each other. Sessions will require you to become aware of embodied emotions and will quite often involve bodily action and movement. You will be presented with situations which provoke feelings of discomfort, and you will learn collaboratively how to recognise, hold and work through them in a manner akin to working therapeutically with clients. The experiential seminar will involve individual, pair, small group and whole-group exercises.

Skills development includes practical application through exercises relevant to the theoretical material. You will work with other students and receive feedback from tutors. This work is important in building up to your first experiences of placement and work with clients.

Supervision is in a group of up to four students with a supervisor and you will present case material at least fortnightly. Training supervision is a forum for the practice of working phenomenologically with each other for the purpose of bringing to light matters that were previously out of awareness. You will be responsible for the cultivation of an atmosphere of trust which affords fearless speech as a reflection of commitment to uphold standards of practice. The main focus of the training supervision seminars is the exploration and critical consideration of each group member's approach and 'style' of practice as a competent, ethical and humane existential psychotherapist. You will attend training supervision appropriately prepared to present clinical work. The presentation should include an account of a session sufficient to give a reliable sense of the dialogue, tone and feel, together with your reflections on the session/s as well as your reaction to feedback offered in placement supervision. You will be expected to reflect on what the session yielded through working phenomenologically with the client and how existential philosophy informs your interpretation of the dynamics within the intersubjective field. Further, there is an opportunity for you to demonstrate how the horizon within which your own understanding and interpretation of what happens in the therapeutic encounter changes as a result of the training supervisory process

The PPD groups allow for an unstructured experience, guided by a facilitator. Each group will be able to reflect on the taught material, its implications and impact. It is a forum for you to struggle with relationality, where you are challenged by your peers' verbal feedback to gain a clearer sense of how you are being in the world. It is a context for learning about those aspects of your ways of being which you may be unaware of and which may be getting in the way of productive engagement with others. You are also given an opportunity to receive feedback on productive, therapeutic engagement with others. The PPD group provides a space for you to explore and develop the qualities and attributes required for competent, ethical and humane practice and professionalism.

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

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

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

<b>Learning hours</b>			<b>2400</b>
<b>Directed learning</b>			963
Seminars	Practical	Placement (typical)	
324	324	315	
<b>Guided/Self-guided learning</b>			1437

<b>Level 7</b>	
Taught	14%
Practical	14%
Placement	13%
Self-Study	59%

### **Course management and teaching staff**

The course is managed by the Course Leader. Each module has a Leader and the Psychotherapy Content Area is managed by the Director of Psychotherapy and

Counselling. Staff are, in general, educated to masters or doctoral level and have relevant experience as practicing psychotherapists. In addition, most of our tutors hold a Fellowship of Advance Higher Education (Advance HE) from Fellow to Principal Fellow level. We also encourage and support our teaching staff to undertake the Postgraduate Certificate in Higher Education.

Tutors have a high level of academic experience, as well as familiarity with the current practice in psychotherapy. Our staff have worked in a range of fields in private practice, charities, not-for -profits, businesses and the NHS in a variety of roles. We also welcome guest lecturers to provide insight into the latest developments in the industry.

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

You will be allocated a personal tutor, who will meet you on a one-to-one basis at various stages throughout the academic year and give you guidance and advice to support your ongoing personal and professional development throughout your studies at Regent's University London.

## **Assessment strategy and methods**

Assessment is a positive element of your education. We are committed to delivering authentic assessment and challenge-led learning. This ambition is reflected in our [Assessment Framework](#) where we outline the practices and expectations which will guide and enhance assessment, one of those practices being to move away from unseen written examinations as an assessment methodology and moving towards more authentic challenges. We're in the business of nurturing future leaders who can use what they've learned to shape the world – authentic assessment and real-world challenges create a safe lab for that learning.

Assessment can be a learning tool and a guide to **understand and evaluate** the quality of your work and your progress. Your course will offer a variety of assessment methods that support the learning required by the learning outcomes. We will provide you with feedback on your assessment performance to guide your learning journey. You will play an essential part in our assessment strategy as an active feedback recipient, and we will work together to determine how you can progress further from the feedback received.

There are some differences in the purposes of the assessment you will encounter: some assessments are formative, and others are summative.

**Formative assessments** will provide you with an opportunity to receive feedback on the progress of your work through the completion of an assessment or assessment tasks. These are developmental in nature as they offer information to help you identify next steps in learning and how to do better in future work which is why no grades are given. Formative assessments feed directly into summative assessments. All assessment tasks include formative assessment opportunities.

**Summative assessment** is the evaluation of your learning at a particular time, measured against specified learning outcomes. You will be awarded a grade and numerical mark for each summative assessment on each module. The grades you receive for assessed work on each module are added up to give a final grade for the module. Assessment also determines your suitability to progress onto the next year of your course and, at the end of the course, it enables the University to determine your degree award.

All assessments will incorporate effective and constructive feedback that relates to the module-specific or task-specific marking criteria previously made available in the assessment briefs. Feedback for summative assessment will explain the reason for the mark given but it can also provide information about how to improve the work for future assessment tasks.

The table below lists possible ways your tutors will facilitate the delivery of feedback on your formative assessments:

<b>Forms of Assessment</b>	<b>Ways to deliver feedback on formative assessments</b>
Written Assignments (various types)	Feedback on draft submitted in person or on Blackboard by a specified date
	Feedback initiated through peer-to-peer reviews during workshop activity
	Verbal feedback (face to face or recorded), where student makes a record of key points and shares with the tutor
Presentation	Presenting a practice run in class, receiving feedback from peers and/or tutor
	Formative feedback on recordings of presentation practice given in person or submitted on Blackboard by a specified date.
	Feedback on students' own assessment on the recorded practice presentation (given in person or submitted on Blackboard by a specified date)
Creative Work	Feedback from tutors/peers through an exhibiting event. Students make a record of key points and share with the tutor
	Feedback on student's own assessment of their work
	Verbal feedback (face to face or recorded), where student makes a record of key points and shares with the tutor

You will receive feedback in an orderly and timely fashion (approximately three weeks from submission date). We will notify you of the feedback release day in your assessment briefs.

Assessments are designed to establish your understanding of theory and philosophy, to provide opportunities for you to reflect on your own lived experience and therapeutic skill development, to show how you can apply philosophy into psychotherapy practice and to demonstrate your emerging identity as a psychotherapist,

Clinical development requirements, including client hours and personal therapy hours, will be assessed in clinical portfolios. The learning gained from your placement work will be assessed through other module assessments and is reflected in the intended learning outcomes provided in module specifications. Assessments reflect the fact that academic

and clinical work becomes increasing integrated and interconnected as you progress through the course.

### Breakdown of assessment by percentage per level

Level 7	
Coursework	100%

### Alternative forms of assessment

Our aim is to design and deliver innovative, authentic and inclusive assessments throughout our curriculum. Students with a student support agreement (SSA) may be offered alternative forms of assessment, as an agreed reasonable adjustment. Where this is necessary, the Student Experience and Welfare Team will work with the relevant Course Team and Registry staff on a case-by-case basis to secure appropriate alternatives.

### Ethical approval of research

All research and other relevant academic activities conducted within and outside the University by students at Regent's University should comply with the University's Research ethics policies and processes prior to its commencement. This will include, but is not limited to, all research involving human or other living participants, all industry live projects and all experiments, investigations and procedures involving human or other living participants, or data relating to such living entities.

## 8. Relationship to other courses

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

This course is the full time version of the 4 year part-time MProf Integrative Psychotherapy. If you wish to register and practise as a psychotherapist, you **must** take the 4 year version which leads to professional body accreditation.

It is **not** possible to transfer from this full-time course to a part-time course once you have enrolled.

Once you successfully complete the MProf, you can consider continuing into research in psychotherapy by studying for a PhD at Regent's. Please note that Regent's University London does not currently have Research Degree Awarding Powers.

## 9. Student support

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

**Ask Regent's** will be the first port of call for the majority of your needs. Staff there 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
- Students' Union

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

<https://www.regents.ac.uk/student-life>

## 10. Learning support

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

If you require support or advice with regard to accessing campus facilities, please speak with our Student Experience and Welfare Team, part of **Ask Regent's**, so we can address your concerns. <https://www.regents.ac.uk/student-support>

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. The Tate Library (the silent space) is open into the evening, and the first floor of the Library is open 24 hours a day, 7 days a week. (See the Library website for current opening hours.) Most areas are fully accessible to people with disabilities and wherever there are challenges we work with individuals to overcome, rearrange or support to facilitate good and safe access.

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

To support your studies and time at Regent's, there is a free mobile app which can be downloaded from the Apple or Android stores, which will provide information about the University, the campus and your studies.

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: <https://www.regents.ac.uk/life-at-regents/learning-resources>.

## 11. Opportunities for personal development planning

You have the opportunity to tailor your course predominantly through the clinical work and the ways in which you engage with it. Once you have made the decision to study in the integrative modality, you will be able to develop your own approaches and competencies as a therapist. Your choice of placement and client type will have a big impact on your experience and your career planning.

Whilst you are a student, you are encouraged to engage with other learning opportunities within the psychotherapy profession. This will open opportunities to attend CPD, conferences and events which will enhance your studies and provide new perspectives.

### 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 the Students' 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, Enterprise and Industry

The Careers, Enterprise and Industry team supports students' individual career aspirations through a personalised approach. We partner with students to help them to acquire attributes, tools and skills to be able to make informed decisions and manage their entire career.

### Handshake – jobs, employers, events and resources

We've partnered with Handshake – our careers platform – to offer you:

- Careers and enterprise resources – giving you all the information you need to succeed
- Local and international jobs, internships, and placement opportunities
- Networking opportunities with companies of all sizes, as well as start-ups
- Careers and enterprise events and workshops
- The chance to create and build your own profile to personalise the type of content you see, the employers you engage with, and the types of job opportunities highlighted to you.

### Placements and internships

Students looking to undertake a placement or internship as part of their studies can receive support in developing their application, as well as advice and guidance when sourcing suitable placement and internship opportunities.

We also offer similar support for students who wish to enhance their learning by undertaking an internship during the summer period.

### Careers appointments and drop-in sessions

Students can book an appointment with a career consultant to discuss anything career-related or book some career coaching sessions as a student and/or after they graduate. They are encouraged to engage with the careers team as early as possible in their study. It can take time to gather an array of career management skills, and to be empowered to explore options and plan their next steps.

Careers appointments are booked on Handshake and are either virtual on Handshake or in-person. Appointment types include, but are not limited to, career conversations, entrepreneurship and enterprise, career coaching, placements and Internships, applications feedback, and interview preparation.

The Careers, Enterprise and Industry team has an open-door policy. Students can drop in anytime during business hours to ask a quick question about anything careers, enterprise, or industry related.

### **Enterprise and entrepreneurship**

Regent's is excited to provide a comprehensive, entrepreneurial offer for students and graduates.

This flagship initiative is known as **The Founder's Programme** – a hands-on programme to support students and graduates interested in starting their own enterprise, with tailored guidance, access to live sessions with in-house consultants and guest speakers, mentoring, coaching and experiential bootcamps. The programme is a dynamic, immersive learning experience where students will build the foundations of their start-up with a global team and get a chance to pitch to investors at the end of the programme – allowing you to network and connect with peers, alumni, industry leaders and start-up founders.

### **Huckletree Innovation Lab**

An on-campus, Innovation Lab centred around entrepreneurship and ecosystem which provides a base for students, staff and alumni with entrepreneurial aspirations. It also hosts tailored sessions and programmes to accelerate your entrepreneurial journey as well as opportunities for networking, investment and innovation.

### **Co-working spaces**

Regent's also offers a dedicated co-working space available on campus with an opportunity to work on your business idea while collaborating and sharing ideas with peers. We also have a strong network of partnerships with some of the most noted co-working spaces in the country.

## **12. Admissions information**

Details of current entry requirements can be found in the University's Entry Criteria Statement on our website: <https://www.regents.ac.uk/policies>

## **13. Visas and immigration**

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

If you require a visa to study in the UK, please visit the Visas and Immigration page on our website: <https://www.regents.ac.uk/admissions/visas-immigration>. Applicants to the course should be aware that as it contains work placement, sponsorship will not be possible.

## 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 7 above. You will be provided with guidelines on what you need to achieve in each assessment to encourage you to achieve a good mark.

The current progression regulations are published within the Academic Regulations on our website: <https://www.regents.ac.uk/policies>. 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.

As this course contains clinical study, the following course-specific regulations apply:

- All individual assessment components must be passed for the overall module to be passed. And
- All modules must be passed at the pass mark. No modules will be condoned (that is passed at a mark less than the pass mark)

Some modules include a Clinical Portfolio as an assessment component. This submission, as well as any other which relies on clinical work, is dependent on you successfully completing sufficient sessions with suitable clients. We recognise that sometimes the completion of placement activity may take longer than anticipated through no fault of yours – for example if clients drop out. To ensure that you are not penalised for missing submission deadlines, we have a process to allow this to be taken into account. In each module with an assessment which is dependent on clinical work, you will be given a Learner contract. This will be issued with the planned assessment hand-in date. Should you be unable to meet this deadline for reasons beyond your control, you will be able to let us know and we will agree a revised submission date which will be recorded in an updated contract. Such deferrals will allow you up to one extra term to complete the clinical work and requests must be supported by documentary evidence. Deferrals beyond a term or being requested for other reasons must be made using the current exceptional circumstances policy.

## 15. Award criteria

To complete your course, you will need to achieve 240 credits for an MProf.

You must also meet the requirements of any specific regulations as stated under the assessment and progression regulations. For further details on award requirements, please see the Academic Regulations, available on our website <https://www.regents.ac.uk/policies>. 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.

## **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: <https://www.regents.ac.uk/policies>

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

### *Course (re)validations*

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

### *Course modifications*

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

### *Course monitoring*

In order to ensure our courses continue to meet their academic and professional aims and objectives, Directors of Content/Course Leaders are required to prepare Continuous Improvement Planning Reports (CIPR). The reports include module feedback as well as external examiner reports and responses. They are reviewed at content area and institutional level at least twice a year.

### *Student feedback systems*

Students play a key role in the University's processes for enhancing the quality of our educational provision and the broader student experience. There are multiple ways for you to provide feedback on your experiences at module level (e.g., through questionnaires), course level (through course leaders), through student representatives and at course panel meetings. Student representatives are elected and sit on institutional committees such as Academic Committee.

### *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 in the UK. External examiners review subject level assessment, attending subject boards, and can also attend progression and finalist boards in unrelated subject areas. We also have a Chief External Examiner with responsibility for oversight of the process and review of institutional level processes.

An annual external examiner report is produced at the end of every academic year at level 7. These are made available to students, normally through the CIPRs/course panel meetings.

## 17. Curriculum map

The following table indicates which core and common modules assume responsibility for delivering the learning outcomes detailed in Section 6.

Level	Module code	Module Title	RLO1	RLO2	RLO3	RLO4	RLO5	RLO6	RLO7	RLO8	RLO9	RLO10
7	PSC711	Theory and Practice of Integrative Psychotherapy	X						X	X		
	PSC712	Existential Phenomenology	X		X				X	X		
	PSC713	Professional Matters in Psychotherapy			X				X			
	EXP711	Psychodynamic Psychotherapy and Existential Phenomenology			X				X		X	
	EXP712	Existential Perspectives on Clinical Practice				X	X		X	X		X
	EXP713	Perspectives in Existential Phenomenological Psychotherapy Philosophy and Practice	X	X		X	X		X	X		X
	EXP714	Advanced Perspectives in Existential Phenomenological Psychotherapy Philosophy and Practice		X	X		X	X	X	X	X	