



Assessment

The programme consists of continuous formative (ongoing) and summative (cumulative) assessment plus external viva examinations. There is assessment of progress throughout each year on all aspects of work and development. At the completion of all work required for Years 2 and 3 students have an external oral examination (viva). This will take the form of a conversation with the external examiner (lasting approximately thirty minutes for Year 2 and one hour for Year 3). The conversation will be around the philosophy and integrative framework that underpins practice. In Year 2 if students are exiting with the Diploma their written case study will be discussed in the viva, if they are continuing to Year 3 professional practice will be discussed alongside the integrative framework. In Year 3 the written case study will be discussed, as well as personal and professional growth since the start of training. There is an expectation that the external assessments will reflect learning outcomes and graduate skills

Summative assessments

All summative assessments measure equally the three aspects of learning (skills, theory and self-development) and are given a pass/defer/fail grade.

Pass: Able to satisfy the relevant learning outcomes, indicated by:

- adequate or more than adequate grasp of relevant concepts and their application
- good or more than good self-awareness and ability to reflect and learn
- competent or more than competent handling of a situation with an adequate or more than adequate degree of skill
- marking criteria generally met in most aspects, or generally met in all respects, or always met in most aspects, or always met in every aspect.

Defer: Could fulfil the relevant learning outcomes with additional effort, indicated by:

- limited or patchy grasp of relevant concepts and their application
- some reflectivity, but insufficient evidence of personal learning
- weak handling of situation with little demonstration of any skill
- marking criteria generally requiring more work in order to be met.

Fail: Does not fulfil the relevant learning outcomes at all, indicated by:

- poor or no understanding of relevant concepts and their application
- little or no evidence of awareness, self-reflection or learning
- handled situation without any evident skill or competence
- marking criteria not met in substantive or critical ways.

We endeavour to fully support students in every area of their development and will discuss with students how we may be able to give extra support.

Progress is observed and recorded after each training weekend and discussed regularly by tutors. This is to ensure that any difficulties that are emerging are recognised quickly and not allowed to get out of hand to cause unnecessary anxiety.

If it is thought by the tutors that a student is unable to keep up with the demands of the programme then we will talk to them about it and, if appropriate, extra support will be put in place. If a summative module component (excluding plagiarism or attendance) is failed, then options are explored. A tutor will be available for support under these circumstances. If this component is failed for a second time, then future options will be explored. One possibility is that the student will be asked to take a consolidation year which will give them the support and time they may need to pass the required work. Another option may be to undertake the year again (at their own cost). In order to do this they will be required to have a gap of at least one year before returning to study the year again. Alternatively, they could exit the programme and seek alternative training opportunities. We hope that the best course of action will be decided upon mutually, so that if a student exits before the course is completed, they can leave knowing that this is the best solution for them.

There is a high level of continuous assessment of skills, and application of theory to skills, throughout the programme. Each training day has a session of skills practice where the tutor will be monitoring students' progress and report this back to the staff team. This is to help students build on their repertoire of skills and practice and create an environment of open and current feedback. Matrix tutors aim to have an open adult-to-adult relationship with students so that students will always be aware of how they see their progress.

Year 1 assessment

Year 1 assessment consists of:

Continuous assessment

- observation and feedback by tutors on: classroom discussion, skills practice, group process, understanding of self and relationship through personal counselling
- feedback and developmental support by tutors and Programme Lead is provided in classroom time and tutorials

Summative assessment

- 2 essays
- personal journal
- self and peer assessment
- 80% attendance of taught hours

Plus

- book presentation completed (including accompanying written work)
- evidence of 35 personal counselling hours for the year

Progression from Year 1 to 2 is dependent on:

Achievement of the above. Students will be expected to have shown that they can cope with the next year through their previous continuous and summative assessments.

Progression to Year 2 is not guaranteed. Progression decisions are made at the progression meeting (generally held in June) where the Head of Training, the Deputy Head of Training, the Programme Lead and the rest of the Programme Lead team discuss each student and their progression. Any perceived difficulties with progression will have been 'flagged' by the Programme Lead throughout the year and certainly by the third tutorial. There is no appeal against progression decisions.

Year 2 assessment

Year 2 assessment consists of:

Continuous assessment

- observation and feedback by tutors on: classroom discussion, skills practice, group process, understanding of self and relationship through personal counselling
- feedback and developmental support are provided by tutors and Programme Lead in classroom time and tutorials

Summative assessment

- 2 essays
- integrative Framework paper
- personal journal
- log demonstrating 100 clinical practice hours
- self and peer assessment
- subject presentation
- external viva assessment
- DipHE case study (for exit award only)
- 80% attendance of taught hours

Clinical practice

- Meeting of clinical hours depends on the assessment of readiness to practice. A placement can only commence when the tutors consider a student is ready. Their participation in counselling practice throughout the training will be observed continuously and the tutors will offer feedback regularly when they are observed in triad practice. The beginning of the practice placement is only possible after a positive summative assessment of 'readiness to practice' in Year 2. The timing of the beginning of a placement therefore varies from student to student. Clinical hours may be carried forward to future modules. Students need to be firmly established in a placement having achieved at least 20 client hours, with a 20 hours supervisor's report prior to progression to Year 3. The requirement is for **100 clinical hours** to have been completed at the time of the external viva assessment.

Plus

- evidence of 35 personal counselling hours for the year
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Supervision and counselling placements assessment

Students will be asked to submit a supervisor's report on completion of 20 clinical hours, followed by an annual supervisor report (usually in June). A supervisor will be asked to sign off supervision and clinical hours, indicate any learning needs the student may have, and say whether continuing training is supported. The supervisor is asked to contact the student's Programme Lead if there are any problems with the placement or in the supervisory contract.

Exit award case study

The case study can only be formally submitted for viva assessment when 100 client hours are completed.

Progression from Year 2 to 3 is dependent on:

Achieving the above minus the case study. Students will also be expected to have shown that they can cope with the next level of the learning programme through their previous continuous and summative assessments.

They will also need to be firmly established in a placement having achieved at least 20 client hours, with a 20 hours supervisor's report. Any student who has not gained 20 hours by the progression meeting (usually held in June) will be considered individually, however all students must be working with clients in a placement with adequate supervision in place by the start of Year 3.

Progression to Year 3 is not guaranteed. Progression decisions are made at the progression meeting (generally held in June) where the Head of Training, the Deputy Head of Training, the Programme Lead and the Programme Lead team discuss each student and their progression. Any perceived difficulties with progression will have been 'flagged' by the Programme Lead throughout the year and certainly by the third tutorial

There is no appeal against progression decisions.

All unfinished components for the Diploma award should be completed during the following 12 months but ideally in the autumn of the third year.

If students do not progress to Year 3 they have **one year** following the end of the taught programme to complete all the portfolio requirements to exit with the Diploma (DipHE) exit award. Their work will then be put forward for consideration at the Assessment Board (which meets in the Autumn). If there are extenuating circumstances that may make this difficult the students must discuss this with their Year 2 Programme Lead and the Head of Training.

Year 3 assessment

Year 3 assessment consists of:

Continuous assessment:

- observation and feedback by tutors on: all components of the course, classroom discussion, skills practice, group process, understanding of self and relationship through personal counselling
- feedback and developmental support by tutors and Programme Lead is provided in classroom time and tutorials

Summative assessment:

- 1 essay and 1 research proposal
- personal journal
- final integration presentation to Programme Lead and peers
- case study and log demonstrating 250 clinical practice hours
- external viva assessment
- 80% attendance of taught hours

Plus

- evidence of 35 personal counselling hours for the year

Supervision and counselling placements assessment:

Initial Supervision Report form

On the completion of the first 20 clinical hours in placement, students will be expected to submit a 20 hours Supervision Report form signed by them and their supervisor. It should be submitted to their Programme Lead.

Annual Supervisor Report Form

Students will also be asked to submit an annual Supervisor Report Form in June of each year of training. The supervisor completes this. The supervisor will be asked to sign off the student's supervision and clinical hours, indicate any learning needs they may have, and say whether continuing training is supported. The supervisor is asked to contact the student's Programme Lead if there are any problems with the placement or in the supervisory contract.

BSc case studies are presented on completion of 250 practice hours (100 for Diploma plus 150) in preparation for external assessment.

It is common for students to complete the BSc External Assessment 6-9 months following the end of the programme. Students will be credited with 320 credit points until they pass the external assessment when they will be credited with the full BSc 360 credits.

Sometimes students find by the end of Year 3 that they still have counselling practice hours to complete. The case study can therefore be submitted up to 12 months following the completion of Year 3 taught programme to allow for the case study, supervised counselling practice hours, and sometimes personal counselling to be completed. Students do not sit the external assessment until all criteria are met.

Students have one year following the end of the taught programme to complete all the portfolio requirements. Their work will then be put forward for consideration at the Assessment Board (which meets in the Autumn and Spring of each year). If there are extenuating circumstances that may make completion difficult a students must discuss this with their Programme Lead and the Head of Training.

Please note that if a graduate wishes to qualify eventually as a UKCP *psychotherapist*, with further training at Masters level, the UKCP stipulates certain criteria regarding personal *psychotherapy* with a suitably qualified UKCP psychotherapist. Further guidance can be obtained from Nikkita Welman.

Collusion and Plagiarism

Collusion

Collusion is the term used to describe any form of joint effort intended to deceive an assessor as to who was responsible for producing the material submitted for assessment. Students may obviously discuss assignments amongst themselves and this can be a valuable learning experience. However, if an individual assignment is specified, when the actual report/essay is produced it must be done by the student alone. For this reason, students should be wary of lending work to colleagues, for if it were it to be plagiarised, they could leave themselves open to a charge of collusion.

Plagiarism

This is the presentation by a student, as his or her own work, of a body of material (written, visual or oral) which is wholly or partly the work of another.

Plagiarism also extends to cover a student's own work previously marked or published which is also required to be properly referenced. Taking unfair advantage over other authors, students or oneself in this way is considered by Matrix to be a serious offence. Matrix will take serious action against any student who plagiarises whether through negligence, foolishness or deliberate intent.

Students are encouraged to make sure written material, ideas, theories, and formulae are acknowledged by using quotation marks and references. Information on the correct way of acknowledging work from other sources is available to students.

Students are strongly recommended to attend an Essay Writing workshop held in the Autumn term.

