

Programme Specification PG Cert/ PG Dip/ MA Integrative Counselling

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	<ul style="list-style-type: none"> • The Iron Mill Institute, Exeter • PCI College, Dublin
3.	Programme accredited by	N/A
4.	Final award	<ul style="list-style-type: none"> • PG Certificate • PG Diploma • MA
5.	Programme title	
6.	Pathways available	N/A
7.	Mode and/or site of delivery	The Iron Mill Institute, Exeter PCI College, Dublin A part-time programme, normally taught in three five-day blocks per academic year, with one additional four-day clinical practice block per year.
8.	Mode of attendance	Part Time only
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	<ul style="list-style-type: none"> • British Association Counselling and Psychotherapy Ethical Framework for Good Practice in Counselling and Psychotherapy (2010) • IACP Code of Ethics and Practice for Counsellors/Psychotherapists Practice in Counselling and Psychotherapy (2010)
11.	Date of Programme Specification preparation/ revision	Approved by Audit and Review Committee May 2012 Updated Sept 2012 (MPSY4005 added) Updated July 2013 (PCI College approved as provider) August and October 2014 (Regulations) August 2016 (Regulations amended - Section 20)

12. Educational aims of the Programme

This course introduces students to humanistic approaches to counselling, and there is a focus on developing an advanced understanding and critical examination of what that means in practice.

Integrative counselling allows the use of a chosen selection of therapeutic approaches integrated into a coherent whole. Within a contemporary integrative approach, students will examine a variety of humanistic theoretical concepts focusing on the nature of relationship between counsellor and client. The programme is designed to enable students to develop a personal theoretical model which also fits with their own deeply held philosophical approach to life and meets the ethical and theoretical criteria of the nationally recognised organisational and professional bodies such as for Iron Mill the BACP and UKCP and for PCI College the IACP and IAHIP.

The programme provides the knowledge and skills necessary for graduates at Iron Mill to meet the BACP and UKCP requirements for individuals who wish to practise

as professional counsellors. It is designed for individuals who wish to gain professionally accredited qualifications in Integrative Counselling.

The MA Integrative Counselling has three overall aims which contribute to its identity and are at the heart of every module. This course aims to:

- advance overall understanding of Humanistic Integrative approaches to Counselling
- provide a rich and creative learning environment from which each counsellor can develop a unique personal integrative approach. This is achieved through critical analysis of traditional and contemporary theoretical approaches, combined with advanced awareness of ethical and professional standards of good practice
- enhance counsellor employability with a focus on professional applications, achieved through the development of a portfolio of skills, experience and research which have direct relevance to specialist applications within the community.

13. Intended learning outcomes and learning, teaching and assessment methods

All students participate in an ongoing progression of learning and practice which accumulates throughout the Programme.

Knowledge and Understanding

On successful completion of the Postgraduate Certificate, students will be able to:

- explain the philosophical and theoretical underpinnings of established therapeutic approaches
- demonstrate self-awareness and a critical understanding of their own and others perspectives and values, and the relevance of these differing perspectives to practice
- critically evaluate the philosophical and theoretical basis of the student's chosen integrative approach
- demonstrate the advanced knowledge, skills and competencies required for the application of theory to practice
- engage in debates relevant to own area of practice
- develop coherent and sustained arguments leading to logical conclusions.

Cognitive and Intellectual Skills

On successful completion of the Postgraduate Diploma, students will be able to:

- manage complex issues systematically and creatively

- analyse, question and challenge theoretical and philosophical concepts
- apply reflective and critical skills to their own understanding and practice.

Transferable Skills

On successful completion of the Postgraduate Certificate, students will be able to:

- make use of a developing portfolio of skills, knowledge, experience and reflective practice

On successful completion of the Postgraduate Diploma, students will additionally be able to:

- assess, plan, meet and evidence the achievement of personal learning goals.

Practical skills relevant to employment

On successful completion of the Postgraduate Certificate, students will be able to:

- critically reflect on own knowledge skills and competence.
- demonstrate competence in a range of clinical practice skills
- demonstrate an advanced understanding of the role of professional bodies in the good practice and regulatory aspects of counselling work.

On successful completion of the Postgraduate Diploma, students will be able to demonstrate all of the above skills, plus the ability to:

- critically analyse a variety of research methodologies and apply them appropriately to their discipline.
- consolidate communication and dissemination skills through a range of methods and media, demonstrating high standards of clarity and coherence.
- initiate, plan and organise a substantive negotiated learning project which advances knowledge in a chosen area of professional application.
- evaluate systemic applications in community and corporate settings, and identify areas for development within society.

On successful completion of the MA programme students will be able to demonstrate all of the above plus:

- independently initiate, design, manage, undertake and evaluate an individual research or review project relating to therapeutic work, to the rigorous standards of advanced scholarship and the ethical and professional demands of the BACP.

Examples of learning, teaching and assessment methods used:

Each module will be taught by a lecturer who has a special interest in the field, and a variety of teaching methods are used in order to address individual learning requirements. The methods include lectures, debates, presentations, audio-visual materials, group exercises, skills practices, reflective practice, case presentation, and project work. Students will have the opportunity to critically reflect on their own practice in the light of established theory and evidence in order to develop their role as a professional counsellor. Assessments are designed to draw on practice experience and evidence the skills development of the competent practising professional.

In addition to the taught elements students will be required to complete supervised practice to develop and enhance their practitioner skills. Further information on the placement and its management and the support for students can be found in the Programme Handbook.

In keeping with a humanistic counselling philosophy students are also required to engage in personal counselling throughout the duration of the programme.

14. Assessment Strategy

The assessment strategy is designed to develop knowledge skills and competence to practise as professional counsellors on completion of the programme. Assessments provide opportunities to critically analyse and evaluate evidence and current practice in counselling and apply this knowledge within their own developing practice.

The team are committed to developing and enhancing students' professional competence by providing opportunities to demonstrate skills of self-reflection, evaluation of existing evidence and critical application of that learning to new practice situations.

Students will be assessed in both theoretical and practical components of the course. See section 15 of Programme Specification for Course Requirements

The assessment strategy is aligned with the [University's Assessment Policy](#) and the [QAA guidance on Master's Degree Characteristics](#).

Regulation of assessment

The course is fully compliant with UW regulations for assessment, mitigation, appeals and complaints. For further details on any of these areas please follow this link to the [Registry Services website](#) or see the [UW Student Handbook](#)

Each assessment has specific marking criteria contained in the module outline, which is given to students at the beginning of the module. These are based on the Level 7 generic assessment criteria.

15. Programme structure and requirements

The MA Integrative Counselling programme is made up of the following awards:

Post Graduate Certificate in Integrative Counselling (a 1-year option)

Module	Module Title	Credits	Status	Pre-
---------------	---------------------	----------------	---------------	-------------

Code				requisites
MAIC4001	Humanistic Integrative Counselling	20	Mandatory	None
MAIC4002	Preparation for Clinical Practice	20	Mandatory	None
MAIC4003	Relational Model	20	Mandatory	None
MAIC4991	Professional Practice 1 (see below)	P	Mandatory	None

Post Graduate Diploma in Integrative Counselling (a 2-year option incorporating the Certificate and Diploma)

Module Code	Module Title	Credits	Status	Pre-requisites
MAIC4004	Family Systems	20	Mandatory	None
MPSY4005	Advanced Research Analysis 2	20	Mandatory	None
MAIC4006	Negotiated Learning	20	Mandatory	None
MAIC4992	Professional Practice 2 (See below)	P	Mandatory	MAIC4991

MA Integrative Counselling (the full 3-year programme incorporating the Certificate, Diploma and MA)

Module Code	Module Title	Credits	Status	Pre-requisites
MAIC4007	Research Dissertation	60	Mandatory	None
MAIC4993	Professional Practice 3 (See below)	P	Mandatory	None

Programme Requirements

PG Certificate Requirements

Students completing the Postgraduate Certificate must

- pass the three mandatory modules, i.e. MAIC 4001, MAIC 4002 and MAIC 4003, successfully completing 60 credits in total.
- attend the annual Clinical Practice Workshop
- meet the course requirements of a minimum of 40 hours personal counselling
- complete a satisfactory competence to practice assessment

There is no requirement for placement for those students intending to take the PG Certificate only (although student may exercise the choice to supplement their learning with a placement). Students aiming to move forwards to the PG Diploma will be expected to start in placement during the certificate course following a satisfactory competence to practice assessment.

PG Diploma Requirements

Students completing the Postgraduate Diploma must

- pass the six mandatory modules, i.e. MAIC 4001, MAIC 4002, MAIC 4003, MAIC 4004, MPSY4005 and MAIC 4006, successfully completing 120 credits in total
- attend two annual Clinical Practice Workshops

- meet the course requirements of a minimum of 75 hours clinical practice. The Clinical Practice Workshop and any placement hours which may be undertaken together constitute Module 4992 Professional Practice 2. Those at Iron Mill will be supervised to the standard required by the BACP for students in training
- Complete a minimum of 15 hours of supervision over the two year programme
- complete a minimum of 80 hours of personal counselling over the two year programme

MA Requirements

Students completing the Masters award must

- pass the seven mandatory modules, i.e. MAIC 4001, MAIC 4002, MAIC 4003, MAIC 4004, MPSY 4005, MAIC 4006 and MAIC 4007, successfully completing 180 credits in total
- attend three annual Clinical Practice Workshops
- meet the course requirements of a minimum of 150 hours of clinical practice, for those at Iron Mill they will be supervised to the standard required by the BACP for students in training (PG Diploma: 75 hours and MA: 75 hours)
The Clinical Practice Workshop and any placement hours which may be undertaken together constitute Module MAIC 4993 Professional Practice 3.
- Complete a minimum of 25 hours of supervision over the two year programme
- Complete a minimum of 120 sessions of personal counselling (PG Cert: 40 hours, PG Diploma: 40 hours and MA: 40 hours)

Personal Counselling Requirement

In addition, students are required to provide evidence of attending personal counselling to a minimum of 40 hours per year: 40 hours in total for the PG Certificate award; 80 hours in total for the PG Diploma award; and 120 hours in total for the MA award.

Requirements for Clinical Practice Placement and Supervision

Students will be expected to arrange and complete supervised a clinical practice placement during the MA as follows:

PG Certificate Practice Requirements (MAIC 4991)

- Students must complete a satisfactory competence to practice assessment before applying for a placement.
- There is no requirement for practice hours for those students intending to take the PG Certificate only (although student may exercise the choice to supplement their learning with a placement and will be supported by the Placement Coordinator).
- PG Certificate students aiming to move forwards to the PG Diploma will be expected to start in practice during the certificate course following a satisfactory competence to practice assessment.

PG Diploma Practice Requirements (MAIC 4992)

Students must meet the course requirements of a minimum of 75 hours clinical practice, for students at Iron Mill this will be supervised to the standard required by the BACP for students in training.

MA Practice Requirements (MAIC 4993)

Students must meet course requirements of a minimum of 150 hours of clinical practice (75 hours which have been completed from PG Diploma and an additional 75 hours for MA), those at Iron Mill will be supervised to the standard required by the BACP for students in training.

Iron Mill models placement practice on the standards set down in the BACP Ethical Framework for Good Practice in Counselling and Psychotherapy (2010), BACP Information Sheets, and BACP accreditation criteria. This has the advantage of preparing student for future personal accreditation with the BACP.

It is the student's responsibility to obtain a placement which meets both the Iron Mill Institute/PCI College and University of Worcester criteria, and students will be given clear guidance to assist with this.

All placements at the Iron Mill Institute/PCI College are monitored and supported by the Placement Coordinator. The Placement Handbook describes:

- the criteria by which competence to practice is assessed
- guidance in the placement application process
- how the Iron Mill Institute monitors placements and supervision
- the support students can expect from the IMI during placements
- supervision requirements
- templates for all forms, logs and contracts required.

16. QAA and professional academic standards and quality

This award is located at level 7 of the FHEQ. The MA Integrative Counselling is designed in line with the [QAA Framework for HE Qualifications at Level 7](#) and the Masters Degree Characteristics (QAA 2010). This qualification develops graduates with high-level analytical skills and a broad range of practice competences, and graduates of this programme are therefore distinct from those who have undertaken solely the acquisition of higher level skills.

17. Support for students

Both Iron Mill and PCI College have a library available for students to use, internet access, and a pleasant learning environment where the administrative team are available to answer any concerns throughout the year. Students will also be allocated a personal academic tutor who will offer support throughout their studies, and a Placement Coordinator will support students in their clinical placement practice.

Students enrolled on the MA Integrative Counselling have the opportunity to access the services offered by UW Student Services. Student Services is the central department that provides non-academic support of students. The department includes Careers, Counselling and Mental Health Support, Disability and Dyslexia Service, Student Wellbeing Centre, and Welfare and Financial Advice.

18. Admissions Policy

Entry Criteria, Admissions Procedure and Selection Criteria

The MA programme, PG Certificate and PG Diploma welcome professionals and practitioners from a wide variety of backgrounds.

The following entry requirements apply for entry onto the PG Certificate, PG Diploma and MA Integrative Counselling. All students must show evidence of:

- an undergraduate degree minimum of second class honours or equivalent professional qualification in a relevant area (e.g. nursing, social work, mental health, education) with evidence of continuing professional development
and
- a certificate of a minimum of 90 taught hours in counselling, or equivalent relevant experience which will be assessed at interview (This could consist of substantial voluntary/paid work experience in the field of counselling; in-service training with a substantial counselling element; or successful completion of a programme of study in a related area such as social studies, with a substantial counselling element. Each application will be considered on an individual basis at the discretion of the Programme Leader).

Further information for students studying at Iron Mill on suitable qualifications and experience to meet the admissions criteria can be obtained from the Iron Mill Institute Programme Leader or the Principal of the Iron Mill Institute.

Further information for students studying at PCI College on suitable qualifications and experience to meet the admissions criteria can be obtained from PCI College's Sales and Marketing team or MA Programme Leader

Applications should be made direct to the Iron Mill Institute and PCI College.

- Applicants will be asked to attend an interview. This is to ensure that applicants understand the demands of Masters level study, and to allow a discussion about the requirements of students applying with non traditional entry criteria. Applicants will participate in an informal group interview followed by an individual interview.
- Applicants are required to submit a piece of written work of 1000 words, prior to interview, showing awareness of the clinical and theoretical concepts of counselling and to demonstrate
 - academic writing ability
 - relevant professional learning to date
 - understanding of the reflective process
 - rationale for applying for this particular MA

- Applicants must obtain Enhanced Criminal Records Bureau (CRB) screening before enrolling on this programme, which will be at the applicant's own cost.
- It is a condition of entry at the Iron Mill Institute that students become a member of the BACP for the duration of their training. Students may be asked to provide evidence of membership.

Recognition of Prior Learning

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. RPL applies to students who can provide evidence of work that has been accredited by a Higher Education Institution, and meets the learning outcomes of the module/s not being taken due to RPL. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Entry onto the PG Diploma or MA Research module via RPL: additional requirements

- For direct entry onto the PG Diploma via RPL, students will also be required to provide evidence of prior experience of supervised counselling practice. Students studying at Iron Mill will also be required to become a student member of the BACP in order to be in supervised placement practice. For direct entry onto the MA Research Dissertation via RPL, students will also be required to be in supervised placement practice, and have evidence of a minimum of 75 hours supervised counselling practice. Students studying at Iron Mill will also be required to become a student member of the BACP in order to be in supervised placement practice
- Students studying at Iron Mill must also have personal liability insurance and a valid DBS certificate. These requirements are at students' own cost.

Please contact the Worcester Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

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

Course evaluation is an ongoing process and an end of year activity. It involves staff, students and the external examiner.

We invite feedback using the following methods:

- Student evaluation forms for each taught module
- Reports and evaluations from placement providers and supervisors
- External examiner and moderator reports and visits

- Discussion arising spontaneously during check in/out. Time allocated as necessary for staff and students to meet as a learning community, with regular feedback from the whole group
- Suggestions for programme changes.
- Staff meetings.
- Two student representatives involved in ongoing discussions within the Staff/student Liaison and Programme Management Committees.
- End of course evaluation that involves discussion between the external examiner with staff and feedback from the Programme Management Committee.
- Annual course evaluation process.

20. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Successful completion of the Professional Practice modules (MAIC4991, MAIC4992 and MAIC4993) will require evidence of completion of the additional practice requirements detailed in the table below (see Requirements for Awards).
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

Requirements for Awards

Award	Requirement	Additional Practice Requirements
PG Cert	Passed a minimum of 60 credits at level 7 as specified on the award map	Professional Practice 1: Competence to Practice Assessment and a minimum of 40 hours personal counseling Attend the annual Clinical Practice Workshop
PG Dip	Passed a minimum of 120 credits at level 7 as specified on the award map	Professional Practice 2: 75 hours supervised clinical practice and a minimum of a further 40 hours of personal counselling (80 in total) Attend second annual Clinical Practice Workshop
Masters	Passed a minimum of 180 credits at level 7 including 60 credits from the Dissertation	Professional Practice 3: A further 75 hours supervised clinical practice (150 in total) and a minimum of a further 40 hours of personal counselling (120 in total) Attend three annual Clinical Practice Workshops

PG Cert and PG Dip awards are unclassified. The awards of Masters may be made with Pass, Merit or Distinction.

21. Indicators of quality and standards

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students.

22. Graduate destinations, employability & links with Employers

This MA programme provides the opportunity for advancement in a variety of counselling-related careers. Applicants with MA degrees are increasingly being sought in management and strategic positions, and the course provides the opportunity for counselling practitioners to advance beyond their current role. The MA Integrative Counselling places an emphasis on encouraging the advanced development of individual specialist interests, and furthering research in those fields. This marks out our graduates as people with the advanced theoretical and applied knowledge to make an impact on service provision. Gaining the MA Integrative Counselling allows possible progression to doctoral level studies.

The placement experience gained provides links with possible employers, as does Module MPSY4005 which provides the opportunity to apply learning to workplace and community settings.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines.