

Faculty of Science and Technology

Department of Psychology

Outcome Report

1. Programme details

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|--|---|
| Entry Awards | BSc (Hons) Integrative Counselling |
| Exit Awards | DipHE Integrative Counselling CertHE Integrative Counselling <i>Officer's Note: As part of the response to conditions an additional exit award of DipHE Professional Studies was approved</i> |
| Campus/sites | Matrix College of Counselling and Psychotherapy, Griffin Court, Wymondham, Norfolk, NR18 0GU |
| Proposed start date | September 2024 |
| Intake months | September |
| Mode of study | <input checked="" type="checkbox"/> FT <input checked="" type="checkbox"/> PT <input type="checkbox"/> TKS |
| Delivery method | <input type="checkbox"/> DE <input checked="" type="checkbox"/> On campus/Blended |
| Collaborating Faculty (if applicable) | None |
| Articulation Agreements | None |

2. Collaborative detail

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| Partner name | Matrix College of Counselling and Psychotherapy |
| Type of collaborative programme | Validated |
| Site(s) on which programme(s) will run | Matrix College of Counselling and Psychotherapy, Griffin Court, Wymondham, Norfolk, NR18 0GU |
| Language of tuition | English |
| Language of assessment | English |
| Is this a Dual award? | <input type="checkbox"/> Yes – Please specify partner and award name: <input checked="" type="checkbox"/> No |
| Is this a Joint award/double degree | <input type="checkbox"/> Yes – please specify partner/organisation name(s): <input checked="" type="checkbox"/> No |
| Will RPL be offered | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| RPL procedures to be used (delete if not applicable) | <input type="checkbox"/> Individual RPL claims to be submitted to relevant Faculty Quality Committee for approval |

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| | <input checked="" type="checkbox"/> Partner RPL procedures approved on behalf of the University by the relevant Faculty Quality Committee as part of Institutional Approval / Re-Approval |
| Regulations in use | <input checked="" type="checkbox"/> Middlesex University Regulations <input type="checkbox"/> Partner Regulations * please confirm the approval status i.e. approved by Academic Registrar or in the process of being approved. |

3. Proposal approval

This proposal was approved to proceed to a review event by the Faculty Academic Planning and Quality Committee (APQC) in July 2023. The committee ensures the proposal makes business sense in terms of student demand, income generated and resources required to run it. This process also serves to provide advance notice to the relevant sections of the university about changes to academic provision.

4. Type of event

| | | |
|--------|------------------------------------|---|
| | Programme titles | |
| Review | BSc (Hons) Integrative Counselling | <input checked="" type="checkbox"/> Six yearly <input type="checkbox"/> Specially convened |

5. Module information

| New modules | | | |
|--------------------|--|--------------|--|
| Module code | Module title | Level | Delivery method |
| 1 | Introduction to Integrative Principles and Reflective Enquiry | 4 | <input type="checkbox"/> DE <input checked="" type="checkbox"/> On-site/blended |
| 2 | Introduction to Counselling Theories and Skills | 4 | <input type="checkbox"/> DE <input checked="" type="checkbox"/> On-site/blended |
| 3 | Developmental Processes, Ethical Responsibilities and Self-Assessment | 4 | <input type="checkbox"/> DE <input checked="" type="checkbox"/> On-site/blended |
| 4 | Development of the Self and Preparation for Clinical Practice | 5 | <input type="checkbox"/> DE <input checked="" type="checkbox"/> On-site/blended |
| 5 | Working Safely at Relational Depth | 5 | <input type="checkbox"/> DE <input checked="" type="checkbox"/> On-site/blended |
| 6 | Integration and Inclusivity | 5 | <input type="checkbox"/> DE <input checked="" type="checkbox"/> On-site/blended |
| 7 | Deepening Awareness of the Complex Nature of Relationships | 6 | <input type="checkbox"/> DE <input checked="" type="checkbox"/> On-site/blended |
| 8 | Deepening Awareness of the Complex Nature of the Self | 6 | <input type="checkbox"/> DE <input checked="" type="checkbox"/> On-site/blended |

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| 9 | Integrating Theory and Practice | 6 | <input type="checkbox"/> DE <input checked="" type="checkbox"/> On-site/blended |
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Officer's Note – The following additional new modules were approved as part of the response to conditions

| Module code | Module title | Level | Delivery method |
|--------------------|--|--------------|--|
| 6a | Integration and Inclusivity, Developing Professional Competence | 4 | <input type="checkbox"/> DE <input checked="" type="checkbox"/> On-site/blended |
| 6b | Integration and Inclusivity, Developing Academic Competence | 4 | <input type="checkbox"/> DE <input checked="" type="checkbox"/> On-site/blended |

6. Date and venue of event

The review event took place on Friday 12th April 2024 at Matrix College of Counselling and Psychotherapy, Griffin Court, Wymondham, Norfolk, NR18 0GU.

7. Conduct of review

The review was conducted via a full one-day event and through a series of meetings with student representatives, the Senior Team and the Programme Team. These meetings explored matters relating to the quality and standards of the programme and the quality of learning opportunities available to students. A tour of the facilities including the library was also undertaken.

The following people attended the review event:

| | | |
|-----------------------------------|------------------|--|
| Panel Chair: | Jo Abdul-Rahim | Head of Department, Accounting, Finance & Economics, Faculty of Business and Law, Middlesex University (Mdx) |
| University Representative: | Alexandra Pitt | Head of Learning Enhancement Team (Associate Professor), Mdx |
| External Assessor: | Dr Paul Galbally | Senior Lecturer in Counselling and Psychotherapy, School of Psychology, University of East London |
| External Assessor: | Christine Nutt | Counsellor & Psychotherapist; Clinical Supervisor, Chelmsford Counselling Foundation |
| Event Officer: | Alison Coates | Quality Enhancement Manager (Faculty of Science and Technology), Academic Quality Service, Mdx |

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| Senior Staff: | <u>Matrix College</u> Fiona Paul Simon Blackmore | Principal Head of Clinical Practice |
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| | Ian Argent Cheryl de Val Nikkita Dalgliesh | Head of Curriculum Head of Operations Registrar |
| | <u>Middlesex University</u> Dr David Westley | Head of Department of Psychology & University Link Tutor |

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|--|---|---|
| Programme Team and Support Staff: | <u>Matrix College</u> Fiona Paul Simon Blackmore | Principal and Tutor Head of Clinical Practice and Programme Lead, Yr 2 Blue Programme Lead, Yr 3 Green |
| | Ian Argent Katherine Grogan Sara Lisamore Henry Adeane Cheryl de Val Nikkita Dalgliesh | Head of Curriculum and Programme Lead, Yr 3 Green Programme Lead, Yr 1 Blue Programme Lead, Yr 1 Pink Programme Lead, Yr 3 Pink Head of Operations Registrar and Administrator |
| | <u>Middlesex University</u> Dr David Westley | Head of Department of Psychology & University Link Tutor |

8. Evidence base

8.1 The following documents were presented to the Panel in advance of the event:

| | |
|----------|---|
| Paper 0 | Agenda |
| Paper 1 | Officer Paper |
| Paper 2 | Academic Provision Proposal Form (for information only) |
| Paper 3 | Critical Review Document |
| Paper 4 | Programme Specification |
| Paper 5 | Programme Handbook including Module Narratives |
| Paper 6 | Assessment Handbooks <ul style="list-style-type: none"> - Year 1 - Year 2 - Year 3 |
| Paper 7 | Mapping Documents <ul style="list-style-type: none"> - QAA Subject Benchmark Statement Mapping (March 2022) - UKCP SETS (August 2023) |
| Paper 8a | Educational Monitoring & Enhancement Report on 2022/23 academic year <ul style="list-style-type: none"> - External Examiner Report 2022/23 - External Examiner Response 2022/23 - Programme Voice Group Minutes – 4 November 2022 - Programme Voice Group Minutes – 10 March 2023 |
| Paper 8b | Educational Monitoring & Enhancement Report on 2021/22 academic year <ul style="list-style-type: none"> - External Examiner Report 2021/22 - External Examiner Response 2021/22 - Programme Voice Group Minutes – 12 November 2021 |

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| | - Programme Voice Group Minutes – 11 March 2022 |
| Paper 8c | Annual Monitoring Report on 2020/21 academic year - External Examiner Report 2020/21 - External Examiner Response 2020/21 - Programme Voice Group Minutes – 13 November 2020 - Programme Voice Group Minutes – 19 March 2021 - Programme Voice Group Minutes – 14 May 2021 |
| Paper 9 | Confirmed Report from last Review Event – January 2018 |
| Paper 10 | Staff CVs (for Panel only) |

8.2 In addition to the above, the following weblinks were provided:

- [QAA Subject Benchmark Statement – Counselling and Psychotherapy \(March 2022\)](#)
- [UKCP Psychotherapeutic Counselling and Intersubjective Psychotherapy \(PCIPC\) Standards for Education and Training \(SETS\)](#)
- [QAA Framework for Higher Education Qualifications \(February 2024\)](#)
- [Mdx University Regulations](#)
- [Mdx Academic Policy Statement APS 18: Curriculum Design](#) (validated programmes only need to follow the principles of this policy)
- [Mdx Equality, Diversity and Inclusion in the Curriculum](#) (Guidance 3vii of LQEH)

9. Transitional Arrangements

All students who will be in Yr 3 in 24/25 will be given the option of choosing degree classification or having a pass/fail degree. For those that choose degree classification we will conduct a marking comparison task, to convert the mark from their Yr 2 work (using the old essay marking grid) to the 20 point scale. Their Yr 3 work will be marked according to the 20 point scale.

All Yr 1 and Yr 2 students in 24/25 will be moving to the new post-review programme with Degree classification. The current Year 1 students have been consulted and agreed to this.

Additionally students in Yr 3 24/25 will be given a primer on Transactional Analysis and the offer of an extra Q&A session with a TA qualified member of staff. We will also offer an extra workshop on integration. None of these will involve any additional cost to the students.

10. Monitoring and review

Length of approval:

| | |
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| Standard six years | <input checked="" type="checkbox"/> |
| Other: please clarify length and rationale | <input type="checkbox"/> |

11. Conclusions on quality, standards, currency and validity

Approved subject to conditions and with recommendations

The panel concluded that subject to the conditions and consideration of the recommendations below:

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- the intended learning outcomes are being obtained by students, quality and standards are being achieved and the programme specification is being delivered
- the programme/subject remains current and valid in the light of developing knowledge in the discipline, practice in its application, and developments in teaching and learning.

12. Memorandum of Cooperation

The memorandum of cooperation is to be finalised and signed by the principal/chief executive of the partner institution and for Middlesex University by the University Executive or delegated nominee one month before the programme may run.

13. Commendations

- Strong focus of integration throughout the programme.
- Strong personal support and ethical stance provided to students whilst on placement.
- High quality of feedback provided on assessment.
- Thoughtfully designed training and therapy rooms, which are conducive to practice.
- Wide range of professional counselling skills and experience of the academic staff.

14. Panel Conditions and Recommendations and team response

| Conditions | Response (please cross-reference with page numbers where appropriate) |
|--|---|
| <p>1) Review and update the programme specification, module narratives, programme handbook and assessment handbooks in line with the discussions at the event, with particular reference to, but not restricted to:</p> <ul style="list-style-type: none"> i. Ensure clarity of language in admissions section; ii. Add credit rating of each module to the programme specification; iii. Add section 12.3 (on the programme specification template) regarding non-compensatable modules to the programme specification; iv. Review curriculum map to ensure all programme learning outcomes are assessed at level 6 and to make less dense; v. Review module learning outcomes to ensure these reflect the FHEQ level of the module and are discretely measurable. <p>(See Appendix A with the full details of the amendments discussed at the event).</p> | <ul style="list-style-type: none"> i. See programme specification p.1 ii. See programme specification p.6,7 and student handbook p.19-20 iii. See programme specification p.7 iv. See programme specification p.11 v. See student handbook appendix 2 (module narratives) rom p.62 <p>See appendix A for confirmation of all these points <input checked="" type="checkbox"/> and various changes to the documents, highlighted in green.</p> |

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| <p>2) Review and update the formative and summative assessment strategies on the module narratives in line with the discussions at the event, with particular reference to ensuring the following:</p> <ul style="list-style-type: none"> i. All learning outcomes are summatively assessed and mapping included; ii. Formative assessment supports students with their summative assessment; iii. Word counts and/or durations and weightings and/or pass/fail are specified; iv. Requirements to pass the module are clear; v. Wider range of assessment methods employed beyond written assessments, including a triad skills recording. <p>(See Appendix A with the full details of the amendments discussed at the event).</p> | <ul style="list-style-type: none"> i. All learning outcomes have been reviewed. Assessments have been matched to learning outcomes. See student handbook appendix 2 (module narratives) p.62 ii. Formative assessment is identified in the Assessment Handbooks. Feedback on triad work and tutor feedback supports students in reaching the required standards. iii. Word counts, durations and weightings are shown in the assessment handbooks. Also, see student handbook appendix 2 (module narratives) p.62 iv. Requirements to pass each module are shown. See student handbook appendix 2 (module narratives) p.62 v. A wider range of assessments has been employed (particularly in Yrs 2&3), including use of Moodle Quiz, topic-related tasks, and mini-presentations (highlighted in green). A triad recording task has been included in year 1. See Assessment handbooks. Also see student handbook appendix 2 (module narratives) p.62 |
| <p>3) Review the DipHE exit awards to include both an academic and a professional award and include a 0 credit-rated module to meet the additional requirements for the professional award.</p> | <p>See programme specification p.5, student handbook p.76</p> |
| <p>Recommendations</p> | <p>Response (please cross-reference with page numbers where appropriate)</p> |

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| <p>1) Consider strategies for enabling further opportunities for cross-year student interactions.</p> | <p>The Operations Team are planning a CPD event, to which all students (as well as Matrix graduates) will be invited.</p> <p>We will continue to provide our termly ‘Community Café’ events, which are held online. Feedback from students tells us that they really value these opportunities to mix with other year groups and have discussions in breakout rooms.</p> <p>We encourage the mixing of year-groups in the café area at lunch and break times.</p> |
| <p>2) Formalise a target demographic for the bursary scheme based on equality and diversity.</p> | <p>We are starting some research on this, by contacting other institutions that offer a bursary scheme and finding examples of selection processes/criteria.</p> |
| <p>3) Consider how diversity and inclusivity can be more explicitly integrated into the ethos of the programme.</p> | <p>The Operations team are discussing the appointment of an EDI lead. Further work will follow, based on the recommendations of our professional bodies and other sources of guidance. For example, the UKCP have produced an equality and diversity ‘toolkit’ for training institutes, which we will review and integrate.</p> |
| <p>4) Explore ways to expand student access to a wider range of literature and improve accessibility.</p> | <p>We are exploring ‘open access’ sources of literature, so as to minimize costs. It is hoped that we can assemble a list of such resources for students to use, and if appropriate will offer students support in finding/using them.</p> |
| <p>5) Encourage academic staff to enhance teaching and learning skills through engagement with AdvanceHE fellowships and/or teaching qualifications.</p> | <p>All Programme Leads are aware that they may undertake a PGCertHE if they wish, and that Matrix will contribute to their funding if they decide to do so. We have informed all staff re Advance HE fellowships.</p> |
| <p>6) Consider more explicit teaching of research methods and inclusion of a summative assessment that incorporates critically reviewing a current research paper.</p> | <p>We already have plans, in this curriculum update, to add material in years 1 and 2 on research methods, including some reading and analysis of research papers. We have a research unit in year 3 which specifically addresses the PSRB requirements of the UKCP.</p> |

15. Deadline for conditions and recommendations

Revised documentation and compliance statement to be sent to Alison Coates by Monday 3 June 2024 for consideration by the Chair.

Appendix A

Programme Documentation Amendments

The following amendments are required to the documentation as part of the response to conditions 1 and 2 (it may be that other changes are required that are not listed below to respond to other conditions and recommendations). A small number of typographical errors were passed to the Officer by the Panel that were not discussed at the event, but have been included below.

Programme Specification

| Section | Amendment required | | | | | | | | | | |
|---|--|--------------------------------|--|--------------|-------------|--|--|--|--|--|--|
| Section 7 / Final qualification(s) available | Add the additional DipHE exit award (see condition 3). <input checked="" type="checkbox"/> | | | | | | | | | | |
| Section 9 / Criteria for admission to the programme | Use 'applicants' consistently throughout this section, as opposed to 'students'. <input checked="" type="checkbox"/> | | | | | | | | | | |
| Section 10 / Aims of the programme | Delete the initial 'to' from the final aim as already included in the leading statement. <input checked="" type="checkbox"/> | | | | | | | | | | |
| Section 12.1 / Structure of the programme | Add module credit ratings. This could be a statement underneath the diagram as opposed to within the diagram, if this is considered the best way of presenting this information. Alternatively it could be included in brackets after each module title. <input checked="" type="checkbox"/> | | | | | | | | | | |
| Section 12.1 / Structure of the programme | Add the 0 credit-rated module and the additional DipHE exit award (see condition 3). <input checked="" type="checkbox"/> See programme spec p5, student handbook p.73 | | | | | | | | | | |
| Section 12.1 / Structure of the programme | Correct the typographical error in the module title for Module 1 – 'Enquiry' rather than 'Practice'. <input checked="" type="checkbox"/> | | | | | | | | | | |
| Section 12.2 / Structure of the programme | Add the section on non-compensable modules as follows: <input checked="" type="checkbox"/> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th colspan="2">12.2 Non-compensatable modules</th> </tr> <tr> <th>Module level</th> <th>Module code</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table> | 12.2 Non-compensatable modules | | Module level | Module code | | | | | | |
| 12.2 Non-compensatable modules | | | | | | | | | | | |
| Module level | Module code | | | | | | | | | | |
| | | | | | | | | | | | |
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| Section 20 / Other information | Provide a clearer indication of total costs for the additional costs provided, for example whilst a per session cost is given, the total number of sessions that will be required could be clearer thus making the total cost clearer. <input checked="" type="checkbox"/> | | | | | | | | | | |
| Section 21 / Curriculum map | Review the mapping to ensure B5 is assessed at level 6 and to make less dense. <input checked="" type="checkbox"/> | | | | | | | | | | |

Module Narratives

| Module Code / Title | Section | Amendment required |
|---------------------|---------|--------------------|
|---------------------|---------|--------------------|

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| All | Learning outcomes | Replace the leading statement to state the following: ‘On successful completion of this module, the student will be able to:’ <input checked="" type="checkbox"/> |
| All | Learning outcomes | Review and revise the learning outcomes to ensure the language used reflects the FHEQ level of the module, the verbs used are measurable (‘understand’ does not meet this criteria) and each learning outcome is discretely measurable. <input checked="" type="checkbox"/> |
| All | Learning outcomes | For each module, commence learning outcome numbering at 1. <input checked="" type="checkbox"/> |
| All | Assessment Criteria | Amend ‘Continuous Assessment’ heading to ‘Formative Assessment’ and ensure the formative assessment strategy does not include compulsory elements but supports students with their summative assessment. <input checked="" type="checkbox"/> |
| All | Assessment Criteria | Review the summative assessment strategies across the modules with a view to including a wider range of assessment methods beyond written assessments, including a triad skills recording. <input checked="" type="checkbox"/> |
| All | Assessment Criteria | Provide the following minimum information in each module narrative for each summative assessment task: <ul style="list-style-type: none"> • Task • Weighting or pass/fail • Specification e.g. word count / duration / no. of pages • LO mapped to (Please see the Mdx module narrative template as a guide). <input checked="" type="checkbox"/> |
| All | Assessment Criteria | Include the requirements for passing the module in the module narrative. (Please see the Mdx module narrative template as a guide). <input checked="" type="checkbox"/> |
| Module 1 Introduction to Integrative Principles and Reflective Enquiry | Learning Outcomes | In reference to second point above, amend LO2 and ensure LO5 can be assessed as part of the summative assessment (summative assessment may require amendment as opposed to the learning outcome). <input checked="" type="checkbox"/> LOs have been reviewed and updated for all modules. See handbook appendix 2 |
| Module 2 Introduction to Counselling Theories and Skills | Learning Outcomes | In reference to second point above, ensure LO10(5) can be assessed as part of the summative assessment (summative |

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| | | assessment may require amendment as opposed to the learning outcome). <input checked="" type="checkbox"/> LOs have been reviewed and updated for all modules. See handbook appendix 2 |
| Module 3 Developmental Processes, Ethical Responsibilities and Self-Assessment | Learning Outcomes | In reference to second point above, revise LO15(5) as is an activity rather than a learning outcome and reconsider LO16(6) as 'critically review' is not appropriate for level 4 and it is not clear what is being reviewed. <input checked="" type="checkbox"/> LOs have been reviewed and updated for all modules. See handbook appendix 2 |
| Module 4 Development of the Self, and Preparation for Clinical Practice | Learning Outcomes | In reference to second point above, review and revise learning outcomes so verbs reflect level 5 of the FHEQ, ensure only a single verb is used and amend verb in LO4 as not measurable. It was noted that the learning outcomes for Module 6 better reflect level 5. <input checked="" type="checkbox"/> LOs have been reviewed and updated for all modules. See handbook appendix 2 |
| Module 6 Integration and Inclusivity | | Remove the components that relate to the professional award and create a 0 credit-rated module narrative for this. <input checked="" type="checkbox"/> |
| Module 7 Deepening Awareness of the Complex Nature of Relationships | Learning Outcomes | In reference to second point above, revise LO3 as the verb is not measurable and ensure there are not multiple learning outcomes in a single learning outcome, for example as is currently the case with LO1. <input checked="" type="checkbox"/> LOs have been reviewed and updated for all modules. See handbook appendix 2 |
| Module 8 Deepening Awareness of the Complex Nature of the Self | Learning Outcomes | In reference to second point above, review and revise learning outcomes so verbs reflect level 6 of the FHEQ. <input checked="" type="checkbox"/> LOs have been reviewed and updated for all modules. See handbook appendix 2 |
| Module 9 Integrating Theory and Practice | Learning Outcomes | Review and revise in reference to second point above. <input checked="" type="checkbox"/> LOs have been reviewed and updated for all modules. See handbook appendix 2 |

Programme Handbook

| Section / Page | Amendment required |
|----------------------------|--|
| All | Review and update in line with the changes made to the programme specification and module narratives. <input checked="" type="checkbox"/> |
| Year 3 Structure / Page 20 | Add the module title to Module 9 <input checked="" type="checkbox"/> |

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| Marking, Second Marking and Marking Moderation / Page 46 | Revise with reference to Section M of the University Regulations (Code of Assessment Practice minimum requirements). The External Examiner should not be asked to deliberate as a mark must be agreed for each assessment internally before samples are provided to the External Examiner. <input checked="" type="checkbox"/> |
|--|--|

Assessment Handbooks

| Page | Amendment required |
|-------------|---|
| All | Review and update in line with the changes made to the module narratives. <input checked="" type="checkbox"/> |