



MA Psychotherapy & Counselling

Course Specification

Academic Year 2024-25

Contents

1. Overview	4
2. Why study this programme?	5
3. Programme aims and objectives	6
4. Programme structure	7
5. Learning outcomes	10
6. Learning and teaching strategy/ assessment methods (non-regulatory)	11
7. Relationship to other programmes	23
8. Student support	24
9. Learning support facilities	25
10. Opportunities for personal development planning	25
11. Admissions criteria	27
12. Visas and immigration	27
13. Tuition fees and other costs	27
14. Assessment and progression regulations	28
15. Awards criteria	30
16. Methods for evaluating and improving the quality and standards of teaching and learning	31
17. Curriculum map	33

Director of Content's Welcome

Dear Students,

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

Regent's has a long history of training and research in psychotherapy. The existential modality was developed here and we continue to offer a unique training. Regent's also stands out in integrative approaches and offers the chance to practice using a range of approaches. In the MA you have the opportunity to explore the existential and integrative modalities before picking one to adopt for your practice in the third year.

You will find the Programme both demanding and enjoyable. We believe it is through a spirit of questioning and critical inquiry that worthwhile results are achieved and, I hope, studying and training here will make a decisive impact on your life and future prospects as a psychotherapist. Following the MA, you can complete your training by continuing on to either the Postgraduate Certificate in Integrative Psychotherapy or Existential Psychotherapy, after which you will be eligible to apply for membership of the United Kingdom Council for Psychotherapy (UKCP).

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

Prof Simon Carrington, Director of Psychotherapy and Counselling

1. Programme Overview	
Full programme/award title(s)	MA Psychotherapy & Counselling
Short programme title	MAPC
Fees	Please see the tuition fees on the Regent's University London website (https://www.regents.ac.uk/admissions/tuition-fees)
Location of study	Regent's Park campus
Off campus elements / locations	Placement in Years 2 and 3
Awarding institution	Regent's University London
Institution regulated by:	Office for Students, Quality Assurance Agency
Programme entry points	September 2024, January 2025
Date of initial/previous (re)validation	February 2019
Date of next revalidation	Autumn 2024
Framework for Higher Education Qualification level of final award	Level 7
Number of credits in award	180
UCAS codes	Not applicable
Underpinning QAA subject benchmark statements	QAA Subject Benchmark Statements for Counselling and Psychotherapy 2013
Other external and internal references	QAA Master's degrees characteristics UKCP, Humanistic and Integrative Psychotherapy College (HIPC) Standards of Education and Training 2017 (https://www.psychotherapy.org.uk/wp-content/uploads/2017/09/HIPC-Training-Standards-2017.pdf) Regent's University London Academic Regulations
Professional, statutory or regulatory body recognition/accreditation	United Kingdom Council for Psychotherapy (UKCP)
Mode of study (Full-Time / Part-Time)	Part-time
Language of study	English
Minimum / Maximum duration of programme for each mode of study	Part-time: Minimum: 3 years Maximum*: 5 years

	*in exceptional circumstances only, refer to Regent's University London Academic Regulations for details
Date of production / revision of this programme specification	August 2024

2. Why study this programme?

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

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

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

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

We aim to educate students to become skilful and ethical professionals, able to think independently, critically and creatively, and undertake highly responsible jobs. Employment

opportunities are wide ranging, with our graduates pursuing careers in NHS hospitals, GP practices, universities, colleges and schools, counselling centres, agencies offering specialised counselling, and private practice. Some graduates continue in their existing careers, working as practitioners on a part time, private basis.

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

3. Programme aims and objectives

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

Regent's MA in Psychotherapy and Counselling (MAPC)

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

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

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

This attitude is summarised as follows:

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

possibilities, and of engendering a tolerance of uncertainty that can thrive in the absence of final and fixed truths.

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

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

The specific objectives of the MAPC are for students to:

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

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

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

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

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

4. Programme structure

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

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

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

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

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

Contact hours and expected workload

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

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

Overview of programme structure by year

YEAR 1		
Term 1	Term 2	Term 3
<p>Module PSC701 Psychoanalytic Approaches to Psychotherapy</p> <ul style="list-style-type: none"> • Academic seminar 10am-1pm 	<p>Module PSC702 Existential-Phenomenological Approaches to Psychotherapy/Practice</p> <ul style="list-style-type: none"> • Academic seminar 10am-1pm 	<p>Module PSC703 Humanistic and Integrative Approaches to Psychotherapy</p> <ul style="list-style-type: none"> • Academic seminar 10am-1pm

<ul style="list-style-type: none"> • Skills training 2pm-4pm • PPD group 4pm-5pm 	<ul style="list-style-type: none"> • Skills training 2pm-4pm • PPD group 4pm-5pm 	<ul style="list-style-type: none"> • Skills training 2pm-4pm • PPD group 4pm-5pm
20 credits	20 credits	20 credits
Level 7 - 60 credits (exit award Postgraduate Certificate)		

YEAR 2		
Term 1	Term 2	Term 3
Module PSC7A4 Contemporary Developments in Psychotherapy: Theory - 30 credits Academic seminar – 10am – 1pm		
Contemporary Developments in Psychoanalytic Theory	Contemporary Developments in Existential Theory	Contemporary Developments in Humanistic and Integrative
Module PSC7A5 Contemporary Developments in Psychotherapy: Practice - 30 credits Training supervision 2pm – 4pm; PPD group – 4pm -5pm		
Level 7 - 60 credits (cumulative credits – 120; exit award Postgraduate Diploma)		

YEAR 3 INTEGRATIVE PSYCHOTHERAPY PATHWAY		
Term 1	Term 2	Term 3
Module INT701 Perspectives in Integrative Psychotherapy: Theory - 30 credits Academic seminar – 10am – 1pm		
Professional Practice Issues	Critical Psychopathology	Cognitive Behavioural Approach
Module INT702 Integrative Psychotherapy in Practice - 30 credits Training supervision 2pm – 4pm; PPD group – 4pm -5pm		

Level 7 - 60 credits (cumulative credits – 180; exit Master’s Degree)		
YEAR 3 EXISTENTIAL PSYCHOTHERAPY PATHWAY		
Term 1	Term 2	Term 3
Module EXP701 Perspectives in Existential Psychotherapy: Theory - 30 credits Academic seminar – 10am – 1pm		
Heidegger	Ethics, Language and Professional Practice	Critical Psychopathology
Module EXP702 Existential Psychotherapy: Practice and Reflexivity - 30 credits Training supervision 2pm – 4pm; PPD group – 4pm -5pm		
Level 7 - 60 credits (cumulative credits – 180; exit Master’s Degree)		

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

5. Learning outcomes
This is a guide to the more specific knowledge and skills you will gain if you take full advantage of the learning opportunities available to you.
A. Knowledge and understanding
<i>On completion of the MAPC students will be able to demonstrate knowledge and understanding of:</i>

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

B. Skills

On completion of the MAPC students will be able to:

- B1.** Make use of a range of theoretical perspectives to analyse clinical work and develop appropriate therapeutic interventions.
- B2.** Recognise and critically examine self in relation to others in all aspects of the course from within a theoretically coherent framework.
- B3.** Recognise and manage ethical dilemmas and work within relevant codes of practice.
- B4.** Draw upon relevant research in the development of therapeutic practice.
- B5.** Recognise personal issues that may be evoked in any aspect of the course and be willing to explore them.
- B6.** Recognise, engage with and critically examine own prejudices and those of others around similarity and diversity issues such as race, culture, gender, religion, socio-economic class, sexual orientation, age and ability.

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

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

University Learning, teaching and Assessment Strategy

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

1: A personalised student experience

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

2: Interactive and inclusive learning

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

3: Assessment for learning

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

4: Focus on student skills and attributes

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

- Clinical skills: through the skills practice sessions in year One and the placement opportunities in year Two and Three for which training supervision is provided in small groups
- Research skills: (for those choosing the dissertation pathway) through research method seminars, support in developing a research protocol and individual meetings with the academic supervisors in the write-up stage of the MA dissertation in year Three
- Facilitation skills: through facilitating class discussion of set papers and receiving peer and tutor feedback
- Debating skills: discussing theories, ideas and practices; learning to appreciate different psychotherapeutic perspectives and modalities
- Reflective skills: through experiential learning embedded in all activities; emphasised in the experiential sessions at the end of each day.

5: Professional development for staff

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

Teaching and learning methods

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

- Tutor lecture and tutor-led discussion
- Student-led facilitation of discussion

- Group exercises.

Methods used for training clinical skills and reflexive practice include:

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

The methods above are delivered using the following means:

Academic seminar

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

Skills practice sessions

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

Training supervision

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

Personal and professional development group (PPD)

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

Personal tutorials

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

Clinical placement

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

Individual therapy

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

Methods of delivery by year

Year 1

Academic seminars (weekly)
Skills practice sessions (weekly)
Personal and professional development groups (weekly)
Independent study (self-directed)
Personal therapy (minimum weekly).

Year 2

Academic seminars (weekly)
Training supervision (weekly)
Personal and professional development groups (weekly)
Independent study (self-directed)
Personal therapy (minimum weekly)
Clinical placement (weekly) for a minimum of three terms to gather 100 supervised client contact hours (private practice is not accepted as a clinical placement in Year Two).

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

Academic seminars (weekly)
Training supervision (weekly)
Personal and professional development groups (weekly)
Independent study (self-directed)
Personal therapy (minimum weekly)
Clinical placement (weekly) for a minimum of three terms to gather an additional 100 supervised client contact hours (private practice is limited to 20%).

Year 3 (Dissertation pathway)

Five days of research methods seminars
Submission and ethics approval of research protocol
Twenty-five hours of research supervision (representing total tutor engagement)
Monthly supervision meetings through the year – on site or via online platforms
Submission of a research dissertation of 14,000-16,000 words.

Year 1 60 credits: 600 learning hours		
Tutor contact hours	165 hours	27.5%
Academic seminars	81	13.5
Skills practice sessions	54	9
PPD groups	27	4.5
Tutorials (1:1 and group)	3	0.5
Independent study	435	72.5%
Preparation for class	150	25
Self-study including personal therapy	100	16.7
Preparation for assessments	185	30.8
Total notional learning hours	600	100%
Year 2 60 credits: 600 learning hours		
Tutor contact hours	165 hours	27.5%
Academic seminars	81	13.5
Training supervision sessions	54	9
PPD group	27	4.5
Tutorial (1:1 and group)	3	0.54
Independent study	435	72.5
Preparation for class	100	16.7
Self-study including of personal therapy	100	16.7
Preparation of assessments	115	19.1
Placement and allied supervision	120	20
Total notional learning hours	600	100%
Year 3 Taught pathways 60 credits		
Tutor contact hours	165 hours	27.5%
Academic seminars	81	13.5
Supervision sessions	54	9
PPD group	27	4.5
Tutorial (1:1 and group)	3	0.54
Independent study	435	72.5
Preparation for class	150	16.7

Self-study including of personal therapy	100	16.7
Preparation of assessments	65	19.1
Placement and allied supervision	120	20
Total notional learning hours	600	100%

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

Programme management and teaching staff

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

The responsibilities of the programme management are divided as follows:

Director of Content:

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

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

- Assist the Director of Content in the management of the MAPC
- Deal with student concerns and questions on aspects of the taught components of the MAPC
- Liaise with all Regent's services such as Registry, Library, Media Services, Careers & Business Relations, Blackboard and Student Support Service
- Prepare documentation for examining boards in consultation with Registry

- Oversee student references, placement applications and reports, and advise students on placements requirements.

6. Assessment strategy and methods

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

Formative assessments

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

Summative assessment schedule by year

Year	Submission time	Assignment	Description
Year 1	End of term 1	Group Presentation	30min with 10min discussion; on a theme set by the tutor.
		Reflective Learning Essay	2,000 words; on awareness of strengths and areas of development based on the use and observation of psychoanalytic principles and skills demonstrated in the skills practice sessions
	End of term 2	Essay	3,500 words; on a key existential concept or theme and its relevance to the practice of existential phenomenological psychotherapy
	End of term 3	Practice Evaluation	3,500 words; Practice Evaluation based on a 20min recorded skills session with a peer (weekly practice sessions)

Year	Submission time	Assignment	Description
Year 2	End of term 2	Process report	Integrative Pathway 2,500-3,000 words; reflections on one therapy session from placement practice.

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

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

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

Breakdown of assessment by percentage per module

YEAR 1

Module code	Assessment	Weighting
MODULE PSC701 Psychoanalytic Approaches to Psychotherapy 20 credits	Group Presentation	50%
	Reflective Learning Essay	50%
MODULE PSC702 Existential-Phenomenological Approaches to Psychotherapy/Practice 20 credits	Essay	100%
MODULE PSC703 Humanistic and Integrative Approaches to Psychotherapy 20 credits	Practice Evaluation	100%

YEAR 2

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

YEAR 3 (Taught pathways)

Module code	Assessment	Weighting
MODULE EXP701 Perspectives in Existential Psychotherapy: Theory 30 credits	Academic Essay	70%

	Reflexive Account	30%
MODULE EXP702 Existential Psychotherapy: Practice and Reflexivity 30 credits	Process Report	30%
	Case Study	50%
	Clinical Portfolio	20%
INT701 Perspectives in Integrative Psychotherapy: Theory 30 credits	Academic Essay	100%
INT702 Integrative Psychotherapy in Practice 30 credits	Integrated Case Study	80%
	Clinical Portfolio	20%
YEAR 3 (Dissertation pathway)		
Module code	Assessment	Weighting
MODULE PSC708 Research in Psychotherapy & Counselling 60 credits	Research Protocol	0%
	Dissertation	100%

Ethical issues

As an organisational member of the UKCP the programme complies with the professional Code of Ethics and Practice for Counsellors and Psychotherapists which applies to all students and professional staff. Students and professional staff are also obliged to comply with the UKCP Ethical Principles of Professional Practice

<https://www.psychotherapy.org.uk/media/v11peyoh/ukcp-code-of-ethics-and-professional-practice-2019.pdf>

Research ethics

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

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

7. Relationship to other programmes and awards

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

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

Foundation in Psychotherapy & Counselling



Postgraduate Certificate in Psychotherapy & Counselling

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



Postgraduate Diploma in Psychotherapy & Counselling

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



MA Psychotherapy & Counselling

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



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

Postgraduate Certificate in Existential Psychotherapy

- (one-year taught programme of 60 credits)

Or

Postgraduate Certificate in Integrative Psychotherapy

- (one-year taught programme of 60 credits)



Professional membership of the UKCP

BACP Accreditation is also possible upon independent application

Further study

MPhil/PhD by research

8. Student support

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

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

Our support services include:

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

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

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

Personal tutors

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

Students with disabilities

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

9. Learning support facilities

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

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.

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.

The Regent's mobile app enables you to receive live updates with regards to your studies

For more information visit:

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

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. For more details visit:

<https://www.regents.ac.uk/about/library-services>

10. Opportunities for personal development planning

Personal development planning

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

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

Personal therapy

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

Help with placements

In accordance with current legislation, Regent's University London has a rigorous health and safety policy as part of placement co-ordination. All placement managers receive information about the programme's philosophy and training and are required to adhere to formally signing up to this policy.

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

Student /trainee membership of UKCP

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

Student / Individual membership of BACP

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

Extracurricular activities

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

Careers support

The Regent's Careers, Enterprise & Industry offer tools, events and resources to develop your career planning and employability. For more information, visit:

<https://www.regents.ac.uk/study/careers>

11. Admissions criteria

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

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

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

12. Visas and immigration

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

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

13. Tuition fees and other costs

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

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

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

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

14. Assessment and progression regulations

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

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

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

You will be provided with guidelines on what you need to achieve in each assessment to ensure you receive a good mark.

Pass regulations

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

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

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

All modules, except for the dissertation module (Research in Psychotherapy and Counselling), are eligible for the late submission rules under the current university regulations. For further information on late submission, please refer to the current Academic Regulations.

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

Retaining copies of all course work

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

Readiness to practice

Students must enter the programme with foundation-level training and confirmation of their basic counselling skills. Throughout Year 1 of the MAPC, students are required to engage with skills practice and to pass the Practice Evaluation assignment in order to evidence their therapeutic skills to a level that will deem them ready to practice in a placement in Year 2 and enable them to count their client hours accordingly.

For further information on the programme's assessment and progression regulations, please see the University's Academic Regulations at <https://www.regents.ac.uk/policies>.

External examiners

The membership of Exam Boards includes external examiners.

External Examiners are appointed to programmes to ensure that the University's standards and quality processes are appropriate and of a standard comparable to those of other higher education institutions in the UK. External Examiners do not alter individual student's marks or classification decisions.

15. Award criteria

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

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

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

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

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

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

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

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

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

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

The maximum allowable Recognised Prior Learning import towards this award is 60 credits. You must also meet the requirements set out in the Academic Regulations.

For further details on award requirements, please see the Academic Regulations found at: <https://www.regents.ac.uk/policies>

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

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, Course Leads are required to prepare an annual monitoring report. The reports include module feedback as well as external examiner reports and responses. They are reviewed at faculty and institutional level.

Student feedback systems

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

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.

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

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

The MAPC has a Course Panel, which meets once per term, giving students an opportunity to discuss issues with the programme team.

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

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

17. Curriculum map

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

Level	Module	Learning outcomes											
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6
7	PSC701 Psychoanalytic Approaches to Psychotherapy	✓	✓	✓			✓		✓	✓	✓	✓	✓
	PSC702 Existential-Phenomenological Approaches to Psychotherapy/Practice	✓	✓	✓			✓		✓	✓	✓	✓	✓
	PSC703 Humanistic and Integrative Approaches to Psychotherapy	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓
	PSC7A4 Contemporary Developments in Psychotherapy: Theory	✓	✓	✓	✓		✓		✓	✓		✓	✓

PSC7A5 Contemporary Developments in Psychotherapy: Practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
INT701 Perspectives in Integrative Psychotherapy: Theory	✓	✓	✓	✓		✓		✓	✓		✓	✓	
INT702 Integrative Psychotherapy in Practice		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
EXP701 Perspectives in Existential Psychotherapy: Theory	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	
EXP702 Existential Psychotherapy: Practice and Reflexivity		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
PSC708 Research in Psychotherapy and Counselling		✓	✓	✓				✓	✓	✓	✓	✓	
Clinical placement		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
Personal therapy		✓						✓	✓		✓	✓	