

MA Integrative Psychotherapy and Counselling

Programme Handbook 2017-2018

Validated by Middlesex University, London, 2014

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psychotherapy • counselling • training

INTRODUCTION

The purpose of this handbook is to introduce you to your programme of study and to direct you to other general information about studying at the Minster Centre, and Middlesex University, who validate the MA. It should be used in conjunction with the student Intranet/Minster Centre Moodle 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, Rory Page, rory@minstercentre.org.uk

Information in alternative formats

This handbook can be found on the student intranet at www.minsterstudents.co.uk and on Minster Moodle <https://moodle.minstercentre.org.uk/login/>

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, Rory Page rory@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.

The University Regulations

As a student of Middlesex University you agree to abide by the [University Regulations](#) when you enrol and therefore you should read this handbook in conjunction with the Regulations which are available online at; www.mdx.ac.uk/regulations.

Some of the key regulations have been repeated on the [Your Study](#) pages on UniHub <http://unihub.mdx.ac.uk/study>.

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 trainings bring together theory, practice and personal experience and you will be required to work with all three strands throughout your training. 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 are well equipped to work with a wide range of clients in today's world.

You can register for the MA course if you have successfully completed the first two years of professional training at the Minster Centre and your end of year assessment recommends continuation onto the MA/Advanced Diploma or you are admitted directly by APEL. Students progressing from Minster Training will normally require at least 50 hours of clinical practice. The course trains students in contemporary psychotherapeutic thinking and practice including ideas from neuroscience, attachment studies and relational ways of working. Students will also learn about and undertake research in the field of psychotherapy and counselling.

The Advanced Diploma is a Minster Centre qualification and is a requirement to seek UKCP Registration. 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 is re-evaluated every five years by HIPC on behalf of UKCP to ensure it meets UKCP/HIPC Training Standards. This last happened in February 2017. The MA in Integrative Psychotherapy and Counselling is validated by Middlesex University. We are also organisational members of The British Association for Counselling and Psychotherapy (BACP) and our Diploma in Integrative Counselling is accredited by BACP.

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), Kea Horvers (Vice Chair), Christopher Brooks (Treasurer), Norma Clayton, Lynn Hanford-Day, Sean Titley and Susanna Wright. The Board is elected by the alumni who are members of the Minster Centre

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, Rory Page, Rory@minstercentre.org.uk,

For advice on financial matters please approach Penelope Edgar, Penelope@minstercentre.org.uk,

For queries or advice about the course or your progress please approach your Head of Year. If, for some reason, you would find it difficult to raise the issue with your Head of Year please approach the other Head of Year where there is one or either Alyson Jaffe or Philip Reilly, Deputy Directors (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 questionnaires and your representation at the termly Board of Studies. We also encourage you to provide feedback directly to your tutors during the course so that they are aware of anything that you are finding difficult or unhelpful or anything you are particularly appreciating.

Welcome from Lissie Wright, 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 (BACP) (Diploma in Counselling), and the United Kingdom Council for Psychotherapy (UKCP) (Advanced Diploma). On completion of the Minster Centre Advanced Diploma you will have completed the training requirements for Registration as a Psychotherapist with UKCP through the Minster Centre. You will also need to meet practice, insurance and supervision requirements. Further information on requirements for UKCP registration is available on the student intranet.

When you qualify, you can join the graduate membership of the Minster Centre and become involved in events and other Continuing Professional Development (CPD) opportunities. Some of our graduates contribute to the ongoing work of the charity, for instance by contributing to bursary or hardship committees, consultations or acting as Trustees.

Qualification 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

Introduction to Middlesex University

Although you will enrol at and attend the Minster Centre, the MA in Integrative Psychotherapy and Counselling is validated by Middlesex University and therefore you are a student of both. Within Middlesex University the programme is part of the School of Science & Technology.

Being a Middlesex student means, in brief, the following:

- If you successfully complete the programme you will receive the Middlesex qualification of MA
- You may attend the appropriate Middlesex University graduation ceremony.
- You do not receive a Middlesex ID card
- You are not a member of the Middlesex University Students' Union
- The Minster Centre is guided by Middlesex University Regulations which are available online at; <http://www.mdx.ac.uk/aboutus/Strategy/regulations/index.aspx> but has its own regulations and procedures for complaints, appeals and academic misconduct.

This list is not exhaustive and therefore please contact the Registrar, Rory Page Rory@minstercentre.org.uk , if you have any questions about your entitlements as a Middlesex student.

The Middlesex University regulations

Although it is not necessary to read the University Regulations in their entirety you should know where you can find them (<http://www.mdx.ac.uk/about-us/policies/university-regulations>) and also be aware of the following key details:

Appeals

Please note that the Minster Centre uses its own regulations for handling student appeals and therefore section G of the Middlesex University Regulations does not apply to you.

More information about the appeal process is included in this Handbook and is available on the student intranet or from the Registrar.

Academic Misconduct

Please note that the Minster Centre uses its own regulations for handling alleged academic misconduct and therefore section F of the Middlesex University Regulations does not apply to you. More information about the process is included in this Handbook and in the Aids to Study and is available on the student intranet.

More information about the Regulations regarding assessment is given in the section 'Progressing on your programme'.

The following are also important documents which relate to the academic relationship between the Minster Centre and Middlesex University:

The Memorandum of Co-operation.

This is the formal agreement between Middlesex University and the Minster Centre on the delivery of the Programme. The Memorandum, among other things, sets out the responsibilities of both the Minster Centre and Middlesex University. In brief these include responsibility for Middlesex University to validate the agreed qualifications and take overall responsibility for the academic standards of courses while the Minster Centre directs day to

day delivery including admissions, teaching, assessment and provision of library and other learning resources. If you wish to view this document then please contact the Registrar, Rory Page, Rory@minstercentre.org.uk

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 programme you are now enrolled on. This section is chapter [B10 'Managing higher education provision with others'](#).

The QAA also review higher education providers (including Middlesex and The Minster Centre) to ensure that it is operating in line with the Quality Code and providing the best academic experience for its students. The Minster Centre underwent a review for educational oversight by the QAA in 2017. The report of the review is available in full [here](#).

You can also view our QAA Action plan [here](#)

You can also 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>

The QAA published a subject benchmark statement for Psychotherapy and Counselling in 2013. This can be accessed at <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-counselling-psychotherapy.aspx>

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ACADEMIC CALENDAR

The calendar for the 2017/18 academic year, including all term dates, deadlines, weekends, Board of Study and Assessment Board dates is available on the calendar on the student intranet <http://minsterstudents.co.uk/home/calendar/>. If there are any date changes these will be made on the intranet calendar so please check crucial dates such as written work deadlines there.

TERM DATES

First Term: Monday, 25th September to Friday, 8th December 2017
Half term 23rd October to Friday 27th October 2017

Second Term: Monday, 8th January to Friday 23rd March 2018
Half term 12th to 16th February 2018

Third Term: Monday 23rd April to Monday 9th July 2018
Half term Monday 28th May to Friday 1st June 2018
Bank holidays: Monday 7th May 2018
Monday 28th May (within Half Term)

COURSE WEEKLY TIMES

First Year (of MA) Wednesdays 9:30-6pm, 10-6:30pm or 12 noon to 8:30pm
Finalists Weekend Modules & Supervision (times to be selected from options)

COMMITTEE & ASSESSMENT BOARD MEETINGS

Board of Studies Tuesday 7th November 2017, 10.30am – 12pm.
Wednesday 28th February 2018, 10.30am – 12pm.
Thursday 14th June 2018, 10.30am – 12pm.

Assessment Board

Friday 14th February 2018.
Friday 7th September 2018.

ASSESSMENT SCHEDULE

Year 3 (Year 1 MA/Advanced Diploma)

AAI Reflective Account	13th December 2017
Clinical Practice and Supervision Portfolio	Two Supervision Journals 13 th December 2017 Two Supervision Journals 21 st February 2018 One Supervision Journal 6 th June 2018 Log of clinical hours 6 th June 2018 You can hand two examples of clinical notes to your supervisor at any point in the year
(Dissertation Research Proposal)	21 st Feb 2018 (or 3 rd October for February 2019 Dip Con qualification) (but see below for implications for Dissertation submissions) For 16/17 third years 4 th Oct 2017 for Feb 2018 qualification, 6 th December 2017 resubmissions.
Contemporary Theories Essay	4 th April 2018
Personal and Clinical Integration Reflective Account	6 th June 2018

Finalists

Long Case Study & Short Case Report	13 th June 2018
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Live Assessment dates	July 2018 (exact dates to be advised)
(Dissertation Research Proposal if not submitted previously)	4 th Oct 2017, 21 st Feb 2018 or 3 rd Oct 2018 (but see below for implications for Dissertation submissions)
Dissertation	9 th July or 7 th December 2018
Finalist Last Deferral Date	1 st May 2018

Note on submission dates for Research Proposals and Dissertations

Research Proposals

There are two dates for submission of Research Proposals in February and October. The Research Proposals are marked and moderated and then, if passed, approved by the Research Ethics Committee which means that you will normally receive the results six weeks after submission. Dissertation research must not be started until the Proposal is passed and signed off by the Research Ethics Committee.

If all Diploma in Counselling work has been completed, the student may receive their Diploma after the relevant Assessment Board, which is in September for the February submissions, and in February for the October submissions. The Graduation event then follows.

Students need to consider carefully when they want to submit the dissertation as this may inform their submission date for the Research Proposal. It is important to remember that the dissertation is a long piece of work. You should plan on the dissertation research taking at least six -nine months and sometimes longer depending on individual circumstances. Aids to Study gives recommended timetabling and you will need to agree a clear timetable with your dissertation supervisor. Minster cannot guarantee dissertation supervision arrangements for students who leave less time than this as it puts both the student and supervisor under pressure.

Dissertation Research

There are currently two dates for submission of Dissertations per year. These are in July and December. The Dissertations are marked by two markers, who then agree their final mark, and they are then seen by the External Examiner. The marks are not released until after ratification at the relevant Assessment Board which is in September for dissertations submitted in July, and in February for dissertations submitted in December. Graduation follows the spring after the Assessment Boards.

In planning their work, as stated above, students need to leave enough time to do the dissertation. It is normally not possible to do a dissertation in less than six-nine months and it sometimes takes longer, depending on individual circumstances. For further discussion of this please see Aids to Study.

CONTACTS, COMMUNICATION & DATA

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

Rory Page

Tel: +44 (0)20 7644 6246

Email: roly@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

Middlesex University Link Tutor

David Henderson

Minster Centre Institution Link Tutor

Alyson Jaffe

Email: Alyson@minstercentre.org.uk

Teaching staff (*in alphabetical order*)

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 training office.

Shoshi Asheri

Tutor: Personal & Clinical Integration;
Tutor: Sexuality weekend

Dr Claire Asherson Bartram

Marker; Dissertation Supervisor

Poppy Bannerjee

Tutor: Working with Domestic Violence; Finalists

Pushan Bhatia

Clinical Supervisor

Anja Boelkow

Clinical Supervisor, Third Year

Patricia Bonnici

Tutor: Research Proposals
Dissertation Supervisor

Nancy Browner	Clinical Supervisor, Third Year and Finalists
Stephen Callus	Clinical Supervisor, Third Year
Roz Carroll	Tutor: Contemporary Theories of Psychotherapy
Dr Angela Cotter	Head of Research Tutor: Research Methods and Ethics 2, Developing Research Proposals, Third Year Turning Research Proposals into Action, Finalists Dissertation Supervisor, marker & moderator Member Ethics Committee
Sue Daniels	Head of Finalist Years Clinical Supervisor Finalists
Julia Denington	Tutor: Eating Disorders & Self-Harm weekends; Clinical Supervisor, Finalists
Michael Dewan-Herrick	Clinical Supervisor, Third Years
Rory Elliott	Head of Finalist Years Clinical Supervisor, Finalists
Harriett Goldenberg	Clinical Supervisor, Third Year, Dissertation Supervisor
Mark Gullidge	Clinical Supervisor, Third Year, Finalists
Meera Kapadia	Tutor: Working with Adolescents weekend; Finalists
Dr Werner Kierski	Dissertation Supervisor
Jim Kuykendall	Tutor: Death & Bereavement weekend
Rosemary Lodge	Dissertation Supervisor
Paul Martin	Clinical Supervisor, Dissertation Supervisor Tutor: Introduction CBT Theory and Skills; Finalists
Christina Mason	Dissertation Supervisor
John Andrew Miller	Dissertation Supervisor
Brigitta Mowat	Tutor, Personal and Clinical Integration
Rosalind Pearmain	Tutor: Research Dissertation Supervisor
Philip Reilly	Deputy Director of Training; Tutor: Assessment & Psychiatry Today weekend; Finalists

Tamar Posner	Dissertation Supervisor
Sophia Prevezanou	Tutor: Transpersonal Approaches to Psychotherapy; Finalists
David Sichel	Dissertation Supervisor
Felicia Smith-Kleiner	Dissertation Supervisor
Valerie Thomas	Tutor: Research Dissertation Supervisor
Leticia Valles	Clinical Supervisor, Third Year & Finalists
Peter Walters	Clinical Supervisor, Third Year & Finalists
Bridget Townsend	Tutor: Working with Refugees
Martin Weegmann	Tutor: Introduction to Group Work weekend; Finalists
Philip Wood	Head of First Year MA/Head of Supervision Clinical Supervisor Tutor: Integrative Diagnosis & Treatment, Severe Presentations weekends; Tutor: Running a Successful Practice weekend; Finalists
Jake Yearsley	Tutor: Gender Diversity and Further Sexualities; Finalists
Judy Yellin	Tutor: Contemporary Theories of Psychotherapy
Minster Centre Psychotherapy and Counselling Service Co-ordinator Jane Knights	Jane@minstercentre.org.uk

Placements Officer

Leon John Leon@minstercentre.org.uk

Administrative staff

Rory Page Registrar
Email: rory@minstercentre.org.uk

Betti Urmos Admissions Officer
Email: betti@minstercentre.org.uk

Miranda Boll Training Administration Assistant
Miranda@minstercentre.org.uk

Naomi Weir , Jo Harris Receptionists (Building, room bookings, messages)
Gvette Shillingford Email: reception@minstercentre.org.uk

Polly Mortimer Librarian
Email: librarian@minstercentre.org.uk

Justine Walsh	Operations Manager Email: justine@minstercentre.org.uk
Penelope Edgar	Operations Assistant (Fees) Email: penelope@minstercentre.org.uk
Steven Zegarac	Finance Manager Finance@minstercentre.org.uk
Stuart Bell	IT Officer Email: stuart@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 similar emails reach you in future.

The Intranet and Minster Centre Moodle

The Minster Centre intranet contains important information including:

- This Handbook
- Information relating to each year of study
- Reading lists and further guidance for individual 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

We are in the process of moving this information over to a Moodle site which will give us more capacity to share targeted information and resources. For the first part of the academic year Moodle will run in parallel with the Intranet. Once we have refined the Moodle site, with your and training staff feedback, and are satisfied that it is stable and holds the information needed we will take down the existing intranet. The Minster Centre Moodle site can be accessed at: <https://moodle.minstercentre.org.uk>

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
- 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.

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

HESA is the official agency for the collection, analysis and dissemination of quantitative information about higher education in the UK . As the Minster Centre currently holds Specific Course Designation so that students on the MA courses can access Disabled Students Allowance (DSA) and Postgraduate Loans we are. 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).

<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

We are not currently required to pass data about 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 as this only applies to undergraduate degrees at present, but we may be required to do so in future if the scope of the survey is extended. 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/) .

If required 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 Centre to use your personal data in any of these ways, you should write to the Registrar (rory@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 (roby@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.

PROGRAMME DETAILS

Your programme

First Year MA (& Third year of the Advanced Diploma in Integrative Psychotherapy)

Admission requirements

To enrol for the MA you must have successfully completed years 1 & 2 of the Minster Centre professional qualification programme including an end of year assessment recommending continuation onto the MA and, normally, a minimum of 50 hours of clinical practice. Alternatively you can be admitted directly to the MA which requires having previously studied psychotherapy and counselling to an equivalent standard (usually to at least Diploma in Counselling level), having studied modalities which are compatible with and will support learning in the Minster Centre Integrative approach; having significant clinical experience of providing counselling and psychotherapy (at least 150 hours); and being able to demonstrate extensive self-development activity (usually obtained through recent one to one personal therapy of at least 80 hours.) Students who do not have a first degree will need to demonstrate that they can produce work to MA standards, either through results in the first two years of Minster Centre professional training or through the standard of their work on equivalent courses.

First Year MA		
Weds 10-12.30 & 1.30-4.00 or 12-2.30 & 3.30-6.00 3 x 10 wk terms	<p align="center">Contemporary Theories of Psychotherapy 30 weeks x 2.5 hours</p> <p align="center">30 credits at Level 7</p>	<p align="center">Personal & Clinical Integration 30 weeks x 2.5 hours</p> <p align="center">30 credits at Level 7</p>
Supervision Groups Weds start times at 9.30, 4.30 or 6.30	<p align="center">Clinical Practice and Supervision 1 35 weeks X 2 hours (or 1.5 hours if in groups of 3) in-house supervision (weekly term-time plus 5 sessions of supervision in holiday breaks) Plus ongoing clinical work (normally with at least 2 training clients) Ongoing practice assessment of clinical tapes, goldfish bowls and supervision logs</p> <p align="center">30 Credits</p>	
At times determined by student	Clinical practice with training clients and in placements	
Weekends See intranet calendar for dates	+Specialist training days at weekends – <i>Weekend teaching provides opportunities to review and enhance your grasp of theoretical concepts, to develop your capacity to apply them in clinical practice, to enhance your overall learning skills and to develop research skills.</i> Research Methods & Ethics 2, Integrative Diagnosis + Treatment, Sexuality, Death + Bereavement, Severe Presentations and the use of drugs, Developing Research Proposals (Plus optional Research Proposal Surgery Total 72 hours.(75 with optional half day)	
<p>Assessment: The curriculum for the whole course is designed to help you develop the knowledge, skills and aptitudes necessary to practice as a psychotherapist. The modules are designed to be complementary, working together to develop and enrich your skills and knowledge and to support integration. The assessment processes are 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. Your readiness to progress to the following year will also be considered in the final term by all the training staff who have worked with you – considering your overall contributions to all sessions and your written work, they will assess you against the cumulative Overall progression criteria for this year and preceding years (see section in this Handbook). You must also meet the 80% attendance requirement and have had 40 hours of personal therapy during the year.</p>		

Total hours:

Theory seminars 150

Supervision 70 (or 52.5 if in group of 3) plus ongoing clinical practice

Weekend days 72 (mix of theory, skills and experiential training) or 75 with optional half day

Total tutor contact hours 295 max, 274.5 min, total teaching hours 222 (or 225 with optional half day)

Private study – several hours reading per week plus preparation for presentations and supervision and work submitted for assessment. As a guide 300 hours total study time (taught plus private study) is normally expected per 30 credit module by Universities.

Finalist work

Range of times and groups (to be allocated by Head of Supervision)	<p style="text-align: center;">Clinical Practice and Supervision Module 2</p> <p style="text-align: center;">35 weeks X 2 hours (or 1.5 hours if in groups of 3) in-house supervision (weekly term-time plus 5 sessions of supervision in holiday breaks) Plus ongoing clinical work (normally with at least 2 clients) Ongoing formative assessment of clinical tapes, goldfish bowls and supervision logs 30 Credits</p>
At times determined by student	Ongoing clinical practice with training clients and in placements
At times determined by student	A mental health familiarisation placement (MHFP) (50 hours minimum) (see guidance starting in this handbook)
Weekends 8 core days + 6 to be chosen from options. See intranet calendar for dates	Professional training days at weekends <i>Weekend teaching provides opportunities to review and enhance your grasp of theoretical concepts, you have covered in the main modules, to develop your capacity to apply them in clinical practice, to enhance your overall learning skills and develop research skills..</i> Compulsory: Gender Diversity and further sexualities, Turning Research Proposals into Action and Writing a Dissertation, Psychiatric Assessment Today, Self-harm and Suicide, Running a Successful Practice. Options: Eating Disorders, Working with Adolescents, Dissertation Research, Groupwork, Transpersonal, Introduction CBT Theory and Skills, Working with Refugees, Working with Domestic Violence (84 hours)
Students who exit without completing the dissertation may be awarded a Post Graduate Diploma	
At times determined by student	<p style="text-align: center;">Dissertation</p> <p style="text-align: center;">15,000 words (7 hours of dissertation supervision available) Students may submit their 3000 word research proposal for ethical approval in year 1 or 2 see research module guide on the Intranet for further guidance. 60 credits</p>
<p>Total hours: Weekend days 84 (mix of theory, skills and experiential training) 7 hours dissertation supervision 70 (or 52.5 in group of three) supervision 50 hours (min) Mental Health familiarisation placement Ongoing clinical practice Total tutor contact hours 161 max, 143.5 min, total teaching hours 91. Private study – preparation for supervision and live assessment and research preparation and writing of a 15,000 word dissertation and 2 case studies (1 x 2500 words and 1 x 7,500 words). As a guide 100 hours total study time (taught plus private study) is normally expected per 10 credits by Universities.</p>	

Assessment: The curriculum for the whole course is designed to help you develop the knowledge, skills and aptitudes necessary to practice as a 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 also submit a reflective account of your MHFP which will be assessed against the outcomes provided on page 27 of this Handbook. You must pass all these pieces of work. Your readiness to qualify will also be considered in the final term by all the training staff who have worked with you – considering your overall contributions to sessions, they will assess you against the Final and all preceding years' overall progression criteria (see section in this Handbook). You must meet the 80% attendance requirement and have had 40 hours of personal therapy.

Other requirements for completion

- 450 supervised clinical hours (evidenced in a log of clinical hours)
- Registration with Middlesex University (for the MA)

For further details of modules see the Module Narratives at the end of this Handbook and the relevant sections of Minster Moodle <https://moodle.minstercentre.org.uk/login/>.

Fees

The fees for the MA/ final years of the Advanced Diploma 2017/18 are:

	Course fee	Enrol	Total
Minster Centre Enrolment Fee (paid annually by all students)		£300	
Plus one of the following			
1st Year (MA/Adv Dip) Minster Fees	5,542	300	5,842
Final Year (MA/Adv Dip) Minster Fees	3,415	300	3,715

MA Registration Fees

Students who register for an MA will pay an MA Registration fee in both years. The fee is set by Middlesex University and is handed over to Middlesex by the Minster Centre. These fees cannot be refunded. In 2016 the fee will be (plus 10% for late registrations)	£690
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Students wishing to complete the Diploma in Integrative Counselling concurrently at the same time as studying for the MA/Adv Dip will pay an additional fee on top of their MA/Adv Dip fees of	£563
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What is included in your fees

Course fees include contact training hours, coursework assessment, clinical supervision of work with training clients, one DBS check and client referrals. Tuition fees do not include personal therapy, placement supervision, any additional costs associated with placements, the provision of consulting rooms for seeing training clients, or assessment of resubmitted coursework. The Minster Centre Enrolment Fee contributes to common room facilities and refreshments, access to the library and on-line resources, basic administration and insurance for the Minster Centre Psychotherapy and Counselling 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, to placements and to therapy. Depending on the topics you choose for your written assessments you may need to access books, articles or other resources through the British Library or other specialist

Once you have an Agreement to Practice you will need to arrange private supervision for any private clients.

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.

Please see the Fees sheet and your payment agreement form for further information.

Deposits and Payment Arrangements

In 2017/18, if accepted into the First Year of the MA as an APEL student or returning to the Minster Centre after a break or temporary withdrawal, students pay a **non-refundable** deposit of £700. Students progressing directly from Minster training and progressing between years pay a **non-refundable** deposit of £300 to secure their places in the following year. Deposit levels are subject to change between years. 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 29th Sept 2017, 12th January 2018 and 27th April 2018; or ten equal payments to be made monthly by standing order September 2017 to June 2018 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 penelope@minstercentre.org.uk for further information.

Please add a reference with your surname and statement number 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 Penelope 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 Penelope Edgar (penelope@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 between years and return later. If you have Training clients we will provide sufficient supervision for you to bring the work to an appropriate end point and return them to the Minster Centre therapy service. 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.

You will find further information about the fund and how to apply on the intranet or contact rory@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.

Students are considered for bursaries at the time of application to the Minster Centre 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
- You take out the loan with the bank and agree to their repayment conditions.

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

Postgraduate Loans

Students registered on the MA may be eligible for Postgraduate Loans. These are Government funded student loans for students on Masters courses. There are personal eligibility requirements which are determined by the Government, for instance you have to be under 60 and not already have an MA. For more information about the loans and how to apply see: http://media.slc.co.uk/sfe/nysf/pgl/sfe_pgl_main_guide_1617_d.pdf and <https://www.gov.uk/postgraduate-loan/overview>

Your timetable

You will find your course timetables on the student intranet.

If you have any queries about your timetable then please contact your Head of Year or the Registrar, Rory Page rory@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 2017-18 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.

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 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. If you miss more than 20 per cent of any module or group – including experiential training groups and supervision groups – you will be given a grade X for that module and will not have your work assessed. In order to complete the course you will be required to retake the module or group and this is likely to mean retaking a part or whole year before progressing. If, for reasons of ill health or other personal difficulty or religious observance, you arrange in advance with the agreement of the tutor involved and the help of a fellow student to share parts of a theory module through note-taking and/or recording, you will not necessarily be held to be absent. This may not be done for more than two sessions in total, and is subject to prior approval. Such arrangements may not be applied to experiential training groups, skills groups and supervision groups, the personal and clinical integration module or, normally, to weekends.

The definition of the X grade is “ineligible for assessment due to unsatisfactory attendance/participation but may be retaken with permission”. It is not a punishment for poor attendance but recognition that you have not been able to prepare yourself for assessment because you did not attend enough of the module.

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.

Weekend attendance

You should register for weekends on the intranet. We need to know who is attending each weekend so we can organise rooms, teaching materials and make sure no group is too large or too small for the study planned. We also sometimes have to organise groups to avoid dual relationships. If you are unable to attend a weekend for which you are registered please give us as much notice as possible; if the workshop is an integral part of the course you will normally be required to attend at a later date. Failure to give adequate or any notice of non-attendance may lead to you being charged for the weekend but not credited with attendance. If the same weekend is being run more than once you may be able to organise an exchange of places with another student on the alternative dates. If you do this please inform the Registrar by email, rorry@minstercentre.org.uk so we can let the tutor know what is happening. Please do not turn up for a weekend for which you are not registered. If your unplanned attendance makes the teaching group too large or otherwise creates difficulty for the tutor or other students you will be asked to leave.

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

If you do not attend this will affect your fellow students and impact on the 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.

Concurrent Diploma in Counselling

If you are following the MA/Adv Dip programme and have completed the first two years of training with us, you can opt to take the Diploma in Counselling Qualification (accredited by BACP) during the first year of the MA. To complete this qualification you will need to submit a process report and pass a live assessment in addition to successfully completing all your other work for the year (including the research proposal). You will also need to have accrued 150 supervised hours of practice. For full details of this option see the Diploma in Counselling Handbook. There is an additional fee for taking this qualification, this covers administration, oversight by the External Examiner, the costs of the live assessment and the maintenance of BACP accreditation of the course. Students who join the MA/Adv Diploma through Accreditation of Prior Experience or Learning (APEL), or joined the professional training in the second year of Minster Centre professional training can still submit for the Diploma in Counselling but are not eligible to obtain a BACP Accredited qualification. This will mean that if you want to obtain BACP registration you will need to sit an additional BACP ethics and competency test and if you want to become a BACP Accredited

Counsellor you will need to provide evidence that the training you have completed meets their criteria.

Finishing years

Although it is possible to complete your MA in two years, many students choose to spread the final year over two years, allowing them more time to complete the academic and clinical work. If you wish to extend your studies beyond that you need to contact your Head of Year to discuss your situation and agree a formal further extension (see deferrals below). Please be aware that there is a maximum period of registration for the MA of 5 years.

Your programme feedback- how to help enhance your course

Your feedback helps us improve what we offer. We use it to identify changes and build action plans to implement those changes with the intention of enhancing the experience of training at the Minster Centre. Examples of enhancements made as a result of student feedback in recent years include: changes to the building to make it more accessible to students with disabilities, appointment of a disability co-ordinator; revision of reading lists to include more, and more contemporary, resources on diversity; improved navigation of information in Handbooks and Aids to Study.

Please talk to your tutors or Heads of Year about anything you think 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 of your programme. 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 groups of students may be having on the course but is also an opportunity for student representatives and staff to talk about things that are going well and future developments. 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 student intranet. The minutes are also considered by the Minster Centre Training Committee and School of Science and Technology at Middlesex University as part of the annual report.

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 for each year** by the end of week 2 to ensure that the interests of students on the programme are represented. Your Head of Year

will remind you to select representatives who should then inform the Training 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. Minutes of Board of Study meetings are available on the intranet and will be added to Minster Moodle.

Meeting dates

Tuesday 7th November 2017, 10.30am – 12pm.

Wednesday 28th February 2018, 10.30am – 12pm.

Thursday 14th June 2018, 10.30am – 12pm.

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/>.

Quality Committee

This is a new overarching committee set up to take an overview of actions to improve the quality of what we offer based on feedback from all sources including students, staff, graduates and members, partners and external reviews. It will meet termly and includes student, staff and graduate representatives. It is chaired by Alyson Jaffe:

Alyson@minstercentre.org.uk

Student surveys

Feedback forms are distributed after each weekend workshop; you may include your name on the forms 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 programme of study and your 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.

The feedback will be seen by the Director and Deputy Directors of Training, Head of Years, 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 time to fill in the 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 and will be reported upon during the quality/annual monitoring process. Charts summarising the feedback will be made available together with more information about how we have responded are available on the Intranet and will be added to Minster Moodle as we develop it. Student representatives will be asked to let us know how useful these are to students. The whole feedback process will also be reviewed

on a regular basis, to ensure that it is effective in helping provide a good quality experience for students.

How we consider your feedback

The feedback you give through your student reps, through surveys and at Boards of Study meetings plays an important part in reviewing the MA in Integrative Counselling and Psychotherapy both during the year and at the end of the academic year. We regularly make changes to the programme and facilities as a result of student feedback. 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 more tables in student kitchens.

How your Programme is Quality Assured

The terms 'quality assurance', 'academic quality', 'academic standards', although management jargon, are important in Higher Education. In this context

'**Quality**' refers to how well The Minster Centre and Middlesex University supports you in your learning and covers the following areas: the teaching, the support available, the resources available, and how you are assessed.

'**Standards**' refers to the level of achievement you need to succeed on your course and get your qualification. Standards should not vary from one higher education provider to another.

Having both quality and standards means that you and everyone else can have confidence in your degree and your education.

Quality assurance is therefore mainly about maintaining standards and ensuring you have the best possible experience at The Minster Centre. Middlesex University has a range of quality assurance processes and procedures which include the following:

- Institutional Approval – This is the process that confirms whether Middlesex University will enter a partnership.
- Programme approval and validation –The process a programme must go through before it can run.
- Collaborative review – A process which looks at programmes every 6 years to see how they have been running.
- Annual monitoring – How the University reviews how programmes are doing every year.
- [External Examining](#) – Independent moderators who help ensure academic standards are being met but are also comparable nationally.
- [Student feedback](#) and representation – This includes student surveys, Boards of Study and student representation.

Further information on quality assurance and enhancement can be found here:

<http://unihub.mdx.ac.uk/your-study/ensuring-quality>

Complaints

If you have 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 automatically 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 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.

The complaints and grievance procedures of the Minster Centre must be followed and have been fully exhausted before you can follow the Middlesex University "Complaints in relation to collaborative partner institutions" which can be found in the [Middlesex University regulations](http://www.mdx.ac.uk/regulations): www.mdx.ac.uk/regulations.

The Centre also subscribes to the Office of the Independent Adjudicator for Higher Education. Please see <http://www.oiahe.org.uk/> for more information.

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PROFESSIONAL, STATUTORY AND/OR REGULATORY BODY REQUIREMENTS

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. All formal research

undertaken in Minster's name must be approved by the Research Ethics Committee. Further information about the process involved in seeking approval is available from Angela Cotter, Chair of Research Ethics Committee, & Rory Page, Registrar.

NB. During the first year of the MA students will be provided with training and support about the process of submitting a proposal for their dissertation research to ensure that the proposed research is attainable and ethical. Students may submit a 3000 word research proposal for approval in the first or second year of the MA.

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 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.

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 being confidential 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. Please also take care not to put names or other identifying information into notes or recordings in case they are accidentally mislaid or stolen and pay attention to keeping them secure.

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.*

Supervised hours of practice

You require 450 hours of supervised practice to obtain the MA. This is also the clinical practice hours required for UKCP registration. At least 100 of these hours should be with Minster Centre supervised Training client(s) – ideally this would mean having at least 2 Training clients. One of these clients must have received at least 40 hours of therapy. The total hours will normally be obtained through a combination of seeing training clients and external placements. More information about placements and training clients follows later.

It is very important that you make sure that across all your client work (training, placement and private) you are getting a minimum of one hour or supervision for every six hours of client contact. This is the Minster Centre's minimum standard and is the expectation of the UKCP until at least one year after qualifying for the Advanced Diploma/MA. If you are below this number then you must arrange for extra Supervision, or up the Supervision that you presently have and do so as soon as possible.

You must maintain a log of your clinical hours which will need to be submitted in order to obtain your qualification. The format for your log is available on the intranet.

If you cannot complete the requisite number of hours by the end of your course you can apply for an extension to continue to accrue clinical hours after you have submitted your written work.

It is your responsibility to monitor your clinical hours and arrange a tutorial with your Head of Year if you believe you will not complete the clinical hours until after you have completed all your other work. Circumstances that will justify an extension include: problems in a placement in terms of delivering enough opportunities to practice; high number of DNAs due to client group e.g. substance misusers; changing placement agency; unavoidable delays in securing a placement. Personal circumstances could include: pregnancy, breaks in clinical work due to illness or otherwise not being fit to practice. You and your Head of Year will agree an extension period and the supervision arrangements appropriate to the circumstances, usually of up to one year from the date of the final training day. You should complete a clinical hours extension form (available from the Intranet) during the tutorial meeting and a copy will be placed in your student file. Support will be put in place for the

time required to complete the extension and you should discuss the appropriate form of support at the tutorial. Depending on the circumstances and number of hours to be completed, this could include regular phone contact with a designated tutor to review progress and email contact for queries and ongoing support, or remaining in a Minster Centre supervision group.

At the end of the extension the student will need to inform the Head of Year and submit the clinical hours log. If a further extension is requested, this can only be considered in exceptional circumstances and this will be considered by the Head of Year.

Finalist Supervision Requirements

Prior to submitting and passing the Case Studies and Live Assessment

All students will normally be in Minster Centre group supervision for training purposes. Assessment of supervision will be both formative and summative. Weekly formative verbal feedback will be given in sessions, and summative assessments will be written in response to the self-assessments.

All students in Minster Centre group supervision must submit a mid-year and an end of year self-assessment which is then responded to by the supervisor. The mid-year self-assessment is to be handed in before the February half term and supervisors will respond within two weeks. The end of year self-assessment is to be handed in after the May half term with tutors responding before the end of term. This is not intended to be an onerous task and is in line with the second-year supervision self-assessments.

All students will continue with the Supervision Journal (of around 500 words) to be submitted weekly - formative feedback on these will be given by supervisors, in the first term, and thereafter as needed. At the end of the year the students overall use of supervision and participation in the group, their logs and their self-assessments will form the basis of a final summative assessment

All students will continue with both their clinical hours record and their contact notes and must get these signed off by their supervisors by the end of the year.

Once case studies and Live Assessments are successfully completed but prior to qualification with MA/Adv Dip.

Students in their 5th year or beyond who have successfully completed their finalist cases studies and live assessment and where there are no significant concerns about your practice may apply to have a Minster Centre Approved external supervisor. This should be someone familiar with Minster Centre training requirements and may be a member of the Minster Supervision team. They will remain your training supervisor until you complete your training. 5th year trainees must have a minimum of 30hrs of 1-2-1 supervision with their agreed supervisor in the academic year or 1 hour of supervision for every 6 hours of client contact (UKCP standard) whichever is the greater of the number. For 6th year students, where there are no significant concerns in relation to your practice, we require you to have a minimum of 24 hours of 1-2-1 Supervision with your training supervisor spread through the year, or one hour per six hours of client work whichever is higher. In any case supervision contact should normally not be less than 2 hours per month

To obtain approval for external supervision you need to complete an external supervisor form (on the intranet) and have signed off by your Head of Year or Philip Wood (Head of Supervision). This must be done before supervision starts.

It is also possible to continue in a Minster Centre supervision group if you prefer.

If you start a Minster Supervision Group you will not normally be able to leave this group to organise private supervision until the following year.

Your Supervisor must be a UKCP accredited psychotherapist unless you have an agreement from the Head of Supervision to see someone who has equivalency of standing.

Do not arrange private supervision for the purposes of satisfying the training requirements without having written agreement to do this from your Head of Year or Philip Wood.

It is a UKCP requirement that you have some experience of 1-2-1 supervision before accreditation. There is no requirement as to how much of this you must have and it can be obtained in a placement, private or external training supervision. Keep a record of any 1-2-1 supervision you have.

Students in external training supervision should still complete end of year self-assessments - the format of which can be agreed with the supervisor. Supervisors will give summative feedback, where necessary raising concerns and recommendations as needed e.g. if there is a question around fitness to practice etc. and provide a copy to the Minster Centre in the form of a short assessment report to be returned annually until MA/Adv Dip qualification. It is your responsibility to ensure that your supervisor is aware of this requirement and is willing to undertake it.

Continuing Professional Development (CPD)

A Minster Centre qualification represents the first stage in your training as a counsellor and psychotherapist. However, the Minster Centre recognises the importance of further and continuous professional development – as an ethical practitioner you will need to continuously update your knowledge and skills to deliver the best possible therapeutic service to your clients. Professional Bodies, including BACP and UKCP require you to undertake CPD to minimum levels. See www.bacp.co.uk and (for UKCP) www.psychotherapy.org.uk. Towards the end of your training you will be supported in making decisions about how to develop your career. There are a range of possibilities open to successful graduates. Two important ones to consider are:

1. Working towards individual accreditation/registration with a professional body i.e. BACP and/or UKCP. Accreditation/registration are nationally accepted quality benchmarks for the profession and are often required in counselling/ psychotherapy job specifications.
2. Further training. This may take the form of progressing onto a further professional or academic qualification such as a supervision course at some point or you may consider short professional training courses offered in the field. Information can be found from a variety of sources including Minster Centre newsletters and notice boards, the BACP publication *Therapy Today* and the UKCP publication *The Psychotherapist*. Opportunities are also advertised on the BACP website, www.bacp.co.uk and the UKCP website www.psychotherapy.org.uk

Please note: *Students who progress onto the Minster Centre MA/Advanced Diploma, having completed the Diploma in Counselling, should be aware that their advanced studies can be regarded as CPD by BACP and their continuing client work can be counted towards the supervised practice requirements for individual BACP accreditation.*

UKCP registration

Students attaining the Minster Centre Advanced Diploma in Integrative Psychotherapy and Counselling may seek inclusion in the UKCP National Register of Psychotherapists through the Minster Centre. Successful completion of the course meets all the training requirements for registration. However please note:

In order to gain UKCP Registration you will need the following:

- To have successfully completed the Advanced Diploma in Integrative Psychotherapy and Counselling awarded by The Minster Centre.
- To have completed a minimum of 450 hours of supervised client contact, with a minimum of six clients. The 450 hours can include training clients seen during training at The Minster Centre, supervised clients seen on a placement approved by The Minster Centre and those hours of private practice accumulated since obtaining your Practice Agreement.
- Provision of a signed supervisor's report. For newly qualified therapists (and in the first year of post registration practice) the recommended ratio of supervision is 1 hour of individual supervision for every 6 client hours. In any case supervision contact should normally not be less than 2 hours per month. If you are uncertain about your supervision/client ratio, please contact Leon John. A record of some 1-2-1 supervision.
- Be seeing an average of at least 4 clients per week.
- Have professional insurance.
- To have accrued at least 50 hours per year of ongoing professional and personal development. If you have graduated in the last 12 months we recognise that you will be digesting the training material you have recently completed and may not be appropriate for you to do extensive formal training. Therefore, the CPD you have done may include self-development activities, reading etc. You will be expected to indicate how you plan to meet the CPD requirements in the coming year. Please note, The Minster Centre re-accredits annually and you will need to have a record of the CPD you undertake each year
- You need to have experience as a client of the approach of therapy that you will practice; for instance, to work with a client twice weekly, the therapist must have undergone twice-weekly therapy him/herself.

Full details of registration requirements and application procedures can be obtained from Leon John: Leon@minstercentre.org.uk

The UKCP Candidate in Training scheme

The UKCP has introduced a 'Candidates in Training' category. Pre-Registrants now have the chance to join an informal network where they can source information on training opportunities and career development.

Becoming a UKCP Candidate in Training offers these benefits:

- copies of *The Psychotherapist* magazine, published four times a year
- reduced fees for UKCP conferences and events
- the chance to join local, regional and on-line networks and special interest groups
- optional subscriptions to UKCP e-newsletters for updates on regulation, employment opportunities and other news
- discounts and introductory offers for professional journals and other publications.

Application forms can be downloaded from the UKCP website www.psychotherapy.org.uk.

BACP membership and accreditation

Students are encouraged to join the BACP. If you are studying for the Diploma in Counselling, Advanced Diploma or MA, you are eligible to apply for BACP Student Membership. See http://www.bacp.co.uk/join_bacp/ind_membership.php for further information. Student membership entitles you to BACP journals and information sheets and online resources. Some placements also require you to be a student member of BACP. Heads of Year will sign your applications.

Students who are awarded the BACP Accredited Minster Centre Diploma in Integrative Counselling can join the BACP register of Counsellors and Psychotherapists and may seek BACP accreditation, for which they must apply individually. BACP accreditation requires additional hours and written work beyond the Diploma in Counselling. (If you have joined the Minster Centre in the second year or later you are likely to need to take the BACP Certificate of Proficiency see accreditation under BACP training criterion 4.2.) See the BACP website for further information <http://www.bacp.co.uk/>. Students who progress onto the Minster Centre MA/Advanced Diploma, having graduated from the accredited Diploma in Counselling, should be aware that their advanced studies can be regarded as CPD and their continuing client work can be counted towards the supervised practice requirements for individual BACP accreditation.

Other professional organisations

Minster Centre UKCP registrants are eligible to apply for the European Certificate of Psychotherapy (ECP) awarded by the European Association of Psychotherapy (EAP). The aim of the ECP is to enable the mobility of psychotherapists within Europe and is awarded by the EAP on the recommendation of the UKCP. Details of how to make an application and the application forms can be found on the UKCP website.

Fitness to practice/professional capabilities

As a trainee and potentially, in future, as a qualified psychotherapist, 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:

“Our ethics are based on values, principles and personal moral qualities that underpin and inform the interpretation and application of our commitment to clients and good practice. Our fundamental values include a commitment to:

- Respecting human rights and dignity

- Alleviating symptoms of personal distress and suffering
- Enhancing people's wellbeing and capabilities
- Improving the quality of relationships between people
- Increasing personal resilience and effectiveness
- Facilitating a sense of self that is meaningful to the person(s) concerned
- within their personal and cultural context
- Appreciating the variety of human experience and culture
- Protecting the safety of clients
- Ensuring the integrity of practitioner-client relationships
- Enhancing the quality of professional knowledge and its application
- Striving for the fair and adequate provision of 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 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, change 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 you are 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 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 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 and other issues can lead to concern about ethical behaviour, fitness to practice or be in training.

If an agreed course of action cannot be reached or there has been a significant concern about ethical behaviour assessment of a trainee's fitness to practice or continue training will be carried out by a Fitness to Practice Panel (FtPP). The procedure for Fitness to Practice Panels is available in Part 3 of this Handbook.

Placements

In 2017/2018 students on the Advanced Diploma (Adv. Dip) and Masters courses need 450 hours of supervised practice in order to complete their course and qualify. Eligibility for UKCP registration also requires 450 hours. Students on the Counselling Diploma course need 150 hours of supervised practice in order to complete the course and qualify, going on to seek accreditation with the BACP has further requirements.

In order to accrue these client hours, you will need to work with training clients and volunteer on a clinical placement. You may, during your training, want to undertake two or more placements. Work with training clients (as opposed to placement clients) is audio-recorded and forms the basis of your written work. You will need to keep a track of all the hours you accrue, as you will need to self-certify your total hours when you qualify. The format for recording clinical hours is available on the intranet under forms.

This experience of, and evidence of competence to, practice with clients - rather than with your peers in training sessions - is an essential part of your training. It will include the making, maintaining and terminating of contracts with clients. Placement experiences will accelerate and deepen your professional learning and understanding, and serve to increase your employability. Placements are an opportunity to learn about working within therapeutic services and to make contacts with others in the field. Placements also offer an opportunity to work with particular presenting issues and to work with client groups who may not present in private practice.

Extensive information on Placements and working with Training Clients is available on the intranet (and will be on Minster Moodle).

Your readiness to begin to practice will have been assessed earlier in your professional training. Students who join via APEL will need to discuss readiness to start seeing training clients with their supervisor soon after they start the course.

Students on the MA/Advanced Diploma courses will also need to complete a shorter Mental Health Familiarisation Placement, usually in their Fourth year, unless they are exempt (see later on in this section).

Finding a placement

You will be responsible for securing a placement but will receive advice and guidance of the Placement Coordinator Leon John, Leon@minstercentre.org.uk and Head of Year. The Placement Coordinator can provide information, including a database of organisations offering placements and CV/interview advice.

Students must not start placements without having a formal discussion of their readiness to practice and obtaining a signed Readiness to Practice form. Normally this will be obtained in the first year or second year of professional training before the MA commences.

Details of new placement opportunities are displayed on the Placements notice board, and are emailed by the Placement Coordinator as they emerge throughout the academic year. The Placement Coordinator also sends out a database of organisations that offer placements to first years in their summer term (and anytime thereafter on request). Other sources of placement opportunities include: the BACP website (for student members only), MIND, drug and alcohol services, university counselling services, hospitals with psychotherapy services, women's centres, voluntary organisations, hospices, GP practices.

Criteria for a good placement

It is important that a student on placement is adequately managed and supervised - some placements are better than others in this regard.

Placements should have a system in place for assessing whether clients are suitable to be seen by trainees, and clients should be informed that they will be seen by someone who is in training. If a student, in a later stage of training, is involved with making assessments, the placement should offer adequate support/and or training for this.

Placements hold clinical responsibility for clients and, ideally, should provide supervision. The supervisor must be an experienced practitioner and registered with either the UKCP or the BACP or equivalent. Ideally, they should have completed a supervision training and/or have had considerable experience of supervisory work. Their theoretical orientation should also be compatible with an integrative training. Funding cuts in recent years means that students are sometimes asked to arrange for, and pay for, their own supervision. The Placement Coordinator can help with finding such a supervisor if need be, using the Minster Centre approved list. *Please see guidance for supervision on the intranet – on the 'Working with Clients' page.*

Insurance

You will need to check the insurance arrangements covering your placement work. Normally this will be covered by the placement's insurance: in some cases they will need you to have joined BACP as a student member in order to insure you. If a placement requires you to take out your own professional liability insurance please contact the Placement Coordinator who will advise you on how to proceed.

Placement paperwork

It is important to let the Placement Coordinator & office know when you start and finish a placement. We need to know where you are. There are three forms relevant for this, found on the upstairs landing or on the intranet/Minster Moodle for downloading:

1. **Minster Centre Placement Agreement Form** (to be completed by student & placement organisation & supervisor when the placement begins)
2. **Placement Closure Form** (to be completed by student & placement organisation & supervisor/manager when the placement ends)
3. **Client Hours Tracking Form** (to be completed and returned **at qualification**. This serves as a self-certified record of *all* clinical hours – i.e. placement and training clients.)

A note on hours

Please bear in mind the following:

- Telephone counselling hours are sometimes acceptable. They need to make up part of a clear contract of counselling/psychotherapy which might be specific to a placement (rather than befriending or advice or helpline work). The same applies to computer visual communication. Hours using email/online direct messaging are not acceptable. In all instances, the use of an alternative format for sessions must be discussed with your Minster Centre supervisor. There is more on this under 'Working with Clients' on the student intranet, Minster Moodle, and the Minster Centre Psychotherapy and Counselling Service Handbook.
- DNAs: you can include 10% of the occasions when your clients do not attend in your total of 450 hours for Advanced Diploma/MA qualification as long as you can demonstrate that this was discussed in supervision and the absences were

addressed in the therapeutic work (i.e. if you saw a client 20 times, and, as well experienced 10 DNAs – 1 of those DNAs could be included in the total – i.e. 21 hours). ***DNAs may not be included in your 150 hours for the Counselling Diploma.***

- Client hours for the Advanced Diploma/MA need to be with someone over 18 years of age and be one to one (i.e. not couples or groups).
- For the Diploma in Counselling hours with clients between 16 and 18 can be counted provided these were held in a Children and Young Persons (CYP) placement that has been approved by the Head of Supervision (as meeting criteria of providing sufficient additional training and adequate supervision for working with that client group.)
- If you have accrued client hours with clients under 16 before 2016/17 please contact the Head of Supervision to discuss your individual circumstances.
 - In cases where you have accrued hours with a client under 16 before 2016/2017 the following will normally apply:
 - “Client hours need to be with someone over 16 years of age and be one to one (i.e. not couples or groups). You can only include 10% of sessions with anyone under that age, in the same way DNAs are calculated.”

The Mental Health Familiarisation Placement (MHFP)

MA/Advanced Diploma students must also fulfil the learning outcomes for a Mental Health Familiarisation Placement (MHFP) set out below. This should be done through attendance of relevant teaching sessions and workshops, along with a placement. It is usually completed in the final year of training.

Why?

The general aims of the MHFP are to give students an opportunity to learn about the diagnoses, language, philosophy, treatment modalities, referral networks and medication used within psychiatric settings, and to gain some experience of being with people with psychiatric diagnoses.

This is very important for future practice even for those who do not intend to work within psychiatric settings. Students will need to make accurate assessments of referrals and know how to refer on clients with difficult presentations and access statutory services in emergencies. It is also important to develop an understanding of what it is like being a mental health service user.

How long?

The duration of the placement should be a minimum of 50 hours. The placement can be completed in various ways depending on what best suits the student and the placement provider. So it could be in a single block, or in several short blocks, or as a regular weekly commitment over a number of months.

Where?

The MHFP should be within a setting which enables the student to begin to recognise and have experience of major mental illnesses. This will require the student to spend time in such a setting in the role of observer or companion. Whilst the student would not normally be providing psychotherapeutic help they may become involved in providing simple skilled

help, such as relaxation or basic counselling, if deemed appropriate by the placement manager.

Additionally...

The setting should provide opportunities for discussion with staff involved in diagnosis and treatment. For example: psychiatric inpatient, community or day-patient services, community based charities concerned with rehabilitation and support, such as MIND, or other organisations offering help where the client group involves a large proportion who have mental health problems, such as homelessness charities. It would be very useful to have an identified, trained, mental health worker (e.g. Registered Mental Health Nurse, Social Worker, Occupational Therapist or Psychologist) who will act as a mentor.

It has become increasingly difficult to get placements in statutory mental health services. This is for a number of reasons including the intense pressure, financial and operational, that NHS mental health services are currently working under. Placements are sometimes more easily found from voluntary and charitable sector organizations (e.g. MIND, Rethink, Richmond Fellowship, supported housing providers and employment services organisations).

What should the placement contain?

You will need to provide evidence that mental health issues form the core of your experience during the MHFP. Ideally the placement will involve meeting with patients and psychiatric professionals and attendance at clinical discussions such as case conferences, ward rounds, and initial assessment interviews. It may be possible to (actively) participate in psychotherapy or other groups but the main focus of the placement will normally be observation, discussion and learning from others.

Minster Centre taught elements

The Minster offers students training on issues relevant to the MHFP (e.g. sessions on severe presentations, psychiatry, diagnosis and assessment, self-harm and suicide).

What are the intended learning outcomes of the MHFP?

1. To develop a basic understanding of psychiatry and the mental health system, the rights of service users and the psycho-social issues involved.
2. To develop a familiarity with the main principles of the mental health act and the procedures for the compulsory admission, detention and treatment of service users.
3. To enhance your ability to liaise with other mental health practitioners.
4. To develop a familiarity with psychiatric assessment and treatment practices.
5. To develop an understanding of administrative procedures of referral,
6. To develop an awareness of how a psychiatric diagnostic system, such as the ICD10 or DSM IV is used, and an understanding of how different diagnoses can lead to involvement in the mental health system.
7. To develop a familiarity with the different types of intervention used and their main side effects (e.g. medication, care planning, psychological therapies, electro-convulsive therapy (ECT))
8. To spend time with people who have been diagnosed with severe depression and psychosis so that you can increase your capability to recognise these in the future.

9. To develop an ability to empathise with clients who have been Mental Health Service users.

How to fulfil the learning outcomes

Students will fulfil the outcomes through a mixture of their experiences on their placement and teaching given by the Minster, supplemented by their own study, reflection and personal experience. Some outcomes can be met through the Minster teaching sessions e.g. knowledge of assessment, diagnosis, mental and personality disorders, mental health interventions. Others will mainly be achieved through the placement – outcomes 8 and 9 above. The MHFP will also be very useful in enhancing abilities in liaising with other mental health practitioners and observing and understanding procedures around referral, assessment and diagnostic procedures, procedures around compulsory admissions/‘sectioning’ and specific treatments (e.g. medication, ECT). The MHFP is essential in helping students experience and understand the psychiatric milieu, and the interplay between psychotherapy and the mental health system.

How to arrange a placement

The responsibility for arranging the placement lies primarily with the student.

The Placement Coordinator has some information on potential placements. Students are also encouraged to discuss possible placements with Minster tutors and supervisors and consult with other students and/or other personal contacts. The Minster can provide letters of recommendation and further information about the Minster, if necessary. Some clinical placements may be able to provide access to a MHFP.

Paper-work

On completion of their MHFP students will need to submit to the Head of Year and Placement Coordinator:

1. A MHFP Record Form signed by placement manager/relevant person
2. A Reflective Account: a written report of at least 1500 words of their experience which reflects how the student has met the learning outcomes.

Both these can be found in pigeonholes on the upstairs landing and on the intranet for downloading.

Exemptions

Students will be allowed an exemption from the MHFP requirement if they are currently working in a mental health setting or have worked in one in the last 5 years. Students will need to submit a reflective account (see above) based on their experience describing how they have met the MHFP learning outcomes. If you are in doubt about whether your current or previous experience would warrant an exemption please discuss it with your Head of Year.

Support during the placement

Many students who have done placements have said they found their placement very interesting and crucial in their development as a psychotherapist. Many also say they found the experience difficult and demanding. So it is important for students to think how they will

support themselves during the placement. It may be important to discuss issues in supervision and personal therapy.

Training Clients

Training clients refers to clients that students work with on a long-term basis, and audio record each session. Training clients are supervised in Minster Centre supervision groups. This work becomes the basis for written clinical papers for qualification – i.e. case studies and process reports and live assessment. Students work with training clients alongside their placements

The majority of students find their training clients through The Minster Centre's own Psychotherapy and Counselling Service (MCTS), although it is possible at times for a placement or a client seen in private practice to provide a suitable training client.

The MCTS is co-ordinated by Jane Knights and she can be contacted at jane@minstercentre.org.uk. An extensive MCTS Handbook which gives further information on how to apply for a training client and MCTS policies and procedures is available on the Intranet.



RESOURCES AND SUPPORT

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 currently access via a drop box system but will be added to Minster Moodle as we develop it.

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 2009 and is regularly being added to.

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 the librarian is present. The books are a shared resource belonging to all current trainees, future trainees and staff 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 Polly 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.
- 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. She is very happy to book one-to-one sessions on topics such as referencing, constructing bibliographies and literature searching. When Polly is not in she can be contacted 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.

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

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 main modules, and you will need to allow time and costs for accessing other resources, especially to support writing essays and dissertations on specialised subjects. Planning ahead so that you have time to access PLCS, inter-library loans through your local library and visit the British Library will help you reduce costs.

We do not have access to Middlesex University library.

Printing and photocopying facilities

Students have asked the Minster Centre to provide access to printing and photocopying facilities. You can request printing or photocopying by emailing reception on reception@minstercentre.org.uk with the document attached, or hand in a hard copy to the receptionist in person. Because there may be times where reception is very busy with printing and copying requests, for instance close to hand in dates, or with other work, we will need advance warning. To ensure that your work is ready by the time you need it, please make your request at least 24 hours in advance of when you need it. The 24 hours does not include out of term weekends. We may need to extend this time in the run up to written work submission dates.

The cost for printing / photocopying is 10p per sheet for black and white and 15p per sheet for colour. There will be a minimum charge of 50p per request. Payments need to be made when you collect your work. Reception will be able to provide a form that you can use to specify what you need.

Intranet and Moodle

Accessible versions of the information in this Handbook, Aids to Study and resources specific to your year of study and modules are available on the Minster Centre intranet. We have set up a new Minster Centre Moodle site <https://moodle.minstercentre.org.uk> which will run in parallel to the intranet until we are sure that we have successfully transferred all the information you need and it is running well. Minster Moodle will give us the capacity to provide more tailored information specific to you and your study groups. Once you have access to Minster Moodle which should be in the first term please provide feedback on anything that you are finding difficult or suggestions for improvements to Stuart Bell our IT manager stuart@minstercentre.org.uk so he can refine it.

Username and passwords

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

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 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 and staff who may be doing presentations.

Other facilities (including room hire)

Students 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/> .

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 and cannot locate it in the Handbook, Aids to Study or on the student intranet. As well as organising a formal one-to-one tutorial and class tutorials, 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 which may affect their capacity to study or complete assigned pieces of work *please see below*.

Link tutors

As stated on the front of this handbook the link tutor at the Minster Centre for the MA programme is Alyson Jaffe Alyson@minstercentre.org.uk and the link tutor at Middlesex is David Henderson. These tutors are jointly responsible for ensuring the MA programme is delivered according to the arrangements agreed when it was approved. Both link tutors attend the Board of Study meetings where they hear the views of students on the programme, however you can contact either if you have a query or suggestion.

Training Admin office

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

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. If you supply it in your application form in the first instance this information will be shown to our Learning Support Co-ordinator, Alyson Jaffe. If she feels it is necessary to facilitate your admission interview, the tutors conducting your interview will also be told of your specific needs, with your consent. 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. However, if you have not previously told us about your needs or have needs that have developed recently please contact Alyson Jaffe, alyson@minstercentre.org.uk

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

The following organisations have lists of qualified assessors:

- The Association of Dyslexia Specialists in Higher Education (ADSHE): [email](#) or [access on-line](#)
- The Professional Association of Teachers of Students with Specific Learning Difficulties (PATOSS): [email](#) or [access on-line](#)
- The Health Care Professions Council (HCPC) for educational psychologists [HCPC website](#).

If you have a long-term health condition or disability, please provide us with information about your specific needs at application, 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 have not previously told us about a disability or health condition, you develop one during your training, or your circumstances change, 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.

Learning Support Co-ordinator

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 Learning Support 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 reflects 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

Funding for Support

- **DSA: Disabled Students Allowance**

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

What is DSA?

DSA is support for UK higher education students to pay for the additional costs you might have as a result of your disability. You can apply for a Disabled Students' Allowance (DSA) if you have a disability, including a:

- long-term health condition (for example diabetes, cancer, CFS/ME, epilepsy)
- mental health condition (for example psychosis, depression, anxiety)
- specific learning difficulty, e.g. dyslexia
- Mobility, hearing, sight impairment
- Autistic Spectrum Condition including Asperger's Syndrome

How do I know if I am eligible?

You must be a UK student and your condition must meet the definition of a disability under the Equality Act 2010.

For more guidance about this please follow the link below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/570382/Equality_Act_2010-disability_definition.pdf

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

- 'substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed, attending lectures and seminars, concentrating or taking notes
- 'long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection, chronic mental health problems, Autistic Spectrum Condition

What can I expect from DSA?

Disabled Students' Allowances (DSAs) are paid on top of your other student finance. They help you pay the extra costs you may have because of your disability. They do not have to be repaid.

How much you get depends on your individual needs - not your household income. If you're a part-time student your '[course intensity](#)' can affect how much you get.

The support you'll get depends on your individual needs not on your income.

Proving your eligibility

You must provide a report or letter stating that you have a condition that is substantial and long lasting in order to apply for DSA

Condition	Proof
Disabilities or long-term health condition	Report or letter from your doctor or consultant - you can also fill in the disability evidence form (PDF, 496KB)
Mental-health condition	Report or letter from your doctor or consultant - you can also fill in the disability evidence form (PDF, 496KB)
Specific learning difficulty like dyslexia	A 'diagnostic assessment' from a psychologist or suitably qualified specialist teacher - you'll need to get reassessed if you had this done when you were under 16

Booking your needs assessment

After you receive the approval letter, you can go ahead and arrange your Needs Assessment. You can choose any DSA Needs Assessment Centre that best suits your location from the DSA- QAG (Disabled Students Allowances Quality Assurance Group) Needs Assessment Centre Directory

<https://www.dsa-qag.org.uk/>

Your DSA

Provides useful information on: Student Finance, Work grants, Specialist Support, and Assistive Technology.

They produce easy to follow, step-by-step guides for: The Disabled Students' Allowance (DSA) and Access to Work (AtW), including contact directories for: Diagnostic Assessments, Needs Assessments, Assistive Technology, Specialist Support, and Assessments for Work

<http://www.yourdsa.com/>

Further information and applications 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

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/>

To find a DSA Study Needs Assessment Centre

<https://dsa-qag.org.uk/students/find-assessment-centre>

- **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.

- **Epilepsy**

Young epilepsy is primarily aimed at young people but it has some very useful information for anyone living with epilepsy who is studying in higher education

<http://www.youngpilepsy.org.uk/for-young-people/support-at-university-and-further-education/>

- **Accessible planet**

The Accessible Planet.com was launched in 2010 - initially as the A to Z of everything 'wheelchair accessible' and is run by wheelchair users who have firsthand experience and understanding of accessibility - and how important having easy access is.

<http://www.theaccessibleplanet.com/>

- **Sight impairments**

<http://www.rnib.org.uk/young-people/starting-university>

- **Hearing impaired or D/deaf students**

<http://deafunity.org/>

- **ME/Chronic fatigue**

<https://www.actionforme.org.uk/uploads/pdfs/how-might-me-affect-studying.pdf>

This list is not exhaustive but represents some of the disabilities for which our students might need support.

Assistive Technology

Many students 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.

Here is a list of useful resources:

<https://www.abilitynet.org.uk/expert-resources>

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.

Find and specialist dyslexia / SpLD tutor

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

Specialist Counselling

GroOops is a very useful organisation in North London: <http://www.grooops.org/>

Here is a list of more useful resources:

Free Software/Apps

Tool		Description	Link
Head-space	Well-Being	Listen for 30 minutes a day – helps to calm and combat anxiety	https://www.headspace.com/
AT Bar	Reading	Google Chrome Extension – Text to Speech and Overlay	https://chrome.google.com/webstore/detail/at-bar/lihjlachbdicbhpalgqcgqknkmbjihicl/related

Be Focused/ Clock-work Tomato	Focus, Concentration	Pomodoro learning style app	https://play.google.com/store/apps/details?id=com.owlhd&hl=en_GB/ https://play.google.com/store/apps/details?id=net.phlam.android.clockworktomato
Be my Eyes	Visual Impairments	Register as a person with or without sight. When a person without sight needs help to see, it opens up video link and connects them to a person with sight.	http://bemyeyes.com/
Cold Turkey	Focus, Concentration	Block specific websites for a set time	http://getcoldturkey.com/
Dyslexia Key	Reading	iPhone App makes keyboard font easier to read.	https://itunes.apple.com/us/app/dyslexiakey-making-typing/id957626910?mt=8
Emergency Chat App	Social Interaction	Allows predetermined message to come up when person becomes non-verbal, this avoids touching and opens up communication	https://itunes.apple.com/gb/app/emergency-chat/id1024194363?mt=8
Forest App	Concentration, Focus	Self-control App – particularly good for phones	https://www.forestapp.cc/en/
From Text to Speech	Reading	Text to Audio	http://www.fromtexttospeech.com/
GBoard	Writing	Allows you to google within the keyboard on your device	https://itunes.apple.com/us/app/gboard-a-new-keyboard-from-google/id1091700242?mt=8
Go Conqr	Exams, Revision	Online revision platform. Use other people's Quizzes and Flashcards	https://www.goconqr.com/
Google Dictionary	Reading	Highlight and word and instantly see the definition	https://chrome.google.com/webstore/detail/google-dictionary-by-goog/mqijmajocqfcbeboacabfgobmjgcoja
Grammar -ly	Proofreading	Grammar checker	www.grammarly.com
Habitbull	Health and Well being	Tracking app that helps you create and master healthy habits – i.e. drink water every day	http://www.habitbull.com/blog/

Hemmingway Editor	Writing	Analyses your text	http://www.hemingwayapp.com/
InstaGrok.com	Research	Research Tool that offers results as a MindMap	http://www.instagrok.com/index.html
Manchester Academic Phrasebook	Writing	List of sentence starters for academic writing	http://www.phrasebank.manchester.ac.uk/
Mindly App	Researching, Organisation	Mind Mapping for your mobile	http://www.mindlyapp.com/features
Night Owl	Reading, Research	Reduces the screen brightness lower than the default setting	https://play.google.com/store/apps/details?id=com.owlhd&hl=en_GB
Quizlets	Exam, Revision	Create Quizzes/flashcards, take Quizzes/flashcards that teachers or students have made,	https://quizlet.com/subject/
Read Mode	Reading	Removes clutter for easy reading and printing	https://chrome.google.com/webstore/detail/read-mode/nagcaahojecfeopbgihcabgiepploa?hl=en-GB
Save my time	Time Management	Track what you are doing with your time each day to help weed out procrastination and time wasting activities	https://play.google.com/store/apps/details?id=com.godmodev.optime&hl=en_GB
Sleep if you can	Motivation	Getting you up and out of bed!	http://alar.my/
Speak it!	Reading, Research	Text to speech for Google Chrome – A Google Chrome Extension	https://chrome.google.com/webstore/search/speakit?hl=en-GB
Stay Focusd	Concentration, Focus, Motivation	Google Chrome extension – blocks specific websites or gives an allowance of time each day	https://chrome.google.com/webstore/detail/stayfocusd/laankejkbhbdhmipfmgcngdelahfjoji?hl=en
Swipes	Organisation	Create To-Do Lists and swipe when done or swipe to postpone	http://swipesapp.com/personal/
Visor	Reading	A Google Chrome extension - overlay	https://chrome.google.com/webstore/detail/visor/lhpbckonakppajdgicbjdfokagjofnob

Word Counter	Writing	Word Statistics and Word Counter	http://www.wordcounter.net/
Wunderlist	Organisation	To-do list which synchronises and allows emailing of list	https://play.google.com/store/apps/details?id=com.wunderkinder.wunderlistandroid
Written Kitten	Motivation	Positive reinforcement. A picture of a kitten every 100 words	http://writtenkitten.co/
Zotero	Referencing	Referencing tool	https://www.zotero.org/download/

Follow AbilityNet: <https://www.abilitynet.org.uk/>
 YouTube Videos <https://www.youtube.com/user/abilitynet>
 Facebook: <https://www.facebook.com/AbilityNet/>
 Twitter: <https://twitter.com/abilitynet>

Personal Development Planning

Personal development planning (PDP) is a *structured* and *supported* process undertaken by a student to reflect upon their own learning and achievement and to plan for their personal, educational and career management. PDP can help you:

- develop self awareness,
- encourage you to identify your learning edges and focus on addressing them,
- support you in planning major pieces of work especially your dissertation
- keep records of achievements, clinical hours, etc. which will support achieving your qualification, accreditation and CPD after qualification, and your employability.

A number of aspects of the course will support your PDP. These include preparing self assessments, the writing of reflective journals and reflective accounts, the supervision portfolio which includes keeping supervision logs, clinical notes and records of practice hours, and research planning.

You are encouraged to take responsibility for your own PDP using a continuous cycle of reflection, recording, planning and action to review and record your achievements and identify what further actions you need to take. There are a number of formats you can use to structure your PDP and you are likely to have already used PDP structures in your employment and previous studies. It is important that you use an approach that suits your own learning style and resources. Keeping copies of your feedback on written work and self assessments, reflective accounts, tutorial notes, logs of clinical hours, records of placements, any CPD or related activities attended will back up your PDP summaries and support review and reflection., If you are not familiar with PDP an accessible guide to it is Cottrell, S. 2015. *Skills for success: personal development and employability*. Third edition. Palgrave.

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.

In the first year of the MA students living in London are eligible to apply online (eligibility is related to number of hours of *tuition-led and/or structured learning hours a week*) to receive discounted travel on the Bus, Tube, Docklands Light Railway, London Overground, National Rail and Tramlink in London.

Only online applications are accepted so please go to the TfL link below and follow the instructions. You will need to provide a digital photo and £10 in payment.

Your Minster centre enrolment I.D. will be the first 3 letters of your surname followed by the 4 digits of the year you started at the Minster Centre (what's on your student I.D. card if you have one).

<http://www.tfl.gov.uk/tickets/14312.aspx>

Student Union membership

As you are not attending a Middlesex University campus you are, unfortunately, not a member of Middlesex University Students' Union (MUSU).

Additionally as the Minster Centre currently does not have its own Students' Union then 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/>

You are however still entitled to the NUS Extra card.

Personal psychotherapy

It is a requirement that all students attending the MA/Advanced Diploma are in regular personal psychotherapy throughout the course. We recognise that training as a psychotherapist or counsellor is 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 soon as you join the course if you are not already engaged in psychotherapy you must make arrangements to do so. Psychotherapy should take place for at least 40 weeks per year at a frequency of at least once a week for students in all years. Therapy must be one to one and sessions must be of at least 50 minutes duration. The year will run from the start from the first week of the autumn term to the start of the following academic year. Personal psychotherapy is undertaken at your own expense.

Your psychotherapy should be with a qualified and experienced, UKCP-registered practitioner or equivalent. If you are with a BACP registered practitioner we will normally require that they are Accredited or Snr Accredited. Please note that we will not approve therapists who are not registered with a professional body. This is because we want your therapist to be covered by professional standards and ethical and complaints policies and procedures. Your therapist must not be in any other professional or personal relationship with you, and should not normally be a Minster member of staff. 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 MA/Advanced Diploma at least three years ago and should be UKCP Registered. If any of these requirements cause 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-qualification 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 training 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 BACP, BCP or BPS, rather than the UKCP, 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. Consideration will be given to their training, experience and modality and the length of the therapeutic relationship.

You must submit your psychotherapist's name, address, phone number and email address on your therapist approval form at the beginning of the year, this 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 aside from checking with your therapist that you have attended at least 40 hours annually.

UKCP requires that their members do not practice forms of therapy that they have not experienced themselves. One implication of this is that if you wish in future to see clients more than once a week you need to have had therapy where you saw the therapist more than once a week at some stage.

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.

MINSTER CENTRE & MIDDLESEX UNIVERSITY POLICIES AND PROCEDURES

Important information about the policies and procedures that apply to you and your course follow.

For further information about Middlesex University Regulations please see <http://www.mdx.ac.uk/about-us/policies/university-regulations>

If you cannot find the information you need or need further guidance please contact Rory Page, the Registrar rory@minstercentre.org.uk

Learning, teaching and assessment

The learning, teaching and assessment approaches used throughout your programme 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 3-4 hours or more of private study including reading, writing reflective notes and supervision records, preparation for presentations and supervision, producing written work and research. Some of this will need to be undertaken outside term time. In the second/final year of the MA the proportion of private study to taught hours will be significantly higher than in the first year.

You will have opportunities to practice and develop your counselling and psychotherapy skills, working with your peers and with a small number of clients.

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.

Assessment methods

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

Formative assessment is developmental in nature and is designed to give feedback to students on their performance and how it can be improved, this does not normally include a grade. Formative assessment is an important part of the learning process. Examples of formative assessment will be feedback for tutors and peers during teaching sessions or supervision, responses to learning logs, comments on drafts or non-formally assessed work.

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 programme this will comprise

marking of written work including essays, case studies and a dissertation and a live assessment 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 necessary to practice as a 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

At various points in each year students are required to write a self-assessment reflecting on their progress towards meeting the progression criteria for the year. These are set out in the subsection on Assessment Criteria below and are designed to ensure that you are developing the personal capacities necessary to practice as a counsellor or psychotherapist. 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 one to one tutorial at which the student can discuss these assessments with the Head of Year and agree areas to focus on to continue their progress, or, if necessary, a course of remedial action.

Tutors' assessments

Throughout seminars and groups tutors will provide ongoing, informal formative assessment. Students may also request a one to one or group 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 summative decision on whether the student has successfully completed the year. This assessment is in addition to the grades awarded to written assignments and includes consideration of whether students have met the Overall Assessment Criteria for the year set out in the relevant section below. The progress of any student that is raised as a concern by the year tutors is then reviewed by the Training Committee before a recommendation is made on whether they are ready to progress.

For a list of requirements for the award of MA, see the subsection below, '**Requirements for achieving awards**'.

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

Submission, receipt, marking and return of assessment

Requirements and submission of coursework

Further, detailed 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 and Minster Moodle, in the library and in common rooms.

Readiness to Practice written assessment

A written test will form part of the assessment of whether you are ready to begin seeing clients. This is normally held during the skills module in the third term of the first year of professional training. If for any reason you have not obtained permission to begin clinical practice before starting your MA or have suspended practice for a period of more than a few months your readiness to practice will be assessed by your in-house supervisor.

Live Assessments

Advanced Diploma/MA live assessments are normally held in early July. You will be contacted by the Office to arrange the timing of your assessment following the submission of the associated written work. Guidance on the marking of live assessments is available in Aids to Study.

Marking and marking moderation

Written work submitted in the first year of the MA is normally marked by your tutor. On occasions where one tutor will have a large number of scripts to mark, a suitably qualified alternative tutor may mark a proportion of the submitted work. A small team of moderators then review all work marked as distinction, pass and fail and a sample of all other submissions. All work is then made available to an external examiner who may look at any of the work and often reads many scripts and the feedback that has been provided by markers in order to assess the standard of marking and to raise any inconsistencies or concerns. The External Examiner will look at all distinctions and fails.

Live Assessments are carried out by an external assessor who will confer with a senior tutor on all fails and distinctions. In addition all Live Assessment marks and feedback are moderated by the same senior tutor. We are exploring introducing two live assessors from 17/18. The final case studies and dissertations submitted are double marked and blind marked and also seen by the external examiner. Live Assessments are carried out by an external assessor who will confer with a senior tutor on all fails and distinctions.

Final marks are agreed at Assessment Boards that meet in September and February.

If your work is marked as a fail or marginal you will receive detailed feedback on what you need to do to pass and be offered an opportunity to resubmit. Normally you will be offered only one 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.

Return of written coursework

You will be given a date by when you can expect feedback on assessed work. We aim to return work within 4 weeks of submission. All results are provisional pending approval by the Assessment Board. You will receive written feedback from your tutors by email, pending approval and confirmation by the Assessment Board. Feedback and marks on

final pieces of work submitted for the Advanced Diploma/MA will not be returned until after the Assessment Board. Please keep a copy of your original submission and the feedback and marking sheets.

Assessment Boards

Final decisions on results of assessments are taken by the Assessment Board. The members of the Assessment Board are the Director (Chair), the Middlesex Link Tutor, the Minster Link Tutor, at least one internal moderator, the Head of Research and the External Examiner, supported by the Registrar.

External Examiners

External Examiners are one way we assure the academic quality of your programme. They are subject experts who help ensure that your Middlesex or Minster Centre award is comparable to that at other UK universities by reviewing the programme curriculum, the assessment and the learning resources. Among other things they review copies of submitted work and the assessment of it, attend the assessment board and write a report at the end of the year. You can obtain a copy of this report by contacting the Registrar rorry@minstercentre.org.uk.

The External Examiner(s) for the MA and the (Minster Centre) Advanced Diploma in Integrative Counselling and Psychotherapy is: Victoria Alexander. Victoria was until recently the Programme Leader for the MSc in Therapeutic Counselling at the University of Greenwich.

IMPORTANT: It is inappropriate for you or any other student to make direct contact with an External Examiner. The appeal and complaints systems exist to allow you to express any concerns you have, including the marks you have been given for your performance.

You can read more about the role of External Examiners and quality assurance on the QAA website: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/what-is-quality/pages/default.aspx>

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. As the course progresses you will be weaving these strands together as you develop as an integrative practitioner. 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 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.

Receiving feedback on your work is an essential and important part of learning and therefore all programmes provide regular opportunities for **formative assessment**, the purpose of which is to get detailed feedback on your performance so you get a regular update on how you are developing and to prepare you for any summative assessment.

Feedback on **summative assessment** will be offered in a variety of forms and all your work will be marked and moderated in line with the Code of Assessment Practice which can be found in section M of the University Regulations: mdx.ac.uk/regulations

You will normally be provided with feedback within 30 working days of the published submission date.

Your grades

The companion document to this Handbook, the Aids to Study, contains detailed information about the standards required for assessed work and the meaning of the grades given. Aids to Study is available on the intranet in full and also in the library and in the common rooms. After consultation with Middlesex University, the Minster Centre uses its own grading system. Written work is graded Distinction, Merit, Good Pass, Pass and Fail. Middlesex University uses a 1-20 numerical grading scheme and Minster grades roughly correspond as follows – Distinction = 1-4, Merit = 5-8, Good Pass and Pass = 9-16 . Your written work and live assessments will be graded to provide feedback to you about the quality of your submissions; however the overall MA is not classified.

Grade descriptors

The following grade descriptors apply to the overall mark given to each piece of assessed work. Please note that individual pieces of work are graded in order to provide students with feedback on the standard of their work, however the overall MA award is unclassified.

Grade	Description
Distinction	<p><i>For essays and dissertations</i> An outstanding and original submission which demonstrates a systematic and comprehensive understanding of the subject and a thoughtful and critical approach to it that goes beyond conventional discussion of the topic. Well-structured and cogently argued. Appropriate evidence used to support arguments and generate new concepts or perspectives. Demonstrates that concepts/ theories/methods have been assimilated. Imaginative and critical use of own material/experience demonstrating a high level of integration of theory, practice and personal experience. Demonstrates high levels of awareness and sensitivity to ethical issues. Fully research-aware.</p> <p><i>For reflective accounts, portfolios, clinical examples and case studies</i> Where the submission is more directly related to clinical practice, submissions worthy of a distinction will show many of the same qualities of depth of understanding and originality, however the emphasis will be on the application of understanding to practice and the demonstration of highly developed clinical skills. Submissions will show a sophisticated understanding of clinical concepts (such as transference phenomena or</p>

	enactment) and a capacity to integrate theoretical understanding into practice in imaginative, nuanced and subtle ways. These submissions are likely to show a deep understanding of relational dynamics and demonstrate a capacity for high levels of sustained, non-defensive, self-awareness and reflection. Demonstrates high levels of awareness and sensitivity to ethical issues and excellent use of supervision.
Merit	<p><i>For essays and dissertations</i> 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. Ethical issues very well handled. Definitely research-aware.</p> <p><i>For reflective accounts, portfolios, clinical examples and case studies</i> Submissions will show a very good and comprehensive grasp of relevant clinical concepts and demonstrate thoughtful and sensitive application to practice. Demonstrates a good understanding of relational dynamics and a capacity for thorough, non-defensive, self-awareness and reflection. Very good use of supervision. Ethical issues very well handled.</p>
Good Pass	<p><i>For essays and dissertations</i> 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. The major points are discussed although relevant but less important considerations may be missing. Sufficient integration of theory, practice and personal experience. Research-aware. Ethical issues well handled</p> <p><i>For reflective accounts, portfolios, clinical examples and case studies</i> Good grasp of relevant clinical concepts with their application to practice well demonstrated. Good understanding of relational dynamics and capacity for self-awareness and reflection well demonstrated. Good use of supervision. Ethical issues well handled.</p>
Pass	<p><i>For essays and dissertations</i> 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. Ethical issues adequately handled.</p> <p><i>For reflective accounts, portfolios, clinical examples and case studies</i> Relevant clinical concepts understood and demonstrates an understanding of their application to practice. Demonstrates understanding of relational dynamics and sufficient self-awareness and reflection to practice safely and use supervision. Sufficiently aware of ethical issues to handle them adequately.</p>
Fail	<p><i>For essays and dissertations</i> 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. Lack of awareness of ethical issues or not adequately handled.</p> <p><i>For reflective accounts, portfolios, clinical examples and case studies</i></p>

Similar to the above but may also include not understanding key clinical concepts adequately, not being able to articulate a clinical stance, being unaware of a key clinical issue, demonstrating poor clinical practice without adequate awareness or self-reflection. Lack of use of supervision.
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Further administrative grades are also used to indicate re-assessment, deferrals and academic misconduct etc. The full scale is contained in the Middlesex Regulations available online at; <http://www.mdx.ac.uk/regulations>

If you have any questions about what your grades or status mean contact your Head of Year.

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. Masters courses are taught at Level 7. The Framework for Higher Education Qualifications (FHEQ) says that students studying at this level need to *display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for related decision making including use of supervision.*

You will be expected to take a high level of responsibility for your own studies. For further information about the FHEQ see <http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2843#.V-kxa6KgCos> and for further information about the characteristics of Masters degrees see <http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2977#.V-kxraKgCos>

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 criteria for each year of professional training (see section on Overall Progression Criteria in this Handbook). This process is important because working 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 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 and reflexivity, is an essential part of training at the Minster Centre. The overall 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 and supervisors) 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. The progress of trainees who, in the combined opinion of the meeting, are not ready to progress, or about whom there are concerns, will then be reflected on at meetings of the Training. 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, The Training Committee sets aside dedicated time at two extended meetings in the spring and summer terms to consider student progress, with HoY presenting students that tutors working with a particular group have agreed they have concerns about. Particular attention is paid to students who are repeating parts of the course. The Training Committee will make decisions about whether students can progress or qualify. Trainees who are assessed as not ready to progress or qualify or who may progress but with conditions, will be informed of the decision and the reasons for it in a tutorial as soon as possible after the decision is made. Students who are not ready to progress may be asked to repeat a year or a part year, submit additional work or undertake further supervision, take some time out of training, or to cease training. The exact recommendations vary for each student depending on the areas of concern and individual circumstances. Students who have repeated modules but are still not meeting one or more progression criteria, or have been asked to repeat modules in previous years and are now not meeting progression criteria, are likely to be told to stop training.

, 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 money and time on an expensive 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 qualify to practice as psychotherapists and counsellors have the necessary knowledge, skills and aptitudes.

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.

Programme regulations for progression and award

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

To proceed from one year to the next students must have attended at least 80 per cent of each module, including weekend attendance, all written work and live assessments must be passed, and all other course requirements including meeting the overall progression criteria (which cover experiential, clinical skills and self-development) must have been fulfilled to a satisfactory level. All students wishing to progress into the next year must be up to date with the payment of their fees.

If any of the above criteria is not met, the situation will be discussed fully with the student and, where possible, a remedial plan will be agreed. The various options for the remedial plan include: resubmission of written work, 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 an MA in Integrative Psychotherapy and Counselling (validated by Middlesex University) and a Minster Centre Advanced Diploma in Integrative Psychotherapy and Counselling are summarised below:

- Passing all formally assessed work
- assessment by tutors of having reached an acceptable standard in experiential, skills and self-development work in accordance with the assessment criteria listed below
- A mental health familiarisation placement of sufficient depth and a suggested minimum of 50 hours' duration, with learning documented in a report of 1,500 words (which is assessed as satisfactory).
- 450 supervised one-to-one client hours
- Attendance of at least 80 per cent of the total course hours, 80% of each module and all weekends
- At least 40 sessions of personal individual psychotherapy in each year of training

Overall progression criteria for experiential, theory, clinical skills and self-development work for professional qualification

The following summaries of the learning objectives for each year of professional training are the criteria used by students in their self-assessments and by tutors in assessing whether overall students have completed the year successfully and are ready to progress to the following year. These competences are **cumulative**, each year building on the learning from previous years, and **students must be meeting the criteria for their current year and all preceding years**.

Foundation Year (although Foundation studies are separate courses which students on the MA programme will have completed at the Minster Centre or elsewhere, students on our professional trainings (MA or Dip Counselling) must continue to demonstrate that they meet these criteria as well as those specified for later years).

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 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
- Ability to start linking theory with personal history

Therapeutic flexibility and agency

- 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

Year 1 (of professional training) (although professional training begins before the MA course and some students may have completed these studies elsewhere students on the MA (and later years of the Advanced Diploma) must continue to demonstrate that they meet these criteria as well as those specified for later years).

Awareness of own process

- Being able to feel or sense shifts in their own process
- Being able to identify and reflect on significant features and themes in their life history
- Being able to formulate this in some way in relation to theory

Understanding and use of theory

- Understanding the core theories and themes of humanistic, psychoanalytic and other models
- Attaining a basic grasp of how these models might be used in practice
- Being able to identify different styles of working

Intersubjective awareness

- Sensitivity to qualities of relationship and the intersubjective field
- Basic awareness of transference–countertransference
- Having the capacity to comment on the dynamic of a relationship in a facilitative way

Therapeutic flexibility and agency

- Ability to attune and empathise
- Ability to inquire and to challenge
- Capacity to maintain an overview while following a process
- Capacity to manage organisational aspects of therapeutic work

Year 2 (of professional training) (although professional training begins before the MA course and some students may have completed these studies elsewhere students on the MA (and later years of the Advanced Diploma) must continue to demonstrate that they meet these criteria as well as those specified for later years).

Awareness of own process

- Ability to experience, express and integrate strong feelings arising during the course
- Ability to process and relate them appropriately to their own lives
- Ability to take full responsibility for their own feelings without needing to project, deny, etc.
- Beginning to integrate their body, mind and feelings and showing they are aware of the bodily experience of feelings

Intersubjective awareness

- Able to put own issues aside and focus fully on the client
- Able to stay with the client through distressful or traumatic material

- Having a developed sense of transference–countertransference and understanding the principle of experiencing body countertransference

Understanding of theory

- Having a working knowledge of different approaches and the beginnings of a sense of integrating them
- Internalising the theory sufficiently to start integrating it with practice
- Being aware of the theories behind power, difference and the body process
- Understanding and 'owning' their own political/social/cultural values
- Understanding and working with the interface between external events and internal processes
- Understanding psychotherapeutic ideas about difference
- Understand cultural difference in the context of counselling/therapy

Therapeutic flexibility and agency

- Ability to contain and make safe (ground) the strong feelings of the client
- Ability to read the bodily expression of the client's feeling state, and to direct the client's awareness to this
- Ability to work with clients with growing confidence using developed therapeutic skills

First year of MA (normally third year of study at Minster Centre)

Awareness of own process

- Ability to process feelings that arise during the course
- Ability to understand their own defences in relation to issues that arise on the course, and to have developed a strong understanding of the use they make of them
- Ability to understand how their own internal world is created by an integration of their own environment and the internal structures that they developed to deal with this
- Ability to internally integrate feelings, thoughts and experiences from all parts of their lives
- Ability to articulate their experience of both conscious and unconscious processes in themselves

Intersubjective awareness with clients

- Ability to contain their own feelings sufficiently to focus on the client
- Ability to contain feelings about 'not knowing' with the client without straining for premature certainty
- Ability to keep the client relationship within the appropriate boundaries, and to understand issues that might arise to challenge this
- Having developed personal ways of recognising transference and countertransference phenomena

Understanding of theory

- Having begun to formulate their own ideas about the integrative, theoretical basis of their client work
- Being able to demonstrate knowledge of how to work ethically with their clients
- Understanding the concept of 'difference' and its application to work with clients
- Having a developed view of the cultural and personal values that underpin their own work

- Understand basic concepts in psychotherapy, such as integration, transference and countertransference and theories of trauma
- Knowing enough about mental health difficulties to be able to make useful client assessments. You should be aware of current debates about the national occupational standards for the use of the term 'psychotherapy' and that it is likely these will involve an understanding of 'severe' presentations
- Demonstrating that they understand and can use supervision

Therapeutic practice

- The ability to make a therapeutic alliance
- The ability to process the client–therapist relationship, both personally and in relation to theory, and the ability to articulate this
- The ability to use supervision fully, i.e. a willingness to be open about difficulties, and to focus on things that need attention
- The ability to access and discuss unconscious processes in both the therapy and supervision relationship

Finalists

Awareness of own process

- Demonstrating mature awareness of their own needs and how to get appropriate support for ongoing personal and professional development
- Ability to be in touch with the depth of their own process and maintain reflective awareness of its implications

Understanding and use of theory

- Developing their own integrative model based on a good understanding of the core theories and themes of humanistic, psychoanalytic and other models
- Continuing wide-ranging exploration of theory and the ability to take responsibility for deepening their knowledge in the field of psychotherapy
- Awareness of research methods, sources of information on research and how to use research in psychotherapy

Intersubjective awareness

- Sensitivity to the qualities of a relationship and the intersubjective field
- Sophisticated awareness of transference–countertransference
- Capacity to comment on the dynamic of a relationship in a facilitative way

Therapeutic flexibility and agency

- Ability to work at depth with a wide range of presenting issues and to continue exploring and developing their therapeutic skills
- Ability to articulate an assessment and therapeutic strategy in working with clients

Your results

At the end of each academic year, your results will be considered and confirmed by an Assessment Board. Once the Assessment Board has met you will be informed of your results or progression status by email within 5 working days (or any changes if you have previously received your marks and feedback).

The dates of Assessment Boards are in the academic calendar at the front of this Handbook and on the intranet <http://minsterstudents.co.uk/home/calendar/> .

Certificates

When you graduate, if you have registered and paid the fees for an MA, you will receive a qualification certificate issued by Middlesex University. It will include the words “in collaboration with the Minster Centre”. If you have not registered for the MA, you will receive a Minster Centre Advanced Diploma Certificate.

Your MA certificate will be sent to the Minster Centre by Middlesex University within 4 months of the date the qualification is awarded (usually the Assessment Board date). Once it has arrived it will then be forwarded to you at 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.

Full details of the information which will appear on your certificate are set out in the Middlesex Regulations, section E13.5: <http://www.mdx.ac.uk/regulations>

Diploma supplement

All students are issued with a diploma supplement (verified by Middlesex University if you have registered for the MA) which will state the Minster Centre as the institution where you studied. Your diploma supplement will include the modules you have taken, grades achieved and state your qualification and title but additionally it will also contain information on the nature, level, context, content and status of your studies undertaken and successfully completed. Diploma supplements are intended to help external parties such as employers or other higher education providers understand more about your programme in addition to your grades.

Extensions, deferrals and resubmissions

Extenuating circumstances and requests for extensions or deferral of coursework

The assessed 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. The deadlines are given at the start of the academic year to give you plenty of time to plan. 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 the relevant module leader before the deadline and as soon as you can and email the Registrar rorry@minstercentre.org.uk. Your module leader will discuss the situation with your Head of Year and come back to you with a decision. In the case of final pieces of work you must contact your Head of Year in writing before the deadline (with a copy to the Registrar). You may be required to provide evidence of the circumstances that have prevented you completing the work. Approval of an extension is not automatic. Module Leaders in consultation with the Head of Year may grant an extension at their discretion, this will usually be for a maximum of two weeks or 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 module and year and may be required to repeat it or asked to leave 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. Your tutor will provide feedback on how it needs to be improved and agree the resubmission deadline. Normally you would be entitled to one re-assessment opportunity 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. This is because your second submission will be made with the benefit of marking feedback.

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.

Progression to the next year when your written work has not passed

The Assessment Board may allow students to progress to the next year of training on condition that a piece of written work not yet passed is completed to a satisfactory standard by an agreed date. This will normally only apply to students who have only failed one piece of work, have not previously failed a piece of work and have met all the other requirements of the course. In these circumstances the student will usually be required to resubmit and pass the piece of work over the summer break. In exceptional circumstances a student may be allowed to progress to the following year and resubmit the work during the year. Alternatively the Board may decide that a student must repeat the module concerned, defer progression until the written assignment is passed, or leave the course.

All students wishing to progress into the next year must be up to date with the payment of their fees.

Extensions to complete clinical hours requirements

The Minster Centre recognises that, although the MA/Advance Diploma courses have been designed to support the timely completion of all course components, there will be circumstances that prevent the attainment of the required number of clinical hours by the end of the academic course.

In such cases extensions for clinical hours can be agreed. It is the student's responsibility to monitor their clinical hours, alert their Head of Year if they believe they will not complete in time, and apply for an extension. In such cases the procedures indicated below will be followed.

1. It is the student's responsibility to arrange a tutorial with the Head of Year (HoY) to discuss a projected shortfall in clinical hours
2. The circumstances that justify an extension would either be professional or personal. Professional circumstances would include the following: problems residing in a placement in terms of delivering enough opportunities to practice; high number of DNAs due to client group e.g. substance misusers; changing placement agency; delays in securing a placement. Personal circumstances could include: breaks in clinical work due to illness, pregnancy or psychological stress
3. The student and HoY will agree an extension period appropriate to the circumstances of up to one year from the date of the final training day.

4. The clinical hours extension form (available from the intranet) is filled in during the tutorial meeting and a copy is placed in the student file.
5. Support will be put in place for the time required to complete the extension, this will include supervision arrangements. The student and HoY will discuss the appropriate form of support at the tutorial. Depending on the circumstances and number of hours to be completed this could include regular phone contact with a designated tutor to review progress and email contact for queries and ongoing support or remaining in a Minster Centre supervision group.
6. At the end of the extension the student will submit the required documentation with regard to clinical hours.
7. If a further extension is requested, this can only be considered in exceptional circumstances and this will be considered by the Head of Year.

Deferral

MA Finalists can defer completion of their assessed work initially into a 3rd Year (5th year of professional training). Students wishing to defer will need to contact the Head of the Finalists to discuss their progress towards completion by 1st May 2017. If you wish to defer beyond a 5th year you must discuss your detailed plans for completion with the Head of the Finalists and have negotiated an agreement by 1st May 2017. Agreement for deferral beyond a 5th year is not automatic.

Temporary withdrawal

Students may also choose to withdraw temporarily between years or be asked by their Head of Year to slow down; taking a year out or taking only certain elements of the course in the following year. Requests for withdraw temporarily must be made in writing to your Head of Year by 1st May. Students wishing to continue after such a break will need to apply for re-admission by 1st July of the following year. You will normally be asked to submit a personal statement and may be asked to attend an interview, contact the Registrar roxy@minstercentre.org.uk in advance of 1st July to establish what you are required to submit.

Please note that if you withdraw part way through a year you will be liable for the entire fees for that year. If you later wish to return, an assessment will be made with you of which parts of the year you will need to repeat; because of the nature of the course it is not possible to re-join part way through modules or join supervision or ETG groups mid-year. You also need to be aware that there is no refund on MA fees and the Minster Centre has no discretion over these. These are handed over to Middlesex University.

All deferrals and withdrawals are presented to the Assessment Board for approval.

Maximum period of study

Under Middlesex University Regulations, Masters Registrations are subject to a maximum period of registration of 5 years. This means that you must complete the qualification within 5 years (60 months) of Registration including any deferrals or temporary withdrawals. The Regulations state that the University may waive regulations governing the length of registration for individual students at its discretion. Please note that this would be a University decision and not one the Minster Centre can take. Students should not rely on being able to obtain a waiver. See page 23 of MU Regulations, available at

Academic misconduct

It is important that you are aware of what constitutes academic misconduct and section F of the Middlesex University Regulations gives guidance on this: [mdx.ac.uk/regulations](http://www.mdx.ac.uk/regulations).

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 with visual work. It includes:

- copying – submission of someone else's 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.
- 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 University and 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 normally 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 on line 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 psychotherapists. Students whose academic misconduct demonstrates a serious lack of personal integrity or respect for ethical values may be subject to Fitness to Practice review or may be asked to leave the course with immediate effect.

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

Fitness to practice procedures

Trainees 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, change 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 you are 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 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 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 and other issues can lead to concern about ethical behaviour, fitness to practice or be in training.

If an agreed course of action cannot be reached or there has been a significant concern about ethical behaviour 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 before being finalised. A letter informing the trainee of the results will be sent by email and in hard copy. A FtPP may require that a trainee should leave the course temporarily or permanently, cease their clinical practice temporarily or permanently, 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 grounds for an 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 FtPP with the inclusion of at least two additional members. This new panel will be independently chaired by the Director. The decision of the second panel is final.

Appeals

Students are able to appeal against Assessment Board decisions, the outcome of academic misconduct cases and non-academic progression decisions. The Minster Centre uses its own regulations for handling student appeals.

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 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 be 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 are 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.

Students registered for an MA are able to appeal against the outcome of Minster Centre academic misconduct cases and appeal results to the University. The Middlesex University Regulations for Appeals apply to the MA in Integrative Psychotherapy and Counselling and these are set out in Section G of the Regulations which is available on line at:

mdx.ac.uk/regulations

If you are considering submitting an appeal to Middlesex University against an Assessment Board decision then please contact Alyson Jaffe the Minster Centre Link Tutor.

Modification of student attendance (*slowing down, repeating modules etc.*)

If staff agree that the best course of action for a student involves modification of their attendance, designated members of staff (following recommendations by core staff working with a group and discussion at the Training Committee, or if between Training Committee

meetings, following discussion with a Deputy Director or Director) will meet the student shortly after a meeting to discuss student progress. 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 or attending an experiential group
- 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. Where such changes are required of students, their fulfilment will then become a condition of continuing to train and gaining the Advanced Diploma or the MA.

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.

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 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 be included recording your comments.

Termination of student attendance

Sometimes a student will be told that the Minster Centre requires them to stop attending the course. This decision will be reached by the Head of Year/Course in discussion with either the Training Committee or a Deputy Director or Director and normally after conferring with the members of staff working with the student. Such circumstances may include concerns about the student's capacity to 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. This is not a complete or exhaustive list. 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.

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 be 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. Depending on the purpose of a second meeting, two staff members may again 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, safety or ethical behaviour 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.

psychotherapy • counselling • training

PROGRAMME SPECIFICATION AND CURRICULUM MAP FOR MINSTER CENTRE MA INTEGRATIVE PSYCHOTHERAPY AND COUNSELLING



1. Programme title	MA Integrative Psychotherapy and Counselling
2. Awarding institution	Middlesex University
3. Teaching institution	Minster Centre
4. Programme accredited by	Middlesex University & UKCP
5. Final qualification	MA (exit award of PG Dip possible for students who complete all elements apart from the dissertation successfully)
6. Academic year	2014
7. Language of study	English
8. Mode of study	Modular – taught & experiential with clinical practice, part-time

9. Criteria for admission to the programme

Students wishing to register for the MA must either:

- already be enrolled on the Minster Centre Professional training and must have successfully completed the first two years of professional training at the Minster Centre
- *or* previously studied psychotherapy and counselling to an equivalent standard (usually to at least Diploma in Counselling level), having studied modalities which are compatible with and will support learning in the Minster Centre Integrative approach; having significant clinical experience of providing counselling and psychotherapy (at least 150 hours); and being able to demonstrate extensive self-development activity (usually obtained through recent one to one personal therapy.). In addition, applicants will need to demonstrate either through their performance on the Minster Centre professional training or at interview that they meet the progression criteria for professional training for year 2 and all preceding years (see P 34 of this Handbook). They must usually also have at least 20 hours of personal therapy in the year prior to admission on the course and have had at least 40 hours of personal therapy at some point prior to the course.
- *or* be able to demonstrate sufficient previous experience and practice to apply to join the programme via the Minster's APEL (Accredited Prior Learning) Route.

In addition, students registering for the MA must either:

- possess a first degree OR
- have demonstrated their capacity to study at Postgraduate Level (level 7) through successfully completing the first two years of the Minster Centre Professional Training
- or be able to demonstrate the capacity to study at Postgraduate level through providing evidence of work at this standard produced through academic or professional study or other experience.

English Language You must have competence in the English language and we normally require Grade

C GCSE or an equivalent qualification. If English is not your first language, you will need to demonstrate a capacity to study in English, either through your written and practical work during the first two years of professional training at the Minster Centre, or if applying to enter after professional training elsewhere, we follow the same requirements as Middlesex University nursing courses. The most common English language requirements for international students are IELTS 7 (with minimum 6.0 in all four components) or TOEFL internet based 87 (with at least 21 in listening & writing, 22 in speaking and 23 in reading). For the full range of equivalent English language qualifications please download: <http://www.mdx.ac.uk/international/students/apply/entry/index.aspx>

10. Aims of the programme

The programme aims to:

develop highly competent psychotherapy practitioners who draw on a critical understanding of psychotherapy theory, mastery of advanced clinical skills and a highly developed capacity for reflexivity to inform their integrative practice.

The Minster Centre approach to integration is not bringing various approaches together to make a unified whole, but to develop in trainees a profound knowledge of established theories and practice and of themselves which they can integrate into skilful clinical practice. As well as theories of integration, students will also have an understanding of the interface between psychotherapy and the social/political issues that affect work with clients.

The professional training (Advanced Diploma), linked to the MA, forms the professional training component of preparing students to practice as a psychotherapist and to join the major professional bodies in the field after completing the required amount of practice with clients and meeting any other current requirements of professional bodies.

11. Programme outcomes

A. Knowledge and understanding

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

- A1. Contemporary theories of psychotherapy: including relational approaches.
- A2. Theories of personal integration to inform successful practice
- A3. Major debates current within the profession of psychotherapy
- A4. The interrelation between psychotherapy and social/political theory
- A5. Issues of ethical practice in psychotherapy and research
- A6. Research approaches related to the profession of psychotherapy

Teaching/learning methods

Students gain knowledge and understanding through didactic methods, student presentations, discussion, experiential group exercises in small and large groups, reading and written work.

Assessment method

Students' knowledge and understanding is assessed by formal marking of written submissions and live assessment and tutor and peer feedback on presentations.

<p>B. Cognitive (thinking) skills On completion of this programme the successful student will be able to:</p> <ul style="list-style-type: none"> B1. Assess the issues that arise in relation to a particular working context, client group or individual client. B2. Develop skills of introspection in order to facilitate the use of self in client work. B3. Identify an appropriate methodology for dealing with complex problems or those of an unfamiliar or unpredictable nature. B4. Undertake critical discussion and analysis of complex concepts and carry out work independently and with some originality. 	<p>Teaching/learning methods Students learn cognitive skills through didactic methods, discussion, group exercises, presentations, reading and written work</p> <p>Assessment method Students' cognitive skills are assessed by formal marking of written work using essays, case studies and process reports, as well as formative feedback on presentations and self-assessment process</p>
<p>C. Practical skills On completion of the programme the successful student will be able to:</p> <ul style="list-style-type: none"> C1. Autonomously adapt their approach and practice to the professional context and client need. C2. Form and sustain intimate, bounded therapeutic relationships in which they can conceptualise clients' presentations and formulate therapeutic strategies. C3. Work effectively independently and within multiple teams (as either leader or member) using comprehensive communication skills to maintain constructive and supportive relationships with colleagues, peers, service users and authorities. C4. Be aware of and able to reflect on the part their own personal process plays in their work with individual clients. C5. Reflect on issues to do with diversity and inequality and their own position regarding ethnicity, sexual orientation, disability, class and gender. C6. Organise and engage with appropriate ongoing supervision and CPD. C7. Successfully complete a substantial empirical research project, systematic review or systematic case study informed by wide current understandings in the discipline. (Students who do not attain this may be awarded a PG Dip) 	<p>Teaching/learning methods Students learn practical skills through exercises in small and large groups, discussion, observed practice and feedback, closely supervised clinical practice and clinical supervision</p> <p>Assessment method Students' practical skills are assessed by observation, peer and self-assessment, formal marking of written submissions and live assessment and a review by all tutors working with a trainee of their progress against assessment criteria for each year. Assessment criteria include consideration of practical and interpersonal skills and personal development.</p>

<p>D. Graduate skills</p> <p>On completion of this programme the successful student will be able to:</p> <p>D1. Work on their own initiative and in cooperation with others including work in small groups, with some understanding of the dynamics of such groups.</p> <p>D2. Make decisions in complex situations, and sometimes with incomplete information, making connections between known and unknown areas to support adaptation and change.</p> <p>D3. Communicate effectively both orally and in writing - to include skills such as the ability to articulate principal concepts and arguments, to give and receive feedback, and to include self-reflection in written communications where appropriate.</p> <p>D4. Form good, supportive, challenging and trusting relationships with others in which sensitive personal material can be considered.</p> <p>D5. Tolerate the process of challenge, self-reflection and change.</p> <p>D6. Identify appropriate sources of information and to extract relevant information to suit specific contexts.</p> <p>D7. Have a comprehensive understanding of analytical techniques applicable to their own research and a capacity to evaluate and critique research methodologies. (Students who do not attain this may be awarded a PG Dip).</p>	<p>Teaching/learning methods</p> <p>Students acquire graduate skills through didactic methods, discussion, reading, self-assessment, clinical supervision and carrying out research.</p> <p>Assessment method</p> <p>Students' graduate skills are assessed by observation, peer and self-assessment, formal marking of written and oral submissions.</p>
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12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

See programme structure diagram in this Handbook

12.2 Levels and modules

In academic year 2010/11 the University changed the way it references modules to state the level of study in which these are delivered. This was done to comply with the national Framework for Higher Education Qualifications. This implementation will be a gradual process whilst records are updated. Therefore the old coding is bracketed below.

Year 1 Level 7 (4)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Contemporary Theories of Psychotherapy (30 credits)</p> <p>Personal and Clinical Integration (30 credits)</p> <p>Clinical Practice and Supervision 1 (30 Credits)</p>		<p>Progression depends on successful completion of three modules (including all summative assessment tasks and of the Professional Development Training (meets progression criteria):</p> <p>Meeting personal therapy requirements</p> <p>Attendance at all specialist weekend training days</p> <p>80% attendance</p>

Year 2 Level 7 (4)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take the following:</p> <p>Dissertation (60 credits) (Students who do not complete this element may be awarded a PG Dip)</p> <p>Clinical Practice and Supervision 2 (30 credits)</p>		<p>Progression depends on successful completion of both modules (including all summative assessment tasks) and of the Professional Development Training:</p> <p>Personal therapy</p> <p>All compulsory specialist weekend workshops and choice of six days from the optional specialist weekends offered</p> <p>450 supervised clinical hours (evidenced in a log of clinical hours)</p> <p>Registration with Middlesex University</p> <p>Meeting personal therapy requirements</p> <p>80%attendance</p>

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

Module level	Module code
N/A	N/A

13. A curriculum map relating learning outcomes to modules

See Curriculum Map attached

14. Information about assessment regulations

After consultation with Middlesex University, the Minster Centre uses its own grading system. Student's summative assessment tasks will be graded to provide feedback to students about the quality of their submissions. The overall award is not classified. In addition to passing all theory and practice assessments, students must successfully complete their Professional Development Training against the yearly progression criteria.

15. Placement opportunities, requirements and support (if applicable)

Students are expected to complete counselling/psychotherapy placements and to work with at least 2 long-term, audio recorded training clients that are brought to Minster Centre supervision groups to gain a total of 450 hours of supervised clinical practice. They must also complete a Mental Health Familiarisation Placement. Students are responsible for organising their own placements but are provided with advice and support on how to go about this.

16. Future careers (if applicable)

Upon completion of the MA and the Minster Centre Professional Training (or equivalent), students will have completed the training elements for application for UKCP Registration and to set up a psychotherapy and counselling practice, gain relevant employment, or gain promotion at work. The MA also enables further study at doctoral level.

17. Particular support for learning (if applicable)

Students write self-assessments which are responded to in writing by module tutors and then discussed in tutorials with the relevant Head of Year. Tutors are available for extra tutorials to support written or clinical work in addition to the focused workshops provided.

18. JACS code (or other relevant coding system)**19. Relevant QAA subject benchmark group(s)**

The QAA benchmark statement for counselling and psychotherapy (2013)

20. Reference points

The following reference points were used in designing the programme:

- Middlesex University Learning and Teaching Policies and Strategy
- Course and individual accreditation and training standards and requirements of the UKCP/HIPC and the BACP
- Minster's own view of integration in psychotherapy and counselling
- Middlesex University Learning and Quality Enhancement Handbook
- The Framework for Higher Education Qualifications (FHEQ)
- QAA benchmark statement for counselling and psychotherapy (2013)

21. Other information

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

Curriculum map for MA in Integrative Psychotherapy and Counselling

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

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	Contemporary theories of psychotherapy: including relational approaches.	C1	Autonomously adapt their approach and practice to the professional context and client need
A2	Theories of personal integration to inform successful practice	C2	Form and sustain intimate, bounded therapeutic relationships in which they can conceptualise clients' presentations and formulate therapeutic strategies.
A3	Major debates current within the profession of psychotherapy	C3	Work effectively independently and within multiple teams (as either leader or member) using comprehensive communication skills to maintain constructive and supportive relationships with colleagues, peers, service users and authorities.
A4	The interrelation between psychotherapy and social/political theory.	C4	Be aware of and able to reflect on the part their own personal process plays in their work with individual clients.
A5	Issues of ethical practice in psychotherapy and counselling	C5	Reflect on issues to do with diversity and inequality and their own position regarding ethnicity, sexual orientation, disability, class and gender.
A6	Research awareness related to the profession of psychotherapy	C6	Organise and engage with appropriate ongoing supervision and CPD.
		C7	Successfully complete a substantial empirical research project, systematic review or systematic case study informed by wide current understandings in the discipline. (Students may obtain a PG Dip without attaining this.)
Cognitive skills		Graduate skills	
B1	Assess the issues that arise in relation to a particular working context, client group or individual client.	D1	Work on their own initiative and in cooperation with others including work in small groups, with some understanding of the dynamics of such groups.
B2	Develop skills of introspection in order to facilitate the use of self in client work	D2	Make decisions in complex situations, and sometimes with incomplete information, making connections between known and unknown areas to support adaptation and change.
Cognitive skills (cont.)		Graduate skills (cont.)	

B3	Identify an appropriate methodology for dealing with complex problems or those of an unfamiliar or unpredictable nature.	D3	Communicate effectively both orally and in writing - to include skills such as the ability to articulate principal concepts and arguments, to give and receive feedback, and to include self-reflection in written communications where appropriate
B4	Undertake critical discussion and analysis of complex concepts and carry out work independently and with some originality.	D4	Form good, supportive, challenging and trusting relationships with others in which sensitive personal material can be considered
		D5	Tolerate the process of challenge, self-reflection and change
		D6	Identify appropriate sources of information and to extract relevant information to suit specific contexts
		D7	Have a comprehensive understanding of analytical techniques applicable to their own research and a capacity to evaluate and critique research methodologies.



Module	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7
Personal and Clinical Integration 30c		x	x					x					x	x	x			x	x	x	x	x		
Contemporary Theories of Psychotherapy, 30c	x		x	x																x			x	x
Clinical practice and Supervision 1 30c		x		x	x		x				x	x	x		x							x		
Clinical practice and supervision 2 30c	x	x						x		x	x	x	x	x	x	x		x	x	x	x	x		
Dissertation 60c (Students who do not successfully complete this module may obtain a PG Dip).						x			x	x							x		x	x			x	x

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MODULE NARRATIVES

Module Title	Clinical Practice and Supervision 1
Level	7
Credits	30
Module Leader	Philip Wood
Accredited by	The MA contributes to meeting the training requirements for registration with the United Kingdom Council for Psychotherapy (UKCP)
Restrictions	The module leads to Clinical Practice and Supervision 2
Aims	This module aims to develop trainee therapists who have the capacity to work effectively, ethically and at depth with clients seeking short and long-term psychotherapy and to use supervision non-defensively to support the work and themselves.
Learning outcomes	<p>On satisfactory completion of the module the student will:</p> <p><i>Skills</i></p> <p>LO1. Be working to a recognised code of ethics and be able to reflect on complex ethical decision making</p> <p>LO2. Be able to reflect on an assessment made by a service assessor</p> <p>LO3. Be able to create and maintain a therapeutic alliance.</p> <p>LO4. Show recognition of how their own subjectivity influences the co-creation of the relationship between themselves and the client and be able to reflect on clinical concepts such as: counter-transference, enactment, dissociation, rupture and repair.</p> <p>LO5. Present their clinical work regularly and non-defensively identifying key issues for discussion and reflect critically on their own work and feedback from supervision</p> <p>LO6. Maintain appropriate client session and supervision notes</p>
Syllabus	<p>Students will provide one-to-one weekly therapy to long-term training clients, audio record the work and bring it to in-house supervision groups. They must undertake at least 100 hours of supervised clinical practice with training clients during their training at the Minster Centre, working with at least one training client for 40 hours. Students will undertake 450 hours of supervised practice in total (including placements) before qualifying.</p> <p>They will consider theoretical and ethical issues as they arise related to the casework brought to the group. Through listening to audio recordings of their own and their peers' work with clients, and offering and receiving feedback from their supervisor and peers, they will be supported in deepening their understanding of key clinical concepts and their capacity for critical reflection, and their capacity to use advanced clinical skills.</p>

<p>Learning, teaching and assessment strategy</p>	<p>Supervision of client work is provided in small groups usually of 4 students.</p> <p>Supervision will include regular presentation and discussion of work with training clients including the playing of audio-recordings and the discussion of transcripts, role-plays, practice sessions, different theoretical perspectives. Client work usually relates to training clients but placement clients may sometimes be brought to supervision if the trainee has the permission of the placement supervisor. Students will be expected to submit a weekly supervision journal reviewing their learning to their supervisor. There is a requirement that journals are submitted for all of the supervision sessions attended.</p> <p><i>Diversity</i></p> <p>Teaching will specifically include discussion of issues relating to the experience of difference including ethnicity, class, sexuality, gender, and disability.</p> <p><i>Assessment Criteria</i></p> <p>Coursework 100% no examination.</p> <p><i>Formative Assessment</i></p> <p>Students will receive formative assessment through weekly feedback from peers and supervisors within their groups. Students will receive formative feedback on examples of the supervision journal accounts particularly in the first term.</p> <p>Summative assessment:</p> <p>Students will present a portfolio for assessment which will be prepared during the course of the year. This will include:</p> <ul style="list-style-type: none"> • a log of clinical hours completed during the year, • five examples of their weekly supervision journals that have been prepared for assessment and cover consideration of the assessment of a client, an ethical issue and the discussion of three of their clinical tapes (LOs 1, 2, 3, 4, 5) • sample notes from two sessions. (LO6) <p>Supervisors will consider both the content of the portfolio and the capacity of the student to select, present and discuss their work non-defensively during the year in assessing this module. Tutors will provide assessment feedback on each of the five examples of the journals when they are submitted and a final report on the portfolio.</p> <p><i>At least 80% attendance and presentation of a weekly supervision journal covering all the supervision groups attended is a requirement to pass this module.</i></p>
<p>Assessment weighting</p>	<p>100% Portfolio</p>

<p>Indicative learning materials</p>	<p>Ethics and Codes of Practice BACP (2013). The ethical framework for good practice in Counselling and Psychotherapy. BACP http://www.bacp.co.uk/ethical_framework The Minster Centre (2013) Basic General Code of Ethics & Code of Practice for Practitioners. http://minsterstudents.co.uk/basic-information/codes-of-practice UKCP (2009). UKCP ethical principles and Code of Professional Conduct. http://www.psychotherapy.org.uk/UKCP_Documents/standards_and_guidance/32_UKCP_Ethical_Principles_and_Code_of_Professional_Conduct_approved_by_BOT_Sept_09.pdf or later revisions</p> <p>Use of Supervision Carroll, M. & Gilbert, M.C. (2005). <i>On being a supervisee. Creating learning partnerships</i>. Vukani Publishing (London). Frawley-O'Dea, M.G. & Sarnat, J.E. (2001). <i>The supervisory relationship: a contemporary psychodynamic approach</i>. Guilford Press (New York).</p> <p>Clinical concepts Aron, L (1996). <i>'A Meeting of Minds: Mutuality in Psychoanalysis</i>. Analytic Press (New York). Benjamin, J. (2004). 'Beyond Doer and Done to: An Intersubjective View of Thirdness'. <i>Psychoanalytic Quarterly</i>, 73:5-46. Davies, D & Neal C. (eds) (2000) <i>Pink Therapy Vol 2: Therapeutic Perspectives on a Working with Lesbian, Gay and Bisexual Clients</i> Open University Press (Milton Keynes). Davies, J.M. & Frawley, M.G. (1994). <i>Treating the Adult Survivor of Childhood Sexual Abuse</i>. Basic Books (New York). Herman, J (1997). <i>Trauma & Recovery: The Aftermath of Violence from Domestic Abuse to Political Terror</i>. Basic Books (New York). Liotti, G. (2004). 'Trauma, Dissociation, and Disorganized Attachment: Three Strands of a Single Braid' <i>Psychotherapy: Theory, research, practice, training</i> Vol. 41, pp. 472-486. Maroda K. J. (2004). <i>The power of Countertransference</i>. The Analytic Press (Hillside, NJ). Ogden, T.H. (1994). The Analytic Third: Working with Intersubjective Clinical Facts. <i>International Journal of Psycho-Analysis</i>, 75:3-19. Winnicott, D.W. (1969): 'The Use of an Object and Relating Through Identifications' in <i>Playing and Reality</i> (Penguin Books 1971) pp.101-111.</p>
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Module Title	Clinical Practice and Supervision 2
Level	7
Credits	30
Module Leader	Philip Wood
Accredited by	The MA contributes to meeting the training requirements for registration with the United Kingdom Council for Psychotherapy (UKCP)
Restrictions	The module follows Clinical Practice and Supervision 1
Aims	<p>Building on the learning from Clinical Practice and Supervision 1, this module aims to:</p> <ul style="list-style-type: none"> • further develop students' confidence and capacity so that they can work effectively, ethically and at depth with clients seeking long-term psychotherapy in a range of settings including private practice. • use supervision non-defensively to support the work and themselves in a range of situations.
Learning outcomes	<p>On satisfactory completion of the module the student will:</p> <p><i>Skills</i></p> <p>LO1. Be able to carry out independent assessments of long term clients</p> <p>LO2. Have a critical understanding of their own therapeutic position and the role of their own subjectivity in the co-creation of the therapeutic relationship and will demonstrate deep and systemic understanding of key clinical concepts and be able to use them as ways to understand and guide their work with clients.</p> <p>LO3. Be able to reflect critically and in detail on an individual session and interventions within it, tracking a client's process and considering, linked to theory, the basis for making particular interventions, their impact, alternatives that might have been considered and the therapeutic outcome of the section of work within a larger whole.</p> <p>LO4. Be able to present work non-defensively, demonstrating an ability to tolerate uncertainty and learn from difficulties.</p> <p>LO5. Demonstrate an awareness of personal limitations and those of therapy.</p> <p>LO6. Identify their needs in supervision and be capable of organising and engaging with appropriate ongoing supervision and CPD.</p>
Syllabus	<p>Students will provide one-to-one weekly therapy to long-term training clients, audio record the work and bring it to in-house supervision groups. They must undertake at least 100 hours of supervised clinical practice with training clients during their training at the Minster Centre, working with at least one training client for 40 hours. Students will undertake 450 hours of supervised practice in total (including placements) before qualifying.</p> <p>They will consider theoretical and ethical issues as they arise related to the casework brought to the group. Through listening to audio recordings of their own and their peers' work with clients, and offering and receiving feedback from their supervisor and peers, they will be supported in deepening their understanding of key clinical concepts and their capacity for critical reflection, and their capacity to use advanced clinical skills.</p>
Learning, teaching and assessment strategy	<p>Supervision of client work is provided in small groups.</p> <p>Supervision will include regular presentation and discussion of work with training clients including the playing of audio-recordings and the discussion of transcripts, role-plays, practice sessions, reflection on different theoretical perspectives. Client work usually relates to training clients but placement clients may sometimes be brought to supervision if the trainee has the</p>

	<p>permission of the placement supervisor. Students will be expected to submit a weekly supervision log to their supervisor.</p> <p><i>Diversity</i> Teaching will specifically include discussion of issues relating to the experience of difference, including ethnicity, class, sexuality, gender and disability.</p> <p><i>Assessment Criteria</i> Coursework 100% no examination.</p> <p><i>Formative Assessment</i> Students will receive formative assessment through weekly feedback from peers and supervisors within their groups.</p> <p>Summative assessment: A log of clinical hours completed during the year A case study of 7500 words based on a minimum of 40 hours' work with one training client. This must demonstrate safe, ethical practice and a systematic and critical understanding of the application of psychotherapeutic theory to clinical practice. The case study will include a detailed line by line analysis of a 10 minute segment of a therapy session. (LO1, LO2, LO3, LO4, LO5, LO6) Live assessment – the student will present an audio recording of the same session segment to an external examiner and reflect on their line-by-line analysis with them.(LO2,LO3,LO4,LO5,LO6) A short case report of 2500 words based on a minimum of six hours work with a training or placement client (provided the necessary consents are in place). (LO1, LO2, LO4, LO5, LO6).</p> <p>At least 80% attendance is required to pass this module</p>
Assessment weighting	Case Study 50%, Live Assessment 30%, Short Case Report 20%
Indicative learning materials	<p>Ethics and Codes of Practice BACP (2013). The ethical framework for good practice in Counselling and Psychotherapy. BACP http://www.bacp.co.uk/ethical_framework The Minster Centre (2013) Basic General Code of Ethics & Code of Practice for Practitioners. http://minsterstudents.co.uk/basic-information/codes-of-practice UKCP (2009) UKCP ethical principles and Code of Professional Conduct. http://www.psychotherapy.org.uk/UKCP_Documents/standards_and_guidance/32_UKCP_Ethical_Principles_and_Code_of_Professional_Conduct_approved_by_BOT_Sept_09.pdf</p> <p>Use of Supervision Creaner, M. (2013). <i>Getting the best out of supervision in counselling and psychotherapy: a guide for the supervisee.</i> Sage (London). Safran, J., Muran, C., Stevens, C. and Rothman, M. (2007). A relational approach to supervision: addressing ruptures in the alliance. In C.A. Falender & E.P. Shafranske (eds.) <i>Casebook for clinical supervision a competency based approach.</i> APA pp. 137-157.</p> <p>Assessment Bager-Charleson, S. & van Rijn, B. (2011). <i>Understanding assessment in counselling and psychotherapy.</i> Learning Matters (Exeter). Joyce, P. & Sills, C. (2010). <i>Skills in Gestalt Counselling and Psychotherapy.</i> Sage (London).</p> <p>Clinical Concepts</p>

- Lewis Aron (1996). 'On Knowing and Being Known – Theoretical and Technical Considerations Regarding Self-Disclosure'. Chapter 8 in *A Meeting of Minds: Mutuality in Psychoanalysis*. Analytic Press (New York) pp. 221 – 253.
- Balick, A. (2009). Relational Ethics Beyond the Sex and Gender Binary: an integrative relational approach Chapter 4 in Lynne Gabriel & Roger Casemore (eds): *Relational Ethics in Practice: Narratives from Counselling and Psychotherapy*, Routledge, pp. 32 -43.
- Bateman, A & Fonagy, P (2004). *Psychotherapy for Borderline Personality Disorder: mentalization-based treatment*. Oxford University Press
- Black, M. (2003): 'Enactment: Analytic Musings on Energy, Language and Personal Growth.' *Psychoanalytic Dialogues*, 13:5, 633-655.
- Davies, D & Neal C. (eds) (2000) *Pink Therapy Vol. 3: Issues in Therapy with Lesbian, Gay, and Bisexual and Transgender Clients*. Open University Press (Milton Keynes).
- Davies, J.M. (1998). Between the disclosure and foreclosure of erotic transference - countertransference - Can psychoanalysis find a place for adult sexuality? *Psychoanalytic Dialogues*, 8 (6): 747-766, 1998.
- Davies, J.M. & Frawley, M.G. (1994): 'Eight Transference – Countertransference Positions.' Chapter 9 in *Treating the Adult Survivor of Childhood Sexual Abuse*. Basic Books (New York).
- Gerson, S. (1996). 'Neutrality, Resistance, and Self-Disclosure in an Intersubjective Psychoanalysis' *Psychoanalytic Dialogues*, 6(5):623-645, 1996 (Symposium on the Meaning and Practice of Intersubjectivity in Psychoanalysis.)
- Hirsch, I. (2008). *Coasting in the Countertransference*. The Analytic Press (New York).
- McLaughlin, J.T. (1991): 'Clinical and Theoretical Aspects of Enactment' in *Journal of the American Psychoanalytic Association*, 39:595-614
- Ogden, T.H. (1994). The Analytic Third: Working with Intersubjective Clinical Facts. *International Journal of Psycho-Analysis*, 75:3-19.
- Pizer, S.A. (2004). 'Impasse Recollected in Tranquility: Love, Dissociation, and Discipline in the Analytic Process.' *Psychoanalytic Dialogues*, 14(3):289–311.
- Ringstrom, P.A. (1998). 'Therapeutic impasses in contemporary psychoanalytic treatment: Revisiting the double bind hypothesis.' *Psychoanalytic Dialogues*, 8(2):297-315, 1998 Symposium on Impasses, Binds, and Conflict in the Analytic Process
- Sumerel, M.B. (1994). *Parallel Process in Supervision* - ERIC Clearinghouse on Counselling and Student Services Greensboro NC. April 1994, ED372347

Module Title	Contemporary Theories of Psychotherapy
Level	7
Credits	30
Module Leaders	Roz Carroll and Judy Yellin
Accredited by	The MA contributes to meeting the training requirements for registration with the United Kingdom Council for Psychotherapy (UKCP)
Restrictions	
Aims	<p>This module aims to develop trainee therapists who:</p> <ul style="list-style-type: none"> • Have an understanding of contemporary theories of psychotherapy including perspectives from recent thinking in areas such as infant development, attachment theory, intersubjectivity theory, neuroscience, relational psychoanalysis, trauma theory. • The capacity for critiquing and integrating theoretical models and the use of advanced concepts in students' clinical work • Can reflect on issues to do with diversity and inequality, social and cultural norms and the therapist's own position regarding ethnicity, sexuality, disability, class and gender. • Are highly reflexive.
Learning outcomes	<p>At the end of this module the successful student will be able to:</p> <p><i>Knowledge</i></p> <p>LO1. Articulate, evaluate and critique contemporary theories of psychotherapy demonstrating a systematic understanding of the importance of the new insights generated by this thinking for clinical practice.</p> <p>LO2. Articulate and evaluate their own therapeutic approach with reference to contemporary theory and clinical examples.</p> <p>LO3. Appreciate developmental, intersubjective, cultural and transgenerational themes of their own and others' life histories.</p> <p>LO4. Critically reflect on the interrelation between psychotherapy and social/political theory and social and cultural norms including issues of diversity and inequality.</p> <p><i>Skills</i></p> <p>LO5. Integrate theory, clinical experience and personal process as an intrinsic and routine part of their psychotherapy practice</p> <p>LO6. Understand the principles of working at depth and relationally with a range of presenting issues and clinical contexts</p>
Syllabus	<p>Beginning by considering the Relational Turn; the paradigm change in psychoanalysis and psychotherapy that moved away from an emphasis on libidinal drives towards the centrality of relationships, students will move on to revisit Attachment Theory and its implications, and those of infant observation and neuroscience. Students will consider intersubjectivity and how it might help us make sense of what is happening in the therapeutic relationship and clinical concepts such as complementarity, rupture and repair, enactment, impasse, and dissociation. Students will also consider the light the inter-subjective model throws on issues such as gender, sexuality, adolescence, psychosis and transgenerational patterns. Attention will be paid to issues of diversity and inequality and the impact of societal and cultural norms on</p>

	<p>psychotherapeutic thinking and practice. The role of erotic transference and counter transference in the therapeutic relationship will be reflected on.</p>
<p>Learning, teaching and assessment strategy</p>	<p><i>Teaching</i> Teaching is based around discussion of specific reading material, video material and DVDs provided by the trainer. Access to a selection of key articles and book chapters will be provided electronically</p> <p><i>Diversity</i> Teaching will specifically include issues relating to the experience of difference including ethnicity, sexuality, gender, class and disability.</p> <p><i>Assessment Criteria</i> Coursework 100% no examination</p> <p><i>Formative Assessment</i> Ongoing tutor and student feedback is provided based on student's contributions in seminars, participation in group discussions, capacity to link the theory they are learning with clinical and personal experience.</p> <p>Summative Assessment A 5000 word essay that critically evaluates one or more aspects of contemporary psychotherapy theory and its relevance to clinical practice. It must include discussion and critique of theoretical concepts from attachment and intersubjectivity thinking and an examination of how they have influenced the student's own understanding of their therapeutic position. The essay must include clinical examples. The essay needs to demonstrate: (LO1) a systematic understanding of the importance of the new insights generated by contemporary theory for clinical practice (LO2) linked to an articulation and evaluation of the student's own developing therapeutic approach (LO3) an appreciation of developmental, intersubjective, cultural or transgenerational themes from the student's own or others' life histories and (LO4) a capacity to critically reflect on the interrelation between psychotherapy and social/political theory and social and cultural norms (LO5) an integration of theory and research, clinical experience and personal process as an intrinsic and routine part of their psychotherapy practice (LO6) understanding of working at depth and relationally.</p> <p>At least 80% attendance is required to pass this module.</p>
<p>Assessment weighting</p>	<p>100% essay</p>
<p>Indicative learning materials</p>	<p>Aron, L. (1996). <i>A Meeting of Minds: Mutuality in Psychoanalysis</i>. Analytic Press (New York).</p> <p>Benjamin, J. (2004). 'Beyond Doer and Done to: An Intersubjective View of Thirdness'. <i>Psychoanalytic Quarterly</i>, 73:5-46.</p> <p>Bowlby, J. (1973). <i>Attachment and Loss (Volume 2) Separation</i>. Hogarth (London).</p> <p>Bromberg, P, M. (2011). <i>The shadow of the tsunami and the growth of the relational mind</i>. Routledge (Oxford).</p> <p>Corrigall, J. & H. Wilkinson (eds) (2003). <i>Revolutionary Connections: Psychotherapy and Neuroscience</i>. Karnac (London).</p> <p>DeYoung, Patricia A. (2003). <i>Relational Psychotherapy: A Primer</i>. Routledge (Oxford).</p> <p>Holmes, J. (2001). <i>The Search for the Secure Base: Attachment and Psychotherapy</i> Routledge (Hove).</p>

- Main, Mary B. – *Adult Attachment Interview Protocol*
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Module Title	Personal and Clinical Integration
Level	7
Credits	30
Module Leaders	Shoshi Asheri, Brigitta Mowat
Accredited by	The MA contributes to meeting the training requirements for registration with the United Kingdom Council for Psychotherapy (UKCP)
Restrictions	
Aims	<p>This module aims to:</p> <ul style="list-style-type: none"> • Offer an opportunity to students to engage experientially and at depth with the links between their knowledge and understanding of contemporary theories of psychotherapy, their awareness of their own personal history and current life situation and their clinical practice. • Support students to deepen their personal understanding of their own experience and develop their reflexive capacity to be aware, moment to moment, while working with a client, of the link between personal narrative, subjectivity and therapeutic position. • Develop the ability to use moment to moment embodied experience as a guide and monitor in clinical work.
Learning outcomes	<p>At the end of this module the successful student will be able to:</p> <p><i>Knowledge</i></p> <p>LO1. Critically analyse the complexity, uncertainty and ambiguity of clinical situations and be able to understand how these dynamics impact their clinical practice.</p> <p>LO2. Critically evaluate their clinical practice and be able to reflect on their use of self, drawing on and critiquing contemporary theoretical thinking including ideas about attachment and intersubjectivity and clinical concepts such as impasse, enactment, dissociation, affect regulation, mentalisation.</p> <p>LO3. Demonstrate the ability to engage in complex ethical decision making, drawing on relevant codes of practice and professional values.</p> <p><i>Skills</i></p> <p>LO4. Demonstrate the learning of therapeutic skills in forming and sustaining intimate, bounded therapeutic relationships in which they are able to use the following: embodied experience, intersubjective awareness and capacity for reflexivity to identify and engage with relational dilemmas as they arise, the capacity to identify countertransference (CT), including embodied CT, as potentially valuable clinical information, the development of high level clinical judgement to assess and reflect on when it is appropriate to disclose CT as part of a collaborative dialogue with a client.</p> <p>LO5. Demonstrate the development of the capacity to hold the paradoxical tension between intrapsychic reality (both their client's and their own) and interpersonal reality.</p>

	<p>LO6. Develop and practice to an advanced level the capacity to reflect on feedback and supervision, even when experienced as novel and challenging.</p>
<p>Syllabus</p>	<p>Students will study (largely experientially through group exercises and discussions) the process of psychotherapy in the light of contemporary theories.</p> <p>There will be an emphasis on the clinical dilemmas that arise when the therapist's personal and professional process meets the client's process. For example:</p> <ul style="list-style-type: none"> • How can the therapist become aware of and use their countertransference to guide and monitor their interventions? • How can the therapist use their embodied countertransference as a way to trace charged or dissociated aspects of the therapeutic process? • How does the therapist's attunement to a client's body/mind narrative resonate with their own body/mind narrative? • How would a therapist recognise and work with impasse and enactment? • How does the therapist's attachment style interact with the client's attachment style? • How do we understand the process of self and mutual affect regulation? • How might a therapist allow the client to impact and change them while still holding their therapeutic position?
<p>Learning, teaching and assessment strategy</p>	<p><i>Teaching</i> Students will attend two and a half hour experiential teaching sessions. These will include check-ins where students will be supported to develop very advanced levels of self-awareness and reflexivity about their own personal process and history, and group exercises, practice sessions and discussions where students and tutors will work collaboratively to reflect on therapeutic dynamics.</p> <p>Students will be encouraged to develop an informal notebook of applications of theoretical concepts, their own experiences and their clinical practice. Students should draw on this when preparing their written work essay. Electronic reading lists will be provided for students where articles, book chapters and video links will be made available.</p> <p><i>Diversity</i> As diversity is seen as an essential part of the therapist's and the client's subjectivity, exploration of issues relating to the experience of ethnicity, sexuality, gender, class and disability will form an integral part of the learning.</p> <p><i>Assessment Criteria</i> Coursework 100% no examination.</p> <p><i>Formative Assessment</i> The nature of this module entails detailed weekly self, peer and tutor feedback.</p> <p><i>Summative Assessment</i></p>

	<p>A 3000 word reflective account of the experience and learning from completing the Adult Attachment Interview (AAI) and the ways the experience is informing their work with clients. (LOs 1,2 ,3, 4 & 5)</p> <p>A 2000 word critical reflective account on the learning from one or more teaching sessions in this module, paying particular attention to the student's experiential learning (as group participant or therapist, client or observer in a goldfish bowl) and their use of tutor and peer feedback. (LOs 1,4,5 & 6)</p> <p>At least 80% attendance is required to pass this module.</p>
Assessment weighting	<p>60% Critical account of AAI interview</p> <p>40% Critical reflective account of learning</p>
Indicative learning materials	<p>Aposhyan, S. (2004). <i>Body-Mind Psychotherapy: Principles, Techniques and Practical Applications</i>. Norton (New York).</p> <p>Anderson, F.S. (2008). <i>Bodies in Treatment: the Unspoken Dimension</i>. Analytic Press (New York).</p> <p>Aron, L. & Sommer F. Anderson (eds) (2000). <i>Relational Perspectives on the Body</i>. The Analytic Press (Hillside, NJ).</p> <p>Balick, A. (2009). 'Relational Ethics Beyond the Sex and Gender Binary: an integrative relational approach,' Chapter 4 in Lynne Gabriel & Roger Casemore (eds): <i>Relational Ethics in Practice: Narratives from Counselling and Psychotherapy</i>, Routledge (Oxford), pp. 32 -43.</p> <p>Margaret Black (2003). 'Enactment: Analytic Musings on Energy, Language and Personal Growth.' <i>Psychoanalytic Dialogues</i>, 13:5, 633-655.</p> <p>Philip Bromberg (1996). 'Standing in the Spaces: The Multiplicity of Self and the Psychoanalytic Relationship' <i>Contemporary Psychoanalysis</i> 32:509-535.</p> <p>Bromberg, P. M. (2006). <i>Awakening the dreamer. Clinical journeys</i>. The Analytic Press (Mahwah, NJ).</p> <p>Davies, J.M. (1998). Between the disclosure and foreclosure of erotic transference - countertransference -Can psychoanalysis find a place for adult sexuality? <i>Psychoanalytic Dialogues</i>, 8 (6): 747-766.</p> <p>Ehrenberg, D. B. (1992). <i>The intimate edge. Extending the reach of psychoanalytic interaction</i>. Norton (New York).</p> <p>Fowlie, H. & Sills, C. (eds) (2011). <i>Relational Transactional Analysis, Principles in Practice</i>. Karnac (London).</p> <p>Holmes, J (2009). <i>Exploring in Security: towards an attachment oriented psychoanalytic psychotherapy</i>. Routledge (Oxford).</p> <p>Howell, E (2005). <i>The Dissociative Mind</i>. Routledge (New York).</p> <p>Hycner, R, & L.Jacobs (2009). <i>Relational Approaches in Gestalt Therapy</i>. Routledge (Oxford).</p> <p>Maroda, K. (2010) <i>Psychodynamic Techniques: Working with Emotion in the Therapeutic Relationship</i>. Guilford Press (New York).</p> <p>Mearns D & Cooper M. (2005). <i>Working at Relational Depth in Counselling and Psychotherapy</i>. Sage (London).</p> <p>Mitchell, S. (1993). <i>Hope and Dread in Psychoanalysis</i>. Basic Books (New York).</p> <p>Mitchell S.A. (1997). 'Gender and Sexual Orientation in the Age of Postmodernism: The Plight of the Perplexed Clinician', Chapter 8 in <i>Influence & Autonomy in Psychoanalysis</i> Analytic Press pp. 231 – 262.</p> <p>Muller, R (2010). <i>Trauma and the Avoidant Client - Attachment-Based</i></p>

	<p><i>Strategies for Healing</i> Norton (New York).</p> <p>Ogden, P., Minton, K & Pain, C. (2006). 'Window of Tolerance: the Capacity for Modulating Arousal' and 'Principles of Treatment: Putting Theory into Practice' - Chapters 2 and 8 in <i>Trauma and the Body: A Sensorimotor Approach to Psychotherapy</i>, Norton (New York) pp. 26 – 40 & 165-187.</p> <p>Ringstrom, P.A. (2007). 'Scenes That Write Themselves: Improvisational Moments in Relational Psychoanalysis.' <i>Psychoanalytic Dialogues</i>, 17(1): 69–99.</p> <p>Symington, N (1993) <i>Narcissism: a new theory</i>. Karnac (London).</p> <p>Wallin, D.J. (2007). <i>Attachment in Psychotherapy</i>. Guilford Press (New York).</p> <p>Yellin, J. (2007). 'Such Stuff As Dreams Are Made On: Sexuality as Re/Creation' in Kate White (ed.) <i>Sexuality and Attachment in Clinical Practice</i>. Karnac (London).</p>
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Module Title	Dissertation
Level	7
Credits	60
Module Leaders	Dr Angela Cotter, Dr Val Thomas
Accredited by	The MA contributes to meeting the training requirements for registration with the United Kingdom Council for Psychotherapy (UKCP)
Restrictions	
Aims	<p>This module aims to:</p> <ul style="list-style-type: none"> • Promote understanding of the importance of research to the clinical and professional development of psychotherapy and counselling. • Engender enthusiasm for the process of research using a range of qualitative methods. • Develop skills in students sufficient to carry out a reflective research project relevant to the practice of psychotherapy and counselling.
Learning outcomes	<p>At the end of this module the successful student will be able to:</p> <p><i>Knowledge</i></p> <p>LO1. Clearly and accurately situate their topic of inquiry within the wider literature.</p> <p>LO2. Understand and critique research methodologies and critically justify a research method appropriate to their research question.</p> <p>LO3. Critically evaluate ethical issues in the design and execution of a research project and design appropriate strategies to manage these.</p> <p>LO4. Critically evaluate findings from an inquiry with particular reference to the implications for psychotherapeutic practice.</p> <p><i>Skills</i></p> <p>LO5. Demonstrate the ability to maintain critical reflexive awareness through all stages of an inquiry</p> <p>LO6. Demonstrate competence in a range of skills required to manage all stages of the process of inquiry including sampling, data collection and data analysis.</p> <p>LO7. Communicate a coherent and critically reflective account of their inquiry, with a clear sense of audience, that adheres to academic conventions.</p>
Syllabus	<p>Building on basic knowledge of psychotherapy and counselling research acquired during previous training (at the Minster Centre or elsewhere), during this module students will study four qualitative research approaches: IPA, Narrative, Grounded Theory and Reflexive, together with research ethics.</p> <p>Students will present a research proposal which sets out their chosen topic and its relevance to the practice of psychotherapy or counselling, the proposed research method and the approach to ethical issues. This has to be approved before students can proceed further.</p> <p>Dissertation topics may cover any area relevant to psychotherapy or counselling including therapist or client experiences, specific groups of clients, specific psychological issues, supervision or training; however the topic must be clearly related to the theory and practice of counselling and psychotherapy. Students may undertake work based exclusively on existing literature or based on fieldwork such as interviews, surveys or observations. In all cases the work must go beyond description to offer reflective and critical discussion which contributes to knowledge in the field. Students will need to reflect on the link between their own subjectivity and the subject of the dissertation; the clinical practice implications of the study for their own</p>

	work and for clinical practice more generally and the links between theoretical concepts and research methods.
Learning, teaching and assessment strategy	<p><i>Teaching</i></p> <p>Students will receive 7 hours of one to one dissertation supervision but can opt to combine this in small groups.</p> <p>Students will attend compulsory taught sessions on research methods, ethics and reflexivity, followed by workshops on developing research proposals. They may also attend optional research clinics and a further day on <i>Dissertation research</i>.</p> <p>Students will then submit research proposals for approval. Students will receive detailed feedback on the proposed topic, methods and ethical issues and whether they are approved to proceed with the research. Once the proposal has been approved students will attend a workshop on turning their proposals into action and work with a dissertation supervisor to complete their research. They can also attend optional research clinics where they can work in small groups with a tutor on any aspect of their research.</p> <p><i>Diversity</i></p> <p>Teaching will specifically include consideration of issues relating to ethnicity, class, sexuality, gender, disability and health.</p> <p><i>Assessment Criteria</i></p> <p>Coursework 100% no examination.</p> <p><i>Formative Assessment</i></p> <p>Ongoing tutor and peer feedback is provided based on student's contributions in workshops and group discussions. Students will submit a research proposal and receive written feedback before proceeding further. Proposals which do not meet the standards required can be resubmitted. Students will also receive feedback from their dissertation supervisors and can attend optional research clinics where they will work in small groups with peers and tutors on particular issues that arise as they undertake the research and write up.</p> <p>Summative Assessment</p> <p>A 15,000 word dissertation on a topic of the student's choice that is relevant to the practice of psychotherapy and counselling and that demonstrates mastery of a complex and specialist topic, critical understanding of research methods and ethical issues and a capacity for sustained critical reflexive awareness. The dissertation should be clearly written and adhere to academic conventions including referencing (LO1-7).</p>
Assessment weighting	100% coursework.
Indicative learning materials	<p>Copies of examples of completed and published research will be handed out during workshops for group discussions and students will be able to access examples of previous research carried out by students at the Minster Centre.</p> <p>Indicative reading list</p> <p>Blaxter L, Hughes C, Tight M (2010). <i>How to Research</i>. Fourth Edition. Open University Press (Maidenhead).</p> <p>Braud W & Anderson R (1998). <i>Transpersonal Research Methods for the Social Sciences: Honoring Human Experience</i>. Sage (Thousand Oaks).</p> <p>Castonguay L.J, Muran J.C, Angus L.E, & Hayes J.A. (2010). <i>Bringing Psychotherapy Research to Life: Understanding Change Through the</i></p>

- Work of Leading Clinical Researchers.* APA (New York).
- Charmaz, K. (2006). *Constructing Grounded Theory: a practical guide through qualitative analysis.* Sage (London).
- Clandinin, D.J. & Connolly F.M. (2000). *Narrative Inquiry: Experience and Story in Qualitative Research.* Jossey-Bass Publishers (San Francisco).
- Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches.* 2nd edition. Sage (London).
- Etherington, K. (2004). *Becoming a Reflexive Researcher: Using ourselves in research.* Jessica Kingsley (London).
- Finlay, L. & Evans K. (2009) *Relational-centred Research for Psychotherapists: exploring meanings and experience.* Wiley-Blackwell (Chichester).
- Langdrige, D. (2007). *Phenomenological Psychology: Theory, Research and Method.* US: Prentice Hall
- Lees, J. & Freshwater D. (eds) (2008) *Practitioner-based Research: power, discourse and transformation.* Karnac (London).
- Lyons, E. & Coyle A. (2007). *Analysing Qualitative Data in Psychology.* Sage (London).
- McLeod, J. (2010.) *Case Study Research in Counselling and Psychotherapy.* BACP & Sage (London).
- McLeod, J. (2003). *Doing Counselling Research.* Sage (London).
- Punch K.F. (2006). *Developing Effective Research Proposals.* Second Edition. Sage (London).
- Smith J, Flowers P, Larkin, M (2009). *Interpretative Phenomenological Analysis: Theory, method and research.* Sage (London).
- Timulak, L. (2008). *Research in Psychotherapy and Counselling.* Sage (London).
- Wolcott, H.F. (2009). *Writing Up Qualitative Research.* Sage (Los Angeles).