



Matrix College of Counselling and Psychotherapy

Learning, Teaching and Assessment Strategy

The Matrix Experience

Matrix offers students the opportunity to develop into competent integrative counsellors through the learning of theory, the practice of listening skills and the development of self-reflective skills, all of which are essential to be an effective counsellor. We aim to offer excellent teaching and are committed to evaluating what we do to ensure best practice.

A fundamental principle behind Matrix is the belief in the value of relationships. We strive to be fully relational with our students and aim to create an open and connected way of working, echoing what we teach them about the therapeutic relationship.

We seek to be inclusive, ensuring that what we have to offer is available to all irrespective of their social and economic background.

We believe that students should be active in shaping and developing their own personal and professional growth. They should become increasingly able to work independently, become competent in client work and develop a professional, ethical way of working. We want our students to achieve their full potential.

Quality of student learning is at the heart of Matrix. We evaluate, enhance, deliver and support a high-quality teaching experience.

Enhanced student learning and achievement

Student support

We will support students through their programme of study. We will help them to identify their learning style and use it to their advantage. We give them a thorough induction on the first weekend. They will have a Programme Lead who will be their main contact and support. They will be encouraged to engage with personal development planning and to identify their progression in a range of areas in both the curriculum and also with their practice. Matrix has an identified student support tutor for students who need specific and identified support for study and learning, such as dyslexia.

Assessment

We value the importance of assessment as a motivation for improving student learning and skills. We engage in an ongoing assessment dialogue that supports student learning, progression and achievement. We have an internal moderation process for essay marking. We verify our assessment with an external examiner and external assessors.

The students are engaged in the assessment process through tutorials, essay feedback, observation of triad work and journal feedback.

We aim to help students make increasingly effective judgements with their study to help them achieve their best both personally and professionally.

We take note of feedback from external markers and assessors and use it to develop the curriculum and our teaching.

Resources

We seek to provide resources that support learning. We also aim to use all learning resources as productively as possible.

Staff

We are committed to appointing, supporting and developing high quality staff who are knowledgeable, enthusiastic, motivating and skilled. We place great emphasis on tutors being committed to the development of their own knowledge and experience as well as keeping up their own professional development. We aim to ensure they are appropriately prepared, supported and recognised for their role. We have a mentor system for new staff. We hold staff training days each year where we focus on training and development, as identified in staff appraisals and staff observations, and also encourage staff involvement in committees.

Feedback

We see feedback as essential to students' development. Students receive verbal feedback from tutors in triads and tutorials alongside formal written assessments on essay and journal writing. This feedback forms part of an ongoing dialogue between the student and their Programme Lead.

Students may also receive feedback from their peers in Process Group and will receive individual peer assessments in year 1 & 2 as well as peer feedback from triads in all years.

Curriculum development

Curriculum assessment along with student and tutor feedback gives us the chance to develop our teaching. We aim to promote the best possible learning opportunity and also impart the most up-to-date knowledge both for the student's academic achievement and also for their counselling practice working with clients. The curriculum committee meets regularly to update and review the current year's curriculum and to recommended changes to the Management team and Middlesex University.

Partnership

We work with external organisations both at a national level in the setting of standards and at a local level with placement providers. We aim to foster positive relationships on all levels with open communication.

We have a commitment to supporting local charities, (by the use of their venues for our teaching). Having a commitment to our local area is an important principle at Matrix.

Quality Assurance and Enhancement

We aim to ensure that the provision for teaching and learning is of high quality and that we are continually seeking to improve students' educational experience. We work collaboratively with external partners to identify key areas for enhancement.

We take feedback from students, students reps and external examiners and assessors. We are subject to periodic review by external bodies (Middlesex University, UKCP and QAA) and use their benchmarks to review our work.

Developed by: Management Team

Approved by: Management Team

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