

# Programme Specification



<b>1. Programme title</b>	BSc (Hons) Integrative Counselling
<b>2. Awarding institution</b>	Middlesex University
<b>3a Teaching institution</b>	Matrix College
<b>3b Language of study</b>	English
<b>4a Valid intake dates</b>	September
<b>4b Mode of study</b>	<input type="checkbox"/> On-site FT
<b>4c Delivery method</b>	In-person
<b>5. Professional/Statutory/Regulatory body</b>	UKCP (Psychotherapeutic Counselling and Intersubjective Psychotherapy College )
<b>6. Apprenticeship Standard</b>	N/A
<b>7. Final qualification(s) available</b>	BSc (Hons) Integrative Counselling DipHE Integrative Counselling DipHE Professional Studies CertHE Integrative Counselling
<b>8. Academic year effective from</b>	<b>2024/25</b>
<b>9. Criteria for admission to the programme</b>	
<p>Applications come from the caring professions as well as those who are looking for a change in career. We expect applicants have some life and work experience before beginning counselling training. Applicants with disability are welcomed to apply. Every avenue will be explored for their specific needs to be met.</p> <p>When prospective applicants apply, and at the admission interview, they will be expected to fulfil the following criteria:</p> <ul style="list-style-type: none"><li>• demonstrate motivation and commitment to learning and self-development</li><li>• demonstrate an ability to cope with both the academic and experiential components of the course</li><li>• demonstrate personal readiness for the rigours of counselling training</li><li>• meet English Language of ILETS with minimum grade 6 (with 5.5 in all components)</li></ul>	

Matrix has an RPL policy for applicants who wish to apply for entry into years 2 or 3. They will be expected to fulfil the RPL criteria by supplying appropriate evidence as well as through the application and interview.

## 10. Aims of the programme

### The programme aims to:

- Establish a learning environment for both professional and personal growth
- Provide a grounding in the concept of integration, incorporating both the skills and knowledge required to enable them to develop an integrative philosophy that is theoretically coherent and personally suitable
- Enable students to develop the relational attitude and skills to create and maintain an effective counselling relationship
- Develop skills as a reflective practitioner and encourage use of research, both professional and academic, in order to establish and maintain high standards of personal and professional practice
- Promote high professional standards of ethical, non-oppressive practice
- Prepare the student for independent professional working in a variety of settings such as private practice, health and/or social care and placement management.

## 11. Programme outcomes\*

### A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

1. A relational developmental model of integration, applying this knowledge to create a coherent philosophical and theoretical framework of integration.
2. Contemporary theories of counselling including humanistic, psychodynamic and cognitive-behavioural principles.
3. Ethical and professional issues; including how these are applied in safe, non-judgemental and anti-oppressive practice.
4. The importance of reflective enquiry as a vital skill for the development of themselves and their practice.

### Teaching/learning methods

Students gain knowledge and understanding through:

Participation in a learning environment which values self-reflection, the development of curiosity (academic and personal), and the understanding of self-in-relationship.

Teaching covers a range of activities, including class discussion, reflection on life experience, group process experience, skills practice, didactic lectures, peer feedback (whole group, dyads and triads), tutor feedback.

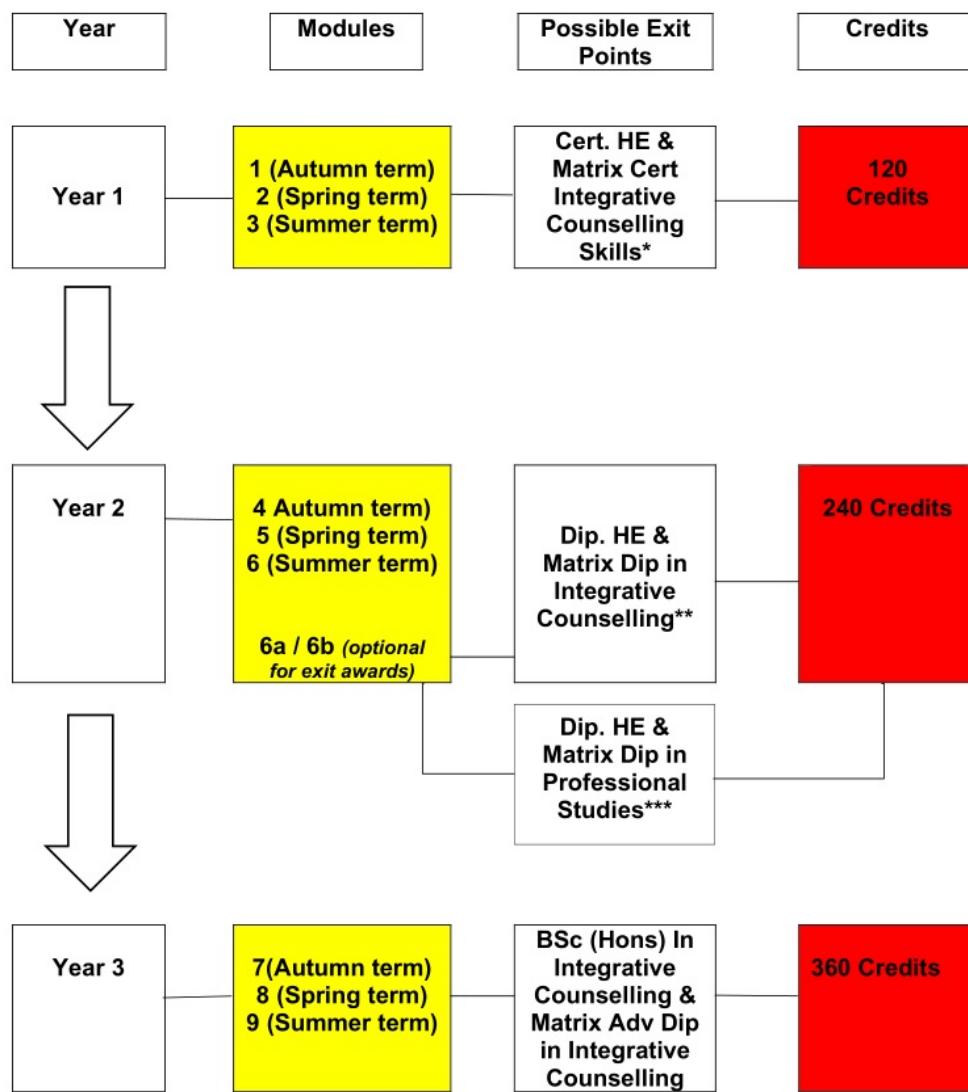
### Assessment methods

<p>5. Multi-faceted models of mental distress, including how these may influence diagnosis, formulation and/or treatment planning.</p>	<p>Students' knowledge and understanding is assessed by</p> <p>Class discussion, group process, learning journal, tutorials, essay writing, case study, viva assessment.</p>
<p><b>B. Cognitive Skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <p>1. Integrate ideas and concepts rationally from different theoretical approaches to counselling.</p> <p>2. Apply and critique theoretical perspectives to clinical issues and understand how theory links to practice.</p> <p>3. Reflect on their practice, evaluating its effectiveness and identifying points for development</p> <p>4. Consider the socio-political, cultural and global context of the practice of counselling.</p> <p>5. Apply ethical decision-making to their practice, with reference to applicable codes and the law.</p>	<p><b>Teaching/learning methods</b></p> <p>Students learn cognitive skills through:</p> <p>Participation in a learning environment which encourages the ability to link theory with practice. This will include the ability to challenge and critique their own perceptions, the theories, and each other.</p> <p>The learning covers a range of activities including: writing essays and integrating essay feedback, research proposal and case study, class and peer group discussion, reading, clinical case discussion, didactic lectures, tutor feedback and tutorials, and supervised practice placement.</p> <p><b>Assessment methods</b></p> <p>Students' cognitive skills are assessed by:</p> <p>Observation and feedback from tutors on class discussion, tutorials, self-learning log, essay writing, presentations, case study, viva assessment.</p>
<p><b>C. Practical Skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <p>1. Develop and maintain effective therapeutic relationships, attending to boundaries, rupture/repair, relational depth, complex client presentations.</p> <p>2. Assess clients drawing from a range of theoretical models, and propose formulations for the work.</p> <p>3. Use interventions appropriate to the formulation, evaluating their effectiveness and modifying them accordingly.</p> <p>4. Analyse and resolve ethical issues, drawing upon professional support, in order to work safely and within their competence.</p>	<p><b>Teaching/learning methods</b></p> <p>Students learn practical skills through:</p> <p>Skills practice in triads, observed skills practice and placement.</p> <p>Giving and receiving peer feedback, tutor feedback, self-reflection and personal counselling.</p> <p>Further practical skills are learnt through class presentations, engaging in class activities and class discussion, and through conducting their own reading and research.</p> <p><b>Assessment methods</b></p> <p>Students' practical skills are assessed by:</p>

<p>5. Undertake clinical work with an understanding of their intersectional identity, in order to practice anti-oppressively.</p>	<p>Tutors' observation and feedback from skills sessions, group process, supervision. Supervision reports, essays, case study, viva assessment.</p>
<p><b>D. Graduate Skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate self-management skills and the capacity to work as an autonomous practitioner.</li> <li>2. Critically evaluate philosophy, theory and practice within the wider field of counselling.</li> <li>3. Practice ethically and professionally.</li> <li>4. Work co-operatively with others from a wide range of different disciplines.</li> <li>5. Inform their work using contemporary research, good quality CPD activity and a knowledge of current 'good practice'.</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students learn graduate skills through:</p> <p>Participating in a learning environment which encourages self-determination, self-supported learning and critical evaluation.</p> <p>Classroom teaching, writing academic essays, use of the library, class discussion, reflection on life experience, reading, skills practice, presentations, and supervision.</p> <p><b>Assessment methods</b></p> <p>Successful completion of the course, in particular the completion of:</p> <p>Essays, personal development planning, supervised placement hours, supervision reports, final case study &amp; viva assessment.</p>

## 12. Programme structure (levels, modules, credits and progression requirements)

### 12.1 Structure of the programme: all modules are compulsory



\*Students may exit with a CertHE only if they have fulfilled all of the requirements and passed modules 1-3, accruing all of the Credits.

\*\*Students may exit with a DipHE only if they have fulfilled all of the requirements and passed modules 1-5 and 6a, accruing all of the Credits.

\*\*\* This is a non-clinical exit award, where no counselling qualification is obtained, but all HE Credits are achieved by completing modules 1-5 and 6b

This structure represents the route of a student studying full-time. In cases where a module is not passed, and needs to be re-taken, a part-time pathway is available so that the student has an opportunity to complete the module(s) successfully

<b>Compulsory</b>	<b>Progression requirements</b>
<p>Students must take all of the following:</p> <p><b>Level 4, Year 1</b></p> <p>Module 1 – Introduction to Integrative Principles and Reflective Enquiry (40 credits)</p> <p>Module 2 – Introduction to Counselling Theories and Skills (40 credits)</p> <p>Module 3 – Developmental Processes, Ethical Responsibilities and Self-Assessment (40 credits)</p>	<p>Completion of all modules with the required assessments</p> <p>Completion of 35 hours of personal counselling</p>
<p><b>Compulsory</b></p> <p>Students must take module 4 &amp; 5 and choose between module 6 or one of the exit modules (6A or 6B):</p> <p><b>Level 5, Year 2</b></p> <p>Module 4 – Development of the Self, and Preparation for Clinical Practice (40 credits)</p> <p>Module 5 – Working Safely at Relational Depth (40 credits)</p> <p>Module 6 – Integration and Inclusivity (40 credits)</p> <p><b>or</b></p> <p>Module 6A – Integration and Inclusivity, Developing Professional Competence (leading to the exit award - Dip HE Integrative Counselling) (40 credits)</p> <p><b>or</b></p> <p>Module 6B – Integration and Inclusivity, Demonstrating Academic Competence leading to the exit award - Dip HE Professional Studies (40 credits)</p>	<p>Completion of modules 4, 5, &amp; 6 with the required assessments</p> <p>Completion of 35 hours of personal counselling</p> <p>Completion of the required supervised clinical hours</p>
<p><b>Compulsory</b></p> <p>Students must take all of the following:</p> <p><b>Level 6, Year 3</b></p> <p>Module 7 – Deepening Awareness of the Complex Nature of Relationships</p>	<p>Completion of all modules with the required assessments</p> <p>Completion of 35 hours of personal counselling</p>

<p>(30 credits)</p> <p>Module 8 – Deepening Awareness of the Complex Nature of the Self (30 credits)</p> <p>Module 9 – Integrating Theory and Practice (60 credits)</p>	<p>Completion of the required supervised clinical hours</p>
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### **12.3 Non-compensatable modules**

All modules are non-compensatable.

### **13. Information about assessment regulations**

Matrix follow the Middlesex University regulations found at [Middlesex University Regulations](#), however, Matrix has its own processes for admissions, attendance, marking, student appeals, and complaints.

### **14. Placement opportunities, requirements and support (if applicable)**

Students are required to become a trainee member of UKCP or student member of the BACP before starting in practice with clients, and all must agree to observe their respective Code of Ethics. Students are also obliged to agree and adhere to Matrix College Code of Ethics and Professional Conduct.

Students generally commence client work in placement towards the end of the first term of Year 2. Matrix has a rigorous Readiness to Practice process to ensure that each student is ready to work with potentially vulnerable clients. Readiness to Practice includes the assessment of both the personal and professional development of the student as well as an assessment of their counselling skills.

Students are required to have indemnity insurance when in practice. A placement agency may have insurance but if the agency does not cover this, the practitioner students are required to get their own personal professional indemnity insurance. This is to be funded personally.

Matrix has links with many placement providers within East Anglia. The Placement Seminar Day in Year 1 gives students all the information they need to approach placement providers. Students are responsible for finding and applying for placements themselves; in our view this is an opportunity for developing essential professional skills.

### **15. Future careers / progression**

#### **Opportunities for those exiting with the award of Cert HE:**

This programme equips students with vital counselling skills, which are useful in any job which requires them to have communication with people.

**Opportunities for students exiting with the Dip HE:**

Former students who have previously exited with the Dip HE have made successful careers with counselling agencies.

**Opportunities for graduates exiting with BSc**

Former Matrix BSc graduates have gone on to work in a variety of settings that include:

- eating disorders services
- child and family services
- services for older adults
- services for those with learning disabilities
- prison and probationary services
- social services
- voluntary organisations
- student counselling services
- primary care
- community mental health teams
- general health settings where psychological well-being services are offered
- private practice

Qualification at this level enables the graduate to apply for psychotherapy training at Master's level.

**16. Particular support for learning**

Small group teaching  
Library faculties  
Virtual learning Environment  
Learning Support Tutor

**17. HECos code(s)**

100495

**18. Relevant QAA subject benchmark(s)**

QAA Benchmark Statement for Counselling and Psychotherapy (2022)

**19. Reference points**

The Framework for Higher Education Qualifications

UKCP Standards for Education and Training for Psychotherapeutic Counsellors

External Examiner Feedback

Student Evaluations

**20. Other information**

Additional compulsory costs for this programme are:

**Personal weekly counselling**

Students will normally pay between £40 - £55 per session. A minimum of 35 hours per year are required. Approximate total cost: £1400 - £1925 per year

**Supervision**

Fortnightly supervision at a rate of one hour to six client hours is required on commencement of placement hours. Students can expect to pay approx. £45 - 60 per hour.

Approximate total cost (based on 250 client hours required for BSc award): £1890 - £2520

**Professional membership**

Currently UKCP trainee membership costs £70 per year or BACP student membership £86 per year.

**Professional insurance**

You may also need to provide your own professional indemnity insurance if the placement does not provide cover (this is at a cost of approx. £70 per year).

Please see additional cost sheet for more information regarding other extra costs that may be incurred

<https://matrix.ac.uk/course/bsc-hons-integrative-counselling/>

**Part-time Pathway**

If a student needs to take the part time pathway to pass a module there is a fee of £500.

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

## 21. Curriculum map for BSc (Hons) Integrative Counselling

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

### Programme learning outcomes

Knowledge and Understanding	
A1	A relational developmental model of integration, applying this knowledge to create a coherent philosophical and theoretical framework of integration.
A2	Contemporary theories of counselling including humanistic, psychodynamic and cognitive-behavioural principles.
A3	Ethical and professional issues; including how these are applied in safe, non-judgemental and anti-oppressive practice.
A4	The importance of reflective enquiry as a vital skill for the development of themselves and their practice.
A5	Multi-faceted models of mental distress, including how these may influence diagnosis, formulation and/or treatment planning.
Cognitive Skills	
B1	Integrate ideas and concepts rationally from different theoretical approaches to counselling.
B2	Apply and critique theoretical perspectives to clinical issues and understand how theory links to practice
B3	Reflect on their practice, evaluating its effectiveness and identifying points for development
B4	Consider the socio-political, cultural and global context of the practice of counselling.
B5	Apply ethical decision-making to their practice, with reference to applicable codes and the law.
Practical Skills	
C1	Develop and maintain effective therapeutic relationships, attending to boundaries, rupture/repair, relational depth, complex client presentations.
C2	Assess clients drawing from a range of theoretical models, and propose formulations for the work.
C3	Use interventions appropriate to the formulation, evaluating their effectiveness and modifying them accordingly.
C4	Analyse and resolve ethical issues, drawing upon professional support, in order to work safely and within their competence.
C5	Undertake clinical work with an understanding of their intersectional identity, in order to practice anti-oppressively.
Graduate Skills	
D1	Demonstrate self-management skills and the capacity to work as an autonomous practitioner.
D2	Critically evaluate philosophy, theory and practice within the wider field of counselling.
D3	Practice ethically and professionally.
D4	Work co-operatively with others from a wide range of different disciplines.
D5	Inform their work using contemporary research, good quality CPD activity and a knowledge of current 'good practice'.

Programme outcomes																			
A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	D 1	D 2	D 3	D 4	D 5
Highest level achieved by all graduates																			
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

Module Title		Module Code by Level	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Year 1																						
Introduction to Integrative Principles and Reflective Enquiry		1					x															
Introduction to Counselling Theories and Skills		2		x				x														
Developmental Processes, Ethical Responsibilities and Self-Assessment		3			x					x	x											
Year 2																						
Development of the Self, and Preparation for Clinical Practice		4			x	x						x	x	x	x		x	x				
Working Safely at Relational Depth		5							x								x			x		
Integration and Inclusivity		6		x							x					x	x					
Integration and Inclusivity, Demonstrating Professional Competence (Clinical Exit Award)		6A	x		x	x		x	x	x	x				x	x		x	x	x	x	
Integration and Inclusivity, Demonstrating Academic Competence (Academic Exit Award)		6B		x	x			x		x								x				
Year 3																						
Deepening Awareness of the Complex Nature of Relationships		7							x	x			x	x								
Deepening Awareness of the Complex Nature of the Self		8					x										x	x		x		
Integrating Theory and Practice		9	x	x	x	x	x	x	x	x	x			x	x		x	x	x	x	x	

It should be noted that supervised practice (in placement, yr 2 onwards) also contributes to Programme Outcomes (notably C and D 1-5)