



Minster Centre Foundation Course in Integrative Psychotherapy and Counselling

Programme Handbook 2016-2017

Heads of Year: Stephen Callus and Vaughn Goldschagg

Information in alternative formats

This handbook can be found on the student intranet at www.minsterstudents.co.uk

If you have a disability which makes reading this handbook or navigating our website difficult and you would like to receive information in an alternative format, please contact the Registrar, Julia Culver juliac@minstercentre.org.uk.

We can supply sections from this publication as:

- a Word document with enlarged type — sent by email or supplied on a memory stick
- printed copy on non-white paper
- printed copy with enlarged type

Other formats may be possible. We will do our best to respond promptly. To help us, please be as specific as you can and include details of your disability.

Purpose and status of your student handbook

The purpose of this handbook is to provide you with important information about your course and to direct you to other general information about studying at the Minster Centre and information about Middlesex University who validate the MA. It should be used in conjunction with the student Intranet and the Aids to Study.

The material in this handbook is as accurate as possible at the date of production however you will be informed of any major changes in a timely manner.

Your comments on any improvements to this handbook are welcome – please email them with the name of the handbook to the Registrar, Julia Culver juliac@minstercentre.org.uk

This Student Handbook provides details of your programme modules, learning resources, assessment schedule, communication with the Minster Centre and other essential information. It is available on our intranet, with hard copies available in the library and student common rooms. It may be necessary to update it during the academic year, and we will let you know if we do.

Please also read the *Aids to Study* which is also available on intranet, and in the library and common rooms. The various forms you will need to complete along the way (regarding essays, placements, etc.) are all available on our intranet with hard copies available in the pigeon holes on the upstairs landing.

**MINSTER CENTRE
FOUNDATION YEAR 2016/17**

Dear Student,

We would like to welcome you to studying at the Minster Centre. We endeavour to create a dynamic and containing learning environment which will enable you to develop both personally and professionally. The journey upon which you are embarking is difficult, wonderful, and profound at every step. Allow yourself to be a beginner – to question, to explore, to *not know*, to discover.

Psychotherapy and counselling are based on skills and understandings that you already have in, at the least, embryonic form. The fundamental principles of this kind of profession/vocation arise from a deep consideration of what it is to be human. Thus as part of this journey you will certainly gain insight and sometimes surprising realisations as you explore concepts and examine your and other people's personal experiences. We suggest that you take time to savour and "be with" these discoveries, rather than rushing to an end point. This is a key aspect of being a therapist – the ability to "be with" what is uncovered, allowing time for the process of change and understanding to grow and develop, rather than hurrying to "make things better" in perhaps a surface or "as if" way.

These notes below summarise information about the course, and should be read in conjunction with the *Aids to Study*, which you will find on the intranet. You will find some information repeated across the three texts. If you are not clear on anything please speak to your tutor

Your Tutors

Stephen Callus
Jenny Clarke
Vaughn Goldschagg
Andrew Sutton

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Welcome from the Director

Hello and welcome to starting your training, or to continuing your training, with the Minster Centre. We aim to be a lively and questioning community of trainees, graduates and staff, committed to the quality of our work and to retaining and developing the Minster ethos.

Many trainees and visitors to the Minster Centre have commented on the friendliness of the place. Although we are a well-established and well-regarded training we have taken a conscious decision to remain small enough to offer a more personal training. Our learning groups are relatively small and are designed so that staff have an opportunity to know you well and vice versa. We will work hard to give you close personal guidance as an individual.

We are proud to offer a unique perspective on psychotherapy and counselling training combining a strong theoretical integrative grounding with an emphasis on the importance of experiential learning.

Our trainings are recognised by the British Association for Counselling and Psychotherapy (Diploma in Counselling), and the United Kingdom Council for Psychotherapy (MA/Advanced Diploma). The Foundation course is designed to offer you a sound introduction to the theory and practice of psychotherapy and counselling that is informative and enriching in itself and will provide a sound basis for those who wish to go on to train as a practicing therapist at the Minster Centre or elsewhere.

Completing the course, never mind qualifying as a therapist, may feel a long way off and you are probably much more concerned with what this next year or even term will bring. Because we aim to nurture reflective practitioners who are able to think and practice autonomously, and to recognise the responsibilities of the work of psychotherapy and counselling, you can expect to find some challenges as well as enjoyment and achievement along the way. You will have to focus on your personal development, and this is likely to be both enriching and, at times, challenging.

Wishing you a warm welcome to the Minster Centre.

Lissie Wright

Director

Academic Calendar

The calendar for the 2016/17 academic year, including all term dates, deadlines, weekends, Board of Study and Assessment Board dates is available on the student intranet <http://minsterstudents.co.uk/home/calendar/>. If there are any date changes these will be made on the calendar so please check crucial dates such as written work deadlines there.

Term Dates

First Term

Monday, 26th September to Friday, 9th December 2016
Half term – Monday 24th October to Friday 28th October

Second Term

Monday, 9th January to Friday, 24th March 2017
Half term – Monday 13th to Friday 17th February 2017

Bank Holidays –
Good Friday – 14th April
Easter Monday – 17th April

Third Term

Monday, 24th April to Monday, 10th July 2017
Half term – Monday 29th May to Friday 2nd June

Bank Holidays –
Monday 1st May
Monday 29th May (within Half term)

Weekends

The experiential weekend dates are **5 & 6 November OR 19 & 20 November 2016**.
The Skills weekend date is **4 & 5 March 2017**.

The first and second weekends will be “experiential learning” workshops led by Alyson Jaffe and Karin Parkinson and the second a “skills intensive” led by Nancy Browner, Kevin Rose, Andrew Sutton and Reena Shah. Attendance is 10.00 a.m. – 5.00 p.m. both Saturday and Sunday, unless the workshop leader notifies you otherwise.

Please note there is an 80% attendance requirement for successful completion of this course. See separate section on attendance below.

Course Timetable

Each *evening* runs on Monday evenings from 5.30pm to 9.30pm, and is divided into two parts:

- From 5.30pm to 7.30pm there will be seminar and skills sessions,
(7.30pm to 8.00pm half-hour break)
- From 8.00pm to 9.30pm there will be an Experiential Training Group.

You will be divided into two cohorts each consisting of two groups:-

Foundation Course (Evening)

Cohort 1 HoY Stephen Callus

- Group 1 will attend seminar/skills sessions led by Stephen Callus, followed by the ETG facilitated by Andrew Sutton;
- Group 2 will attend seminar/skills with, Jenny Clark followed by the ETG facilitated by Vaughn Goldschagg;

Cohort 2 HoY Vaughn Goldschagg

- Group 1 will attend seminar/skills with Vaughn Goldschagg, followed by the ETG facilitated by Jenny Clark;
- Group 2 will attend seminars/skills with Andrew Sutton, followed by the ETG facilitated by Stephen Callus.

The total number of available hours is 30 x 3.5 weekly hours (105) + 2 x 2 x 6 weekend hours (24) = 129 hours. Your Seminar/Skills tutor will be your lead tutor for the year and hold your immediate training engagement.

BOARD OF STUDIES MEETINGS

Tuesday 8th November 2016, 10.30am – 12pm
Tuesday 28th February 2017, 10.30am – 12pm
Tuesday 20th June 2017, 10.30am – 12pm

HAND IN DATES FOR ASSESSED WORK

Written Self Assessment 12th February 2017

Essay: 24th April 2017

Personal Process Report : 22nd May 2017

INTRODUCTION TO THE MINSTER CENTRE

The Minster Centre was founded in 1978 to provide an integrative training in counselling and psychotherapy; it is a Registered Charity and a Company Limited by Guarantee. The Minster Centre was one of the first institutions to offer an integrative training in counselling and psychotherapy. It has a long tradition of social commitment, and strives to consider the wider context of our mental and emotional worlds when working therapeutically. This includes thinking about gender, culture, class, ethnicity, sexuality, disability and oppression.

Our training brings together theory, practice and personal experience and you will be required to work with all three strands as you train. We are proud of the rigour of our training and the emphasis we place on experiential learning. Our curriculum offers our trainees the opportunity to explore and integrate many different ways of working, and we aim to develop therapists, who people who may go on to train as therapists, who are well equipped to work with a wide range of clients in today's world.

The Minster Centre is a member of the Humanistic and Integrative Psychotherapy College of the United Kingdom Council for Psychotherapy (the HIPC of the UKCP). The UKCP is the main professional body for psychotherapists and our Advanced Diploma and MA courses are re-evaluated every five years by HIPC on behalf of UKCP. This last happened in 2012. We are also organisational members of The British Association for Counselling and Psychotherapy (BACP) and our Diploma in Integrative Counselling is accredited by BACP.

While our courses are monitored by the most important professional bodies, our MA course in Integrative Psychotherapy and Counselling is also validated by Middlesex University.

In 2015 we introduced a new programme which has been validated by Middlesex University, a MA/PgDip in Professional Practice Counselling and Psychotherapy. This is a post qualification course for counsellors and psychotherapists who wish develop their professional skills and wish to obtain a post-graduate qualification.

The Minster Centre welcomes applications from people of all ethnic and cultural communities and sexual orientations. Disability is catered for wherever possible. Our application form makes clear that information requested on medical, psychiatric or addiction-related histories, and on previous criminal convictions, is intended to help us support students where appropriate rather than to discriminate against them.

Board of Trustees

The members of the Board are: Tamar Posner (Chair), Christopher Brooks (Treasurer), Pamela Atkinson, Julia Bueno, Norma Clayton, Lucy Clyde, Kea Horvers, Rita Rupal and Sean Titley.

Information about the Minster Centre regulations and procedures is available in this Handbook and on the student intranet. If you can't find the information you need:

For timetabling or administrative issues please approach the Registrar, Julia Culver, JuliaC@minstercentre.org.uk ,

For advice on financial matters please approach Charlotte Dunsby-Ferguson, Charlotte@minstercentre.org.uk ,

For queries or advice about the course or your progress please approach your Head of Year, who will be either Stephen Callus if you are in Cohort 1, and Vaughn Goldschagg if you are in Cohort 2. If, for some reason, you would find it difficult to raise the issue with your Head or Year please approach the other Head of Year, a tutor or either Alyson Jaffe or Philip Reilly, Deputy Directors of Training (Alyson@minstercentre.org.uk; PhilipR@minstercentre.org.uk).

Please use the opportunities we provide to give us feedback on the course including the weekend feedback forms, the end of year feedback forms and your representation at the termly Board of Studies. We encourage you to provide feedback directly to your tutors during the course so that

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they are aware of anything that you are finding difficult or unhelpful or anything you are particularly appreciating.

Quality Assurance Agency for Higher Education (QAA) UK Quality Code

The QAA is an independent agency appointed by the UK Government to be responsible for upholding the academic quality and standards of all universities and colleges in the UK. The QAA produce the [UK Quality Code](#) which outlines the key expectations placed on all UK Higher Education providers. In particular there is a specific chapter on how institutions should manage partnership arrangements, such as the MA programmes run by the Minster Centre. This section is chapter [B10 'Managing higher education provision with others'](#).

The QAA also review higher education providers (including the Minster Centre and Middlesex) to ensure that they are operating in line with the Quality Code and providing the best academic experience for their students.

You can learn more about Quality Assurance from watching two short [videos](#) designed specifically for students in Higher Education, which are available on line at:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/what-is-quality>

CONTACTS AND COMMUNICATION

Programme staff list and contact details

The Minster Centre

20 Lonsdale Rd

Queens Park

London NW6 6RD

Tel: +44 (0)20 7644 6240

Use this postal address if you want to write to us.

The office is open from 9.30am to 5.30pm

Director

Lissie Wright

The Minster Centre

Email: lissie@minstercentre.org.uk

Registrar

Julia Culver

Tel: +44 (0)20 7644 6246

Email: juliac@minstercentre.org.uk

Deputy Director of Training

Philip Reilly

Email: PhilipR@minstercentre.org.uk

Deputy Director of Training

Alyson Jaffe

Email: Alyson@minstercentre.org.uk

Teaching staff

All weekly staff and weekend tutors whose individual contact details are not shown can be contacted via reception@minstercentre.org.uk. If you wish to meet with a staff member please email them directly or via reception to arrange this in advance. Teaching staff will reply to emails as soon as they can but please be aware that they are all practicing therapists and work for the Minster Centre part-time. Although they will often respond more quickly, we ask them to aim for a response within a week during term time. Outside term time responses may take longer because of individual leave arrangements. If you are having difficulty contacting a tutor and need advice please contact the office.

Stephen Callus

Head of Foundation Year
Foundation Tutor
Clinical Supervisor

Vaughn Goldschagg

Head of Foundation Year
Foundation Tutor

Andrew Sutton

Foundation Tutor
Tutor: Skills Foundation Weekend
Clinical Supervisor

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Jenny Clark	Foundation Tutor
Alyson Jaffe	Tutor: Experiential Weekend Foundation Deputy Director
Karin Parkinson	Tutor: Experiential Weekend Foundation Tutor: Skills First Year
Nancy Browner	Tutor: Skills Weekend Foundation Head of First Year
Kevin Rose	Tutor: Skills Weekend Foundation
Reena Shah	Tutor: Skills Weekend Foundation

Administrative staff

Julia Culver	Registrar juliac@minstercentre.org.uk
Betti Urmos	Admissions Officer betti@minstercentre.org.uk
Nicola Muir	Receptionist (Building, room bookings, messages) reception@minstercentre.org.uk
Polly Mortimer	Librarian librarian@minstercentre.org.uk
Amber Cross	Operations Manager Amber@minstercentre.org.uk
Charlotte Dunsby-Ferguson	Operations Assistant (Fees) charlotte@minstercentre.org.uk
Stuart Bell	IT Officer stuart@minstercentre.org.uk
Steven Zegarac	Finance Manager finance@minstercentre.org.uk
Miranda Boll	Training Administrator Assistant Miranda@minstercentre.org.uk

Your contact and personal details

If there are any changes to your contact details please tell Reception as soon as you can to ensure that all important communications reach you.

E-mail

We use e-mail as the main method of communication with students. You will need a working email address that you check regularly. If you are not receiving emails that have reached your peers please check your spam folders and settings before asking the office to check your contact details. Emails sent to groups can sometimes be intercepted by spam filters and you will need to mark them as not spam to ensure that they reach you in future.

The Intranet

The Minster Centre intranet contains important information including:

- This Handbook
- Reading lists for the modules
- Calendar of dates, deadlines
- The academic schedule of weekends and module groups
- Aids to Study
- Administrative and Finance Forms and Procedures
- Complaints Procedure
- Information about training clients
- Library information
- Links to therapy-related resources
- Student forums

Data protection and privacy (Fair Processing Notice)

The information that you provide in your application and at enrolment is held on a computerised database. As you progress through the course we will add information about attendance, work submitted, assessments, and important communications. This may include sensitive personal data and could include photographs. The Centre needs to process student personal data in order to function effectively as an educational institution and to provide students with the support they require while undertaking their studies. Personal data is processed for a variety of reasons (as set out below) and all such personal data shall be collected and held in accordance with the Data Protection Act 1998 ('the Act').

The Centre provides this Fair Processing Notice (FPN) which informs you how your personal data will be processed and the purposes for which the data has been collected. It also explains how you can opt out of some aspects of the processing, where applicable.

Types of personal data processed

Personal data the Centre may process:

- personal details (name, address, date of birth)
- phone numbers
- email addresses
- gender
- gender identity
- photographs
- financial information

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- academic marks
- appraisals
- tutorial notes
- emails
- references
- disciplinary information
- criminal offence or conviction information
- health and disability information
- ethnicity data
- sexual orientation
- dietary requirements
- religious belief data
- caring responsibilities
- information regarding hobbies and interests
- any other legitimate personal data relating to academic and pastoral support.

Information about criminal offences, health, disability, ethnicity, sexual life and religion constitutes sensitive personal data (as defined within [s.2 of the Act](#)). This list is not exhaustive

How your personal data will be used within the Minster Centre

To manage its operations effectively, provide services to you and meet certain legal requirements, the Centre will process and maintain your personal data. This may include data such as name, address, date of birth, programme studied, fee payments, information about assessments, progression and results. In addition to this, the Centre may process some sensitive personal data about you, such as details about your health or disability in order to make reasonable adjustments, and information concerning ethnicity, sexual orientation, gender identity, domicile and disability for planning and monitoring purposes. Also, in some circumstances information about past criminal convictions will be processed.

Your personal data will be used within the Centre for admissions (e.g. assessment of applications, interviews, offers) training administration (e.g. registers, progress monitoring, timetabling, assessments), financial administration (e.g. fees, loans, bursaries), to provide you with services, such as the Library and computer facilities; provision of Student ID cards, and support, such as guidance to tutors and study advice. Any personal data shared in these ways will not be excessive. For example, the librarian will need to know what course you are registered on and contact details in case a book is overdue or missing but it does not need to see your academic results. This is not an exhaustive list.

The Centre will also use student personal data to produce non-identifiable statistical data for equality monitoring and improving the student experience.

Sharing your personal data (third party disclosures)

The Centre may disclose appropriate student personal data, including sensitive personal data, to third parties, where there is legitimate need or legal reason to do so., This can occur when you are studying with us or afterwards. Such disclosure is subject to procedures to ensure the identity and legitimacy of such agencies. These third parties may include the following (please note that this is not an exhaustive list):

Turnitin®

The Centre does not currently use the Turnitin® UK system but may opt to do so in future to help assessors check students' work for improper citation and potential plagiarism. The system creates a textual similarity review by comparing students' work against a variety of sources. Students may therefore be required to provide a limited amount of personal data, for instance name, email address and course details and submissions, to Turnitin® when using the service.

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This data will be stored on a server based on the United States under the "EU-US Privacy Shield". This means that the data will be managed to similar standards to those required under UK Data Protection legislation.

Higher Education Statistics Agency (HESA), HE funding councils and other government bodies

The Minster Centre currently holds Specific Course Designation so that students on the MA courses can access Disabled Students Allowance (DSA). This has so far not required us to provide data to HESA but may do so in future. HESA is the official agency for the collection, analysis and dissemination of quantitative information about higher education in the UK. In addition, the Centre is applying for designation, if we are successful future students on MA courses could access Postgraduate Student Loans. If this application is successful we will be required by law to provide some personal data from current and past students (including students on non- MA courses) to HE funding councils, government bodies and HESA. HESA holds coded information on students and staff in Higher Education Institutions (HEIs) and uses these records for statistical analysis, statistical data for research and commercial uses under strict conditions. Further information on this and on the categories of information held by HESA (for both Student and Staff) is available via the [HESA website](http://www.hesa.ac.uk/fpn). <http://www.hesa.ac.uk/fpn>

Included in the data collected by HESA are sensitive data (which are subject to stricter conditions of processing). This data is collected for participation monitoring required by government. The Centre will be obliged to ask staff and students for this information, you can refuse to give it.

Collection Notices

The Scope of what is done with your personal information by HESA is set out in the following Collection Notices:

- [Student Collection Notice](#)
- [Staff Collection Notice](#)
- [Destinations of Leavers from HE \(DLHE\) Collection Notice](#)

The Collection Notices also contains the contact details for HESA for access requests to your information held by HESA.

National Student Survey

If the Centre is successful in its application for specific course designation for postgraduate loans the Centre will also be required to pass data about its completing students to the Higher Education Funding Council for England (HEFCE), or their agents, in order for them to carry out the National Student Survey. This survey gives final year students the chance to give feedback on their experiences at the Centre which can inform the choices of prospective students. It is described in detail on the [National Student Survey website](http://www.thestudentsurvey.com/) <http://www.thestudentsurvey.com/> .

The Centre will pass your name and contact details to the agent carrying out the survey. The agent may then contact you to take part. You do not have to take part in the survey and you can opt out at any time by contacting the agent and providing them with verification of your identity by confirming your date of birth.

Higher Education (HE) institutions

Where students are studying for a qualification validated by Middlesex University or involved in exchange or placement programmes, joint or double programmes, or similar study arrangements, the Centre may disclose their personal data, including sensitive personal data, to the partner institution (or related organisations) for the purposes of administering the programme, assessment and any further purposes set out in the Centre's notification with the Information Commissioner.

External examiners

Student data including personal data will be shared with External Examiners for the purpose of quality assurance and assessment.

Placements

Where students attend Placements the Centre may disclose their personal data, including sensitive personal data, to the partner institution (or related organisations) for the purposes of administering the placement.

Sponsors, loan organisations (including the Student Loans Company) and scholarship schemes

Where students have a sponsor, scholarship scheme or a loan provider, the Centre may disclose student personal data to these organisations to allow for fees to be paid, students to access loans or to determine whether support should continue. Personal data about students may be disclosed to third parties attempting to recover debt on behalf of the Centre where internal procedures have failed.

Parents, guardians and other relatives

Other than in the most exceptional of circumstances, the Centre will not to disclose a student's personal data to parents, guardians and any other relative. If students have provided a nominated contact in the event of a medical problem or emergency then some personal data may be provided.

Published information

Any award (such as a degree) made by the Centre or a validating body such as Middlesex University is a matter of public record rather than personal data, and as such will be publicly available and publicised at, for instance, graduation ceremonies.

It is possible photographs of students may also be taken during the course of their study. If you do not wish your photograph to be taken, please absent yourself from any pictures. Group photographs taken will assume the permission of individuals pictured for use in Centre publications and publicity materials, and publications produced by third parties authorised by the Centre. Attendance at graduation ceremonies will assume the permission of the attendees and photographs and recordings taken one the day may be publicised, for instance on the website.

Employment agencies, prospective employers and third parties requesting confirmation of awards

The Centre will assume consent if the student provides the Centre's details as a referee. This includes confirmation of awards. Basic checks will be carried out on the requester.

Police, crime and taxation

The Centre may be informed by the Police when students are convicted or cautioned, or if they receive a section 27 or fixed penalty fine. The Centre may also be obliged to provide information to the Police or other organisations that have a crime prevention or law enforcement function, such as Benefit Fraud Sections within Local Authorities, about students if it is necessary for the prevention or detection of a crime or the collection of taxes.

The Centre may also use third party companies as [data processors](#) to carry out certain administrative functions on behalf of the Centre. If so, a written contract will be put in place to ensure that any personal data disclosed will be held in accordance with the Data Protection Act and have appropriate security measures in place.

This is not an exhaustive list; any third parties will have access to student data only for the purpose of performing their function. Any disclosures to third parties not listed here will be made only where there is a legitimate reason to do so and in accordance with the law.

How your personal data will be used after you have finished your studies

As well as maintaining student records for operational services during your course of study, the Minster Centre processes personal data in connection with external relations and development. The Centre may also wish to send you information about events, courses, products or services which may be relevant to you, and to keep you informed about Centre activities. If you do not wish the

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Centre to use your personal data in any of these ways, you should write to the Registrar (JuliaC@minstercentre.org.uk)

After you have completed your programme of study your full student record will be kept for six years on last contact, after which a core record containing only key information will be retained.

You may wish to use the Minster Centre to provide a reference for you when you are applying to other institutions or for employment. If you provide the name of a member of staff for a reference, you should inform them of this so that they know you have given your consent for them to disclose your personal data.

Your rights

You have certain rights and responsibilities around your personal data including:

- to be informed what personal data about you the Centre holds and what they are used for
- to access this personal data
- to update the personal data the Centre holds
- to be informed how the Centre is complying with its obligations under the Act
- to complain to the Data Protection Officer if you believe that the Data Protection policy has not been followed.

If you want to look at and check the accuracy of your personal data held centrally, you can call into the Training Office at the Minster Centre.

If you wish to access your personal data under the provisions of the Data Protection Act, you should [make a Subject Access Request](#).

Your responsibilities

Providing personal data to the Centre

Students must ensure that all personal information provided to the Centre is accurate and up to date. You should notify any changes of address, corrections to contact details etc. to the Registrar (JuliaC@minstercentre.org.uk)

Processing personal data

If you are processing personal data other than as part of your studies you should contact the Information Commissioner to ensure that you are doing so in compliance with the Data Protection Act as you will not be covered under the Centre's registration.

Any research involving the use of personal data should only be conducted following ethical approval.

YOUR PROGRAMME

Programme Structure Diagram Foundation Course in Integrative Psychotherapy and Counselling

Weekly format Mon 5.30 – 9.30 3 X 10 wk terms	1 hour Theory seminar Taught at level 6	ETG 30 weeks x 1.5 hours	Total Tutor contact Hours 129	FOUNDATION CERTIFICATE
	1 hour Skills practice			
	+ 2 weekends – Skills Intensive & Experiential 12 hours each weekend			
Total hours: Theory seminars and academic preparation 31 Skills practice 29 Experiential Training Group 45 Experiential and Skills weekends 24 Total Tutor contact Hours 129 Private study will also be needed for weekly reading and keeping a reflective journal plus preparation of presentations, a 3500 word essay and a 1500 word personal process report				
Assessment: The curriculum for the course is designed to help you develop the knowledge, skills and aptitudes necessary to start training as a counsellor or psychotherapist. The modules are designed to be complementary and cumulative, working together to develop and enrich your skills and knowledge and support integration. The assessment processes are also designed to allow you to demonstrate your progress against the learning outcomes and to ensure your work is evaluated from a variety of perspectives. For details of the assessment processes for each module see Module Narratives at the end of this Handbook. You must meet the 80% attendance requirement and have had 30 hours of personal therapy.				

For further details of modules see the Module Narratives at the end of this Handbook.

Your timetable

You will find your course timetable on page 3 of this handbook and on the student intranet and on the noticeboards in the student common rooms.

If you have any queries about your timetable then please contact your Head of Year or the Registrar, Julia Culver juliac@minstercentre.org.uk

Any changes to your timetable will be notified to you by email.

Your assessment deadlines

Deadlines for all written work are available in the Academic Calendar at the beginning of this document, on the student intranet calendar and are included in the 2016-17 Aids to Study available on the intranet and in the library and common rooms.

IMPORTANT: Please note that assessment deadlines do occasionally change and while every effort has been made to ensure this is correct at the time of publishing you should check your email and the intranet calendar to ensure that you are aware of any changes.

For more information about assessment, including how to submit please refer to page 18.

Your learning resources

Library

The library is in a large ground floor room and provides space for quiet study and access to a computer terminal. The stock of books is refreshed annually and books can be borrowed. The library contains core books and a wider selection of relevant texts, an archive of journals, eight current journals (Therapy Today, The Psychotherapist, International Journal of Psychotherapy, Counselling and Psychotherapy Research, Journal of Humanistic Psychology, Existential Analysis, Self and Society, and the British Gestalt Journal), and an online library catalogue that you can access via the student intranet. You will also have access to electronic resources for each module which you can access a drop box system.

The Minster Centre has a part-time Librarian, Polly Mortimer, whose role is to maintain and support the self-access borrowing system, help students with access to online resources and run research skills sessions.

The Minster Centre has taken a conscious decision not to lock away books or to restrict access to them to times when Polly is present. The books are a shared resource belonging to all staff, current trainees and future trainees, and the borrowing scheme operates on a trust system. It is based on the following principles:

- Recording the borrowing and returning of a book is done by using the EOS library management system. When the librarian is not in, please write name of book, barcode etc. legibly on the clipboard.
- Ensuring that books are returned within two weeks (core texts) and four weeks (others), so that others can use them.
- 8 books maximum on loan at any one time.

Foundation Course (Evening)

- Books can be renewed/reserved through the library catalogue (where you can also search for a book). This is available through the intranet. Just enter your email address to log in.
- **If you do not log out a book so we can keep track of it or fail to return it you are taking from the resources available to your colleagues.**

Polly is also able to deal with requests and queries via e-mail – librarian@minstercentre.org.uk and is very happy to book one-to-one sessions on topics such as referencing, constructing bibliographies and literature searching. She works from approximately 11.30 am to 6pm Tuesdays Wednesdays and Thursdays and can be contacted at other times by email.

In addition to helping you with library use, Polly can locate and obtain copies of journal articles through the Psychiatric Libraries Co-operative Scheme (PLCS), this normally takes a few days and is a free service.

You can also access PepWeb (the Psychoanalytic Electronic Publishing archive) and a number of other journals (including the *Journal of Humanistic Psychology* and *Psychotherapy Research*) to which we have electronic subscriptions. PepWeb is an archive of psychoanalytic literature, both books and journals, published between 1871 and 2016 and is regularly being added to.

Further information about Minster Centre library services and other libraries that may be useful to you can be found on the Intranet.

The resources available through the Minster Centre will support your access to many of the books and articles you need. However you will need to buy some core texts which are essential reading and will need to be referred to frequently during the Foundation course, and you will need to allow time and costs for accessing other resources, especially to support writing essays. Planning ahead so that you can access PLCS and inter-library loans through your local library may help you reduce costs.

We do not have access to Middlesex University library.

Usernames and passwords

You will have been emailed details of how to access the Intranet. Should you forget your password please click on the [Lost your password?](#) link on the log in page of the Intranet. If you have problems accessing the Intranet please email Stuart@minstercentre.org.uk

Printing and photocopying facilities

Students have asked the Minster Centre to provide access to printing and photocopying facilities. This is difficult for a small organisation to provide in a way that is economically and administratively sustainable, however having upgraded our printing equipment over the summer break we are going to offer facilities for a trial period, until Christmas 2017, when we will review arrangements with staff and students. There will be a charge per sheet. Details of the arrangements for use of these facilities will be made available at the start of term.

IT facilities

Equipment for presentations including a laptop and a projector with speakers and a projector screen are set up in each of the large training rooms. Instructions on setting these up are available on the Student Intranet. There is wireless broadband access throughout the building.

The broadband service has recently been upgraded and is of a high standard, however please do not use it for recreational viewing of films and TV as this could impact on the service for other students who may be doing presentations.

Other facilities (including room hire)

Students on more advanced courses may hire rooms to see training clients at reduced rates. Further information on room bookings is available on the intranet at <http://minsterstudents.co.uk/basic-information/policies/room-booking-policy/>.

Attendance requirements

Because of the experiential nature of learning required to become a counsellor and psychotherapist, and the particular emphasis the Minster Centre places on experiential learning as part of all aspects of your training, absences cannot simply be made up by private study. If you do not attend all of your modules, weekends and groups you may not be able to achieve the learning outcomes required. You should therefore aim for 100 per cent attendance and you need to be aware that there is a Minster Centre 80% minimum attendance requirement. Successful completion of the course entails a minimum of **80 per cent attendance of each of the three components and the two weekends individually and together**. If there are religious, health or other reasons why 80% attendance is likely to present a significant difficulty please discuss this with your Head of Year in the first week of the course. If you fall below 80% attendance you will not normally pass the course and will not be awarded a Certificate, this is not normally negotiable. The structure of the course prevents us from inviting you back to complete individual weeks.

Notifying absence or late arrival

If you are going to be absent from or late for any part of the course and you have not previously notified your tutor please contact reception@minstercentre.org.uk or leave a message on 020 7644 6240. It is also helpful if you can send a message via a fellow student. Please note that reception is not usually staffed after 5pm on Friday. If you need to leave a message about weekend absence after 5pm on Friday you should send a message via a fellow student who is attending. Please be aware that attendance is important not only to yourself but to your tutors and fellow students. If you cannot attend we do expect you to let your tutors and group know.

Repeated non- attendance, non-notification of absence, leaving the course

If you do not attend this will affect your fellow students and impact on groups you normally attend, it is therefore important to attend as much as possible and to let your groups know what is happening if you cannot attend. As well as the 80% attendance requirement the notification of non-attendance is regarded as an important indicator of your awareness of the impact of your actions on others. If you are repeatedly absent and have not communicated with us, your Head of Year or another appropriate tutor will contact you to see how you are and ask what you would like communicated to other students and tutors. Similarly if you decide to leave the course or are asked to leave the course your Head of Year will ask you to consider what you would like fellow students in your groups, and particularly ETGs, to be told. As a minimum, your ETG will be told if you are not going to be returning.

Professional, statutory and/or regulatory body requirements

Confidentiality One of the most important boundaries of the therapeutic relationship is around the need and expectations of confidentiality. The process of learning about this and holding confidentiality as a therapist starts in training. We ask you to maintain “professional confidentiality” in relation to the personal material that you will be exploring with each other during, and after, your attendance on the course.

At its simplest level this means that you are free to talk about your own process and experience but not that of others who are on the course with you, or that you hear about during your training. In order for this course to have its maximum benefit we all have to feel confident that our material and experiences are not shared without our agreement. Please treat your fellow trainees with respect.

Theoretical seminars, supervision groups and experiential training groups (ETGs) in particular may contain highly personal and sensitive material. All students must take responsibility for maintaining the confidentiality of such material. This means that neither notes, nor recordings, nor any other material may be seen, heard, read or discussed by any person outside the group of people involved in that seminar or group without prior agreement.

Your tutors, supervisors and ETG Facilitators will discuss confidentiality with you at the beginning of the group. Please remember that material relevant to a particular group or individuals within it should not be discussed outside that group. If there are issues arising from a group or your contact with individuals please raise these, respectfully, within the relevant forums. You can also take experiences to your personal therapist, although as far as possible avoid giving unnecessary personal details which could reveal the identity of others.

Material concerning clients being seen by students must not be talked about in the ETG, but should be raised in supervision. Work that draws on client material and is submitted for assessment must always keep the identity of the client confidential.

Exceptions to confidentiality: Where a student is aware that a fellow student is at serious risk of harming himself/herself or others then the student should encourage the fellow student to raise the issues themselves with the Head of Year or a tutor. If the fellow student is unable or unwilling to do so, the student should raise their concerns with their Head of Year, or failing that a member of the teaching team or the Director.

Group confidentiality held by training staff: *Please be aware that training staff, including ETG leaders and supervisors, hold group confidentiality and will share information about student progress and welfare within the staff group.*

Fitness for practice/ Professional capabilities

Trainees in the Foundation and First Year do not see clients, and you will work with your peers in triads to learn practice skills.

However, as a trainee and potentially, in future, as a qualified counsellor you will be working with clients who are likely, at least at times, to be vulnerable. You will also be in a position of influence and power. It is therefore vital that you hold and continue to develop strong ethical values and demonstrate these in your behaviour. The BACP Ethical Framework

http://www.bacp.co.uk/ethical_framework/ says:

“The fundamental values of counselling and psychotherapy include a commitment to:

- Respecting human rights and dignity
- Protecting the safety of clients
- Ensuring the integrity of practitioner-client relationships
- Enhancing the quality of professional knowledge and its application
- Alleviating personal distress and suffering
- Fostering a sense of self that is meaningful to the person(s) concerned
- Increasing personal effectiveness
- Enhancing the quality of relationships between people
- Appreciating the variety of human experience and culture
- Striving for the fair and adequate provision of counselling and psychotherapy services”

It then goes on to set out the ethical principles and moral qualities that are informed by these values and that counsellors and psychotherapists need to hold and foster. Similarly, the UKCP www.psychotherapy.org.uk and the Minster Centre itself have Codes of Ethics to help trainees and practitioners practice ethically. The Minster Centre’s Codes of Practice are available on the student

intranet.

Trainees further on in training who are seeing clients may themselves identify times when they may not be fit to practice. Examples of circumstances which might lead to you needing to take a break from practice or to cease practice could include ill health, bereavement, criminal proceedings, a complaint, changes of financial or personal circumstances. If you are aware that there are issues which might be affecting your fitness to practice, you should take these to supervision at the earliest opportunity. It may be that you and your supervisor can agree the best course of action, which might include a short break from practice or additional support. If there is any doubt about the best course of action, the supervisor wants to seek additional advice or you and your supervisor cannot agree on a course of action your supervisor will consult with the Head of Supervision and your Head of Year.

It is also possible that circumstances could arise where your supervisor feels that a trainee is not fit to practice. Supervisors will normally discuss this with you when the issue arises. In consultation with your Head of Year and the Head of Supervision a supervisor may advise or insist that you take a break from practice

Because of the importance of ethical behaviour and awareness to the professions of counselling and psychotherapy, behaviour by trainees (at any stage including Foundation) which breaches ethical codes, or appears to be in conflict with the ethical values that underpin them, or indicates a lack of moral awareness will be considered particularly seriously and can lead to an assessment of whether the trainee is currently, or may be in future, fit to practice or continue in training. Examples of issues which are likely to raise concern include serious breaches of confidentiality, lack of respect for others, abusive behaviour, behaviour that has the potential to put others at risk or bring the profession into disrepute, dishonesty (including misleading representations of qualifications or experience, theft or financial misconduct, taking of shared resources including library books) or academic misconduct. This list is not comprehensive.

Assessment of a trainee's fitness to practice or continue training will be carried out by a Fitness to Practice Panel (FtPP). A FtPP will normally be made up of your Head of Year, another member of the Training Committee, your supervisor and another supervisor and Chaired by a Deputy Director of Training. A member of staff will collate the information to be reviewed by the panel and will send a letter to the Trainee outlining the case for the referral to the FtPP and a request for a reflective statement and any evidence that the Trainee wants the panel to consider. Once all the information has been collected a copy will be sent in confidence to the panel members and to the trainee. The FtPP will review the information in private and make recommendations which will be reviewed by the other Deputy Director. A letter informing the trainee of the results will be sent by email and in hard copy. A Fitness to Practice Panel may recommend that a trainee should leave the course temporarily or permanently, cease their clinical practice, repeat parts of the course or undertake additional training or supervision. All FtPP outcomes are reported back to, and monitored by, the Training Committee.

A trainee can appeal against the decision of a FtPP. An appeal is a request from a trainee that a decision of the FtPP should be reviewed because it is believed that an injustice has occurred (see below paragraph on the grounds for appeal). A successful appeal results in the FtPP reconvening to review its decision in the light of the new information although it does not necessarily mean that the original decision of the FtPP is changed. All appeals must be made through the Registrar.

An appeal against a decision of the FtPP can only be made on the grounds that:

1. The FtPP process was not run in accordance with the agreed policy
2. There was an administrative error affecting the outcome
3. There is additional and relevant evidence that was not seen or was not available at the time the decision was made.

A successful appeal will result in the case being re-submitted to a FfPP with the inclusion of at least two additional members. This panel will be independently chaired by the Director. The decision of this panel is final.

How to help enhance your programme

Please talk to your tutors or Heads of Year about anything that you feel could be improved – it may be that they can make changes easily or explain why things have been designed as they are. There are also other ways you can feed back and help enhance the quality your course. These are described below. Please use these channels and please also take the opportunity to raise any concerns or suggestions directly with the person concerned as you go along.

Board of Study

This is a forum where student representatives and staff meet to discuss Minster Centre courses. This includes any issues students may be having on your course, talking about future developments and things that are going well. The Board also looks at student survey results and the reports from External Examiners. Minutes are made of the discussions and decisions and you can read these on the intranet. The minutes are also considered by the Minster Centre Training Committee and Directors.

The membership of a Board of Study includes:

- Student representatives (for more information about being a student rep see below)
- Director
- Middlesex University Link Tutor (because Middlesex University validates Minster Centre MAs)
- Minster Centre Link Tutor (who channels communications with Middlesex)
- other training staff depending on topics under discussion
- The Registrar

You will be asked to elect **student representatives** by the end of week two of your course to ensure that the interests of students on the programme are represented. Your Head of Year will remind you to select representatives and the representatives should then inform the Training Admin office. Training will be provided for student representatives.

As well as attending Boards of Study student representatives are also responsible for feeding back the outcomes of any meetings or events they attend. Student representatives should contact you before Boards of Study to ask for your feedback. They can also be asked to give their feedback on other issues relevant to students on a more ad-hoc basis.

Meeting dates – see page 2.

In the event of a change of date student representatives will be emailed. The dates of Board of Study meetings and all other key dates are also available on the calendar on the student intranet <http://minsterstudents.co.uk/home/calendar/> .

Student surveys

Feedback forms are distributed after each weekend workshop; you may include your name on the form or complete them anonymously. At the end of the academic year you will also be emailed links to electronic surveys. Both will include standard questions and space for individual comments. The aim of this feedback process is to give you the opportunity to give your views on the quality of your course and the wider experience of being at the Minster Centre. You should comment on your own experience of the quality of teaching, teaching materials received, content, organisation, etc. Do not comment on the progress of other students.

Foundation Course (Evening)

The feedback will be seen by the Director and Deputy Directors of Training, Heads of Years, and other tutors including the tutor of the module commented on, and administrative staff. Your contribution will help us to identify what you think is going well and what we need to address to continue to improve the quality of training for you and future students. This feedback is very valuable and appreciated by training staff, please take the time to fill in surveys.

A report on the results of the end of year surveys will be an item for discussion at the Autumn Term Board of Study. The Centre is also developing new, and, we hope, more effective, ways of sharing information about the feedback received and what we have done about it with students via the Intranet. This year charts summarising the feedback will be made available via the intranet together with more information on how we have responded. Student representatives will be asked to let us know how useful these are to students. The whole feedback process is also reviewed on a regular basis to ensure that that it is effective in helping provide a good quality experience for students.

Complaints

If you have a suggestion or a complaint please raise it with the person concerned in the first instance. If you feel unable to do so, or are not satisfied with the outcome, you should raise it with your Head of Year. Your Head of Year will normally offer to facilitate a three way meeting with the person concerned as a means of resolving the issue. Your Head of Year will also inform the Director or one of the Deputy Directors of the concern you have raised.

The Minster Centre operates a Students' Complaint and Grievance Procedure which can be used when all other avenues for mutual understanding have been explored. The document outlining this is available on the intranet or on request from your Head of Year.

The guiding principles behind our procedure are that complaints will be:

- treated seriously, consistently and fairly;
- dealt with quickly, simply and at the appropriate level as far as is possible;
- progressed through two stages – an informal stage and, if necessary, a formal stage;
- dealt with and resolved, wherever possible, at the informal stage.

How we consider your feedback

The feedback you give through your student reps, through surveys and at Boards of Study meetings and through complaints plays an important part in reviewing courses during and at the end of the academic year. We regularly make changes to the programme and facilities as a result of student feedback paying attention to issues that range from academic deadlines to everyday comfort. Recent changes have included improving the library facilities, increasing access to electronic resources, reviewing and adjusting written work requirements and deadlines, improving the complaints procedure, clarifying guidance on confidentiality and what to expect from Experiential Training Groups, reviewing where posts are advertised to support increasing diversity on the teaching staff, revising the timing for Bursary applications, providing hot water urns and more tables in student common rooms.

LEARNING, TEACHING AND ASSESSMENT

The learning, teaching and assessment approaches used throughout your course will encourage you to be actively involved in your learning and to co-operate with other students. We aim to give prompt feedback on your learning as well as opportunities to reflect upon and learn from that feedback.

Learning and teaching methods

You will most often be taught in small groups of around 12 in which you will be expected to take an active part and work both as an individual and as part of small groups. You will be expected to contribute to discussions, make presentations and participate in experiential exercises. Tutors will guide and facilitate your learning but you will be expected to be able to study independently, locating source material, researching for written work and organising yourself.

For every hour of teaching you should expect to undertake at least 3-4 hours of private study including reading, preparation for presentations and supervision, producing written work and research. If you continue to train as a counsellor or psychotherapist the proportion of private study to taught hours will be significantly higher.

You will have opportunities to practice and develop your counselling and psychotherapy skills, working with your peers.

Your learning will also be supported by technology. You will have access to presentation equipment in the Centre and to online resources when working away from it. At present this includes access to a student intranet which includes student forums, information about the course and the Centre, electronic resources provided by your tutors and links to external resources including PepWeb and electronic access to some journals.

Assessment methods

Assessment is an integral part of learning and can be **formative** or **summative**.

Formative assessment is designed to give you feedback on how you are doing and how you can improve, it does not normally include a grade. It can include informal feedback from tutors and peers and written feedback. Formative assessment is an important part of the learning process.

Summative assessment is designed to measure the extent to which you have achieved the learning outcomes of a module or the whole year, this may result in a grade (or a pass/fail) being awarded. Summative assessment is intended to assess achievement of learning outcomes in a secure, fair and accurate manner. On this course this will mainly comprise marking of written work and the observation by tutors of practice sessions and participation in groups and exercises.

At the Minster Centre assessment is a continuing process, combining both formal summative and informal formative elements, in which both staff and students are involved. The curriculum for the whole course is integrated and designed to help you develop the knowledge, skills and aptitudes that form the foundation for those who go on to practice as a counsellor or psychotherapist. The modules are designed to be complementary and cumulative, working together to develop and enrich your skills and knowledge. The assessment processes are also designed to allow you to demonstrate your progress against learning outcomes across the modules and to ensure your work

is evaluated from a variety of perspectives. In addition to the assessment of written work, which will be marked against criteria given in the Aids to Study, other types of assessment include:

Peer assessment

Peer assessments generally take the form of feedback offered immediately following the observation of a piece of work or a presentation, or towards the end of a term or year and may be done verbally, in writing or a combination of the two.

Student self-assessment

Around the mid-point of each year students are required to write a self-assessment reflecting on their progress towards meeting the progression criteria for the year, spelled out in the subsection on Assessment Criteria below, and are designed to ensure that you are developing the personal capacities that form the foundation of practice as a counsellor or psychotherapist. All the tutors who have worked with a student will then respond in writing to the student's self-assessment, after which there will be a tutorial at which the student can discuss these assessments with the Head of Year and agree areas of focus on to continue their progress, or, if necessary, a course of remedial action should this be necessary.

Tutors' assessments

Throughout seminars and groups tutors will provide ongoing, informal formative assessment. Students may also request a tutorial with a tutor or Head of Year at any point. Towards the end of each year, in an exercise coordinated by the Head of Year, all the tutors who have worked with a student contribute to a decision on whether the student has successfully completed each module. This assessment is in addition to the grades awarded to written assignments and includes consideration of whether students have met the Assessment Criteria for the year set out on page 25.

Please see the module narratives at the end of this handbook for more information about the specific learning arrangements for your modules.

Tutorial support

You will receive class tutorials to help prepare for written assignments. In addition each student can expect to have around 45-60 min of formal individual face-to-face tutor contact in total in the year. This is conducted with the tutor who is your lead tutor in "Seminar and Skills" to discuss your progress and any concerns you may have. There will be one tutorial per term and it will usually last around 15 minutes.

These tutorials cannot cover every eventuality that may come up or indeed all the anxieties that a training of this sort may elicit. They are there to provide an opportunity to discuss face to face how you are progressing. This will include areas that may need more effort as well as what seems to be going well.

Outside of these you are also encouraged to get the support of your peers (a valuable resource), your groups, therapists and others.

You will be notified of dates for individual tutorials during the year, they are usually held around the middle to the end of terms 1 and 2, and towards the end of term 3. The focus of each tutorial will be:

- Tutorial 1: Orientation. How are you getting on?
- Tutorial 2: Discussion of your self-assessment and the tutors' responses to it.
- Tutorial 3: Discussion of tutors' written summative assessment, based on feedback from all tutors and assessed work.

Outside of this structure, you may seek ad hoc tutorials with Vaughn, Stephen, Andrew, or Jenny by prior arrangement.

Submission, receipt, marking and return of assessment

Requirements and submission of coursework

Information on the requirements for written work and when and how you need to submit is provided in the Aids to Study which is available on the intranet, in the library and in common rooms.

Marking, second marking and marking moderation

All your written assessed work will be internally moderated. Your written work will normally be marked by your tutor. On occasions where one tutor has a large number of scripts to mark, a suitably qualified alternative tutor may mark a proportion of the submitted work.

Return of written coursework

You will be given a date by when you can expect feedback on assessed work. You will normally receive written feedback from your tutors by email which will include both a grade and written feedback. Please keep a copy of your original submission and the feedback and marking sheets.

What happens if I fail a piece of written work?

If your work is marked as a fail you will receive clear feedback on what you need to do to pass and be offered an opportunity to resubmit. There will be a fee to cover remarking. In exceptional cases an alternative assessment method such as a viva may be offered. If you fail a piece of work more than once, repeatedly fail pieces of work during the course or repeatedly fail to submit work you may be asked to repeat parts of the course or leave the course.

Assessment feedback

The Minster Centre places a great deal of emphasis on providing feedback to support your learning. Feedback on your assessment (both formative and summative) will give you an opportunity to reflect on your work and can be used as the basis for learning and improvement. In all aspects of the course staff will be commenting on three strands: theoretical understanding, clinical skills and awareness and capacity to reflect on your own experience. At times most people find one or more of these strands particularly difficult and it can be challenging to reflect on the feedback. Whether you produce work of a high standard or work that needs improvement to meet the standards required, staff will provide feedback on areas to develop and reflect on and facilitate your peers in providing feedback. This will support your development as a potential reflective practitioner.

Feedback can take many forms and may be informal. For example it may be given and discussed in a seminar or group or it may be more formal and sent as written feedback or given in a tutorial called for the purpose. During the course you will receive written feedback (which will be sent to you individually as an email attachment) on your written work and in response to self-assessments, individual tutorials with your Head of Year, immediate feedback from tutors and peers during theory seminars, skills and supervision groups and during the ETG peer feedback processes. It is important that you understand your feedback and you are encouraged to discuss feedback with your peers and staff.

Feedback on **summative assessment** will be offered in a variety of forms and all your written work will be marked and moderated.

Progressing on your programme

Academic levels

Academic levels reflect how complex and demanding the learning will be as well as the depth of study and how independent you are expected to be as a learner. The Foundation Courses are designed to be taught at an academic level equivalent to a Bachelor's degree, although the course is not as long or intensive as a Bachelor's degree, which normally takes 3 years (Framework for Higher Education Qualifications (FHEQ) level 6). FHEQ says that students who have studied at this level *will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.* They should also have the qualities needed to work in situations requiring *the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.*

You will be expected to take a high level of responsibility for your own studies.

Your grades

The accompanying document to this Handbook, the Aids to Study, contains detailed information about the standards required for written work and the meaning of the grades given. This is available on the intranet and also in the library and in the common rooms. Written work is graded Distinction, Merit, Good Pass, Pass and Fail.

The meaning of the grades

Distinction

An outstanding and original submission which demonstrates a systematic understanding of the subject and a thoughtful and critical approach to it. Well structured and cogently argued. Appropriate evidence used to support arguments and generate new concepts or perspectives. Demonstrates that concepts/theories have been assimilated. Imaginative and critical use of own material/experience demonstrating a high level of integration of theory, practice and personal experience. Fully research-aware.

Merit

A very competent submission showing good evidence of extensive reading, a good critical awareness of approaches/perspectives, a grasp of materials used and of arguments developed, a clear structure and evidence of good integration of theory, practice and personal experience. Definitely research-aware.

Good Pass

A good submission showing above average understanding and familiarity with the material being presented. There is evidence of reading well around the topic and having a real grasp of the issues involved. Sufficient integration of theory, practice and personal experience. Research-aware.

Pass

A satisfactory submission showing an understanding of the subject matter and of the principal source material. Not just descriptive or too generalised, and containing elements of critique. Some evidence of integration of theory, practice and personal experience.

Fail

Does not meet the criteria. Instances of this would include the following. Shows some grasp of the factual material but does not apply this thoughtfully to the subject matter. Most features weak. Integration not shown. This will include papers which either concentrate on personal experience with little or no theory or practice incorporated or understood, or are taken from theory alone with little reference to practice or personal experience. Little structure or planning, use of irrelevant or muddled material. May not address the subject and may rely on a minimal range of information, references or analysis. No research awareness.

Further administrative grades are also used to indicate re-assessment, deferrals and academic misconduct etc. If you have any questions about what your grades or status mean contact your Head of Year.

Programme regulations for progression and award

The Aids to Study and your tutors will give you information and advice about the written and formally presented work that is required of you during your training.

If at any point you are not meeting the requirements for written, skills or experiential/self-development work, the situation will be discussed with you and, where possible, a remedial plan will be agreed. The various options for the remedial plan include: resubmission of written work, time to see if you can address the issues raised, modification of student attendance and termination of student attendance. Further information on these options is discussed in later separate sections.

The conditions you must meet to be awarded a Foundation Certificate are summarised below:

- Completion and passing of all written work required.
- Assessment by tutors of having reached an acceptable standard in experiential, skills and self-development work in accordance with the assessment criteria listed below.
- 80 per cent attendance of each of the three components and the two weekends individually and together.
- At least 30 sessions of personal individual psychotherapy in the year.
- Full payment of fees.

Assessment and Progression Criteria for theory, experiential, clinical skills and self-development work

The kernel of the Foundation assessment system is the “assessment criteria” or “learning objectives” given below. Your own self-assessment (see below) as well as tutors’ assessment of your progress should be made with reference to these criteria.

Foundation Year

Awareness of own process

- Demonstrating the ability to express a range of emotions, as appropriate
- Developing the ability to reflect upon their own process in terms of their personal history and patterns of interaction with others
- Willingness to venture beyond their comfort zone to explore their own process

Intersubjective awareness

- Responsiveness to others
- Sensitivity to others’ process, and their own impact on others
- Willingness to take responsibility for their own process in interaction with others

Understanding of theory

- Gaining knowledge of the main ideas that have shaped contemporary integrative psychotherapy and counselling
- Ability to present theoretical ideas clearly in writing and verbal presentations
- Ability to argue for their own viewpoint while remaining alive to the merits of other, even opposing, views

Therapeutic flexibility and agency

- Developing an ability to facilitate therapeutic interactions
- Developing skills of listening, showing empathy, reflecting back and time management
- Developing the capacity to reflect on their own and others' therapeutic practice
- Understanding the fundamentals of ethical practice: respect for the client, trustworthiness, reliability and self-support

Written work

Written self-assessment

You are asked to do a written mid-year self-assessment to be handed in on the **12th February 2017**. This will entail:

Writing a maximum of 250 words per section (see immediately below), reflecting on how far you feel you have progressed towards meeting the assessment criteria/learning objectives for the year, for *each* of the three main areas of study; these should include reflections from your Journals:

- the seminars,
- the skills work
- the ETG.

A maximum of 750 words in all.

The assessment criteria/learning objectives for the year are spelled out in this Handbook. Slef assessment should be submitted via email:-

- One entire copy (i.e. covering all three areas of study) to your seminar tutor
- One copy of your ETG self asesment only to your ETG facilitator.

After you have submitted your self-assessments, your seminar tutor and ETG facilitator will respond to them in writing. This exchange of views will provide the starting point for the second round of tutorials, which will be held in the second half of this term.

Essays

You are asked to write on a topic chosen by you in consultation with your seminar tutor. You also have to hold in mind that you are being asked to write at a level 6 (which is Honours degree level). If you go onto the first year of training, the teaching and assessment is at post graduate level (level 7), hence asking you to strive for at least level 6 now.

There will be time in the 1st term to discuss essays (class tutorial) within the course time; however it will be up to you to choose your own essay title that enables you to address the following:-

- **Choose an issue that is of personal interest to you; compare and contrast two (or more if needed) approaches to working therapeutically with this issue; and explain which of these approaches you believe addresses the issue more satisfactorily or effectively; alternatively you may argue that a synthesis of approaches is best, but be sure to acknowledge the incompatibilities as well as the synergies between your chosen approaches**

Foundation Course (Evening)

You *must* plan well in advance, there is plenty of time to prepare.

You will need to work within the following parameters:-

- You must use your best efforts at providing a good/deeper understanding of at least one or more core ideas and show that where necessary you have a grasp of their place in the context of your essay and the field of psychotherapy and counselling.
- You must critique concepts from any/further sources that you have read or engaged with. In other words you are not simply explaining theory, you are engaging with it.
- As a crucial part of showing your personal and embodied understanding of the theory, your engagement and critique of it, you will need to show the capacity to bring in personal material, from your journal, but also elsewhere e.g. your own therapy or experience in the ETG and so forth.

You will need to bring all the above together in an initial demonstration of your process of integration.

- You *must* look at the extensive advice and assessment criteria in the Aids to Study to augment your essays.

Essay submission and due date

- This will be due on **24th April 2017**, the first Monday of term 3.
- Earlier submissions are accepted but will be returned with all the other essays.
- You must submit one essay of 3,500 words.
- You will need to submit to your tutor two hard copies of each of your essays and one copy (editable please, i.e. in the doc. format, labelled as '*surname, first name, Foundation year essay*') via email to Juliac@minstercentre.org.uk You will also need to cc your emailed copy to Vaughn or Stephen (your respective Head or Year).
- Please note that you must have presented your paper copies of your essay by the deadline to be deemed to have presented on-time, email receipt itself will *not* be considered as meeting the deadline.
- Essays are marked and then moderated before being returned to you. You can expect to receive them after 4-5 weeks.. You will be advised if there is likely to be any delay.

You must pass your essay as one of the requirements of gaining your certificate. Essays of a low standard may be referred back, with guidance for revision. Ask your tutor for help if you need to, and draw on your colleagues. The intranet carries a sample of past essays that have scored highly.

Personal process report

- This will be due on **22nd May 2017**.
- This should reflect the movements, change, realisations and conflicts you have been through since starting on the Foundation Year.
- This is limited to 1500 words (+/- 10%) but good use of your Journal and the space will enable you to give us an idea of how you have come on over the year.

This will receive written feedback as part of your tutors' final assessment. You should look again at the overall progression criteria and the learning outcomes when writing your process report. It will be looked at in the light of the overall assessment criteria that you are expected to be striving to achieve. Your tutor will be looking to use this to compliment their experience of you. Their feedback will make recommendations both in where your qualities lie in relation to this kind of training and development, but also where there may be sticking points and blind spots. They will be read and looked at in terms of the overall assessment of how you are getting on with the course and are an integral part of the successful completion of the Foundation Year training. Your tutor will discuss this further with you as needed.

Extenuating circumstances and requests for extensions

The written coursework is an integral and important part of the course and you are expected to organise your time to enable you to complete it and hand it in by the deadline. If exceptional circumstances arise, i.e. circumstances that do not apply to everyone else and you could not reasonably have avoided or anticipated, such as illness or accident, which you judge will prevent you from meeting the deadline, you should inform our tutor before the deadline and as soon as you can and email the Registrar juliac@minstercentre.org.uk. You may be required to provide evidence of the circumstances that have prevented you completing the work. Approval of an extension is not automatic. Tutors in consultation with the Head of Year may grant an extension at their discretion, this will normally be to the first date that you could reasonably complete and submit the work. If you have an agreed extension and submit your work by the new deadline it will be graded as normal.

If you submit after the deadline without a previously agreed extension, your work will be marked as Pass or Fail; a Good Pass, Merit or Distinction will not be awarded, no matter how high the standard of the work you have submitted.

If you fail to submit your coursework at all you will fail the course.

Work that does not meet the standards required

Although no one anticipates failing an assessment, it is important that you are aware of what happens if you do. If you submit work that does not meet the standards required it will be marked as a Fail, in which case you will normally be given one opportunity to revise it and resubmit.

Alternatively you tutor may referred it back to you as very likely to fail and ask you to revise and resubmit. You will receive detailed feedback on the piece of work that failed which will help you identify how it needs to be improved to reach the required standard. Normally you would be entitled to one re-assessment opportunity if you don't pass and there will be a fee to cover the costs of remarking. The highest mark that can be awarded to a resubmitted piece of work is a pass. You will also agree a resubmission deadline with the relevant tutor. You should contact your Head of Year if you have any questions.

If you do not pass on resubmission consideration will be given to whether you can progress further with the course. Depending on your overall progress you may be given an opportunity to re-take parts of the course or you may have to leave the course.

Certificates

The certificate will be sent to the address we hold for you. It is therefore very important that you keep us updated of your address details if they change at any point.

Overall assessment of readiness to progress

In addition to assessment of individual pieces of written work, consideration is given to whether students are ready to progress to the next year or to qualify as a practitioner against the progression criteria given above. This process is important because training to work as an integrative counsellor and psychotherapist draws not only on your academic ability but also on your therapeutic skills and your capacity to be aware of and reflect on your own experience. Having developed these personal capacities sufficiently will be essential to your own well-being if you decide to train and then work as a therapist and the well-being of your future clients. The development and weaving together of these three strands, academic understanding of theory, therapeutic skills and self-awareness, is an essential part of training at the Minster Centre.

The progression criteria have been developed to describe the capacities you need to develop as you progress through the course. Assessment of your progress against these criteria draws on what tutors (including ETG leaders) have observed of you and your work across the year, as well as your written work. Mid-year, tutors will raise any concerns they have about students with the Head of Year and early in the third term all the tutors who have worked with you will come together to discuss your progress facilitated by your Head of Year – this will be the basis of your assessment as

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suitable to progress to further training at this time. The progress of trainees who raise particular concern during the course, in the combined opinion of their tutors, will be reflected on at meetings of the Training Committee. The Training Committee is made up of all Heads of Year (HoY), Head of Supervision and the Head of Research and both Deputy Directors and is chaired by the Director. If the Training Committee, or between meetings the Head of Year, the Deputy Director and the Director, agree a student may be asked to leave the course.

The factors the Training Committee will consider are:

- whether an individual student has had sufficient opportunity to demonstrate development and progress,
- a responsibility not to encourage students to continue training when they are not demonstrating progress – this would be to encourage them to continue to spend time on a training when they may have little chance of succeeding,
- our responsibility to the student, the general public and the profession to ensure that people we train to practice as psychotherapists and counsellors have the necessary knowledge, skills and aptitudes,
- the wellbeing of the student and the group

If concerns about a student's progress need to be attended to between meetings of the Training Committee the relevant Head of Year will confer with other tutors working with that student and then reach a decision on how to proceed in discussion with a deputy Director and/or the Director.

The purpose of this procedure is to ensure that decisions about a student's progress that depend on their meeting the progression criteria are not based on the judgement of a single tutor and are considered twice, once by the tutors and Head of Year working with that student and then by a group of staff (the Training Committee) who are aware of the demands of the training across all the years.

Continuing to train at the Minster Centre

Places to train at the Minster are often in high demand and we cannot guarantee that you will be offered a place in the first year of the Diploma in Counselling, or Adv Dip/MA even if you successfully complete the Foundation Course. If we have more applicants than places priority will be given to the most promising student as assessed by the Foundation tutors. When students are assessed as of equal potential, preference will be given to students from minority ethnic backgrounds or those with disabilities as these groups are under-represented at the Minster Centre and in the profession. Places will be offered with a deadline for acceptance and the payment of a deposit. If you are unable to meet the deadline priority will be given to another student and, if there are insufficient places, you will be put on a waiting list.

Academic misconduct

It is important that you are aware of what constitutes academic misconduct.

Plagiarism is taking someone else's work or ideas and passing them off as your own. Remember plagiarism isn't just restricted to essays or reports it can also apply to presentations and visual work. It includes:

- copying – submission of someone else's entire work as your own. The original work could be from the internet, a classmate, or a student in a previous year.
- failing to indicate a direct quote (quotation marks should be used) in the text.
- paraphrasing or synthesising material from a book, journal article or internet site without acknowledging the source in the text.

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- composing a paragraph by joining together sentences from a number of sources and not acknowledging them in the text.
- using your own previous work in another assignment without acknowledging it.
- using frameworks, diagrams, charts or tables from someone else's work without acknowledging the source
- using transcripts or recording of clinical work that is not your own.

The Minster Centre takes plagiarism very seriously and you will face a penalty if found guilty of plagiarism regardless of whether it was unintentional or a first offence. You should therefore make sure that you understand how to reference properly so that you can use another author's work without plagiarising. Please see the Aids to Study where extensive guidance on referencing is provided.

Academic misconduct also covers cheating in examinations or formal assessments.

Minor and uncontested cases of academic misconduct will be managed by the Head of Year and will normally involve the failure and resubmission of the piece of work affected, which on remarking will not achieve a mark higher than a pass. Where more serious or contested academic misconduct, including repeated incidents, are alleged they will be referred to a Head of Year to assess whether the allegations are supported by sufficient evidence. If the Head of Year judges they are, the student will be informed in writing of the allegations and asked to respond within an agreed timetable of not less than 10 days. The Director or a person delegated by her will then decide whether to proceed further and if so will convene a panel, chaired by the Director, or a person delegated by her, of two tutors who were not involved in the original assessment. Tutors involved in the original assessment may be asked to attend. Students called before such a panel may bring a friend or advocate to the meeting and the advocate will be able to speak at the student's request.

If the case of academic misconduct is not upheld the work shall be assessed on its academic merit, and all record of the alleged misconduct shall be removed from the student's record. Where an allegation of academic misconduct is sustained, either by the admission of the student or following a Panel's investigation, a recommendation will be made to the Assessment Board which the Assessment Board can uphold or modify. Students can be asked to resubmit work which cannot receive higher than a pass grade on remarking, submit a new piece of work with a different title which can also not be marked higher than a pass, attend a viva voce on a piece of work, re-sit a module, repeat a year, receive a lower qualification or be expelled from the Minster Centre without qualification. Students will also receive a written warning that further offences will have serious consequences. The level of sanction applied will be governed by an assessment of the seriousness of the academic misconduct and the criteria used to assess this will parallel those set out in Middlesex University's Regulations Section F which is available online at: <http://www.mdx.ac.uk/aboutus/Strategy/regulations/sectionf.aspx>.

Particular consideration will also be given to the importance of ethical values for practicing counsellors and psychotherapists. Students whose academic misconduct demonstrates a serious lack of personal integrity or respect for ethical values will be asked to leave the course.

An administrative fee of £100 will be charged to any student found guilty of academic misconduct.

If you have any questions regarding plagiarism or academic misconduct then please contact your Head of Year.

Appeals

Students are able to appeal against assessment decisions, the outcome of academic misconduct cases and non-academic progression decisions.

Principles and grounds for appeal

1. The Minster Centre regulations are applied fairly and consistently and in accordance with its equal opportunities policy.
2. All appeals procedures are made transparent through publication in the student handbook
3. Privacy and confidentiality are assured unless disclosure is necessary to progress the appeal
4. A student has the right to appeal against an academic decision made by the Minster Centre Assessment Board on the following grounds only:
 - i) that his/her performance in the assessment was adversely affected by illness or other factors which he/she was unable, or for valid reasons unwilling, to divulge before the Minster Centre Assessment Panel reached its decision. This must be supported by documentary evidence such as medical certificates
 - ii) that there has been a material administrative error, or that the assessment(s) was not conducted in accordance with the Minster Centre Regulations governing the course, or that some other material irregularity has occurred.
5. A student has the right to appeal against non-academic Minster Centre decisions such as not allowing progression to the following year, an appropriate course or withholding permission to begin clinical work on the following grounds only:
 - i) that the his/her assessed performance was adversely affected by illness or other factors which he/she was unable, or for valid reasons unwilling, to divulge to the assessing tutors. This must be supported by documentary evidence such as medical certificates
 - ii) that there has been a material administrative error, or that the assessment(s) was not conducted in accordance with the Minster Centre Regulations governing the course, or that some other material irregularity has occurred
6. Every effort will made to resolve an appeal informally before the formal procedure is applied

Procedure

1. A student wishing to exercise a right of appeal must give notice in writing to the Head of Year, copied to the Director, using the appropriate forms (available on the intranet). This must state the grounds and evidence on which the student wishes to appeal and must be submitted within 28 calendar days from being informed of the decision being appealed against.
2. The Head of Year and Director will acknowledge receipt of the formal notice and will, whenever possible, explore with the student if there any further possibilities for informal resolution. If a resolution cannot be found two staff from a pool of Heads of Years/Courses will review the appeal.
3. If there is no evidence to support the appeal and/or the grounds for an appeal does not meet the criteria then the appeal will be dismissed and the student will be notified in writing.
4. If the appeal satisfies the grounds for either an academic or non-academic appeal the student will be informed.

5. Academic appeals that are upheld will lead to a requirement for the Assessment Board to review the decision. Non-academic appeals that are upheld will lead to a panel, comprising two tutors from a different year and an external professional, reviewing the original decision.

Modification of student attendance

If staff agree that the best course of action for a student involves modification of their attendance, designated members of staff will meet the student shortly after a meeting to discuss student progress involving core staff on the relevant year of the course and consultation with the Training Committee or a Deputy Director/Director. The student will be informed of the decision by tutors and the recommendation that the student makes changes in his/her attendance at the Minster Centre.

Recommended changes may include:

- taking a year out
- repeating one or more modules
- undertaking more therapy
- slowing down by splitting a year or leaving a particular module until a more appropriate time in the student's personal development.

Such changes may be required at any time in the training, including at the end of Year 3, where it may mean a recommendation of further personal development work, such as an additional experiential group, or a change in personal therapy during the student's finishing year. Where such changes are required of students, their fulfilment will then become a condition of gaining the MA or Advanced Diploma.

The meeting between staff and student may take two different forms:

- The teaching staff may be offering their thoughts as suggestions for negotiation with the student.
- The teaching staff may have reached a firm decision about the course of action to be followed, in which case the student can choose to engage with the proposals or withdraw from the training.

The status of the tutors' decision will be made clear by tutors at the outset of the meeting.

In either case there will be two members of staff present and the student may bring a friend or advocate to the meeting and the advocate will be able to speak at the student's request. The advocate/friend must not be a present or past tutor, trustee, member of staff at the Minster Centre or legal representative.

We ask students to come to a meeting in these circumstances to ensure that the information is first conveyed face to face rather than in an email or letter. We appreciate that these meetings can be difficult for students but, in keeping with our overall philosophy, we believe that this information is better conveyed face to face in the first instance.

The Minster Centre will produce a written record of the meeting which will normally be sent to all the attendees of the meeting with five working days of the meeting. All attendees will be asked to sign a written account of the meeting, agreeing to the accuracy of the record. If you feel the record is not accurate you can ask for amendments to be made. If all present are agreed that the amendments improve the accuracy of the record they will be added. If all present do not agree you can still ask for an addendum to included recording your comments.

Termination of student attendance

In exceptional circumstances a student will be told that the Minster Centre requires them to stop attending the course. Such circumstances may include concerns about the student's capacity to

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successfully complete the course, the student's wellbeing or safety or the wellbeing or safety of others, the student's competence to practice, or serious concerns for their mental or physical health. The meeting to inform the student of this decision will be called as soon as possible after the decision has been made.

We ask students to come to a meeting in these circumstances to ensure that the information is first conveyed face to face rather than in an email or letter. We appreciate that these meetings can be difficult for students but, in keeping with our overall philosophy, we believe that this information is better conveyed face to face in the first instance.

The student may bring a friend or advocate to the meeting and the advocate will be able to speak at the student's request. The advocate/friend must not be a present or past tutor, trustee, member of staff at the Minster Centre or legal representative (except in exceptional circumstances).

The Minster Centre will produce a written record of the meeting which will normally be sent to all the attendees of the meeting within five working days of the meeting. All attendees will be asked to sign a written account of the meeting, agreeing to the accuracy of the record. If you feel the record is not accurate you can ask for amendments to be made. If all present are agreed that the amendments improve the accuracy of the record they will be added. If all present do not agree you can still ask for an addendum to included recording your comments.

A second meeting may be offered in order to give the student opportunity to ask for any further information or discuss the feedback and the issues involved. Again two staff members will normally be present, the content of the meeting will be recorded and the student asked to sign an agreement that the record is accurate.

Where issues of wellbeing or safety are concerned, the Minster Centre may require the student to withdraw immediately.

In the case of actions that have been taken maliciously, with deliberate intent to harm another student, staff member or the Minster Centre, the right to dismiss the student immediately and take legal action if necessary will be exercised.

SUPPORT

Although you are expected to be an independent learner and to take responsibility for your own academic and personal life, there is help available to support you throughout your programme.

Academic support

Academic staff

Your tutors will direct your studies and ensure that you know what work you need to cover in any given module. Seek advice from tutors either during your regular attendance or by email or contact your Head of Year if you need further information. As well as organising a formal tutorial Head of Years and tutors will do their best to meet you at other times when required.

If you feel you need additional academic support beyond what the Minster Centre can provide there is a list of tutors who can be employed privately on the Intranet. Students with disabilities, such as dyslexia see *below*.

Support services at Minster Centre

Training Admin office

The Training Office is where you can go as a first point of call to for information or to seek advice.

Disability support

The Minster Centre is committed to working towards accessible facilities for those with disabilities and impairments. It is important that you let us know what your needs are so we can seek to make reasonable adjustments. Only students who register for the MA course are eligible to apply for Disabled Students Allowance (DSA) which provides grants to support the additional costs of studying if you have a disability. For full details, please visit

http://www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/HigherEducation/DG_10034898

Guidance for students who have specific learning needs, a long-term health condition, and/or a disability

Disclosure

We are aware that sharing details of a disability, long-term health condition or specific learning difference can be hard. However we need to know how to best assist you in your studies, and therefore we encourage you to identify your needs, and provide us with as much information as possible. In the first instance this information will be shown to our Disability Co-ordinator. If she feels it is necessary to facilitate your admission interview, the tutors conducting your interview will also be told of your specific needs. In the first instance please show that you have specific needs on your application form, so that we can provide reasonable adjustments for you.

It is important to let us know if you have any specific needs that impact on your learning and studying with us. For example, if you have mobility needs, require medical storage facilities, medical guidance and/or specialist support. Your application form requests this information, and it is helpful for us to know this in advance so that we can make any reasonable adjustments for you.

Evidence

If you have a specific learning difference (e.g. dyslexia or dyspraxia) you will need to provide a copy of your diagnostic assessment report. You will probably have this from a previous learning environment. If you think you may have a specific learning difference but have not been assessed we advise you to make contact with a Specialist Teacher Assessor, or a Chartered Psychologist to

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undertake an assessment preferably before you begin studying with us. Unfortunately, The Minster Centre cannot offer advice or funding in regards to assessment.

If you have a long-term health condition or disability, please provide us with information about your specific needs, so that we can ensure that we can assist you with your studies at The Minster Centre. It would be helpful if you could provide us with a report from your doctor, consultant or another relevant professional.

If you develop a disability or health condition during your training, or have not previously disclosed one and now wish to do so, please contact Alyson Jaffe directly so that we can arrange to make reasonable adjustments for you.

You will find a list of useful contacts and resources further down on this page.

Disability Coordinator

Once you have submitted your application form and given us the information that we need about your requirements, such as a diagnostic report identifying your learning needs, a medical professional report about your long-term health condition or disability, this will be passed to Alyson Jaffe. Alyson is the Disability Co-ordinator, and a Deputy Director of Training, who will explore how we can support you in your studies. Alyson may need to speak to you on the phone or meet with you in person, so that your needs are individually assessed, and a plan put in place that will benefit both you, as a student, and reflect what can be met by The Minster Centre, as a small training organisation. This is likely to be separate to the interview process for selection onto our courses.

Alyson will act as an Advisor to staff and students. In the first instance, she will be the person who deals with all issues related to disability, and relevant information will be then given to your tutors, Heads of Year, and administrative staff. This information will be in the form of a Learning and Study Agreement, between the student and The Minster Centre, which will be agreed with Alyson and passed onto the relevant staff.

List of Useful Contacts and Resources

Assistive Technology

Many students with specific learning differences such as dyslexia or dyspraxia find assistive technology software and smartphone/tablet applications (Apps) helpful to support them in their study. For example, text-to-speech software will read aloud any digital text such as a document, email or webpage using a synthesised voice which can be helpful for proof reading.

The Diversity and Ability (DnA) resources webpage: www.dnamatters.co.uk/resources/ detail a variety of free, low cost and commercial assistive software and smartphone/tablet Apps. Each item includes overview information of how it can support study, a download link and a video or document user guide.

The Association of Dyslexia Specialists in Higher Education (ADSHE) – Find a specialist dyslexia or SpLD tutor - <http://adshe.org.uk/> email John.Conway@rau.ac.uk to request a tutor.

The Professional Association of Teachers with Students with Specific Learning Difficulties (PATOSS) – Diagnostic Assessor Index www.patoss-dyslexia.org/SupportAdvice/AboutTutorAssessorIndex/

The British Psychological Society – Directory of Chartered Psychologists for Educational Psychologist Assessments: www.bps.org.uk/bpslegacy/dcp

DSA: Disabled Students Allowance

Only students registered on the PgDip/MA programmes are eligible for this.

Further information and application forms can be obtained from:

www.gov.uk/disabled-students-allowance-dsas/overview

<https://www.dnamatters.co.uk/resources/dsa/intro/>

Dyslexia Action Learning Fund

Web: www.dyslexiaaction.org.uk

The Dyslexia Action Learning Fund provides funds to pay for specialist tuition at Dyslexia Action Centres for those with specific learning and literacy difficulties. To find out more about it please contact your nearest centre

www.dyslexiaaction.org.uk/find-us.

They also provide assessment services, for which you will have to pay.

Educational Guidance Service

208 Rochdale Road

Greetland

Halifax

HX4 8JE

Website: www.egs.org.uk

The Educational Guidance Service offer assessment services.

Tel: 01422 372222

Snowdon Trust

Unit 18, Oakhurst Business Park, Southwater, West Sussex RH13 9RT

Tel: 01403 732 899

Email: info@snowdontrust.org

Web: www.snowdontrust.org

The scheme primarily helps physically disabled students and sensory impaired students in further or higher education or those training towards employment. Bursaries are made for one or two years and do not normally exceed £2,500. Awards are made for equipment, travel, sign language interpreters, note takers, special accommodation needs and other disability-related costs not met by statutory bodies. Applications are considered twice a year and closing dates are 31 May and 31 August.

Multiple Sclerosis Society

The Grants Team, MS National Centre, 372 Edgware Road, Cricklewood, London NW2 6ND

Tel: 020 8438 0700 Fax: 020 8438 0701

Email: grants@mssociety.org.uk

Web: www.mssociety.org.uk

The MS Society can give grants for people with MS if there is no other official funding available. They can help with adaptations to accommodation, wheelchairs and other specialised equipment. Grants are also available to aid the personal development of people providing care, which can include education grants. To find out more about financial assistance from the MS Society, contact your local branch or the grants team at the MS Society's national office in London.

Course fees and other costs

The fees for the Foundation course in 2016/17 are:

	Course fee	Minster Centre Enrolment fee	Total
Foundation Course			
Certificate in Integrative Counselling	2,127	275	2,402

What is included in your fees

Foundation course fees include contact training hours and coursework assessment, access to learning resources. Tuition fees do not include personal therapy or assessment of resubmitted coursework. The Minster Centre Enrolment Fee contributes to common room facilities and refreshments, basic administration and insurance for the Low Cost Therapy Service.

Personal therapy can cost from £50 per session upwards in London, sometimes less outside London. In addition you will need to budget for the purchase of several key books a year (these are texts you will need to refer to frequently) and travel to the Centre and to therapy.

Course fees are subject to annual inflation. Once you have started a course we will endeavour to keep fee increases in subsequent years as low as possible. Increases may occur to reflect changes to the course, changes in the requirements of accrediting organisations, inflation, staff pay rises or other increases to the cost of providing the course.

Deposits and Payment Arrangements

If accepted on the Foundation Course students or First Year, students pay a **non-refundable** deposit of £700. Students progressing between years after the first year pay a **non-refundable** deposit of £275 to secure their places in the following year. Foundation and First Year students become liable for the full year's fees at the end of the first half term break, prior to that they are liable for the fees for the first half term only. All other students become liable for the full year's fees at the beginning of the academic year. This means that if you choose to leave during the course of a year you will be required to pay the full year's fees.

We offer three ways of paying: outright at the start of the year, (attracting a £50 discount if paid by 2nd Oct); termly in advance - i.e. to be paid by 2nd Oct 2016, 8th January 2017 and 22nd April 2017; or ten equal payments to be made monthly by standing order September 2016 to June 2017 by 28th of each month. Termly and annual fees may be paid by bank transfer, cheque or credit card without surcharge (except AMEX). For further information on paying fees please refer to <http://minsterstudents.co.uk/basic-information/fees-payments/> on the student intranet.

For payments by Bank Transfer please use the following account details:

Bank: CAF Bank Ltd

Account name: The Minster Centre

Account number: 00022778

Sort Code: 40-52-40

Please contact Charlotte@minstercentre.org.uk for further information.

Please add a reference with your initial, surname and Foundation (or F if you don't have space) so we can match your payment to your account. Please also ask anyone paying on your behalf to do this. This is important as you may otherwise make payments which we cannot identify and your account may not be credited.

You will receive statements of account during the year which will show what we have charged you, all your payments so far and a total amount outstanding at the date of the statement. Please contact Charlotte immediately if you think there has been an error or there is something you do not understand so we can check and rectify it if necessary.

Difficulties with paying fees

If you think you may have difficulty in paying your fees, please inform Charlotte Dunsby-Ferguson (charlotte@minstercentre.org.uk), phone: 020 7644 6248, **as soon as possible**, so we can explore alternative payment arrangements. If you should face financial difficulty we aim, if at all possible, to avoid you incurring more debt or leaving unnecessarily, having already invested considerable effort and money. If you cannot pay your fees but are otherwise in good standing and progressing well on the course we will look at options for you to withdraw temporarily and return later. If you have Training clients we will provide sufficient supervision for you to bring the work to an appropriate end point. However, you will not be able to progress to the next year, receive a training client or qualify until you have cleared any outstanding fees.

Arrears

Please be aware that late or missing payments could lead to you having to cease training.

The following will apply if you have outstanding fees until they are cleared:

- We will not mark work submitted for assessment
- Your grades will not be presented to the Assessment Board
- You will not be able to participate in the Live Assessment
- You will not be able to progress onto the next academic year
- Certificates or Diplomas will not be awarded
- References will not be given for employment or placements and we will not make client referrals
- You will not be granted a Practice Agreement, or it may be withdrawn until you clear them

Hardship Fund

The Minster Centre has a fund to offer financial support to trainees who experience unexpected difficulties during their training.

The fund is used to make grants to cover a proportion of fees for trainees who experience a change of circumstances, such as redundancy, which makes it difficult for them to continue training. Funding is normally offered to allow trainees to complete a year, to attain a qualification they are close to attaining or to complete work with a training client (by funding supervision). Funds are awarded for one academic year with a further application needed for any subsequent year. Applications can be made to support study on any Minster Centre course and any year.

Applications are considered by the Minster Fund Committee which is made up of Trustees, graduates and members of training staff. The Fund Committee meets to consider applications once a term. Applications should be submitted by the final Friday of half term in any term. Late applications will not be considered.

The Fund Committee will consider financial need, the progress of the applicant, and the stage of training reached. Priority will normally be given to applicants who are further on in their training. When funds allow, trainees in the early years of training may be offered support to help complete a year and then asked to defer until they are in a position to fund continuing training.

In the event that funds available are in excess of what is needed for this purpose, bursaries can be offered to reduce fees for promising applicants who otherwise would not be able to train with us.

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You will find further information about the fund and how to apply on the intranet or contact JuliaC@minstercentre.org.uk

Minster Centre Bursaries

The Minster Centre established a Bursary Scheme in 2015, in accord with our ethos of inclusivity and our commitment to offering opportunities for training to all members of the community. In the field of psychotherapy and counselling generally, the figures that are available suggest the numbers of individuals from ethnic minorities or with disabilities working as therapists is disproportionately low. Training to be a psychotherapist or counsellor is expensive and it is therefore likely that one of the most significant barriers, perhaps the principal barrier, to access to training at the Minster Centre and elsewhere for under-represented groups is the cost of training.

Bursaries are awarded to support people who could not otherwise train when Minster Centre reserves allow. The Trustees determine each year the number of bursaries to be awarded. Further information about the bursary scheme is available on the Minster Centre website http://www.minstercentre.org.uk/MC_Bursary_Scheme.asp Foundation course students who wish to apply for a bursary to enter the first year of professional training in 2017/18 should check with the Registrar what the application deadline will be. It is usually in May or June. Applicants for the Diploma/Advanced Diploma or MA do not have to choose which qualification they intend to complete until the end of the second year of professional training but should indicate their expected preferences on their application form.

Bursaries will, normally, cover the full cost of the fees for the duration of the course applied for. The Bursary Committee can however decide to award smaller sums to cover a proportion of a student's fees. Applicants should note that there are further costs associated with the courses which are not covered by the bursary and they will have to meet themselves. The main cost will be weekly one-to-one personal therapy which is a course requirement. Other costs will include books and other learning resources (the Minster Centre has a small specialist library and will provide access to a range of electronic resources but you will need to buy some further materials). There will also be costs for room hire when you start to see training clients and travel costs. In house supervision of training clients is provided as part of the course and placements also usually provide supervision however, occasionally the supervision provided by placements is not sufficient and some trainees, in the later stages of training, also need to fund additional supervision.

Students are considered for bursaries at the time of application only and cannot be considered should circumstances change during their course of study. Bursaries will not be backdated.

Career Development Loans

You should apply 3 months before your course starts to give the bank enough time to process your application.

Professional and Career Development Loans are bank loans to pay for courses and training. You may be able to borrow between £300 and £10,000.

How to apply

- Find out which banks offer the loan and order an application pack by calling the National Careers service on **0800 100 900**
- Fill in the application form and send it to the bank
- The bank will decide if you qualify for a loan

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- You take out the loan with the bank and agree to their repayment conditions.

If you intend to apply for a CDL please inform Charlotte@minstercentre.org.uk as soon as possible

TFL Student oyster discount scheme

The Minster Centre is registered as an education establishment with the Transport for London 18+ Student Oyster photocard discount scheme. Students on the Foundation Courses **do not** meet the requirements for this scheme, although, if you continue into the Diploma, Advanced Diploma or MA Courses you will be eligible to apply (for the first three years).

Student Union membership

The Minster Centre currently does not have its own Students' Union so you are also not eligible to be a member of the National Union of Students (NUS). More information on starting a Students' Union is available on line at <http://www.nus.org.uk/en/About-NUS/Who-We-Are/Membership/>

Personal psychotherapy

It is a requirement that all students attending the Foundation Course are in regular personal psychotherapy throughout the course. We recognise that training in psychotherapy and counselling, even at Foundation level, can be deeply affecting and it is not unusual for students to feel personally challenged or destabilised at times. You will be exploring how you see the world and your place in it, remembering and connecting with aspects of your own life experience. This exploration is a spontaneous and appropriate occurrence, triggered by being in a learning environment, working in groups, and studying theories and methods of working which are based around understanding human happiness, suffering and change. The experience of deep personal exploration of these issues is a cornerstone of training, being therapeutically supported will support you in this process. As training is deeply affecting it is necessary that you are in individual personal therapy throughout all years of training. This supports your learning process and also supports you personally.

There is the ETG group on each day of training and it is also important that you have the one to one personalised support that individual therapy provides.

The requirement for being awarded the Foundation certificate is that you have a minimum of 30 sessions of personal, one to one therapy between the start and the end of the Foundation course. The intention is that you are in weekly therapy, this is a minimum figure we will accept not a target figure. Sessions should last for at least 50 minutes. If you think you will be unable to meet this requirement you must contact your tutor to discuss this as far in advance as possible. If you progress to the first year of professional training with the Minter Centre the requirement then will be to have a minimum of 40 sessions of personal therapy per year.

Your psychotherapy should be with a qualified and experienced, UKCP-registered or BACP Accredited practitioner or equivalent. Please note that UKCP and BACP use different terminology for registration/accreditation. We require therapists to be BACP Accredited or Senior Accredited and not just BACP registered, which requires less experience. Your therapist should not be in any other professional or personal relationship with you, and normally not a Minster member of staff because your therapist must have no direct contact with you at the Minster Centre i.e. they must not teach you, be your ETG leader or supervise you. If you are choosing a new therapist when starting here as a student, please choose your therapist from outside the Minster Centre staff. If the therapist also trained at the Minster Centre, they should normally have completed their training at least three years previously. If this requirement causes any problems for you, please contact your Head of Year in the first instance. Should it be that, at the time of application, a student is already in psychotherapy with a member of staff or Minster Centre graduate of less than three years post-registration experience, or a new member of staff joins with a client who is also a student, the

position will be discussed with the people concerned and a decision made by the Director on a case-by-case basis. The important underlying principle in such a case is that the therapist must have no direct teaching contact with any student who is also a client of theirs.

Should a new student already be in therapy with a practitioner accredited by another professional body such as the BCP or BPS, rather than the UKCP or BACP, it may be possible to remain with this practitioner, at least during the first year of your joining the course; and the final decision on this will rest with the Director.

You must submit your psychotherapist's name, address, phone number and email address on your therapist approval form at the beginning of the year, which must be approved and signed by your Head of Year. It is your responsibility to ensure that your arrangements for therapy meet the requirements outlined above. Students must notify the office if their therapist's address changes and their Head of Year if they change their therapist. Should the Minster Centre feel that a student's personal development is unsatisfactory, the situation will be discussed with the student and a change of therapist may be recommended or required. However, the student's therapist will never be approached for an opinion or report. We will, however, check with your therapist that you have attended at least 30 sessions before we will award you a Foundation Certificate.

Other therapeutic experiences and training

Although we are not antagonistic to other schools of training, we advise students against entering into other forms of psychotherapy or counselling or training or group training while training at the Minster Centre. This does not apply to couples therapy or family therapy with the student's partner or children. Students entering the course who are already in a therapy group outside the Minster Centre should continue until it is convenient and appropriate to leave but should aim to do so as soon as possible, and normally by the end of the first term.

Students who are attending or wishing to attend any psychotherapeutic experience or training outside the Minster Centre, aside from their personal therapy or couple therapy, must discuss this with their Head of Year and if they wish to proceed submit a request in writing and await a written response before proceeding. If, against the advice of Minster Centre staff, students still feel it important to undertake therapeutic work or training outside the Minster Centre, it would be best if they were to suspend their Minster Centre training for the duration and resume after completion of the other therapeutic work or training.

Ethical values and conduct

All students are expected to adhere to the Minster Centre Code of Ethics and Practice. In addition psychotherapy students are expected to adhere to the UKCP Code of Ethics (accessible through the UKCP website, www.psychotherapy.org.uk) and counselling students to the BACP Ethical Framework (on the BACP website at www.bacp.co.uk/ethical_framework).

The Minster Centre General Code of Ethics

This is binding upon all Minster Centre members, whether practitioners, trainers, supervisors or other staff.

1. We respect the dignity, worth and uniqueness of all individuals. We are committed to the promotion and protection of basic human rights, the integrity of the individual and the promotion of human growth, development and welfare. We affirm the self-determination, personal power and self-responsibility of clients and students.

2. We are concerned for the best interests of all clients and students. We make every effort to protect the welfare of those who seek our services. We use our skills and knowledge only for purposes consistent with these values and do not knowingly permit their misuse by others.
3. We respect the privacy of the individual and preserve the confidentiality of any information obtained through our professional practice or research. In general, and subject to the requirements of the law, we take care to prevent the identity of individuals or organisations being revealed deliberately or inadvertently without permission.
4. While demanding for ourselves freedom of inquiry and communication, we accept the responsibility this freedom implies with regard to competence and concern for the best interests of clients, research participants, students, colleagues and society. We recognise the boundaries of our own competence and do not practise outside the limits of our qualifications. We do not pretend knowledge we do not have. We refer clients on to other professionals whenever appropriate.
5. We do not practise, condone, facilitate or collude with any form of discrimination on the basis of race, colour, gender, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical disability or any other preference or personal characteristic, condition or status. We recognise the existence of oppression in various parts of the world and accept the need for special training in dealing with certain groups.
6. We are open on the subjects of our training, qualifications, experience and supervision arrangements. We communicate about these in factual terms without value judgements.
7. Recognising that we are working in a field which is developing and highly active and in which new ideas frequently emerge, we make it our business to keep up to date by monitoring our own knowledge and capabilities; we have an ongoing commitment to develop our personal competencies.
8. We recognise that personal problems of our own may on occasion interfere with our professional effectiveness. We take care on such occasions to seek appropriate professional assistance, supervision, support or advice.

Code of Practice for Practitioners

1. Qualifications

Practitioners are required to disclose their qualifications when requested and not claim, or imply, qualifications they do not have.

2. Terms and conditions and methods of practice

Practitioners are required to disclose on request their terms, conditions and, where appropriate, methods of practice at the outset of any therapeutic relationship with a client.

3. Confidentiality

Practitioners are required to preserve confidentiality and to disclose, if requested, the limits of confidentiality and circumstances under which those limits might have to be broken to third parties.

3.1 Exceptional circumstances may arise which give the practitioner good grounds for believing that the client will cause serious physical harm to others or themselves, or have harm caused to him/her. In such circumstances the client's consent to a change in the agreement about confidentiality should be sought whenever possible unless there are also good grounds for believing the client is no longer able to take responsibility for his/her own actions. Whenever possible, the decision to break confidentiality agreed between a practitioner and clients should be made after consultation with a supervisor or an experienced practitioner. Clients are made aware of the legal limits of confidentiality at the outset of the working relationship.

3.2 Practitioners' discussion of clients with professional colleagues should be purposeful and respectful and presented so that the client's identity is protected and details irrelevant to the discussion are omitted or substantially disguised. Confidentiality is maintained in the storage and disposal of records.

4. Professional relationships

Practitioners should consider the client's best interests when making appropriate contact with the client's GP, psychiatric services or other relevant professionals with the client's knowledge. Practitioners do not go beyond the limits of their competence, and refer clients to other professionals as may be appropriate.

5. Relationships with clients and trainees

Practitioners are required to maintain appropriate boundaries with their clients and trainees, and to take care not to exploit them in any way. It is unethical for practitioners to engage in sexual activity with current or past clients and trainees. Practitioners only make contact with third parties such as friends or relatives of the client or trainee with their express knowledge. Every effort is made to avoid dual relationships that could impair professional judgement, increase the risk of exploitation or otherwise confuse the therapeutic or training relationship. Where possible, care is taken to ensure that the client is well prepared for termination of the working relationship.

6. Research

Practitioners are required to clarify with potential research participants the nature, purpose and conditions of any research in which they might become involved and to ensure that written informed and verifiable consent is given before commencement.

NB. During the third year, students are guided through the process of submitting a proposal for their research which includes a section on ethics for those students who are planning to do research with human participants. This includes heuristic research with you as the main object of study. Proformas are available for students in relation to informed consent, cover letters for participants describing the research study and debriefing arrangements.

7. Client anonymity

The anonymity of clients whose material is used for the purposes of publication, teaching and seminars is of paramount importance. When any form of publication of clinical material is being considered practitioners must obtain consent from clients whenever possible.

8. Practitioner competence

Practitioners are required to maintain their ability to perform competently and to take necessary steps to do so. They should obtain supervision or consultation appropriate to their needs, monitor the limits of their competence and make appropriate referrals where necessary. Practitioners must

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be in receipt of regular supervision appropriate to their experience, client load and field of work. The practitioner's work environment must be appropriate to the services offered and conducive to the safety and privacy of the client.

9. Indemnity insurance

Practitioners are required to ensure that their professional work is adequately covered by appropriate indemnity insurance.

10. Detrimental behaviour

Practitioners are required to refrain from any behaviour that may be detrimental to the profession, to colleagues, to trainees or to their clients.

MODULE NARRATIVES

Module Title	Foundation in Integrative Psychotherapy and Counselling Theory
Aims	We aim to provide a critical introduction to the field of counselling and psychotherapy from an integrative standpoint which will be informative and enriching in itself and will provide a foundation for those who wish to go on to train as a practicing counsellor or psychotherapist. This is done by introducing students to some of the key thinkers and theories that have shaped and formed the field of psychotherapy. In the process, we will also help you to understand how a process of integration may begin to take place, this will happen through the learning in this module , the skills work and participation in an Experiential Training Group
Learning Outcomes:	On successful completion of this course, students will have gained: <ul style="list-style-type: none"> • an understanding of the main ideas that shape contemporary Integrative Counselling and Psychotherapy and the capacity to critically evaluate key ideas • an ability to communicate theoretical ideas clearly in writing and verbally • an ability to formulate and support your own viewpoint while remaining alive to the merits of other views. • an increased awareness of self and a capacity to understand theory in terms of personal history and patterns of relationships
Syllabus	During the year we will cover the following during the seminars:- <ul style="list-style-type: none"> • Introduction to the world of therapy and it aims • Freud’s ideas and influence • A. Miller and childhood trauma • Object Relations theory of M. Klein, D. Winnicott • Attachment theory – J. Bowlby • G. Jung • Psychosynthesis R. Assagioli • Transpersonal – J. Rowan • Existential – Van Deurzen, Spinnelli • Bodywork – W. Reich and A. Lowen • Humanistic Psychology – A. Maslow, C. Rogers, F. Perls • Contemporary Neuroscience • Relational Psychotherapy • Social issues – Gender, Race and Culture, Feminist Perspectives • Ethical issues of Counselling and Psychotherapy • Integration
Learning, Teaching & Assessment Strategy	<p><i>Teaching</i> The academic learning will be achieved through a range of seminars prepared and presented in the main by students, supported by the tutors. Students will be able to refer and build on preliminary notes supplied for each seminar. The presentations are generally a mix of lecture, experiential content, and informal discussion.</p> <p><i>Assessment</i></p> <p><i>Formative assessment</i></p> <p>Students will receive regular informal feedback from peers and tutors on presentations and participation in seminars.</p> <p><i>Summative assessment</i></p> <p>Assessment is continuous and will draw on tutor observations of presentations, participation in seminars and written work and will be related to the following overall progression criteria.</p>

	<p>Awareness of own process</p> <ul style="list-style-type: none"> • Demonstrating the ability to express a range of emotions, as appropriate • Developing the ability to reflect upon their own process in terms of their personal history and patterns of interaction with others • Willingness to venture beyond their comfort zone to explore their own process <p>Intersubjective awareness</p> <ul style="list-style-type: none"> • Responsiveness to others • Sensitivity to others' process, and their own impact on others • Willingness to take responsibility for their own process in interaction with others <p>Understanding of theory</p> <ul style="list-style-type: none"> • Gaining a basic knowledge of the main ideas that have shaped contemporary integrative psychotherapy and counselling • Ability to present theoretical ideas clearly in writing and verbal presentations • Ability to argue for their own viewpoint while remaining alive to the merits of other, even opposing views <p>Therapeutic flexibility and agency</p> <ul style="list-style-type: none"> • Developing an ability to facilitate therapeutic interactions • Developing basic skills of listening, showing empathy, reflecting back and time management • Developing the capacity to reflect on their own and others' therapeutic practice • Understanding the fundamentals of ethical practice: respect for the client, trustworthiness, reliability and self-support <p>Students will submit a: 3,500 word essay that demonstrates a developing capacity to articulate and understand relevant theory and critically evaluate it and to make links between theory, therapeutic practice and personal experience. Ethical issues should be identified and discussed. The essay must conform to academic standards and include clear referencing. 1,500 word personal process report that reflects on the movements, change, realisations and conflicts you have been through since starting on the Foundation Year.</p> <p>Students are also required to provide one self-assessment in the second term. At least 80% attendance required to pass this module</p>
<p>Indicative Learning Materials</p>	<p>A reading list is provided to all students prior to the start of the year. Key texts include:</p> <p>Adams, K. (1990) <i>Journal to the Self: Twenty-Two Paths to Personal Growth - Open the Door to Self-Understanding by Writing, Reading, and Creating a Journal</i> New York: Grand Central Publishing</p> <p>Howe, D. (1993) <i>On Being a Client: Understanding the Process of Counselling and Psychotherapy</i>. London: Sage</p> <p>Khan, M. (1997) 2nd Ed - <i>Between Therapist and Client: The new Relationship</i> New York: Saint Martins Press</p> <p>John McLeod (2011) 4th Ed - <i>Introduction to Counselling</i>: Open University Press</p> <p>All students will also be given pre-prepared hand-outs on seminar topics providing some information on each subject which students can build on. We will also be introducing videos and other supportive material through the year.</p>

Module Title	Foundation in Psychotherapy and Counselling Skills
Aims	We aim to introduce students to key skills and attitudes that are used by counsellors and psychotherapists and to offer them opportunities to explore and practice different styles of facilitation
Learning Outcomes:	<p>On successful completion of this course, students will have gained:</p> <ul style="list-style-type: none"> • a developing ability to facilitate therapeutic interactions • a developing basic skills of listening, showing empathy, reflecting back and time management • a developing capacity to reflect on their own and others' therapeutic practice, including giving and receiving constructive feedback • an understanding the fundamentals of ethical practice: respect for the client, trustworthiness, reliability and self-support • an increased awareness of themselves, their personal history and the patterns of their relationships with others • a developing intersubjective awareness including responsiveness to others, sensitivity to others' process, and awareness of their own impact on others • a developing awareness of and willingness to take responsibility for their own process in interaction with others
Syllabus	<p>Skills sessions will shadow the theoretical seminar and will also reflect the progress of the group</p> <p>During the year we will cover the following during skills sessions:-</p> <ul style="list-style-type: none"> ▪ Active listening skills ▪ Time management ▪ Boundaries ▪ Beginnings, breaks and endings ▪ Transference and countertransference ▪ Diversity and difference ▪ Ethics and Ethical Frameworks (BACP, UKCP, Minster Centre)
Learning, Teaching & Assessment Strategy	<p><i>Teaching</i> Taught sessions and group discussions on weekly topics will be combined with experiential exercises. Students will practice therapeutic skills with their peers usually working in triads.</p> <p><i>Assessment</i></p> <p><i>Formative assessment</i> Students will receive regular feedback from peers and tutors as part of experiential exercises and triad work.</p> <p>Summative assessment</p> <p>Assessment is ongoing and related to the overall progression criteria given below. It will be based on and draws on student contributions and participation in group discussions, exercises and practice sessions.</p> <p>Therapeutic flexibility and agency</p> <ul style="list-style-type: none"> • Developing an ability to facilitate therapeutic interactions • Developing basic skills of listening, showing empathy, reflecting back and time management • Developing the capacity to reflect on their own and others' therapeutic practice

	<ul style="list-style-type: none"> • Understanding the fundamentals of ethical practice: respect for the client, trustworthiness, reliability and self-support <p>Awareness of own process</p> <ul style="list-style-type: none"> • Demonstrating the ability to express a range of emotions, as appropriate • Developing the ability to reflect upon their own process in terms of their personal history and patterns of interaction with others • Willingness to venture beyond their comfort zone to explore their own process <p>Intersubjective awareness</p> <ul style="list-style-type: none"> • Responsiveness to others • Sensitivity to others' process, and their own impact on others • Willingness to take responsibility for their own process in interaction with others <p>Understanding of theory</p> <ul style="list-style-type: none"> • Gaining a basic knowledge of the main ideas that have shaped contemporary integrative psychotherapy and counselling • Ability to present theoretical ideas clearly in writing and verbal presentations • Ability to argue for their own viewpoint while remaining alive to the merits of other, even opposing views <p><i>At least 80% attendance required to pass this module.</i></p>
<p>Indicative Learning Materials</p>	<p>A reading list is provided to all students prior to the start of the year. Key texts include:</p> <p>Culley, S & Bond T, (2011) <i>Integrative Counselling Skills in Action</i>, 3rd edition, Sage,</p> <p>Gilbert, M & Orlans, V, (2011) <i>Integrative Therapy 100 Key Points and Techniques</i>, Routledge</p> <p>Wilkins, P, (2010) <i>Person-Centred Therapy 100 Key Points</i>, Routledge</p> <p>We will also be introducing videos and other supportive material through the year</p>

Foundation Course (Evening)

Module Title:	Experiential Training Group (ETG)
Tutors:	Vaughn Goldschagg, Stephen Callus, Andrew Sutton, Jenny Clarke.
Duration:	Weekly 1.5 hour module over 3 10-week terms (45 hours)
Aims	To provide a group experience which supports the development of self-awareness and awareness of others (including transference, counter-transference and projection), introduces students to group processes and provides a space for the processing of material raised by the course.
Learning Outcomes:	<ul style="list-style-type: none"> • Increased self-awareness • Increased awareness of others • Increased awareness of impact on others • Increased awareness of impact of others on self • Ability to share and disclose, showing a range of emotions, as appropriate. • Ability to reflect on own process, personal history and interaction with others • Ability to relate • Ability to air and work with issues brought up in other modules • Ability to develop relationships in the group • Increased awareness of group processes • Demonstrate willingness to venture beyond own comfort zone to explore own process.
Learning, Teaching & Assessment Strategy	<p><i>Formative assessment</i> Students will receive regular feedback from peers as part of the group.</p> <p><i>Summative assessment</i> There is continuous peer-, self- and tutor-assessment of interactions and self-disclosure within the group. The criteria for assessment are:</p> <p>Degree of participation</p> <ul style="list-style-type: none"> • Willingness to be part of the group, contribute to it and respond to others • Sensitivity to the needs of others (for instance, not dominating the group without awareness of others' needs). <p>Level of participation</p> <ul style="list-style-type: none"> • Ability to be open and authentic rather than mainly hidden or defensive • Ability to express emotion appropriately • Willingness and ability to explore own process into unknown areas • Ability to explore and develop relationships within the group • Ability to take risks with self and others <p>Form of participation</p> <ul style="list-style-type: none"> • Expressive rather than solely reporting • Balancing initiation of exploration and response to others
Indicative Learning Materials	Rose, C. 2008 <i>The Personal Development Group, The Student's Guide</i> , Karnac.

<p>Module Title</p>	<p>Foundation Course Experiential Weekend</p>
<p>Aims</p>	<p>This experiential weekend is fairly near the beginning of the foundation course. It allows the students the opportunity to think about themselves, particularly in relation to their possible decision to train as a therapist. We will introduce some basic theory with such concepts as the 'core conditions' and explore the way in which these ideas may impact on them personally. We will encourage the students to be open, honest and present, and introduce an exploration of their own defences.</p>
<p>Learning Outcomes:</p>	<p>During the exercises and on completion of this course students will have developed the following:</p> <ul style="list-style-type: none"> • Their self-awareness • The ability to think about their own feelings and reactions and talk about them to other people on the course, individually or in a group. • Being able to understand and express feelings in the here and now and to share what may make this difficult for them. • Ability to be aware of areas of assumption prejudice or bias • Ability to make connections about their present thoughts/feeling with past experiences in their lives. • Willingness to explore the idea of fantasy as well as that of concrete reality. • Ability to be open to listening to other students without being judgemental • An understanding that we cannot genuinely offer to be present with another person unless we are comfortable with ourselves.
<p>Syllabus</p>	<p>This course is structured and experiential We expect students to take part in a series of experiential exercises that will make them aware of their own reactions and to be willing to share these with others. It gives students an opportunity to explore.</p>

<p>Learning, Teaching & Assessment Strategy</p>	<p><i>Formative assessment</i> Students will receive informal feedback from peers and tutors during the weekend.</p> <p><i>Summative assessment</i> Tutors will provide feedback on to the Head of Year that will contribute to your overall assessment. The criteria for assessment are:</p> <p>Degree of participation</p> <ul style="list-style-type: none"> • Willingness to take part, contribute and respond to others • Sensitivity to the needs of others (for instance, not dominating a group without awareness of others' needs). <p>Level of participation</p> <ul style="list-style-type: none"> • Ability to be open and authentic rather than mainly hidden or defensive • Ability to express emotion appropriately • Willingness and ability to explore own process into unknown areas • Ability to explore and develop relationships within the group • Ability to take risks with self and others <p>Form of participation</p> <ul style="list-style-type: none"> • Expressive rather than solely reporting • Balancing initiation of exploration and response to others
<p>Module Leader/s</p>	<p>Alyson Jaffe and Karin Parkinson</p>

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<p>Module Title</p>	<p>Foundation Course Skills Practice Workshop</p>
<p>Aims</p>	<p>This experiential course is held over a weekend in March and gives students the opportunity for some in-depth skills practice. This will help the listener to not only practice their skills and learn from other students; but also to get a sense that counselling is not just about skills, but also about a 'being with' the client and a more 'dynamic' understanding of their world.</p>
<p>Learning Outcomes:</p>	<p>During the exercises and on completion of this weekend students will have developed the following:</p> <ul style="list-style-type: none"> • Their self-awareness • The ability to be attentive and actively focused • Being able to communicate empathic understanding and awareness and be able to reflect on how you do this • Sensitivity to others' process, and own impact on others • Ability to be aware of areas of prejudice, assumption or bias • Being prepared to work with these • Ability to communicate non-judgemental acceptance and an awareness of how to use this skill • Able to offer and receive congruence • Ability to challenge appropriately • But also the ability to accept and work with a challenge • An understanding that counselling is not primarily skills based, but a 'being with' the other. • Willingness to take responsibility for own process in interaction with others.
<p>Syllabus</p>	<p>This course is structured and experiential in its entirety. It gives students an opportunity to explore the core conditions in some depth in order to facilitate a therapeutic relationship</p>

<p>Learning, Teaching & Assessment Strategy</p>	<p><i>Teaching</i> Taught sessions and group discussions will be combined with experiential exercises. Students will practice therapeutic skills with their peers</p> <p><i>Assessment</i></p> <p><i>Formative assessment</i> Students will receive regular feedback from peers and tutors as part of experiential exercises and triad work.</p> <p>Summative assessment Tutors will provide feedback on to the Head of Year that will contribute to your overall assessment. The criteria for assessment are:</p> <p>Awareness of own process</p> <ul style="list-style-type: none"> • Demonstrating the ability to express a range of emotions, as appropriate • Developing the ability to reflect upon their own process in terms of their personal history and patterns of interaction with others • Willingness to venture beyond their comfort zone to explore their own process <p>Intersubjective awareness</p> <ul style="list-style-type: none"> • Responsiveness to others • Sensitivity to others' process, and their own impact on others • Willingness to take responsibility for their own process in interaction with others <p>Understanding of theory</p> <ul style="list-style-type: none"> • Gaining a basic knowledge of the main ideas that have shaped contemporary integrative psychotherapy and counselling • Ability to present theoretical ideas clearly in writing and verbal presentations • Ability to argue for their own viewpoint while remaining alive to the merits of other, even opposing views <p>Therapeutic flexibility and agency</p> <ul style="list-style-type: none"> • Developing an ability to facilitate therapeutic interactions • Developing basic skills of listening, showing empathy, reflecting back and time management • Developing the capacity to reflect on their own and others' therapeutic practice • Understanding the fundamentals of ethical practice: respect for the client, trustworthiness, reliability and self-support <p>At least 80% attendance required to pass this module.</p>
<p>Module Leader/s</p>	<p>Kevin Rose, Nancy Browner, Andrew Sutton and Reena Shah</p>