



PSYCHOTHERAPY

# CURRICULUM



**Madrid**  
International  
College

Colegio  
Internacional  
**de Madrid**

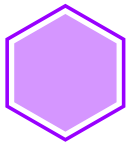


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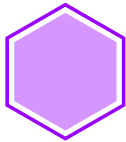
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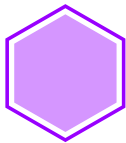
## COURSE OVERVIEW



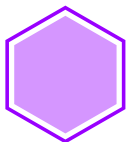
192 Courses X 60 Slides =  
11.520 Pages of academic  
material



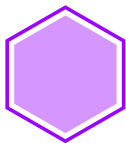
2.700 hours of course delivery  
with live lecturers and recording



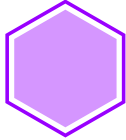
Extra notes and interactive  
courses with supervision and  
student based training



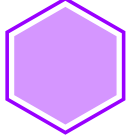
1.800 hours of homework &  
repetition



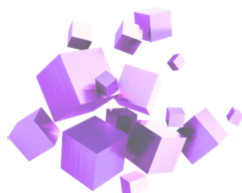
24/7 Moodle educational platform



Extra courses for **240 ECTS**



Total 4.500 academic/training  
hours & case studies (or 6.000h)



**ECTS: 180**

Total Training Hours



# INTRODUCTION

The **MSc in Integrative Psychotherapy** equips students with the foundational knowledge and skills required to begin their journey in the field of psychotherapy. This program combines theoretical perspectives with practical techniques, emphasizing a holistic and client-centered approach to therapy. Students explore various therapeutic models, including cognitive-behavioral, humanistic, psychodynamic, and systemic approaches, and learn how to integrate these models effectively to address diverse client needs. The program also fosters self-awareness, empathy, and ethical practice, ensuring that students are well-prepared for advanced studies or entry-level roles in the mental health field.

This program prepares students to approach psychotherapy as both a science and an art, blending evidence-based practices with empathy and creativity to support clients in their journey toward healing and growth.

The program meets the following specifications, comprising a total of 2,700 teaching hours (180 ECTS), including practical training and supervision sessions, or additional courses to complete 240 ECTS and 3,600 teaching hours, enabling you to graduate as a fully qualified professional. Furthermore, upon graduation, you may join any professional body or association of your choice, such as the British Association for Counselling and Psychotherapy, European Association for Psychotherapy, Therapeuw, etc.





# Lecturers - Tutors

## Dr Angeliki Koskeridou

**Academic Director, Supervisor**

Dr Koskeridou holds a Doctorate in Naturopathic Medicine, MSc in Health Psychology, Dipl. in Herbal Therapy, ProfDc in Psychotherapy, Dipl. in Integrative Counselling & Psychology and Cert. in Systemic Approach. Her 20 years of experience in holistic treatment and 14 years of teaching therapists support supervision and interactive courses in Psychotherapy.

## Maria Foka

**Clinical Psychologist, Lecturer**

Maria Foka is a licensed Psychologist (EKPA). She worked at the Child Psychiatry Clinic of Sismanogleio General Hospital. She holds a Master in "Clinical Psychopathology" at Eginition Hospital and she is a Systemic-Existential Psychotherapist.

## Christina Alatsi

**Integrative Psychotherapist**

Christina Alatsi has been trained in Integrative Counselling, Integrative Psychotherapy, and Clinical Hypnosis. She is a trainee psychologist while she attends numerous seminars for continuous professional development.

# ECP - Therapy

## ECP Lecturer I

### Integrative Psychotherapy

To become an ECP-certified therapist, students may either graduate from our core Integrative Psychotherapy programme or choose to enrol in the enhanced 240 ECTS programme, which includes ECP-certified lecturers.

Both pathways lead to ECP certification upon graduation; the difference lies only in the certification process.

## ECP Lecturer II

### Integrative Psychotherapy

Our ECP certified lecturers in Integrative Psychotherapy will equip you with all the qualifications and competencies required to become an ECP certified therapist after graduation.

## Personal Therapy

### Integrative Psychotherapist







You can find your own therapist or request to offer you the minimum of 250 hours of personal therapy in the approach of integrative psychotherapy with one of our certified therapists.



## LEARNING OUTCOMES

This module outlines the core learning outcomes in integrative psychotherapy, focusing on the development of theoretical understanding and clinical competence across diverse therapeutic approaches. It aims to equip learners with the skills to apply an integrative framework in assessment, formulation, and psychotherapeutic practice.

A successful graduate of the MSc in Integrative Psychotherapy is expected to:

-  Demonstrate an understanding of major psychotherapeutic theories and their application to client care, including cognitive-behavioral, psychodynamic, and humanistic approaches.
-  Exhibit self-awareness and reflective practices that enhance personal and professional growth. Understand and apply ethical principles and professional standards in the psychotherapy.
-  Demonstrate foundational skills in assessment, intervention, and treatment planning across various client contexts.
-  Develop & apply integrative frameworks to address complex psychological issues in diverse populations, effective communication skills to maintain therapeutic relationships.
-  Employ evidence-based and research-informed methodologies to critically evaluate and enhance therapeutic outcomes.
-  Demonstrate the ability to apply integrative psychotherapeutic theories and evidence-based interventions in clinical practice, ensuring ethical, reflective, and client-centred therapeutic work.



# 7 Keys 2 Success

01

Supervisor, lecturers and therapists are totally different persons to ensure that you can request your ECP upon graduation.

02

All academic staff and collaborators are fully trained, certified, and have extensive professional experience in their respective fields.

03

4.500h minimum total training of 180 ECTS including 2.700 hours of training and education for psychologists, with the possibility of extending up to 3600h when required.

04

The program fully meets the requirements for accreditation with relevant professional bodies, ensuring eligibility for membership in professional associations.

05

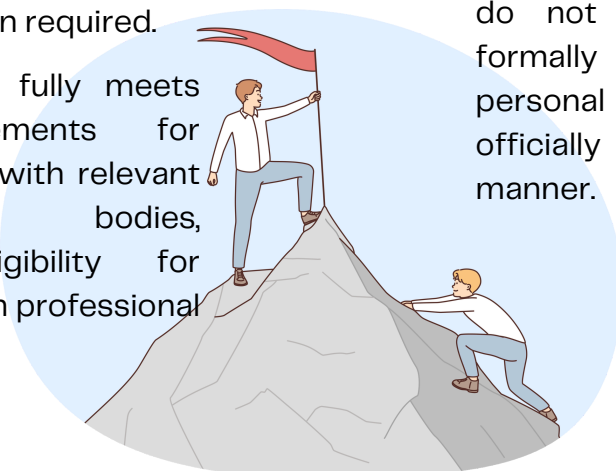
700 hours of literature-based theoretical training in the approach of Integrative Psychotherapy in 5 year's duration or 4 years in fast paced training.

06

More than 600 hours of supervised clinical practicum and 220 hours of supervision over a period of four years.

07

The 250 hours of personal therapy can be optionally completed with an independent therapist, in cases where participants do not already have a formally established personal therapist, in an officially recognised manner.





## C B T   A P P R O A C H

Cognitive Behavioural Therapy (CBT) is a structured, evidence-based psychotherapeutic approach that focuses on the relationship between thoughts, emotions, and behaviours. It is based on the understanding that psychological distress is influenced by maladaptive thinking patterns, which can be identified and modified to promote healthier emotional responses and behavioural change.

CBT is goal-oriented and collaborative, involving active participation from the client in setting therapeutic goals and applying practical techniques between sessions. It is widely used in the treatment of a range of psychological difficulties, including anxiety disorders, depression, and stress-related conditions, with a strong emphasis on measurable outcomes and skills development.

Lecture 1.1 – Cognitive–Behavioral Model

Lecture 1.2 – Psychoanalytic Model

Lecture 1.3 – Social Cognitive Theories

Lecture 1.4 – Rational Emotive Behavior Theory (Ellis)

Lecture 1.5 – Techniques of Ellis

Lecture 1.6 – Applications of Ellis' Rational Emotive Behavior Theory

Lecture 1.7 – Beck's Cognitive Theory I

Lecture 1.8 – Beck's Cognitive Theory II

Lecture 1.9 – Practical Applications of Beck's Cognitive Techniques

Lecture 1.10 – Meichenbaum's Cognitive–Behavioral Modification

ECTS: 10



# G E S T A L T   A P P R O A C H

Gestalt Therapy is a humanistic and experiential psychotherapeutic approach that focuses on awareness, the present moment, and the client's subjective experience. It emphasises the integration of thoughts, emotions, and bodily sensations, supporting individuals to develop greater self-awareness and a deeper understanding of how they relate to themselves and others.

The Gestalt approach encourages personal responsibility and authentic contact within the therapeutic relationship. Through experiential techniques and dialogue, clients are supported in exploring unfinished experiences and patterns of behaviour, fostering self-regulation, emotional integration, and personal growth.

Lecture 2.1 – The Therapeutic Relationship and Core Concepts in Gestalt Therapy

Lecture 2.2 – The Counseling Process in Gestalt Therapy

Lecture 2.3 – The Body and Dialogical Contact

Lecture 2.4 – Nonverbal Communication and Silence

Lecture 2.5 – Dramatization, Dreams & Fantasies

Lecture 2.6 – Gestalt vs. Person-Centered Therapy

Lecture 2.7 – The Empty Chair Technique

ECTS: 10



# SYSTEMIC THERAPY

Systemic Therapy is a relational and contextual psychotherapeutic approach that focuses on individuals within the systems they are part of, such as family, relationships, and wider social networks. It views psychological difficulties as emerging from interactional patterns rather than isolated individual problems, emphasizing the importance of understanding communication, roles, and dynamics within the system.

The systemic approach aims to facilitate change by working with relational patterns and strengthening healthier ways of interacting. Through exploration of systemic structures and meanings, clients are supported in developing new perspectives, improving relationships, and creating more functional and adaptive patterns of interaction.

Lecture 3.1 – Introduction to the Systemic Approach, Theories & Schools

Lecture 3.2 – The Role of Symptoms in Systemic Therapy

Lecture 3.3 – Genogram and Family Dynamics

Lecture 3.4 – The Therapeutic Relationship in Systemic Therapy I

Lecture 3.5 – The Therapeutic Relationship II & Parenting Schools in Different Countries

Lecture 3.6 – Systemic Hypothesis

Lecture 3.7 – Creativity in Therapy

Lecture 3.8 – Emotional Intelligence

Lecture 3.9 – Systemic Theory & Practice I

Lecture 3.10 – Systemic Theory & Practice II

ECTS: 10



# PERSON-CENTERED

Person-Centered Therapy is a humanistic psychotherapeutic approach developed by Carl Rogers, which places emphasis on the individual's inherent capacity for growth and self-actualisation. It is grounded in the belief that psychological well-being is fostered within a therapeutic environment characterised by empathy, congruence, and unconditional positive regard.

The approach prioritises the client's subjective experience and promotes a non-directive therapeutic process in which individuals are supported to explore their feelings and develop greater self-understanding. Through a facilitative and accepting therapeutic relationship, clients are empowered to enhance self-awareness, autonomy, and personal development.

Lecture 4.1 – Historical Background, Existentialism, and Humanism

Lecture 4.2 – Core Concepts and Goals of Counseling

Lecture 4.3 – Therapeutic Process and Objectives

Lecture 4.4 – The Role of the Therapist and the Client's Experience

Lecture 4.5 – Key Concepts of Person-Centered Therapy

Lecture 4.6 – Therapeutic Techniques and Processes

Lecture 4.7 – Focusing

ECTS: 10



# PSYCHODYNAMIC

Psychodynamic Therapy is a psychotherapeutic approach rooted in psychoanalytic theory, which explores the influence of unconscious processes, early life experiences, and internal conflicts on current thoughts, emotions, and behaviours. It emphasises the importance of understanding how past relationships and developmental patterns shape present psychological functioning.

The psychodynamic approach aims to increase self-awareness and insight through the exploration of unconscious material, defence mechanisms, and relational patterns, often within the therapeutic relationship. By bringing these processes into conscious awareness, clients are supported in achieving greater emotional understanding, resolution of internal conflicts, and lasting psychological change.

Lecture 5.1 – Introduction to the Theory and Work of Sigmund Freud

Lecture 5.2 – Personality Theories

Lecture 5.3 – The Psycho-Biological Perspective in Freud's Theory: The Economy of the Psyche

Lecture 5.4 – Freud's Model of the Psyche

Lecture 5.5 – Ego Defense Mechanisms

Lecture 5.6 – The Importance of Early Development

Lecture 5.7 – Carl Jung

Lecture 5.8 – Margaret Mahler

Lecture 5.9 – The Therapeutic Process

Lecture 5.10 – The Six Core Techniques of Psychoanalytic Therapy

ECTS: 10

The top of the page features a dark blue background with a white wireframe overlay of three human faces. The central face is the most prominent, with its features clearly defined by the white lines. The faces on either side are slightly faded and positioned behind the central one, creating a sense of depth and focus on the central subject.

# PSYCHOLOGY INTRO

The Introduction to Psychology course provides a foundational overview of the core concepts, theories, and research methods within the field of psychology. It covers major areas such as cognitive, developmental, social, and biological psychology, offering students a broad understanding of human behaviour and mental processes. The course also introduces key psychological perspectives and encourages critical thinking about how psychological knowledge is developed and applied in real-world contexts, laying the groundwork for further studies in clinical and applied psychology.

The course also familiarizes students with basic research methodologies, ethical considerations, and the scientific approach used in psychological inquiry. Through engagement with empirical studies and case examples, students develop the ability to interpret psychological findings and understand their relevance to everyday life and clinical practice. This foundational knowledge supports the development of analytical thinking and prepares students for more advanced study in specialized areas of psychology.

Lecture 8.1 – Introduction to Psychology I

Lecture 8.2 – Psychology II

Lecture 8.3 – Psychology III

Lecture 8.4 – Psychology IV

ECTS: 5



# PSYCHOPATHOLOGY

The Psychopathology DSM-V course provides a comprehensive introduction to the classification and understanding of mental disorders according to the Diagnostic and Statistical Manual of Mental Disorders (Fifth Edition). It offers students a structured framework for identifying, describing, and differentiating various psychological conditions, with an emphasis on clinical accuracy and diagnostic reasoning. The course covers a wide range of disorders, including mood, anxiety, psychotic, personality, and neurodevelopmental disorders, supporting the development of a solid foundational knowledge in psychopathology.

In addition, the course emphasizes the practical application of DSM-5 criteria in clinical settings, helping students develop essential diagnostic and assessment skills. Through case studies and clinical examples, learners are trained to engage in differential diagnosis, consider comorbidity, and integrate cultural and contextual factors into their evaluations. Ethical considerations in diagnosis and the limitations of categorical classification systems are also explored, fostering a critical and reflective approach to psychopathological assessment.

- Introduction to the DSM-V classification system and its role in contemporary psychopathology.
- Study of major mental disorders, including mood, anxiety, psychotic, personality, and neurodevelopmental disorders.
- Development of diagnostic skills through criteria-based assessment and clinical case formulation.
- Understanding of differential diagnosis and comorbidity in complex clinical presentations.
- Application of DSM-5 in clinical practice, with attention to ethical considerations and cultural factors.

ECTS: 10



# ETHICS & DEONTOLOGY

The Ethics & Deontology course provides a comprehensive introduction to the fundamental ethical principles and professional responsibilities that guide psychological and psychotherapeutic practice. It explores key concepts such as confidentiality, informed consent, professional boundaries, and respect for client autonomy, while also addressing ethical decision-making in complex clinical situations. The course emphasizes the importance of maintaining integrity, accountability, and cultural sensitivity in all professional interactions.

In addition, students are introduced to relevant ethical codes and professional guidelines that govern psychological practice at both national and international levels. Through discussion of real-life case scenarios, learners develop the ability to identify ethical dilemmas and apply structured frameworks for resolving them responsibly. This training fosters a strong sense of professional identity and prepares students to practice safely, ethically, and in accordance with established deontological standards.

Lecture 9.1 – Introduction to Ethics & Deontology I

Lecture 9.2 – Ethics & Deontology II

Lecture 9.3 – Ethics & Deontology III

Lecture 9.4 – Ethics & Deontology IV

ECTS: 5



## C O U N S E L I N G I N T R O

The Integrative Counselling course provides a comprehensive introduction to core theoretical orientations and their practical application within the helping relationship. It combines key principles from major psychotherapeutic approaches, supporting learners to develop a flexible and holistic understanding of human behaviour and psychological change. The introductory component of 150 hours establishes a solid foundation in counselling theory, skills, and ethical practice.

Throughout the course, students are encouraged to explore the integration of different therapeutic models, including humanistic, cognitive-behavioural, psychodynamic, and systemic perspectives. Emphasis is placed on developing self-awareness, reflective practice, and the ability to adapt interventions to meet the unique needs of each client. This integrative framework supports the development of a coherent personal counselling style grounded in theory and practice.

The programme also focuses on experiential learning, skills development, and supervised practice to ensure the gradual acquisition of professional competence. Learners are supported in building effective communication skills, therapeutic presence, and ethical awareness, preparing them for further training and professional development in the field of counselling and psychotherapy.

ECTS: 6



## BASIC COURSES

The courses in Psychosomatic Diagnosis and Basic Principles of Communication provide students with essential skills for understanding the interplay between psychological processes and physical symptoms, as well as for developing effective therapeutic relationships. Psychosomatic Diagnosis focuses on identifying and conceptualising how emotional and cognitive factors may manifest in bodily symptoms, supporting a holistic approach to assessment and care. The Basic Principles of Communication course emphasizes core interpersonal skills such as active listening, empathy, clarity, and non-verbal awareness, enabling trainees to build strong therapeutic alliances and facilitate meaningful clinical interactions.

### **Basic Principles of Counselling/Communication**

Lecture 2.1 – Introduction to Basic Counseling & Communication Skills

Lecture 2.2 – Fundamental Sequential Order of Active Listening and Positive Inquiry of Strengths

Lecture 2.3 – Focus & Forms of Focusing

Lecture 2.4 – Face-to-Face Interaction

Lecture 2.5 – Guidance and Unacceptable Advice

Lecture 2.6 – Self-Disclosure and Feedback

Lecture 2.7 – Logical Consequences

Lecture 2.8 – Interpretation/Reframing – Ability to Generate a Wide Range of Alternative Interpretations of an Experience

Lecture 2.9 – Skills Integration, Rapport, and Applications

Lecture 2.10 – Practicum

### **Psychosomatic Diagnosis**

Lecture 3.1 – Introduction to Psychosomatic Diagnosis

Lecture 3.2 – Psychosomatic Causes & Health Effects

Lecture 3.3 – Deciphering/Decoding Psychosomatic Disorders

Lecture 3.4 – Psychosomatic Recognition Exercise & Practicum

ECTS: 5 – 5



# PSYCHOTHERAPY

The Integrative Psychotherapy course within the IP Master's degree provides a comprehensive foundation in combining multiple psychotherapeutic modalities into a coherent and flexible clinical framework. It emphasizes both theoretical understanding and clinical application, with a strong focus on integrative formulation and the tailoring of interventions to meet the unique needs of each client. There is particular emphasis on deepening expertise in Integrative Psychotherapy, alongside developing advanced competencies in working with complex psychological presentations across a range of clinical settings.

The programme includes approximately 700 hours of literature-based learning, ensuring extensive engagement with foundational theories and contemporary research in psychotherapy. Within this academic framework, students gain specialised knowledge in the management of Panic Attacks, Anxiety Disorders, Couple and Family Therapy, Grief Processing, Depression and Mood Disorders, as well as Mindfulness-based approaches. Through structured reading, critical analysis, and academic assignments, students develop the ability to evaluate evidence across different therapeutic schools and apply it to clinical reasoning. This process supports the integration of theory with practice and fosters the development of informed, reflective, and ethically grounded practitioners capable of delivering effective therapeutic interventions.

Lecture 7.1 – Literature-based Approach in Integrative Psychotherapy (700hours)

Lecture 7.2 – Introduction to Integrative Psychotherapy

Lecture 7.3 – Stress and Anxiety Management

Lecture 7.4 – Depression Management I

Lecture 7.5 – Depression Management II

Lecture 7.6 – Panic Disorder

Lecture 7.7 – Couples Therapy I

Lecture 7.8 – Couples Therapy II

Lecture 7.9 – Couples Therapy: The System in the Relationship

Lecture 7.10 – Mindfulness: The Art of Conscious Awareness

Lecture 7.11 – Grief and Mourning

Lecture 7.12 – Integrative Theory & Practice in Psychotherapy

Lecture 7.13 – Academic Writing Analysis and Revision

ECTS: 28



# SUPERVISION

Supervision is a central component of psychotherapy training, providing a structured space in which trainees can reflect on their clinical work under the guidance of an experienced supervisor. It supports the integration of theory and practice by encouraging critical reflection on therapeutic processes, case formulation, and intervention strategies. Within this safe and collaborative environment, trainees are able to explore challenges, deepen self-awareness, and develop greater clinical competence.

In addition, supervision promotes ethical and professional development by ensuring that client work is conducted safely and responsibly. It helps trainees identify blind spots, manage countertransference, and refine their therapeutic skills through feedback and discussion. Over time, supervision fosters confidence, professional identity formation, and the ability to engage in ongoing reflective practice, which is essential for effective and sustainable psychotherapy work.

## What You'll Gain

- Enhanced clinical competence through structured reflection, feedback, and guidance on real therapeutic cases.
- Improved self-awareness, including recognition of personal reactions, biases, and countertransference in the therapeutic process.
- Strengthened ethical practice by learning to navigate confidentiality, boundaries, and complex clinical dilemmas responsibly.
- Development of integrative case formulation skills, linking theory to practice across different psychotherapeutic approaches.
- Increased professional confidence and autonomy through continuous skill refinement and supportive mentorship.

## Supervision

Lecture 10.1 – Supervision (220 hours) – 9 ECTS

Lecture 10.2 – Supervised Practicum(600hours) – 24 ECTS



## P R A C T I C U M

The practicum component of the training programme provides students with the opportunity to apply theoretical knowledge in real or simulated clinical settings under structured guidance. It is designed to bridge the gap between academic learning and professional practice, allowing trainees to begin developing their psychotherapeutic skills in a supervised and supportive environment. Through direct engagement with clinical work, students gain practical experience in assessment, case formulation, and intervention planning.

In addition, the practicum fosters the development of core therapeutic competencies such as communication skills, empathy, ethical awareness, and professional responsibility. Students receive ongoing supervision and feedback, which supports reflective practice and continuous improvement. This experiential learning process helps trainees build confidence, consolidate their therapeutic identity, and prepare for independent clinical work in diverse mental health settings.

### **What You'll Gain**

- Hands-on clinical experience applying psychotherapeutic theories and techniques in practice.
- Development of core counselling and communication skills in real or supervised client interactions.
- Strengthening of case formulation, assessment, and intervention planning abilities.
- Continuous learning through supervision, feedback, and reflective practice.
- Increased confidence and readiness for independent professional psychotherapy work.

### **Practicum**

Lecture 10.3 – Practicum (300 hours) – 12 ECTS



## EXTRA COURSES

Expanding psychotherapy studies from 180 ECTS to 240 ECTS provides students with a more comprehensive academic and professional education. In addition to clinical training, students gain deeper knowledge in scientific research, critical thinking, and evidence-based psychological practice, which are increasingly important in modern mental health professions.

The additional modules include subjects such as Research Methods, Statistics for Behavioral Sciences, APA Scientific Writing, Evidence-Based Psychotherapy, Ethics in Research, and Advanced Academic Skills. These courses, delivered with the support of two additional ECP lecturers and one supervising faculty member, help students develop the ability to critically evaluate psychological literature, conduct professional research, and communicate effectively within academic and clinical environments.

A stronger research and academic background also improves professional competence in psychotherapy. Students learn how to integrate scientific findings into therapeutic practice, write professional reports and case studies, and better understand the methodological foundations behind contemporary psychotherapeutic approaches.

Finally, completing 240 ECTS aligns the programme with the structure of many four-year European higher education degrees. This may support graduates who wish to continue to postgraduate studies, international academic pathways, research opportunities, or broader professional development within the field of mental health.

### **Extra Year Courses**

ECTS: 60

# D I S S E R T A T I O N

The dissertation in Psychotherapy represents a key academic and clinical component of the training programme, allowing students to engage in in-depth research on a topic relevant to psychotherapeutic theory and practice. It encourages the integration of scientific literature, critical thinking, and clinical insight in the development of an original scholarly work. Throughout the process, students are guided in formulating a clear research question, reviewing relevant literature, and applying appropriate methodological approaches.

A significant aspect of the dissertation process is ongoing supervision, which provides structured academic and clinical support. Supervisors assist students in refining their research focus, ensuring methodological rigour, and maintaining ethical standards throughout the study. Ultimately, the dissertation reflects the final professional and academic profile of the graduate, offering an opportunity to systematically synthesize the knowledge and competencies acquired throughout the programme into a coherent and scientifically grounded piece of work.

- Lecture 11.1 – Dissertation Supervision I
- Lecture 11.2 – Dissertation Supervision II
- Lecture 11.3 – Dissertation Supervision III
- Lecture 11.4 – Dissertation Supervision IV
- Lecture 11.5 – Dissertation Supervision V

ECTS: 22



## Application

You can apply by website or by email. You have to hold a high school diploma, a degree in Psychology or relevant field and be at least 16 years old. All of our courses offer an in-depth knowledge in every specialty and cover all the needs to become a successful certified professional.

# FAQ

## Payment Terms

Depending on the registration period and the payment method, you can apply for a scholarship.

You have 3 basic options of payment. Full pre-payment for all of your studies, a yearly payment or payment by instalments.

Contact us if you need a different type of payment or you have further inquiries.



# GRADUATION

In order to successfully graduate from your educational program you have to complete all the courses successfully.

Exams are held one time per year, usually every June. After every examination period you receive the final report about your grades and general performance.

Attending your courses live or on-class is required except from some courses that don't allow asynchronous learning such as psychotherapy.

You can be examined one more time if you are not happy with your final grades without repeating the course attendance.

The exams are offered live online & on-campus based on your attendance preference. You will also be examined by the same way of attendance.

Every course examination requires an examination fee of 200€ which needs to be paid before examination procedure.

Tuition fees must be paid in order to graduate. You can request an offer or a scholarship to attend our program.

Scholarships and offers are applied strictly upon early-bird payment. You can request an extension of payment before deadline by email to avoid penalties.

Have you passed all the exams successfully, did you pay your tuition fees and you had a good performance? Now you can graduate!



A photograph of four students walking away from the camera down a grand, ornate hallway. The hallway features high ceilings with arched doorways and a floor with a geometric tile pattern. The students are dressed in casual attire and are carrying backpacks. The lighting is warm and natural, suggesting an indoor setting with large windows or skylights.

REGISTER NOW

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