

Professional Certificate – Foundation in Psychotherapy and Counselling – Intensive

Course Specification

Contents

1. Course Overview.....	3
2. Why study this course, including course aims and objective	4
3. Course structure.....	6
4. Indicative course structure diagram	8
5. Exit awards.....	9
6. Learning outcomes	9
7. Learning and teaching strategy/assessment methods (non-regulatory).....	9
8. Relationship to other courses.....	13
9. Student support.....	14
10. Learning support.....	14
11. Opportunities for personal development planning	15
12. Admissions information.....	18
13. Visas and immigration	18
14. Assessment and progression regulations	18
15. Award criteria	18
16. Methods for evaluating and improving the quality and standards of teaching and learning.....	19

1. Course Overview

Full course/award title(s)	Professional Certificate Foundation in Psychotherapy and Counselling
Course Code	5FNC_RPSC_IN
Location of study	Regent's University London Campus
Off campus elements / locations	Not applicable.
Fees	Please see the tuition fees on the Regent's University London website (https://www.regents.ac.uk/admissions/tuition-fees)
Additional costs	Not applicable.
Awarding institution	Regent's University London
Date of original validation / revalidation	30 January 2025
Validated until	September 2029
Framework for Higher Education Qualification level of final award	Up to Level 6 as informed by, but not directly mapped to the FHEQ .(but see below regarding non-credit bearing status)
Number of credits in award	Non-credit bearing
HECoS Code	100254 Psychotherapy
Relevant QAA subject benchmark statements	Counselling and Psychotherapy (The basics)
Other external and internal references	Regent's University London Academic Regulations Regent's University London Learning, Teaching and Assessment Strategy Regent's Learning Outcomes (RLOs) (2021) Regent's Assessment Framework (2022) Regent's Learning Design Framework: RADAR (2020) Regent's Course Design Process (2023) OfS Conditions of Registration, advice and guidance

	QAA: Frameworks for Higher Education Qualifications (FHEQ) AdvanceHE: Principles of Inclusive Curriculum Design				
Professional, statutory or regulatory body recognition/ accreditation	Not applicable				
Language of study	English				
Date of production / revision of this course specification	June2025				
Course intakes, modes of study, expected and maximum duration of course					
Mode of Study	Intake Month	Level of entry	UCAS Code	Expected Duration in Months	Maximum duration in months*
Part-time	September	Not applicable	Not applicable	3	12
Part-time	January	Not applicable	Not applicable	3	12
Part-time	April	Not applicable	Not applicable	3	12
Part-time	July	Not applicable	Not applicable	3	12

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

2. Why study this course, including course aims and objective

This course is aimed at anyone who has an interest in beginning the study of psychotherapy and especially if considering training to become a therapist. Although it gives a broad introduction to theories and approaches, there is an emphasis on preparation for the existential and integrative modalities which Regent’s offers training in. As well as being an academic and skills-based preparation, it delivers an experience which will allow you to decide whether psychotherapy is the career choice for you.

If you are not intending to train but have an interest in the subject area, this course offers a unique opportunity to study and to experience yourself in relation to others. Students find that this is a memorable course which has a long-lasting impact on their professional and personal lives.

As well as introducing you to the Regent’s approach and structure for the MProf psychotherapy training, this course meets the foundation requirements to study at other institutions based in other modalities.

This Professional Certificate Course provides a basic training and a solid professional grounding in counselling and psychotherapy study and skills. It uses a combined academic, practical, and experiential approach. You will be provided with a broad conceptual background, offering a focus on the existential, psychodynamic, humanistic, and cognitive/behavioural models. We aim to encourage critical thinking and questioning, and to foster an aptitude for self-evaluation. Aspects from the reading and discussion are explored through development and practice of relevant skills with other students.

In addition, you will participate in a personal and professional development group providing you with the opportunity for exploration of your personal and interactive processes. Working with a facilitator, this unique experiential environment allows you to explore self and development through relating to others. It is our belief that learning in this discipline is achieved not only through theoretical study and practical training but also through your genuine personal engagement with the content of the course.

Psychotherapy is an increasingly important profession in a society seeking to find its way after Covid has disrupted personal and working lives and where individuals are seeking ways of coming to terms with environmental threat, geopolitical instability and ubiquitous IT. These are on top of the perennial experiences of relationships, family, life stages and loss.

Drug-based interventions are short-term and do not address the underlying feelings in the way that talking therapies can. National health services continue to develop psychotherapy courses, however tight budgets mean that the market for private therapy, either through companies or charities, as well as being offered by individual practitioners, continues to grow. The recognition of the benefit of remote connection between client and therapist has further opened the prospect for a greater number of people.

Whilst the postgraduate-level psychotherapy training at Regent's is accredited by the UK Council for Psychotherapy (UKCP), this Foundation is not a part of this. It does however draw on the philosophy, standards and ethics set out by UKCP and hence is an excellent primer prior to becoming a trainee. It also covers the key subject matter and skills required to prepare to join British Association for Counselling and Psychotherapy (BACP) accredited trainings.

The key aims of the course are:

- to enable you to think independently, to be theoretically well informed, and to be able to skilfully and ethically to apply the methods of psychotherapy and counselling in practice;
- to present psychotherapy and counselling as fields for critical academic study across modalities of practice;
- to facilitate your emotional engagement the subject matter under consideration, in order to achieve a confluence of academic enquiry and personal engagement;

- To foster in you a sensitivity to and awareness of prejudice, in yourself and in others, towards issues of difference. This includes issues include racism, gender, religion, ageism, cultural and ethnic difference, class, sexuality, and disabilities.

The key supporting objectives of the course are:

- To acquire a broad conceptual background in psychotherapy and counselling theory, with a focus on the humanistic, existential, psychodynamic and cognitive/ behavioural models;
- To develop an aptitude for self-evaluation;
- To examine your own beliefs, assumptions and prejudices so that you can help others to do the same;
- To develop the ability to reflect on your own emotional growth and emotional patterns;
- To think critically and non-dogmatically about counselling and psychotherapy.

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 Professional Certificate Foundation in Psychotherapy and Counselling is built on the latest academic thinking, informed by in-house research. You will expand your knowledge, skills, practice and thinking in psychotherapy and counselling through a range of specialised learning opportunities.

As this is a Professional Certificate and serves as an introductory course for psychotherapy and counselling, there is one learning journey. This is not a modular course and it is not validated to award higher education credit. The academic content is up to level 6 as informed by, but not directly mapped to the FHEQ.

The course consists of a series of lectures with discussion, counselling skills training and small group work. You will need to do directed reading before your classes each week. Each weekly session is divided into four types of learning activity:

Academic

Lectures will introduce you to basic theories of psychotherapy and counselling, with an emphasis on the humanistic, existential, psychodynamic, and cognitive/behavioural orientations.

Experiential

Experiential exercises will relate to the theoretical material presented and to the development of listening skills, self-awareness, and the giving and receiving of feedback. You will have opportunities to become aware of embodied emotions and you may be required to involve bodily action and movement.

Psychotherapy and Counselling Practice and Skills Training

In these sessions you will be introduced to the basic skills and techniques of psychotherapy and counselling. You will participate in exercises with each other, using material from your

own lives. This is an opportunity to develop and practice psychotherapy and counselling skills and to give and receive feedback.

Personal and Professional Group Work

Course members will work in small groups with a facilitator. This will be an opportunity for students to explore their personal and interactive processes in the group, and their own and personal development. You will be able to experience yourself in relation to others and to explore personal dynamics over an extended period of time.

In accordance with ECHR guidance, in urgent or serious situations reasonable adjustments may be made before a full assessment by the University's Disability service has been carried out. This means that where a student has a severe or urgent condition, reasonable adjustments may be made without a diagnosis or medical or expert evidence. Staff should, therefore, be able to recognise circumstances in which they feel a student may be struggling or failing to engage because of a disability (whether formally recognised or assessed). This may be because a student speaks to a member of staff about their disability or health condition, or because their behaviour is suggestive of an adjustment need (such as attendance, submission of work, general engagement with the course and/or other activities, discrepancies between formative and summative assessments). Where such adjustments are put in place for severe or urgent reasons, confirmation of the adjustments made should be shared by the member(s) of staff with the disability team so they can be appropriately captured (and, if necessary, extended) in a Student Support Assessment ('SSA').

Although this course is not accredited by a professional body, we recognise that it introduces the expected commitment and behaviour for the psychotherapy training. In recognition of this, we require that you maintain a minimum of 80% in-person attendance. Failure to do so may mean that we require you to repeat some or all of the course. If you have any questions or problems around attendance you should speak your Course Leader before any issues arise.

This course is over 10 weeks (2 days per week on campus, either weekdays or weekends) or 5 weeks (4 days per week on campus). Start dates are advertised on the Regent's University London website, however the typical delivery is:

September	10 weeks	weekend and weekday cohorts
January	10 weeks	weekend and weekday cohorts
April	10 weeks	weekend and weekday cohorts
July	5 weeks	weekdays

Classes take place on your allocated day(s) of study, typically between 10:00 and 16:30. Your pattern of attendance will remain the same throughout the course.

Assessments are scheduled within the course and there will be a submission shortly after the end of teaching. Submission dates can be found on the Blackboard page of the course and in the assessment brief.

This Foundation does not include any placement or other clinical activity.

Modules

Your course is composed of a single module which alone has no credit value. On successfully passing the module, you will be eligible to be awarded the Professional Certificate.

A percentage breakdown of teaching contact hours and self-study required on this course is indicated in Section 7.

Please note the following content warning. More information is available in the module specification

By their nature, counselling and psychotherapy deal with the full range of human experience which will include aspects of trauma, abuse and harmful behaviours. As these issues may arise from discussion between students, it is not possible to predict topics which may come up during any session. If you experience difficulties with any subject matter raised, you are encouraged to contact your tutor or the Course Leader in confidence.

Course module

5_PSCO001_I Foundation Module

4. Indicative course structure diagram

September Start

Autumn Term Block 11	September to December
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January Start

Spring Term Block 11	January to April
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April Start

Summer Term Block 11	April to July
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July Start

Summer Block 11	July to August
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5. Exit awards

There is no interim award if you leave the course before completing all requirements and passing the assessments.

Should it be necessary, you may interrupt your studies, or you may seek re-enrolment if you withdraw prior to completion. Full details of what is currently permitted can be found in the Regent's University London Academic Regulations at regents.ac.uk/policies

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.

Learning Outcomes	
LO 1	Discipline Knowledge: Critique theories, concepts and techniques across psychotherapeutic modalities
LO 2	Discipline Skills: Combine and employ a range of psychotherapy-specific knowledge, techniques and tools to explore individual development and therapeutic change
LO 3	Communication: Communicate effectively both orally and in writing around theory and your own interactive process and functioning.
LO 4	Decision-making: Formulate decisions using critical and reflexive thinking informed by psychotherapeutic practice

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. 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.

Each day you will participate in a seminar, you will spend time building on your skills development and you will engage with an experiential personal and professional development group (PPD).

Seminars include presentations by tutors or students, discussion of literature, video or other pertinent material. There will also be time for experiential exercises which will allow you to engage with the material in other ways. 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.

Skills development includes practical application through exercises relevant to the theoretical material. You will work with other students and receive feedback from tutors.

The PPD group allows for an unstructured experience, guided by a facilitator. Each group will be able to reflect on the taught material, its implications and impact. You will be able to experience yourself in relation to others and to explore personal dynamics over a period of time.

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., role plays, simulations, field trips, studio or laboratory work.
- 'Self-Study' is time dedicated to self-directed learning that is guided by your own requirements to further your studies and complete assignments. This could include preparation for class, background reading, research and preparation for assessments and writing.

Professional Certificate	
Taught	23%
Practical	27%
Self-Study	50%

Course management and teaching staff

The course is managed by the Course Leader. Each cohort has a Lead Tutor 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.

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:

Forms of Assessment	Ways to deliver feedback on formative assessments
Written Assignments (various types)	Feedback on draft submitted 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 submitted on Blackboard by a specified date.
	Feedback on students' own assessment on the recorded practice presentation (both 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
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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.

You will complete two summative assessment components

Both will be marked with detailed feedback from one of the course tutors. Each will be marked as a pass or fail. You are required to pass both essays to be awarded the Professional Certificate. Failed components may be resubmitted according to the current Regent's University London Academic Regulations (<https://www.regents.ac.uk/policies>) and must comply with the Academic Regulations: Academic Misconduct.

Breakdown of assessment by percentage per level	
Professional Certificate	
Coursework	100%

Alternative forms of assessment

Our aim is to design and deliver innovative, authentic and inclusive assessments throughout our curriculum. Students with an 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 does not share elements with other courses. There is another version of this course which is delivered over an academic year rather than intensively over 5-10 weeks.

The Foundation in Psychotherapy and Counselling is the ideal preparation for joining the accredited psychotherapy trainings at Regent's University London – either the MProf Existential Psychotherapy or the MProf Integrative Psychotherapy. Not only is the relevant foundational academic material covered, but you will also become familiar with much of the

Regent's approached to learning and teaching in psychotherapy. The MProf courses continue to offer highly experiential teaching with a solid academic underpinning. Activity such as the PPD group continues in the MProf courses.

9. Student support

We want you to make the most of your time at Regent's and recognise that university life can sometimes be challenging. We are here to support you throughout your student journey and help connect you with the most appropriate support services across the University where needed.

Your first point of contact for most queries will be the ASK Regent's Team. The team offers one-to-one support to help answer study-related questions, discuss academic progress, support you in staying on track, and guide you through University processes and procedures.

The Ask Regent's Team can provide guidance and support with:

- Extenuating Circumstances (ECs), appeals and Interruption of Studies (IOS) requests
- Attendance, workload and deadlines
- Exam results and academic processes
- Document requests and general enquiries

The team works closely with academic departments and specialist support services to ensure students receive the most appropriate support for their needs, whether directly through the Student Experience Team or by signposting to relevant University services, including:

- Wellbeing and Disability Support
- Finance Team
- Visa Team
- Academic Skills
- Careers and Placements
- Accommodation
- Students' Union
- Regent's School of English

Further information about Student Experience Officers and student support can be found at: <https://www.regents.ac.uk/student-achievement>

If you require support or advice regarding wellbeing, accessibility or disability-related support, please contact the Wellbeing and Disability Team within the Student Experience/ASK Team. Further information can be found at: <https://www.regents.ac.uk/student-support>

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 extensive academic collections, flexible study spaces and knowledgeable staff can help you achieve your academic goals. As well as a large print collection, students have access to a wide range of eBooks and industry standard databases and subscriptions. The library also holds a wellbeing collection, graphic novels, fiction and language collections. The Tate Library (the silent space) is open 7 days a week (see <https://rul.sharepoint.com/sites/RegentsLibrary> for current opening hours). The Innovation Lab and the first floor of the library are open 24 hours a day, 7 days a week. Most areas are fully accessible to people with disabilities and students can contact the library for any assistance needed to access the collections.

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

Due to the experiential nature of the course, every student's experience will be uniquely influenced by others, both staff and students, who are on it. This may be your first experience of the practice of psychotherapy and the course will help you to decide whether clinical training is right for you. It will also allow you to start thinking about which modality you would like to train in. The choice of topic in the academic essay will allow you to make a personal exploration of an area of psychotherapy which interests you.

As part of the course, there will be the opportunities to meet with leaders from the MProf psychotherapy courses at Regent's to discuss the requirements and possibilities related to professional clinical training.

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.

Alumni, Careers & Enterprise Team

The Alumni, Careers & Enterprise team supports students' individual career aspirations through personalised support. We work with students to help them develop the skills and understanding required to help make informed decisions and manage their careers.

Regent's Careers – jobs, employers, events and resources

Regent's Careers – your dedicated careers platform – offers 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 opportunity 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 Regent's Careers and are either virtual or in-person. There are range of different appointment types you can choose from, whether you want help with your CVs and cover letter, book a mock interview or if you aren't sure how to start thinking about your career. You can access appointments throughout your time at Regent's and after you graduate too.

The Alumni, Careers & Enterprise team is here to support students throughout their journey, with the team readily available to provide guidance, advice, and connections around careers, enterprise, and industry opportunities.

Regent's Mentoring

At Regent's, we're proud to offer two valuable mentoring programmes through our alumni platform, Re:Connect, which connect you with experienced alumni to guide you on your career journey. Whether you're looking for quick advice or long-term support, our mentoring programmes provide the tools and connections to help you succeed.

- **Ask an alum:** This informal programme is perfect for students seeking quick advice or feedback. Whether you need help with a CV review, a specific question, or a brief chat, Ask an alum offers flexible, on-demand mentoring.
- **Alumni-student mentoring:** For students looking for a more structured experience, the Alumni-student mentoring programme pairs you with a mentor for six months, providing ongoing guidance as you work towards your career goals.

Enterprise and entrepreneurship

Regent's offers a range of enterprise and entrepreneurial support to students and alumni whether you are thinking of starting a business, building a business or setting yourself up as a business (ie. freelancing)

We offer a range of programmes, networking opportunities and support to grow ideas utilising our on-campus hub and dedicated workspace for entrepreneurship, the Innovation Lab, designed and powered by our partnership with Huckletree, including:

Future Founder's Programme

A practical programme for aspiring entrepreneurs, offering expert guidance, mentoring, live sessions and bootcamps. Participants develop their start-up ideas and pitch to investors, while building strong industry and peer networks.

Business Bootcamp

A short, intensive programme to rapidly develop business ideas, with hands-on workshops in business planning, pitching and market validation.

Regent's Alumni

When you study at Regent's, you become part of the Regent's family – a lifelong connection. So, whether you'd like to come back to campus, tap into our benefits and services, attend events, or network with fellow graduates, our Alumni team is here to help.

You'll be asked to share information on what you're doing 15 months after you finish. Look out for the Graduate Outcomes Survey in your inbox. Your responses help us understand your onward journey, whether you're working, studying, running your own business, or something else.

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.

This course is not eligible for Regent's sponsorship for a Student Visa. You may be able to join on a Visitor Visa provided you ensure that you complete within six months.

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>

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 the 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 pass 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.

15. Award criteria

To complete your course, you will need to pass the two assessment components to achieve the Professional Certificate.

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 Programme/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.