

Minster Centre

Minster Centre Diploma in Supervision

MA/PG Dip Professional Practice Counselling and Psychotherapy (*Supervision*)

Programme Handbook

2018

Validated by Middlesex University, London, 2014

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Institutional Link Tutor: Philip Reilly

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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

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 as you train. We are proud of the rigor 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. The MA Professional Practice is designed for counsellors and psychotherapists who are already qualified and working and who wish to develop their professional skills at the same time as obtaining an academic qualification.

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. We are also organisational members of The British Association for Counselling and Psychotherapy (BACP).

Our MA and PG Dip courses are also validated by Middlesex University.

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

Board of Trustees

The members of the Board are: Tamar Posner (Chair), Christopher Brooks (Treasurer), Nick Carley, Norma Clayton, David Collins, Malcolm Couldridge, Lynn Hanford-Day, Sean Titley and Susanna Wright.

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 Course Leader, Sue Murphy. If, for some reason, you would find it difficult to raise the issue with your Course Leader please approach 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, the Minster Centre Director

Hello and welcome to starting your, or to continuing your MA/PG Dip in Advanced Clinical Practice at the Minster Centre. We are 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 institution we have taken a conscious decision to remain small enough to offer a more personalised training. Our learning groups are relatively small and designed so that staff have an opportunity to

know you well and vice versa. We are proud to offer a unique perspective of psychotherapy and counselling training, as we combine a strong theoretical integrative grounding with an emphasis on the importance of experiential learning and self-awareness. We hope that the Advanced Clinical Practice course will give you an important opportunity to reflect in depth on your therapeutic work and to consider new approaches to theory and practice.

On completion of your course you can join the graduate community of the Minster Centre and become involved in group Meetings and other Continuing Professional Development 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.

Completion of your course may feel a long way away now, and you are probably much more concerned with what this next year or weekend 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 along the way. You will have to focus on your personal development, and this is likely to be both enriching and, at times, challenging. We will do our best to accompany you on the way.

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

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

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>



Academic calendar

The calendar for the 2018 academic year, including all days in the Centre, deadlines, Board of Study and Assessment Board dates is given below and will be available on Moodle. If there are any date changes these will be made on the calendar so please check crucial dates such as written work deadlines there. Courses will begin in January of each year.

Dates in college for students	Topic
<i>1st year 2018</i>	
Supervision Diploma only	
January 26/27/28	Welcome & Introductions What is Supervision?
February 23/24/25	Developmental model Dual relationships, Building the Supervisory Relationship
March 23/24/25	Ethics Working with Difference
April 20/21/22	Unconscious processes
May 18/19/20	Power & authority in the Supervisory Relationship Parallel Process, Working in Organizations
June 22/23/24	Working with Ruptures. The Internal Supervisor. Enactments and endings
July 13/14/15	Endings Assessment, formulation and risk
PG Dip and MA only	
<p>In addition to the weekends above students studying for a PG Dip or an MA must attend: Six from the following weekend days which will include half day workshops and supervision of supervision. August 4 (tbc) October 13 November 4 November 17 December 1 December 9 January 12 2018 February 2018 (tbc) 3 X 3 hour skype supervision of supervision with course tutors Tutorial support and extra CPD, individually negotiated, to complete the first three modules and teaching for Practicum 2. These contact hours will be focused on the developing advanced supervisory competencies including taught sessions, supervision of supervision and tutorials to be completed by April 5th 2019. The timing of these will be agreed with individual students at a tutorial in March/April 2018.</p>	
MA only	
MA students will also attend the following research teaching.	
June 9/10	Research methods and Ethics 1
October 6/7	Research methods and Ethics 2
November 24/25	Developing research proposals
March 2019 (date tbc)	Dissertation research
Plus 7 hours dissertation supervision – students to organize with supervisors	
MA PG Dip students who started in 2017	
March 3/4 2018 (MA students only)	Dissertation research
Plus 7 hours dissertation supervision – students to organize with supervisors	

ASSESSMENT SCHEDULE

MA students in their second year in 2018	Submission deadline
Practicum 2 Case Report	6 ^h April 2018
Dissertation research proposal (not academically assessed but needs Minster Ethics Committee approval)	23rd February 2018
Dissertation	7 th December 2018
Students starting in January 2018	
All students	
Process evaluation - Evaluating my development as a supervisor so far	20 April 2018
Supervisory Theory Essay	7 th December 2018
PG Diploma & MA students	
Integrating Theory into Practice Presentation	During weekends March - July
Integrating Theory into Practice Reflective Account	2 nd November 2018
Practicum 1 Portfolio	November 2018
Practicum 1 Review Meeting	November 2018 to be arranged with individual students
Practicum 2 Case Report	6 th April 2018
MA students only	
Dissertation research proposal (not academically assessed but needs Minster Ethics Committee approval)	Late February 2019
Dissertation	6 th December 2019

COMMITTEE & ASSESSMENT BOARD MEETINGS
Board of Studies
28 th Feb 2018
19 th June 2018
14 th September 2017 (MA Professional Practice ACP & Supervision only)
Assessment Boards
14 th Feb 2018
7 th Sept 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 formatively 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.

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. The MA Professional Practice students normally submit in December but can delay to the following July. 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 February for dissertations submitted in December and in September for dissertations submitted in July. 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.

psychotherapy • counselling • training

CONTACTS AND COMMUNICATION

Programme staff list and contact details

The Minster Centre

20 Lonsdale Rd

Queens Park

London NW6 6RD

Tel: +44 (0)20 7644 6240

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

The office is open from 9.30am to 5.30pm.

Director

Lissie Wright

The Minster Centre

Email: lissie@minstercentre.org.uk

Deputy Director of Training

Philip Reilly

Email: PhilipR@minstercentre.org.uk

Registrar

Rory Page

Tel: +44 (0)20 7644 6246

Email: rory@minstercentre.org.uk

Deputy Director of Training

Alyson Jaffe

Email: Alyson@minstercentre.org.uk

Middlesex University Link Tutor

David Henderson

Email: D.Henderson@mdx.ac.uk

Minster Centre Institution Link Tutor

Philip Reilly

Email:

PhilipR@minstercentre.org.uk

Teaching staff

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

Sue Murphy

Alyson Jaffe

Philip Reilly

Adella Shapiro

Course Leader

Tutor

Tutor

Tutor

Research Teachers

Dr Angela Cotter:

Dr Patricia Bonnici

Head of Research

Dr Valerie Thomas

Dissertation Supervisors

A list of dissertation supervisors is available on the intranet

Visiting Lecturers

Alyson Jaffe	Disability and difference
Eugene Ellis	Finding your voice around race in the therapeutic space
Frank Lowe	Working with race and class in ourselves and in our patients

.Administrative staff

Rory Page	Registrar rory@minstercentre.org.uk
Betti Urmos	Admissions Officer betti@minstercentre.org.uk
Miranda Boll	Training Administration Assistant miranda@minstercentre.org.uk
Naomi Weir , Jo Harris Gvette Shillingford, Michelle Campbell	Receptionists (Building, room bookings, messages) Email: reception@minstercentre.org.uk
Polly Mortimer	Librarian Email: librarian@minstercentre.org.uk
Justine Walsh	Operations Manager Email: justine@minstercentre.org.uk
Penelope Edgar	Finance 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 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 its replacement The Office for Students, 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 organizations) 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 organizations) for the purposes of administering the placement.

Sponsors, loan organizations (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 organizations 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.

Partner, 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 partners, 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 publicized 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 organizations 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.

Third party companies

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 that 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 (rorry@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 (rory@minstercentre.org.uk)

Processing personal data

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

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



YOUR PROGRAMME

THE MINSTER CENTRE DIPLOMA IN INTEGRATIVE SUPERVISION

Admission requirements

Applicants need to possess a professional qualification in counselling/psychotherapy (BACP, UKCP accredited or equivalent) and have been in practice for at least three years.

Students will need to practise supervision or work in a supervisory capacity during the course. Students gain most from the course if the supervision placement or work is arranged prior to, or as near to the start of the course as possible.

Aims

to develop an awareness of the dynamics of the supervisory relationship and how this might influence and be influenced by the therapist/client relationship

- to develop an awareness of factors which may facilitate and detract from supervisee learning.
- to develop an awareness of the impact of the wider social/cultural and political context on the theory and practice of supervision
- to negotiate appropriate supervisory contracts
- to provide opportunities for students to consider what might influence the focus of a supervision session and to assess the effectiveness of interventions
- to work ethically in accordance with the BACP framework
- to develop an awareness of how issues of difference may influence the supervisory process
- to develop an awareness of the different possibilities of focus in a supervision session
- to encourage reflection on Shohet and Hawkins' model of the different roles and tasks of the supervisor
- to encourage a critical evaluation of the course model in comparison to other models of supervision
- to encourage learning and reflection on unconscious processes and communication which may affect and assist supervision (drawing on psychodynamic and other theories)
- to give appropriate and balanced feedback
- to monitor supervisee competence and assessment of risk
- to engage in accurate self-appraisal
- to develop self-supervisory skills

Content

This training will use the Hawkins and Shohet process model (*Supervision in the Helping Professions* (2012)) as an outline curriculum framework, and a developmental model as outlined in Stoltenberg and McNeill (IDM Supervision: An integrative Developmental Model for Supervising Counsellors and Therapists).

We assume students will have a sound theoretical knowledge base (of their own orientation) and a good understanding of themselves as a therapist/counsellor.

This course provides a solid foundation in the theory and practice of supervision drawing on the model outlined by Shohet & Hawkins in *Supervision in the Helping Professions* (2012)

The theoretical input will include integrative, psychodynamic, relational and humanistic ideas. Consideration of ethics, working with difference, and the context

of psychotherapy underpin the theoretical framework.

Recommended theoretical papers for each module will be included in the timetable.

The diploma comprises three components

1. Supervisory Theory
2. Integrating Theory into Clinical Supervision
3. Clinical Supervision Practice

The delivery of the three components will be integrated within each teaching weekend.

Information regarding the specific content will be provided at the first workshop. Topics covered in the workshops include:

- An introduction to Shohet & Hawkins' model, including the three roles of the supervisor
- Facilitating supervisee learning, including assessment of stages of development
- The boundary between therapy and supervision
- Contracts
- Ethics, including discussion of the BACP framework and ethical dilemmas in supervision
- Models of supervision, including assessment and focusing which will draw on Shohet and Hawkins and other theorists
- A developmental model which draws on psychodynamic and integrative theories of human development
- Difference – an exploration of how to work with issues of difference in supervision
- Working with groups – group dynamics and unconscious processes
- The internal supervisor
- Parallel process
- Working in institutions – the setting and context of supervision including consideration of the impact of institutional dynamics on the supervisory system
- Transference – from supervisee to supervisor
- Countertransference – from supervisee to client and from supervisor to supervisee and client (includes exploration of triangular dynamics drawing on various theoretical orientations)
- More recent ideas about unconscious processes from the Relational School
- Issues of power and the 'authority of the supervisor'
- Working with ruptures
- Enactments
- Working with endings
- The role of research in supervision

There may be room for students to suggest a topic on which they would like a workshop and during the course it is possible that such a topic will emerge

During the fourth and last weekend of the course there will be tutorials to review and discuss progress and agree goals for development.

A group process session will be built into the timetable as needed.

The Sunday afternoon session of the final weekend will also include a closing circle.

There will be opportunity to give written and/or verbal feedback on the course content and teaching.

Requirements

Eleven Hours External Supervision of Supervision

(The course provides you with 10 hrs, making a total of 21 hrs)

a) Your supervisor must be BACP or UKCP Registered or the equivalent.

Peer supervision is not acceptable. The Minster Centre can supply a list of recommended supervisors.

If the 11 hours are in a group of up to 4 members (not including the supervisor), 50% of the meeting time may be counted. If the group has more than 4 members, the meeting time should be divided by the number of group members.

b) A log of supervision of supervision hours must be submitted, including dates and length of sessions. The log should be counted from the beginning of the course. Supervision experience obtained prior to the course starting cannot be counted. The log should be signed by your supervisor of supervision on final submission.

The log should specify whether the supervision of supervision is individual or group. Please specify the setting of supervision and details of supervisor - name, address and qualifications.

For each session, a brief note should be made (a sentence or two is sufficient) of the theme/focus of the session and included with the log.

Forty Hours of Supervision Practice with at least 2 supervisees

a) Peer Supervision Practice

Up to 10 hours may be peer supervision, either individual or group.

If peer supervision is in a group of up to 4 members, 50% of the meeting time may be counted. If the group has more than 4 members, the meeting time should be divided by the number of group members.

(NB: your relationship with your peers should be in a professional, not social context.)

b) Non Peer Supervision Practice

30 hours must be with individuals or a group external to the course not in a peer setting.

At least 15 hours of non peer supervision practice must be with trainee or qualified counsellors.

Up to 15 hours may be with individuals working in a therapeutic capacity e.g. Macmillan nurses, mental health support workers. **(However, if you wish to supervise non counsellors, please inform the Course Leader.)**

c) Log of Supervision Practice

A log of supervision practice must be submitted, counted from the beginning of the course and signed by your supervisor of supervision.

Supervision practice experience gained prior to this cannot be counted. The log should specify dates, length of sessions, group or individual, whom with (e.g. trained counsellors, support workers, peer supervision etc.) and the context and nature of the work (e.g. agency setting, NHS or private) without breaching confidentiality.

For each session, a brief note should be made (a sentence or two is sufficient) of the theme/focus of the session, and included with the log.

Please provide a summary of the hours in each category.

d) Passing a 2,000 word Process Evaluation and a 4,000 word essay and ongoing assessment of supervision (see Ongoing Assessment section)

e) 80% attendance (see Attendance section)

The MA/PG DIP PROGRAMME

Admission requirements

Students wishing to enroll for the MA/PG Dip Supervision must hold a professional qualification in counselling or psychotherapy (BACP or UKCP accredited course or equivalent) and must have been in practice for at least three years. Students will need to practice supervision or work in a supervisory capacity during the course. In order to access a supervision placement they will need a DBS. Anyone who anticipates their DBS will include a record that may make it difficult to obtain a supervision placement should discuss this with the Course Leader before starting on the course.

In addition, **all students** who do not have a first degree will need to demonstrate that they can produce work to post graduate standards, either through results in previous professional training or through equivalent training or experience. For details of English language requirements please see Criteria for admission in the Programme Specification at the end of this Handbook.

Year 1

Supervisory Theory

30 credits at level 7 (Compulsory)

Integrating Theory into Supervisory Practice

30 credits at level 7 (Compulsory)

Clinical Supervision

Practicum 1

(To include minimum 40 hours supervision practice & 20 hours supervision of supervision over the 2 years)

30 credits at Level 7 in Year 1 (compulsory)

Year 2

Clinical Supervision (cont.)

Practicum 2

(To include minimum 50 hours supervision practice & 20 hours supervision of supervision over the 2 years)

30 credits at Level 7 in Year 2 (Compulsory)

Students may exit at this point with a PG Dip Professional Practice Counselling and Psychotherapy (Supervision)

Dissertation (15,000 words) (MA only)

After learning about research approaches and methods, students will choose a dissertation topic relevant to their chosen specialty. Students will submit a research proposal for ethical approval at the end of year 1 or in year 2 before undertaking their research.

60 credits at Level 7 (Compulsory)

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.

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 Minster Centre Diploma, PG Dip or MA for 2018 are:

	Course fee	Middlesex Registration Fee	Total
Minster Centre Supervision Diploma	£2,650	N/A	£2,650
<i>With member's discount</i>	£2,253	N/A	£2,253
PG Diploma	£4,943	£690	£5,633
<i>With member's discount</i>	£4,201	£690	£4,891
1st Year MA	£3,528	£690	£4,218
<i>With member's discount</i>	£2,999	£690	£3,689
The fees have been spread evenly across the two years. The second year fees will be the same as the first year plus any increase for unavoidable costs such as inflation and any increase in Middlesex Registration fees			
Final Year MA (starting Jan 2018)	£2,798	£690	£3,488
<i>With member's discount</i>	£2,378	£690	£3,068
<i>There are two fee bands applied to these training courses, the standard fee and a discounted fee for Minster Centre members (graduates and those who maintain their UKCP membership through the Centre). Please note that Minster Centre discount does not apply to the Middlesex University registration fee (£690) that is a component of the MA/PG Dip fees.</i>			
Students who register for an MA or PG Dip pay an MA Registration fee for 1 or 2 years. The fee is set by Middlesex University and is handed over to Middlesex by the Minster Centre. These fees cannot be refunded. In 2018 the fee will be			690

What is included in your fees

Course fees include contact training hours, coursework assessment and one DBS check if needed. . Course fees include contact training hours, coursework assessment,. Tuition fees do not include personal therapy, placement supervision of supervision, the provision of consulting rooms for seeing supervisees, or assessment of resubmitted coursework.

In addition you will need to budget for the purchase of several key books (these are texts you will need to refer to frequently) and travel to the Centre, to placements and to supervision of supervision. Depending on the topics you choose for your written assessments, particularly your Dissertation if you are doing the MA, you may need to buy or access books, articles or other resources through the British Library or other specialist libraries or on-line databases.

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.

Course fees may rise between years. 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

Students pay a **non-refundable** deposit of £700 to secure their places. Students 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 your annual fees: outright at the start of the year, (attracting £50 discount for PG Dip and MA courses); in three installments paid in advance - i.e. to be paid by 2nd Feb 2018, 2nd June 2018 and 2nd October 2018; or twelve equal payments to be made monthly by standing order January 2018 to December 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 three times a year. Applications should be submitted by Friday 16/2/18, 1/6/18, and 26/10/17 . 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 roxy@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 <http://minsterstudents.co.uk/home/calendar/> and also on the noticeboards in the student common rooms.

If you have any queries about your timetable then please contact your Course Leader, Paul Martin, 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 Handbook, on the student intranet calendar and are included in the 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 develop your skills as a counsellor, psychotherapist, or supervisor 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 an 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 year before progressing. There will be additional fees for this. If, for reasons of ill health or other personal difficulty, you arrange well in advance – with the agreement of the tutor involved and the Course Leader 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, or the personal and clinical integration module.

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 in the content of the module. Middlesex University regulations regarding attendance are in section C of the [University Regulations: www.mdx.ac.uk/regulations](http://www.mdx.ac.uk/regulations)

Notifying absence or late arrival

If you are going to be absent from or late for any part of the course 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.

You should give notice if you are unable to attend any course for which you are registered; 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 notice of non-attendance may lead to you being charged for the course but not credited with attendance. Attendance at a course session for which you are not registered (some courses offer alternative times) may not be credited as attendance. If your unplanned attendance makes the teaching group too large you may be asked to leave. Should you need to change your dates you should check if the course is full. If it is not you should rearrange your attendance time through the Registrar. If the course is full you must organise an exchange of places with another student on the alternative dates if possible, and inform the Registrar by email rorry@minstercentre.org.uk

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 Course Leader 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 Course Head 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.

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 Course Leader 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 the second weekend to ensure that the interests of students on the programme are represented. Your Course Leader 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

28th February 2018 10.30am-12pm

19th June 2018 10.30am-12pm

14th September 2018 4:45pm (ACP and Supervision courses only)

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

At the end of the academic year you will also be emailed links to electronic surveys. They 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, Course Leaders, 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 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 Course Leader who will normally offer to facilitate a three way meeting with the person concerned as a means of resolving the issue.

Your Course Leader 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 Course Leader of the Training Office.

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: \[www.mdx.ac.uk/regulations\]\(http://www.mdx.ac.uk/regulations\)](#).

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

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.

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, and 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 exercises 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 and supervisors 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 only be talked about within appropriate teaching contexts and then respectfully and with the identity of the client suitably protected. 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 Course Leader or a tutor. If the fellow student is unable or unwilling to do so, the student should raise their concerns with their Course Leader, 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*

Log of Supervision Practice

A log of supervision practice must be maintained and submitted, counted from the beginning of the course and signed by your supervisor of supervision. Supervision practice experience gained prior to this cannot be counted. The log should specify dates, length of sessions, group or individual, whom with (e.g. trained counsellors, support workers, peer supervision etc.) and the context and nature of the work (e.g. agency setting, NHS or private) without breaching confidentiality.

For each session, a brief note should be made (a sentence or two is sufficient) of the theme/focus of the session, and included with the log.

It is your responsibility to monitor your supervision practice hours and arrange a tutorial with your Course Leader if you believe you will not complete these hours by the deadline. Students who have not started their supervision placement by the 3rd weekend of the course will not be able to pass the Minster Centre Diploma course assessment requirements. In this event they will need to receive an extra 3 hours of supervision of supervision, one hour with three different tutors, which they will need to fund in addition to course fees already paid. If a student has not started a supervision placement by the 4th weekend, the requirements for completion will need to be discussed with the Course Leader to seek an extension. Circumstances that may justify an extension include unavoidable delay or problems in finding a placement/supervisees and personal circumstances such as pregnancy, breaks in clinical work due to illness or otherwise not being fit to practice. You and your Course leader may agree an extension period and the supervision of supervision arrangements appropriate to the circumstances, usually of up to six months from the original deadline. You should complete a written record of the extension with the Course Leader 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.

At the end of the extension, the student will need to submit the supervision hours log. If a further extension is needed this will only be considered in exceptional circumstances.

In the event of delayed submission or failing an assessment, you will need to discuss and agree supervision of supervision arrangements with the Course Leader. You may be required to attend additional supervision of supervision.

Continuing Professional Development (CPD)

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

Fitness for practice/Professional capabilities

As a trainee and a qualified therapist/supervisor, you will be working with clients and supervising clinical work about 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.

Students may themselves identify times when they may not be fit to practice as a therapist or supervisor. 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 that might be affecting your fitness to practice, you should take these to supervision of 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 Course Leader.

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 Course Leader 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 a student 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 student'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

Students on the MA Professional Practice may need placements to undertake their clinical, supervision or clinical management practice (depending on the course you have opted for) unless they are already in a suitable role.

This evidence and experience of competence to practice is an essential part of your training. Placement experiences also accelerate and deepen your professional learning and understanding, and serve to increase your employability. For students on the supervision course it is advisable to find as wide a range of placements/opportunities to practice supervision as possible to gain sufficient experience.

In order to accrue your practice hours, you may need to volunteer on one or more clinical placement. You will need to keep a track of all the hours you accrue, as you will need to self-certify your grand total when you qualify. Further information on Placements and working with Training Clients/Supervisees is available on the intranet.

Finding a placement

You will be responsible for securing a placement but advice and guidance is available from the Course Leader. The Minster Centre Placement Coordinator primarily deals with clinical placements for students completing their initial training to become a counsellor or psychotherapist. The Placement Coordinator, Leon John, has a database of organizations that offer clinical placements which may also be helpful if you are seeking a supervision placement. Please contact him to access this at Leon@minstercentre.org.uk Details of new

placement opportunities are displayed on the notice board in the downstairs student kitchen and are emailed by the Placement Coordinator as they emerge throughout the academic year.

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 organizations, hospices, Guardian Society section volunteer page, 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 or supervisees are suitable to be seen by trainees, and clients/supervisees should be informed that they will be seen by someone who is in training.

Placements hold clinical responsibility for clients and, ideally, should provide supervision (and for supervision trainees supervision of supervision). The supervisor must be an experienced practitioner and registered with either the UKCP or the BACP or equivalent. Ideally, they should have completed some training in supervision 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 increasingly, students can be asked to arrange for, and pay for, their own supervision. The Course Leader can help with finding such a supervisor if need be.

Insurance

You will need to check the insurance arrangements covering your placement work. Normally this will be covered by the placement's insurance. If a placement requires you to take out your own professional liability insurance please contact the Placement Coordinator, Leon John, Leon@minstercentre.org.uk and the Course Leader who will advise you on how to proceed.

Placement paperwork

It is important to let the Course Leader and the Placement Co-ordinator Leon@minstercentre.org.uk 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 for downloading:

1. **Minster Centre Supervision Placement Agreement Form** (to be completed by student and placement organization and supervisor when the placement begins)
2. **Placement Closure Form** (to be completed by student and placement organization & supervisor/manager when the placement ends)
3. **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)

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 Moodle. You will also have access to electronic resources for each module which you can access via Moodle.

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 Moodle.

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 or their electronic resources.

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 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 Moodle <https://moodle.minstercentre.org.uk>. Minster Moodle gives us the capacity to provide tailored information specific to you and your study groups. 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.

Usernames and passwords

You will have been emailed log in information for Minster Moodle. If you have problems accessing 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 Moodle. 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 Moodle.

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 Course Leader if you need further information and cannot locate it in the Handbook, Aids to Study or on Moodle. As well as organising a formal one-to-one tutorial and class tutorials, Course Leaders 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/PG Dip ACP programme is Philip Reilly PhilipR@minstercentre.org.uk and the link tutor at Middlesex is David Henderson, d.henderson@mdx.ac.uk. These tutors are jointly responsible for ensuring the programme is delivered according to the arrangements agreed when it was approved by Middlesex University. 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. Email the registrar Rory Page Rory@minstercentre.org.uk.

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	https://chrome.google.com/webstore/detail/atbar/lihjlachbdcibhpalgegcgknbmjhicl/related

		Overlay	
Be Focused / Clockwork 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/dyslexiak ey-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	https://itunes.apple.com/us/app/gboard-a-new-keyboard-from-google/id1091700242?mt=8

		device	
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/mgijmajocgfcbeboacabfgobmjgicaja
Grammarly	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/
Hemingway 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	https://quizlet.com/subject/

		students have made,	
Read Mode	Reading	Removes clutter for easy reading and printing	https://chrome.google.com/webstore/detail/read-mode/nagcaahojecfeopbgghicabgiepploa?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/laankejkbhbdhmipfmgcngdelahlfoji?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 tool	https://www.zotero.org/download/

	Referencing		
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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.

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.

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 roryp@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 you 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 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 organizing yourself. For every hour of teaching you should expect to undertake around 3-4 hours of private study including reading, writing reflective notes and supervision records, preparation for presentations and supervision, producing written work and research. In the second year of the MA you will be supported as an independent learner through the guidance of a research supervisor

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 non-formally assessed work.

Summative assessment is designed to measure the extent to which you have achieved the learning outcomes of a module, this often results in a grade (or a pass/fail) being awarded. Summative assessment should assess achievement of learning outcomes in a secure, fair and accurate manner. On this programme this will mainly comprise marking of written work including essays, case studies and a dissertation but will also include delivering a presentation 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 your programme is integrated and designed to help you develop the knowledge, skills and aptitudes necessary to practice at an advanced level. The modules are designed to be complementary and cumulative, working together to develop and enrich your skills and knowledge. The assessment processes are designed to allow you to demonstrate your progress against learning outcomes 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 module or course and may be done verbally, in writing or a combination of the two.

Student self-assessment

At various points in a course 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 supervisor. All the tutors who have worked with a student will then respond in writing to the student's self-assessment, after which there will be a tutorial at which the student can discuss these assessments with the Course Leader and agree areas of 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.

Each student will be required to present a case study of one of their supervisees during the course supervision of supervision. The timetable for this will be agreed at the beginning of the course.

In addition to the above, there will ongoing assessment of your ability and practice during the course e.g. during role plays; supervision of supervision group and your overall contribution to the group. The job of supervisor carries considerable responsibility and the tutors need to feel confident that, by the time you complete the attended part of the course, you are sufficiently competent as a supervisor to pass this aspect of the training.

All the tutors who have worked with a student contribute to a summative decision on whether the student has successfully completed this element. This assessment is in addition to the grades awarded to written assignments and includes consideration of whether students have met the Overall Assessment Criteria set out in the relevant section below. The progress of any student that is raised as a concern by the tutors is then reviewed by the Training Committee before a recommendation is made on whether they are ready to progress or qualify.

If for any reason, a student seems likely to fail the course assessment i.e. their progress in several areas is poor, s/he will be notified as soon as possible, and normally not later than the penultimate weekend of the Minster Centre Supervision Diploma and a course of action worked out with a tutor. This may involve attendance at extra supervision of supervision sessions with a tutor (paid for by the student) and/or having additional supervision with the external supervisor. A report from your external supervisor may also be requested.

Students will also have the opportunity to discuss their progress during tutorials which will be held during the fourth and last weekend of the course. Students may also request a one to one or group tutorial with a tutor or Course Leader at any point.

For a list of requirements for the award of MA or PG Dip, 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 Moodle, in the library and in common rooms.

Marking and marking moderation

All written assessed work is either internally moderated or double marked. Marking of written work is usually undertaken by your tutors, and then moderated by a team of internal moderators. The External Examiner sees a sample of all the assessed work in all years and all of the Finalist work. All results are considered and confirmed by the Assessment Boards that meet in September and February.

Written work submitted for The Minster Centre Supervision Diploma, the PG Dip and 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, fail, and a sample of all other submissions. All work is then made available to the 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. Final marks are agreed at Assessment Boards. Dissertations submitted are blind marked and double marked and seen by an external examiner.

If your work is marked as a fail 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 (and pay the associated fees) 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 4-6 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 PG Dip/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 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 rory@minstercentre.org.uk.

The External Examiner(s) for the MA and the PG Dip 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 Course Leader, 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 40 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 written work and the meaning of the grades given. Aids to Study is available on Moodle 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/PG Dip award is unclassified.

Grade	Description
Distinction	<p><i>For essays and dissertations</i></p> <p>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></p> <p>Where the submission is more directly related to clinical/professional 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</p>

	<p>developed skills. Submissions will show a sophisticated understanding of clinical/professional concepts 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/organisational 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/peer discussion.</p>
Merit	<p><i>For essays and dissertations</i></p> <p>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></p> <p>Submissions will show a very good and comprehensive grasp of relevant clinical/professional concepts and demonstrate thoughtful and sensitive application to practice. Demonstrates a good understanding of relational/organisational dynamics and a capacity for thorough, non-defensive, self-awareness and reflection. Very good use of supervision/peer discussion. Ethical issues very well handled.</p>
Good Pass	<p><i>For essays and dissertations</i></p> <p>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></p> <p>Good grasp of relevant clinical/professional concepts with their application to practice well demonstrated. Good understanding of relational/organisational dynamics and capacity for self-awareness and reflection well demonstrated. Good use of supervision/peer discussion. Ethical issues well handled.</p>
Pass	<p><i>For essays and dissertations</i></p> <p>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</p>

	<p>personal experience. Ethical issues adequately handled.</p> <p><i>For reflective accounts, portfolios, clinical examples and case studies</i></p> <p>Relevant clinical/professional concepts understood and demonstrates understanding of their application to practice. Demonstrates understanding of relational dynamics and sufficient self-awareness and reflection to practice safely and use supervision/group discussion. 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> Similar to the above but may also include not understanding key clinical /professional concepts adequately, not being able to articulate a clinical/professional stance, describing poor clinical/professional practice without adequate awareness or self-reflection. Lack of use of supervision/group discussion.</p>

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 assessed against the criteria for experiential, clinical skills and self-development work *below*. This process is important because working in a therapeutic supervisory capacity draws not only on your academic ability but also your therapeutic skills and your capacity to be aware of and reflect on your own experience. The development and weaving together of these three strands is an essential part of training at the Minster Centre. Assessment of your progress against these criteria draws on what tutors (including supervisors of supervision) have observed of you and your work across the course/year, as well as your written work and presentations. . All tutors will contribute to this assessment. The progress of students who, in the combined opinion of the tutors, are not ready to progress, or about whom there are concerns, will then be reflected on at a meeting of the Training Committee or a separate meeting between the Course Leader and Director and a decision made about whether you can progress or qualify. Particular attention is paid to students who are repeating parts of the course.

Trainees who are not felt 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 one or more modules, submit additional work or undertake further supervision, take some time out of the course, or leave the course.

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, have previously failed more than one assessed pieces of work 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 Course Leader 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 working with that student and the Course

Leader then by a group of staff (the Training Committee) who are aware of the demands of the training.

Programme regulations for progression and award

For MA students to proceed from one year to the next and for all students to progress to later modules, students must have attended at least 80 per cent of each module, all summatively assessed work must pass, 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 or qualify 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 options for the remedial plan include resubmission of written work and modification of student attendance. Ultimately students may also be asked to leave the course. Further information on these options is discussed in later separate sections.

The conditions you must meet to be awarded a Minster Centre Supervision Diploma or an MA/PG Dip Professional Practice, Counselling & Psychotherapy (Supervision) are summarised below:

The following all assessed as Pass
Minster Centre Supervision Diploma
A 2000 word Process Evaluation
A 4000 word Essay

PG Dip Professional Practice Counselling and Psychotherapy (Supervision)
A 2000 word Process Evaluation
A 5000 word Supervisory Theory Essay
A 40 minute Integrating Theory into Practice Presentation
A 3000 word Integrating Theory into Practice Reflective Account
A Practicum 1 Portfolio
A Practicum 1 Review Meeting
A 5000 word Practicum 2 Case Report

MA Professional Practice Counselling and Psychotherapy (Supervision)
A 2000 word Process Evaluation
A 4000 word Essay
A 5000 word Supervisory Theory Essay
A 40 minute Integrating Theory into Practice Presentation
A 3000 word Integrating Theory into Practice Reflective Account
A Practicum 1 Portfolio
A Practicum 1 Review Meeting
A 5000 word Practicum 2 Case Report
A 15,000 word Dissertation

For all qualifications

A minimum 40 hours supervision practice & 20 hours supervision of supervision over the period of the course

Attendance of at least 80 per cent of the total course hours and 80% of each module

Assessment by tutors of having reached an acceptable standard in experiential, skills

and self-development work in accordance with the overall assessment criteria listed below

Overall assessment criteria for experiential, skills and self-development work

The following summaries of the experiential learning objectives for each year of training are the criteria used by students in any self-assessments and by tutors in assessing whether students have completed the experiential, clinical/professional skill and self-development aspects of the module or year successfully and are ready to progress to the following modules (or to qualify).. These competences are **cumulative**, each year or part year building on the learning from previous years, and **students must be meeting the criteria for their current part of the course and all preceding parts.**

Awareness of own process

- Willingness to venture beyond their comfort zone to explore their own process
- Being able to feel or sense shifts in their own process and experience, and express and integrate strong feelings arising during the course
- Capable of reflecting upon their own process in terms of their personal history, patterns of interaction with others, significant features and themes in their life history and process of development as a supervisor, showing capacity to self-reflect on countertransference and personal issues with consideration of how these issues may impact on the work
- Ability to take responsibility for their own feelings without needing to project, deny, etc.
- Openness to integrate their body, mind and feelings and showing they are aware of the bodily experience of feelings
- Being able to formulate this in relation to theory
- A capacity to self-reflect and to engage in balanced self-evaluation

Understanding and use of theory

- Demonstrates a consistent and coherent integrative theoretical framework applied to supervision practice
- Understanding the core theories and themes being taught
- 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
- Demonstrates awareness and ability to reflect on issues of difference in supervisory practice and an understanding psychotherapeutic ideas about difference

- Attaining a basic grasp of how models of supervision might be used in practice
- Being able to identify different styles of working
- Awareness of how unconscious processes from the triangular supervisory relationship emerge between supervisee and supervisor, e.g. parallel process, transference and countertransference.

Intersubjective awareness

- Sensitivity to qualities of relationship and the intersubjective field
- Having a developed sense of transference–countertransference and understanding the principle of experiencing body countertransference
- Able to stay with the client or supervisee through distressing or traumatic material
- Having the capacity to comment on the dynamic of a relationship in a facilitative way

Supervision flexibility and agency

- Ability to attune and empathise
- Ability to inquire and to challenge
- Capacity to maintain an overview while following a process
- Shows a clear understanding of the role and responsibilities of the supervisor, including boundary between therapy and supervision
- Ability to manage risk in the supervisory matrix.
- Demonstrates ability to negotiate a mutually agreed and clear contract
- Demonstrates ability to establish and maintain effective working alliance
- Capacity to manage organizational aspects of supervision work
- Ability to contain and make safe (ground) the strong feelings of the client/supervisee/team member
- Ability to read the bodily expression of the client's/supervisee's feeling state, and to direct their awareness to this
- Ability to work with clients/supervisees with growing confidence using developed therapeutic skills

Year 1 Practicum 2 (MA and PG Dip)

Awareness of own process

- Ability to process feelings that arise during the course
- Ability to understand their own defenses 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
- 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

Intersubjective awareness with others

- Ability to contain their own feelings sufficiently to focus on the other
- Ability to contain feelings about 'not knowing' with the other without straining for premature certainty
- Ability to keep a professional relationship within the appropriate boundaries, and to understand issues that might arise to challenge this
- 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

Understanding of theory

- Developing and being able to articulate their own ideas about the integrative, theoretical basis of their work
- Being able to demonstrate knowledge of how to work ethically
- Understanding the concept of 'difference' and its application to work with others
- Having a developed view of the cultural and personal values that underpin their own work
- Understand key concepts in psychotherapy, such as integration, transference and countertransference and theories of trauma
- Know enough about mental health difficulties to be able to make useful client assessments and support others in doing so. 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 of supervision or supervision
- Continuing wide-ranging exploration of theory and the ability to take responsibility for deepening their knowledge in the field of psychotherapy/supervision/management
- Awareness of research methods, sources of information on research and how to use research in psychotherapy and counselling

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
- 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, reflect on and appropriately discuss unconscious processes in therapy, supervision and other relationships

Year 2 (MA)

In the second year, students will be continuing their studies as independent learners supported by their research supervisor. It is important to continue to bear in mind the first year criteria listed above, in addition there are criteria that are particularly relevant to completing the Masters dissertation. These are listed below.

- Continuing wide-ranging exploration of theory and the ability to take responsibility for deepening their knowledge in the field of psychotherapy/supervision/management
- Awareness of research methods, sources of information on research and how to use research in psychotherapy and counselling

Your results

At the end of your course, 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 to if you have previously received your marks and feedback).

The dates of Assessment Boards are published in the academic calendar on the intranet and Moodle. <http://minsterstudents.co.uk/home/calendar/>.

Certificates

On successful completion of your course you will receive a Minster Centre Diploma in Supervision or, if you have registered and paid the fees and met the requirements for an MA or PG Diploma, you will receive an award certificate issued by Middlesex University. It will include the words “in collaboration with the Minster Centre”.

Your MA/PG Diploma 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/PG Dip.) 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 with the 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 organize your time to enable you to complete it and hand it in by the deadline. The deadlines are given at the start of the course 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 ror@minstercentre.org.uk. In the case of final pieces of work you must contact your Course Leader 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 Course Leader 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 and the circumstances you may be given an opportunity to resubmit, re-take parts of the course or you may have to leave the course.

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

The Assessment Board may allow students to progress further in the course or 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 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/supervision hours requirements

The Minster Centre recognises that, although the 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/supervision hours can be agreed. It is the student's responsibility to monitor their clinical hours, alert the Course Leader 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 Course Leader to discuss a projected shortfall in clinical/supervision hours
2. The circumstances that justify an extension would either be professional or personal. Professional circumstances would include the following: problems residing with agency 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 or psychological stress
3. The student and Course Leader 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/supervision 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. The student and Course Leader 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 meet with a designated tutor to handover required documentation with regard to clinical hours and to debrief.
7. If a further extension is requested, this can only be considered in exceptional circumstances and this will be considered by the Course Leader.

Deferral of completion

MA Finalists can defer completion of their assessed work initially into a 3rd year. Students wishing to defer will need to contact the Course Leader to discuss their progress towards completion by 15th December 2018. If you wish to defer beyond a 3rd year you must discuss your detailed plans for completion with the Course Leader and have negotiated an agreement for a timely completion by 1st November 2018. Agreement for deferral beyond a 3rd year is not automatic. **Please note that the maximum period of Registration with Middlesex University for part time Masters is 5 years. You must therefore complete the programme within 5 years.**

Temporary withdrawal

Students may also choose to withdraw temporarily between years or be asked by their Course Leader 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 Course Leader by 1st November. **Please note that the maximum period of Registration with Middlesex University for part time Masters is 5 years and for a PG Dip 4 years . You must therefore complete the programme within 5 years for an MA or 4 years for a PG Dip. (see below).**

Students wishing to continue after such a break will need to apply for re-admission by 1st November 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 rorry@minstercentre.org.uk in advance of 1st November 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 groups mid-year. You also need to be aware that there is no refund on MA/PG Dip 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 and PG Dip Registrations are subject to a maximum period of registration of 5 years and four years respectively . This means that you must complete the qualification within 5 or 4 years 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 pf MU Regulations, available at

http://www.mdx.ac.uk/__data/assets/pdf_file/0016/239020/Postgraduate-Taught-Programmes-16-17.pdf

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.

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 happen 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 Course Leader 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 Course Leader to assess whether the allegations are supported by sufficient evidence. If the Course Leader 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, counsellors and supervisors. 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 Course Leader.

Fitness to practice procedures

Students 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 Course Leader.

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 Course Leader 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 students 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 student 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, lack of administrative care or competence, 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 student'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 Course Leader, another member of a 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 student outlining the case for the referral to the FtPP and a request for a reflective statement and any evidence that the student 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 student. 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 student of the results will be sent by

email and in hard copy. A FtPP may require that a student 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. Other recommendations, including referral to a professional body, may be made. All FtPP outcomes are reported back to, and monitored by, the Training Committee.

A student can appeal against the decision of a FtPP. An appeal is a request from a student that a decision of the FfPP 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 FfPP reconvening to review its decision in the light of the new information although it does not necessarily mean that the original decision of the FfPP is changed. All appeals must be made through the Registrar.

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

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

A successful appeal will result in the case being re-submitted to a FfPP with the inclusion of at least two additional members. This 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 the student's performance in the assessment was adversely affected by illness or other factors which the student 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 Course Leader, copied to the Director, using the appropriate forms (available on the Intranet and Moodle). 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 Course Leader 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/Course Leaders 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, which includes the External Examiner, 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 practice experience or supervision of supervision or attending an experiential group
- slowing down by 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 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 appeal 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

There are occasions where a student will be told that the Minster Centre requires them to stop attending the course. This decision will be reached by the Course Leader 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.

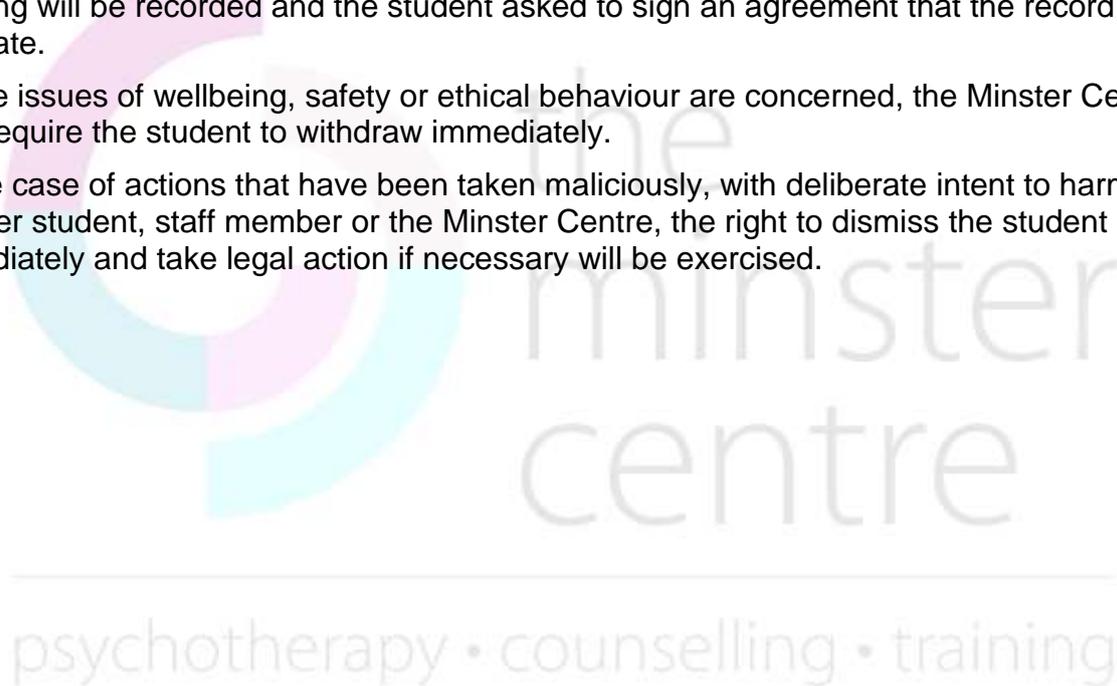
The student may bring a friend or advocate to the meeting and the advocate will be able to speak at the student's request. The advocate/friend must not be a present or past tutor, trustee, member of staff at the Minster Centre.

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.



PROGRAMME SPECIFICATION AND CURRICULUM MAP FOR MINSTER CENTRE MA PROFESSIONAL PRACTICE COUNSELLING AND PSYCHOTHERAPY



1. Programme title	MA Professional Practice Counselling and Psychotherapy (Supervision) (Advanced Integrative Practice) or (Managing Clinical Services)
2. Awarding institution	Middlesex University
3. Teaching institution	Minster Centre
4. Programme accredited by	
5. Final qualification	MA
6. Academic year	2015
7. Language of study	English
8. Mode of study	Modular – taught & experiential with clinical practice, part-time

9. Criteria for admission to the programme

The admission criteria for the different subject options for this course differ.

Students wishing to enroll for the Supervision option must hold a professional qualification in counselling or psychotherapy (BACP or UKCP accredited course or equivalent) and must have been in practice for at least three years. Students following this subject option will need to practice supervision or work in a supervisory capacity during the course.

Students wishing to enroll for the Advanced Clinical Practice option must hold a professional qualification in counselling or psychotherapy (BACP or UKCP accredited course or equivalent) and must be able to demonstrate significant clinical experience, including at least one year of practice post qualification. Students opting for this subject must also demonstrate recent self-development work, usually personal therapy, and will be required to undertake weekly one to one therapy during the course.

Students wishing to enroll for the Managing a Clinical Service option must hold a professional qualification in counselling or psychotherapy (BACP or UKCP accredited course or equivalent) and will need to be working at least one day per week in a clinical service where they have management responsibilities.

In addition, **all students** who do not have a first degree will need to demonstrate that they can produce work to MA standards, either through results in previous professional training or through equivalent training or experience.

English Language You must have competence in the English language; 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 the full range of English language qualification equivalents from <http://www.mdx.ac.uk/international/students/apply/entry/index.aspx>

10. Aims of the programme

The programme aims to provide professional training that equips students with the in-depth knowledge and advanced professional skills required to be effective clinical supervisors, advanced integrative practitioners or managers of a clinical service (depending on the specialism chosen) and to understand and be able to engage with research relevant to psychotherapy, counselling, and the management of clinical services.

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 skillful clinical or professional practice. As well as theoretical understanding, students will also have an understanding of the interface between psychotherapy and the social/political issues.

We aim to produce graduates for whom self-awareness, advanced practice skills and theoretical understanding, inform each other.

psychotherapy • counselling • training

11. Programme outcomes

A. Knowledge and understanding

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

A1: the social/cultural/economic/political context of professional practice

A2: In-depth knowledge of values and ethical frameworks of professional practice

A3: In-depth knowledge of main theoretical models relevant to their practice specialism

A4: Good comprehension of the epistemology and methods of the main research approaches used to develop knowledge in professional practice

Teaching/learning methods

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

Assessment method

Students' knowledge and understanding is assessed by grading of written work using essays, case studies, external assessment of process reports, tutor and peer feedback on presentations and reviews.

B. Cognitive (thinking) skills

On completion of this programme the successful student will be able to:

B1: Synthesize best practice approaches/strategies/interventions from a range of appropriate resources such as: current research; supervision; theoretical knowledge and professional body guidance

B2: Critically evaluate evidence base for professional practice

B3: Critically evaluate risk in professional practice

B4: Provide a critically justified rationale for an appropriate research design for a small scale research study

Teaching/learning methods

Students learn cognitive skills through didactic methods, discussion, group exercises, reading and written work

Assessment method

Students' cognitive skills are assessed by assessment of written work using essays, case studies, presentations and process reports as well as a written self-assessment process

C. Practical skills

On completion of the programme the successful student will be able to:

C1: Make clear contracts and arrangements for professional work

C2: Keep appropriate professional records and/or produce high quality professional documentation

C3: Resolve complex dilemmas or problems arising in professional activity ethically and effectively

C4: Develop appropriate mechanisms for evaluating and/or measuring professional service delivery and for designing improvements

C5: Carry out the tasks required for a small-scale research study

Teaching/learning methods

Students learn practical skills through exercises in small and large groups, discussion, observed practice and feedback, and supervised clinical or professional practice.

Assessment method

Students' practical skills are assessed by essays, clinical examples, case studies, process reports, portfolios, live assessment and case presentations, participation in practicum groups, written self-assessment processes, 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.
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<p>D. Graduate skills</p> <p>On completion of this programme the successful student will be able to:</p> <p>D1: Communicate persuasive and coherent arguments both verbally and in written form</p> <p>D2: Demonstrate advanced capabilities as an independent learner</p> <p>D3: Work effectively both as a member of a group and as an autonomous individual</p> <p>D4: Demonstrate originality in academic work</p> <p>D5: Make decisions in complex situations, and sometimes with incomplete information</p>	<p>Teaching/learning methods</p> <p>Students acquire graduate skills through didactic methods, discussion, group participation, 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 submissions.</p>
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12. Programme structure (levels, modules, credits and progression requirements)
12. 1 Overall structure of the programme
See pages 22-23

12.2 Levels and modules

Starting 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 is 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>Clinical Supervision Supervisory Theory (30 credits) Integrating Theory in Supervisory Practice (30 credits) Clinical Supervision Practicum 1 (30 credits) or</p> <p>Advanced Clinical Practice Contemporary Theories of Psychotherapy and the re-evaluation of practice (30 credits) Personal and Clinical Integration for practicing psychotherapists and counsellors (30 credits) Advanced Clinical Practicum 1 (30 credits) Or</p> <p>Managing a Clinical Service Clinical Issues in Managing a Service (30 credits) Management and Leadership in a Clinical Service (30 credits) Managing a Clinical Service Practicum 1 (30 credits)</p>		<p>Progression depends on successful completion of all the modules for the subject option chosen.</p> <ul style="list-style-type: none"> •80% attendance •Students following the Advanced Integrative Clinical Practice option must also meet Personal Therapy requirements. •Students must also meet the progression criteria for experiential, clinical skills and self-development work relevant to their subject option see page 28.

Year 2 Level 7 (4)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take the following:</p> <p>Dissertation (60 credits)</p> <p>Clinical Supervision Clinical Supervision Practicum 2(30 credits) or</p> <p>Advanced Clinical Practice Advanced Clinical Practicum 2 (30 credits) or</p> <p>Managing a Clinical Service Managing a Clinical Service Practicum 2 (30 credits)</p>		<p>Progression depends on successful completion of all the modules for the subject option chosen.</p> <p>80%attendance</p> <p>Students following the Advanced Clinical Practice option must also meet Personal Therapy requirements Students must also meet the progression criteria for experiential, clinical skills and self-development work relevant to their subject option see page 28.</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 as part of the feedback to students about the quality of their submissions. The overall award is not classified.

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

Students are expected to complete practicums which will require clinical or management employment or placements. Students are responsible for organizing 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, students will have completed professional training which will support working as an advanced/M level practitioner, supervisor or clinical manager. Depending on the options chosen and levels of previous training, the MA may contribute towards the training element of UKCP registration as a psychotherapist. 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. 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, supervision 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 Professional Practice Counselling and Psychotherapy

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: Comprehensive grasp of social/cultural/economic/political context of professional practice	C1: Make clear contracts and arrangements for professional work
A2: In-depth knowledge of values and ethical frameworks of professional practice	C2: Keep appropriate professional records and/or produce high quality professional documentation
A3: In-depth knowledge of main theoretical models relevant to practice specialism	C3: Resolve complex dilemmas or problems arising in professional activity ethically and effectively
A4: Good comprehension of the epistemology and methods of the main research approaches used to develop knowledge in professional practice	C4: Develop appropriate mechanisms for evaluating and/or measuring professional service delivery and for designing improvements
	C5: Carry out the tasks required for a small-scale research study
Cognitive skills	Graduate skills
B1: Synthesise best practice approaches/strategies/interventions from a range of appropriate resources such as: current research; supervision; theoretical knowledge and professional body guidance	D1: Communicate persuasive and coherent arguments both verbally and in written form
B2: Critically evaluate evidence base for professional practice	D2: Demonstrate advanced capabilities as an independent learner
B3: Critically evaluate risk in professional practice	D3: Work effectively both as a member of a group and as autonomous individual
B4: Provide a critically justified rationale for an appropriate research design for a small scale research study	D4: Demonstrate originality in academic work
	D5: Make decisions in complex situations, and sometimes with incomplete information

Module	Programme outcomes																	
	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Supervisory Theory 30 c	x		x	x										x	x			
Integrating Theory in Supervisory Practice 30 c	x	x			x				x		x			x	x	x	x	
Clinical Supervision Practicum 1 30c	x	x			x	x	x		x	x	x	x				x		x
Clinical Supervision Practicum 2 30c	x	x			x		x		x		x	x				x		x
Contemporary Theories of Psychotherapy and the revaluation of practice 30c	x		x	x										x	x			
Personal and Clinical Integration for practicing psychotherapists and counsellors 30c	x	x			x				x		x	x		x	x	x	x	
Advanced Clinical practicum 1 30c	x	x			x	x	x		x	x	x	x				x		x
Advanced Clinical practicum 2 30c	x	x			x	x	x		x		x	x				x		x
Clinical Issues in Managing a Service 30 c	x	x	x		x	x	x		x		x			x	x	x	x	
Management and Leadership in a Clinical Service 30 c	x		x	x										x	x			
Managing a Clinical Service Practicum 1 30c	x	x			x	x	x		x	x	x	x				x		x
Managing a Clinical Service Practicum 2 30c	x	x			x	x	x		x		x	x				x		x
Dissertation 60c	x	x	x	x	x	x		x					x	x	x	x	x	

PROGRAMME SPECIFICATION AND CURRICULUM MAP FOR MINSTER CENTRE POSTGRADUATE DIPLOMA PROFESSIONAL PRACTICE COUNSELLING AND PSYCHOTHERAPY



1. Programme title	Postgraduate Diploma Professional Practice Counselling and Psychotherapy (Supervision) (Advanced Clinical Practice) or (Managing Clinical Services)
2. Awarding institution	Middlesex University
3. Teaching institution	Minster Centre
4. Programme accredited by	
5. Final qualification	Postgraduate Diploma
6. Academic year	2015
7. Language of study	English
8. Mode of study	Modular – taught & experiential with clinical practice, part-time

9. Criteria for admission to the programme

The admission criteria for the different subject options for this course differ.

Students wishing to enroll for the Supervision option must hold a professional qualification in counselling or psychotherapy (BACP or UKCP accredited course or equivalent) and must have been in practice for at least three years. Students following this subject option will need to practice supervision or work in a supervisory capacity during the course.

Students wishing to enroll for the Advanced Clinical Practice option must hold a professional qualification in counselling or psychotherapy (BACP or UKCP accredited course or equivalent) and must be able to demonstrate significant clinical experience, including at least one year of practice post qualification. Students opting for this subject must also demonstrate recent self-development work, usually personal therapy, and will be required to undertake weekly one to one therapy during the course.

Students wishing to enroll for the Managing a Clinical Service option must hold a professional qualification in counselling or psychotherapy (BACP or UKCP accredited course or equivalent) and will need to be working at least one day per week in a clinical service where they have management responsibilities.

In addition, **all students** who do not have a first degree will need to demonstrate that they can produce work to MA standards, either through results in previous professional training or through equivalent training or experience.

English Language You must have competence in the English language; 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 the full range of English language qualification equivalents from <http://www.mdx.ac.uk/international/students/apply/entry/index.aspx>

10. Aims of the programme

The programme aims to provide professional training that equips students with the in-depth knowledge and advanced professional skills required to be effective clinical supervisors, advanced integrative practitioners or managers of a clinical service (depending on the specialism chosen).

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 skillful clinical or professional practice. As well as theoretical understanding, students will also have an understanding of the interface between psychotherapy and the social/political issues.

We aim to produce practitioners for whom self-awareness, advanced practice skills and theoretical understanding, inform each other.

11. Programme outcomes

A. Knowledge and understanding

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

A1: the social/cultural/economic/political context of professional practice

A2: In-depth knowledge of values and ethical frameworks of professional practice

A3: In-depth knowledge of main theoretical models relevant to their practice specialism

Teaching/learning methods

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

Assessment method

Students' knowledge and understanding is assessed by grading of written work using essays, case studies, external assessment of process reports, tutor and peer feedback on presentations and reviews.

B. Cognitive (thinking) skills

On completion of this programme the successful student will be able to:

Teaching/learning methods

Students learn cognitive skills through didactic methods, discussion, group

<p>B1: Synthesise best practice approaches/strategies/ interventions from a range of appropriate resources such as: current research; supervision; theoretical knowledge and professional body guidance</p> <p>B2: Critically evaluate evidence base for professional practice</p> <p>B3: Critically evaluate risk in professional practice</p>	<p>exercises, reading and written work</p> <p>Assessment method</p> <p>Students' cognitive skills are assessed by assessment of written work using essays, case studies, presentations and process reports as well as a written self-assessment process</p>
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<p>C. Practical skills</p> <p>On completion of the programme the successful student will be able to:</p> <p>C1: Make clear contracts and arrangements for professional work</p> <p>C2: Keep appropriate professional records and/or produce high quality professional documentation</p> <p>C3: Resolve complex dilemmas or problems arising in professional activity ethically and effectively</p> <p>C4: Develop appropriate mechanisms for evaluating and/or measuring professional service delivery and for designing improvements</p>	<p>Teaching/learning methods</p> <p>Students learn practical skills through exercises in small and large groups, discussion, observed practice and feedback, and supervised clinical or professional practice.</p> <p>Assessment method</p> <p>Students' practical skills are assessed by essays, clinical examples, case studies, process reports, portfolios, live assessment and case presentations, participation in practicum groups, written self-assessment processes, 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>
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<p>D. Graduate skills</p> <p>On completion of this programme the successful student will be able to:</p> <p>D1: Communicate persuasive and coherent arguments both verbally and in written form</p> <p>D2: Demonstrate advanced capabilities as an independent learner</p> <p>D3: Work effectively both as a member of a group and as an autonomous individual</p> <p>D4: Demonstrate originality in academic work</p> <p>D5: Make decisions in complex situations, and sometimes with incomplete information</p>	<p>Teaching/learning methods</p> <p>Students acquire graduate skills through didactic methods, discussion, group participation, 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 submissions.</p>
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12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

See pages 22-23



12.2 Levels and modules

Starting 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 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>Clinical Supervision Supervisory Theory (30 credits) Integrating Theory in Supervisory Practice (30 credits) Clinical Supervision Practicum 1 (30 credits) or</p> <p>Advanced Clinical Practice Contemporary Theories of Psychotherapy and the re-evaluation of practice (30 credits) Personal and Clinical Integration for practicing psychotherapists and counsellors (30 credits) Advanced Clinical Practicum 1 (30 credits) or</p> <p>Managing a Clinical Service Clinical Issues in Managing a Service (30 credits) Management and Leadership in a Clinical Service (30 credits) Managing a Clinical Service Practicum 1 (30 credits)</p>		<p>Progression depends on successful completion of all the modules for the subject option chosen.</p> <ul style="list-style-type: none"> •80% attendance •Students following the Advanced Integrative Clinical Practice option must also meet Personal Therapy requirements. •Students must also meet the progression criteria for experiential, clinical skills and self-development work relevant to their subject option see page 28.

Year 2 Level 7 (4)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take the following:</p> <p>Depending on specialist subject chosen)</p> <p>Clinical Supervision Clinical Supervision Practicum 2(30 credits) or</p> <p>Advanced Clinical Practice Advanced Integrative Clinical Practicum 2 (30 credits) or</p> <p>Managing a Clinical Service Managing a Clinical Service Practicum 2 (30 credits)</p>		<p>Progression depends on successful completion of all the modules for the subject option chosen.</p> <p>80%attendance</p> <p>Students following the Advanced Clinical Practice option must also meet Personal Therapy requirements.</p> <p>Students must also meet the progression criteria for experiential, clinical skills and self-development work relevant to their subject option see page 28.</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 as part of the feedback to students about the quality of their submissions. The overall award is not classified.

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

Students are expected to complete practicums which will require clinical or management employment or placements. Students are responsible for organizing 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 PG Dip, students will have completed professional training which will support working as an advanced level practitioner, supervisor or clinical manager. Depending on the options chosen and levels of previous training, the PG Dip may contribute towards the training element of UKCP registration as a psychotherapist.

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. 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, supervision 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 PG Dip in Professional Practice Counselling and Psychotherapy

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: Comprehensive grasp of social/cultural/economic/political context of professional practice	C1: Make clear contracts and arrangements for professional work
A2: In-depth knowledge of values and ethical frameworks of professional practice	C2: Keep appropriate professional records and/or produce high quality professional documentation
A3: In-depth knowledge of main theoretical models relevant to practice specialism	C3: Resolve complex dilemmas or problems arising in professional activity ethically and effectively
	C4: Develop appropriate mechanisms for evaluating and/or measuring professional service delivery and for designing improvements
Cognitive skills	Graduate skills
B1: Synthesise best practice approaches/strategies/interventions from a range of appropriate resources such as: current research; supervision; theoretical knowledge and professional body guidance	D1: Communicate persuasive and coherent arguments both verbally and in written form
B2: Critically evaluate evidence base for professional practice	D2: Demonstrate advanced capabilities as an independent learner
B3: Critically evaluate risk in professional practice	D3: Work effectively both as a member of a group and as autonomous individual
	D4: Demonstrate originality in academic work
	D5: Make decisions in complex situations, and sometimes with incomplete information

Module	Programme outcomes														
	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4	D5
Supervisory Theory 30 c	X		X								X	X			
Integrating Theory in Supervisory Practice 30 c	X	X		X			X		X		X	X	X	X	
Clinical Supervision Practicum 1 30c	X	X		X	X	X	X	X	X	X			X		X
Clinical Supervision Practicum 2 30c	X	X		X		X	X		X	X			X		X
Contemporary Theories of Psychotherapy and the re-evaluation of practice 30c	X		X								X	X			
Personal and Clinical Integration for practicing psychotherapists and counsellors 30c	X	X		X			X		X	X	X	X	X	X	
Advanced Clinical practicum 1 30c	X	X		X	X	X	X	X	X	X			X		X
Advanced Clinical practicum 2 30c	X	X		X	X	X	X		X	X			X		X
Clinical Issues in Managing a Service 30 c	X	X	X	X	X	X	X		X	X	X	X	X	X	
Management and Leadership in a Clinical Service 30 c	X		X								X	X			
Managing a Clinical Service Practicum 1 30c	X	X		X	X	X	X	X	X	X			X		X
Managing a Clinical Service Practicum 2 30c	X	X		X	X	X	X		X	X			X		X

MODULE NARRATIVES

Module Title	Supervisory Theory
Level	7
Credits	30
Module Leader	Sue Murphy
Accredited by	MA Professional Practice (Supervision) more than meets the training requirements for registration as a Supervisor with the United Kingdom Council for Psychotherapy (UKCP). The UKCP has further requirements for registration as a Supervisor including UKCP registration and levels of practice.
Restrictions	
Aims	This module provides the opportunity for students to develop a sophisticated critically-reflective grasp of the main theoretical concepts that inform effective ethical supervisory practice.
Learning outcomes	<p>At the end of this module the successful student will:</p> <p><i>Knowledge</i></p> <p>LO1. Have an in-depth understanding of Shohet and Hawkins' model of clinical supervision and be able to critically evaluate its application to practice.</p> <p>LO2. Have an in-depth understanding of alternative models of supervision including a development model drawing on psychodynamic and integrative theories of human development.</p> <p><i>Skills</i></p> <p>LO3. Be able to reflect critically on the significance of different theoretical concepts coming from psychodynamic, humanistic and integrative traditions on their own supervisory practice and on working with supervisees from different modalities.</p> <p>LO4. Critically reflect on the impact of the wider social/cultural and political context on the theory and practice of supervision.</p>
Syllabus	<p>The module will cover:</p> <ul style="list-style-type: none"> • An introduction to Shohet & Hawkins' model including the three roles of the supervisor • Models of supervision, including assessment and focusing which will draw on Shohet and Hawkins and other theorists • A developmental model which draws on psychodynamic and integrative theories of human development • Working with groups – group dynamics and unconscious

	<p>processes</p> <ul style="list-style-type: none"> • Transference – from supervisee to supervisor • Countertransference – from supervisee to client and from supervisor to supervisee and client (includes exploration of triangular dynamics drawing on various theoretical orientations) • Issues of power and the ‘authority of the supervisor’
<p>Learning, teaching and assessment strategy</p>	<p><i>Teaching</i> This module is taught through a lectures, seminars, tutor and student presentations and group discussions and exercises.</p> <p><i>Diversity</i> Exploration of issues relating to the experience of ethnicity, class, sexuality, gender, disability and health will form an integral part of the learning.</p> <p><i>Assessment Criteria</i> Coursework 100% no examination</p> <p><i>Formative Assessment</i> Students will receive regular formative assessment through feedback from tutors and peers on discussions and presentations. Students will also write a detailed self – assessment mid-way through the module and will receive a written response from tutors.</p> <p>Summative Assessment A 5000 word essay <i>Supervision: managing a complex professional role in practice</i> that critically evaluates at least two different supervisory models, one of which must be Shohet and Hawkins, and their relevance to supervisory practice (LOs 1 & 2); critically reflects on the significance of key concepts from the supervisor’s original therapeutic training and the modalities of supervisees (LO3); and critically reflects on the impact of the wider social, cultural and political context on supervision theory and practice (LO4).</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>Casement, P. (1985). <i>On learning from the patient</i> Tavistock (London).</p> <p>Carrol, M. & Tholstrup, M. (eds) (2001). <i>Integrative Approaches to Supervision</i>. Jessica Kingsley (London).</p> <p>Driver, C. And Martin T. (2002). <i>Supervising Psychotherapy</i>, Sage (London).</p> <p>Falender, C.A. & Shafranske, E.P (eds.) <i>Casebook for clinical supervision a competency based approach</i>. APA.</p>

	<p>Frawley-O'Dea, M.G. & Sarnat, J.E. (2001). <i>The supervisory relationship: a contemporary psychodynamic approach.</i> Guildford Press (London).</p> <p>Gilbert, M & Evans, K. (2000). <i>Psychotherapy Supervision: an Integrative Relational Approach to Psychotherapy Supervision.</i> OUP (Buckingham).</p> <p>Hawkins, P.& Shohet, R. (2002). 2nd Edn. <i>Supervision in the Helping Professions.</i> OUP (Milton Keynes).</p> <p>Inskipp ,F.& Proctor, B. (1995). <i>Making the most of Supervision.</i> Cascade Publications (Twickenham).</p>
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Module Title	Integrating Theory into Supervisory Practice
Level	7
Credits	30
Module Leaders	Sue Murphy, Philip Reilly
Accredited by	MA Professional Practice (Supervision) more than meets the training requirements for registration as a Supervisor with the United Kingdom Council for Psychotherapy (UKCP). The UKCP has further requirements for registration as a Supervisor including UKCP registration, levels of practice.
Restrictions	
Aims	This module provides a range of learning opportunities for students to integrate their theoretical knowledge into effective ethical supervisory practice. The learning will be delivered in experiential practice sessions that are designed to support the students in making links between theoretical concepts and supervisory strategies, as well as being able to critically evaluate supervisory interventions. This module aims to equip students with advanced skills in working with the interpersonal and intra-personal processes of supervision. It also supports the students in synthesizing a personal integrative approach from existing supervisory knowledge, theory and research.
Learning outcomes	<p>At the end of this module the successful student will be able to:</p> <p><i>Knowledge</i></p> <p>LO1. Synthesize a personal integrative approach to supervision drawn from models of psychotherapy, models of supervision, developmental models and current research.</p> <p>LO2. Critically evaluate the evidence base for supervision</p> <p>LO3. Have an in depth and systemic understanding of ethics and values informing the practice of supervision and 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 capacity to identify and work with processes and issues such as transference and countertransference (CT), parallel process, group dynamics, unconscious process, the boundary between supervision and therapy and difference in supervision.</p> <p>LO5. Demonstrate the capacity to reflect on and work with issues of power and authority in supervision.</p>
Syllabus	<p>You will study the following key areas of knowledge and skills that underpin effective clinical supervision:</p> <ul style="list-style-type: none"> • Supervisory contracts • Facilitating supervisee learning, including assessment of the

	<p>stages of development.</p> <ul style="list-style-type: none"> • The boundary between therapy and supervision • Ethical frameworks and ethical dilemmas • Working with issues of difference • Working with groups • Parallel process • The identification of transference and counter-transference and working with it in supervisory relationships • Issues of power and the authority of the supervisor
<p>Learning, teaching and assessment strategy</p>	<p><i>Teaching</i></p> <p>This module is taught using group discussions and exercises and role play, as well as tutor and student presentations and is designed to facilitate the development of important supervisory skills, such as the ability to differentiate between therapy and supervision, the capacity for critical reflection on the supervisor's own process and its impact on their work as a supervisor.</p> <p><i>Diversity</i></p> <p>Exploration of issues relating to the experience of difference including ethnicity, class, sexuality, gender, disability and health will form an integral part of the learning.</p> <p><i>Assessment Criteria</i></p> <p>Coursework 100% no examination</p> <p><i>Formative Assessment</i></p> <p>Students will receive regular formative assessment through feedback from tutors and peers on discussions, presentations, role plays and exercises. Students will also write a detailed self –assessment mid-way through the module and will receive a written response from tutors.</p> <p>Summative Assessment</p> <p>A 40 minute presentation delivered to an audience of tutors and peers on a relevant supervision-related topic as advised by their tutor. Students will be expected to draw on theory, current research and practice examples from their own work.</p> <p>The presentation will need to demonstrate the following LOs: their capacity to work with key processes and issues (LO4); and their reflections on power and authority within the supervisory relationship (LO5).</p> <p>A 3000 word assignment titled 'A reflective commentary on developing a personal approach to supervision'. The student is required to demonstrate how they are integrating theoretical knowledge into effective and ethical, integrative supervisory practice. The reflective commentary will need to demonstrate that they are able to: Synthesize a personal integrative approach to supervision (LO1); Critically evaluate the evidence base for supervision (LO2); and show that they have the required level of ethical understanding and can</p>

	engage in complex ethical decision making (LO3). At least 80% attendance is required to pass this module.
Assessment weighting	50% presentation, 50% reflective account.
Indicative learning materials	<p><i>Ethics and Codes of Practice</i></p> <p>BACP (2013). The ethical framework for good practice in Counselling and Psychotherapy. BACP http://www.bacp.co.uk/ethical_framework</p> <p>The Minster Centre (2013) Basic General Code of Ethics & Code of Practice for Practitioners. http://minsterstudents.co.uk/basic-information/codes-of-practice</p> <p>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><i>Supervisory practice</i></p> <p>Carroll, M. & Gilbert, M.C. (2005). <i>On being a supervisee. Creating learning partnerships</i>. Vukani Publishing (London).</p> <p>Carroll, M. & Tholstrup, M. (eds) (2001). <i>Integrative Approaches to Supervision</i>. Jessica Kingsley (London)</p> <p>Driver, C. and Martin T. (2002). <i>Supervising Psychotherapy</i>. Sage (London).</p> <p>Ellis, M.V. (2010). Bridging the science and practice of clinical supervision: some discoveries, some misconceptions. <i>The Clinical Supervisor</i> 29(1):95-116.</p> <p>Falender, C.A. & Shafranske, E.P (eds.) (2004). <i>Casebook for clinical supervision a competency based approach</i>. APA.</p> <p>Frawley-O'Dea, M.G. & Sarnat, J.E. (2001). <i>The supervisory relationship: a contemporary psychodynamic approach</i>. Guildford Press(London).</p> <p>Gilbert, M & Evans, K. (2000). <i>Psychotherapy Supervision: an Integrative Relational Approach to Psychotherapy Supervision</i>. OUP (Buckingham).</p> <p>Hawkins, P.& Shohet, R. (2002). 2nd Edn. <i>Supervision in the Helping Professions</i>. OUP (Milton Keynes).</p> <p>Jenkins, P. (2007). <i>Counselling, Psychotherapy and the Law</i>. Sage (London).</p> <p>Inskipp ,F.& Proctor, B. (1995). <i>Making the most of supervision</i>. Cascade Publications (Twickenham).</p> <p>Sumerel, M.B. Parallel Process in Supervision - ERIC Clearinghouse on Counselling and Student Services</p>

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Watkins, C.E. (2011). Does psychotherapy supervision contribute to patient outcome? Considering 30 years research. *The Clinical Supervisor*. 30(2):235-256.

Wheeler, S. & Richards, K. (2007). The impact of clinical supervision on counsellors and therapists, their practice and their clients. A systemic review of the literature. *Counselling and Psychotherapy Research: Linking research to Practice*. BACP (Lutterworth).



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Module Title	Clinical Supervision Practicum 1
Level	7
Credits	30
Module Leaders	Sue Murphy, Philip Reilly
Accredited by	MA Professional Practice (Supervision) more than meets the training requirements for registration as a Supervisor with the United Kingdom Council for Psychotherapy (UKCP). The UKCP has further requirements for registration as a Supervisor including UKCP registration and levels of practice.
Restrictions	
Aims	<p>This module represents the skills-in-practice component of the course and aims, in combination with the other supervision modules, to lay the foundations for effective and ethical supervisory practice. Students will be supported to reflect on supervisory procedural issues such as: clinical responsibility; contracting; risk assessment; and professional record keeping. Students will be given opportunities to reflect on interpersonal and intrapersonal processes in supervision and to critically evaluate their own interventions.</p> <p>NB This course requires that the student engages in a minimum of 40 hours supervision practice and 20 hours supervision of supervision across both practicum modules (1&2).</p>
Learning outcomes	<p>By the end of this module students will be able to demonstrate expertise in the following advanced professional skills:</p> <p><i>Skills</i></p> <p>LO1. With close supervision of supervision hold clinical responsibility for supervisees' clients through assessing risk and monitoring supervisees' clinical competence.</p> <p>LO2. Begin to monitor and audit effectiveness of supervisory practice through drawing on a range of resources including: own supervision and own personal therapy.</p> <p>LO3. Develop effective working relationships with supervisees and begin to manage. transference/counter-transference responses arising in supervision.</p> <p>LO4. Begin to facilitate supervisees' professional development and autonomy.</p> <p>LO5. Negotiate appropriate contracts for supervision and keep clear professional records.</p> <p>LO6. Develop an understanding of working with issues of difference.</p>

<p>Syllabus</p>	<p>Students will supervise the therapeutic work (at least 40 hours across the full course) of individuals or a group in a placement or employed setting external to the course. At least 30 hours will be in a non-peer setting of which 15 hours must be with trainee or qualified counsellors or psychotherapists. With the agreement of the Head of Course up to 15 hours may be with individuals working in a therapeutic capacity e.g. Macmillan nurses, mental health support workers. Up to 10 hours may be peer supervision, either individual or group. If peer supervision is in a group of up to 4 members, 50% of the meeting time may be counted. If the group has more than 4 members, the meeting time should be divided by the number of group members. In addition students will engage in 10 hours of supervision of supervision within the course and at least a further 10 hours of supervision of supervision with an approved supervisor. If the out of course supervision is in a group of up to 4 members (not including the supervisor), 50% of the meeting time may be counted. If the group has more than 4 members, the meeting time should be divided by the number of group members.</p> <p>Students will gain experience in holding clinical responsibility; identifying transference and countertransference responses arising in supervision; risk assessment; facilitating supervisee autonomy and development; working with difference; and negotiating appropriate contracts.</p> <p>Students will maintain a log of supervision practice and supervision of supervision.</p>
<p>Learning, teaching and assessment strategy</p>	<p><i>Teaching</i></p> <p>In house supervision of supervision will be provided in small groups, usually of 4 to 5 students. Each group will be facilitated by a tutor.</p> <p>Students will be required to maintain and submit logs of supervision practice and supervision of supervision hours, including dates and length of sessions, whether group or individual. For each session, a brief note should be made of the theme/focus of the session and the learning.</p> <p><i>Diversity</i></p> <p>Exploration of issues relating to the experience of difference including ethnicity, class, sexuality, gender, disability and health will form an integral part of the learning.</p> <p><i>Assessment Criteria</i></p> <p>Coursework 100% no examination</p> <p><i>Formative Assessment</i></p> <p>Students will receive regular formative assessment through feedback from tutors and peers on presentation of their work in supervision of supervision. There will be an opportunity to discuss the draft self-reflective account in small groups in the</p>

	<p>weekend preceding the deadline for submission.</p> <p>Summative Assessment</p> <p>Students will present a portfolio for assessment. This will include:</p> <p>a log of supervision hours completed during the year,</p> <p>a log of supervision of supervision completed during the year,</p> <p>a sample contract for work with one supervisee or supervision group and notes from two sessions (LO5),</p> <p>a 3000 word self-reflective account of their development as a supervisor to date. This must include practice examples of working with supervisees to assess risk and monitor clinical competence (LO1); managing transference/counter-transference responses in supervision (LO3), facilitating supervisee's professional development (LO4), working with issues of difference (LO6) and use of supervision or personal therapy to monitor and audit their own practice (LO2).</p> <p>Attend a review meeting (30 minutes per student) with tutors and peers to present and discuss their portfolio and to reflect on strengths, areas which need further work and progress in integrating theory into practice.</p> <p>At least 80% attendance is required to pass this module.</p>
<p>Assessment weighting</p>	<p>75% portfolio, 25% review meeting.</p>
<p>Indicative learning materials</p>	<p>Ethics and Codes of Practice</p> <p>BACP (2013). The ethical framework for good practice in Counselling and Psychotherapy. BACP http://www.bacp.co.uk/ethical_framework</p> <p>The Minster Centre (2013) Basic General Code of Ethics & Code of Practice for Practitioners. http://minsterstudents.co.uk/basic-information/codes-of-practice</p> <p>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>Supervisory practice</p> <p>Carroll, M. & Gilbert, M.C. (2005). <u>On being a supervisee. Creating learning partnerships.</u> Vukani Publishing (London).</p> <p>Carroll, M. & Tholstrup, M. (eds) (2001). <i>Integrative Approaches to Supervision.</i> Jessica Kingsley (London).</p> <p>Driver, C. And Martin T. (2002). <i>Supervising Psychotherapy.</i></p>

	<p>Sage (London).</p> <p>Gilbert, M & Evans, K. (2000). <i>Psychotherapy Supervision: an Integrative Relational Approach to Psychotherapy Supervision</i>. OUP (Buckingham).</p> <p>Hawkins, P.& Shohet, R. (2002). 2nd Ed. <i>Supervision in the Helping Professions</i>. OUP (Milton Keynes).</p> <p>Jenkins, P. (2007). <i>Counselling, Psychotherapy and the Law</i>. London (Sage).</p> <p>Lago, C. & Smith, B. (eds) 2010. 2nd Ed. <i>Anti-discriminatory practice in counselling and psychotherapy</i>. Sage (London).</p> <p>Inskipp ,F.& Proctor, B. (1995). <i>Making the most of supervision</i>. Cascade Publications (Twickenham).</p> <p>Procter, B. (2008). 2nd Ed. <i>Group Supervision: A guide to creative practice</i>. Sage (London).</p> <p>Shohet, R. (2007). <i>Passionate supervision</i>. Jessica Kingsley (London)..</p>
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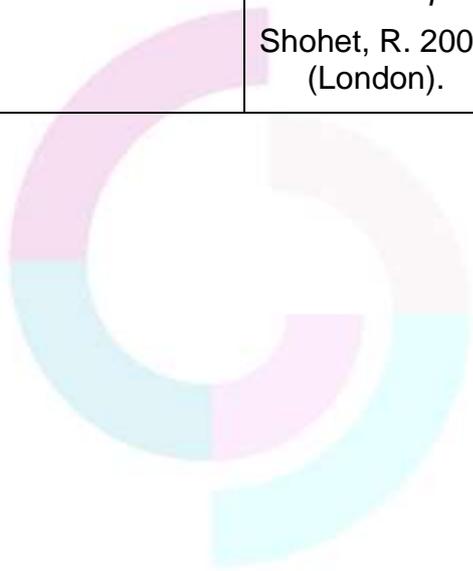
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Module Title	Clinical Supervision Practicum 2
Level	7
Credits	30
Module Leaders	Sue Murphy, Philip Reilly
Accredited by	MA Professional Practice (Supervision) more than meets the training requirements for registration as a Supervisor with the United Kingdom Council for Psychotherapy (UKCP). The UKCP has further requirements for registration as a Supervisor including UKCP registration, levels of practice.
Restrictions	You must first successfully complete Clinical Supervision Practicum 1
Aims	<p>This module represents a further skills-in-practice component of the course and in combination with the other supervision modules, is designed to build upon the foundations of professional supervisory competency laid down in Practicum 1. In this module students will be facilitated in developing an advanced set of competencies including: the ability to monitor the impact of own subjective processes on supervisory practice; the ability to foster supervisees' professional autonomy; and accurately monitor supervisees' clinical competence. The module also aims to enhance students' awareness of and ability to make productive use of unconscious processes operating within a supervisory context.</p> <p>NB This course requires that the student engages in a minimum of 40 hours supervision practice and 20 hours supervision of supervision across both practicum modules (1&2).</p>
Learning outcomes	<p>By the end of this module students will be able to demonstrate expertise in the following advanced professional skills:</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> LO1. Holding clinical responsibility for supervisees' clients through assessing risk and monitoring supervisees' clinical competence. LO2. Awareness of their own process including a capacity to self-reflect on countertransference and personal issues and their potential impact on the student's supervisory practice. LO3. The ability to establish and maintain an effective working alliance with at least two supervisees, managing unconscious processes. LO4. Demonstrate a capacity to facilitate supervisees' professional development and autonomy drawing on developmental theory.

	<p>LO5. Capacity to reflect on issues of difference in supervisory practice.</p> <p>LO6. Capacity to use supervision of supervision including ability to reflect on the unconscious processes that emerge.</p>
<p>Syllabus</p>	<p>Students will supervise the therapeutic work (at least 40 hours across the full course) of individuals or a group in a placement or employed setting external to the course. At least 30 hours will be in a non-peer setting of which 15 hours must be with trainee or qualified counsellors or psychotherapists. With the agreement of the Head of Course up to 15 hours may be with individuals working in a therapeutic capacity e.g. Macmillan nurses, mental health support workers. Up to 10 hours may be peer supervision, either individual or group. If peer supervision is in a group of up to 4 members, 50% of the meeting time may be counted. If the group has more than 4 members, the meeting time should be divided by the number of group members. In addition students will engage in 10 hours of supervision of supervision within the course and at least a further 10 hours of supervision of supervision with an approved supervisor. If the out of course supervision is in a group of up to 4 members (not including the supervisor), 50% of the meeting time may be counted. If the group has more than 4 members, the meeting time should be divided by the number of group members.</p> <p>Students will gain experience in holding clinical responsibility; identifying transference and countertransference responses arising in supervision; risk assessment; facilitating supervisee autonomy and development; working with difference; and negotiating appropriate contracts.</p> <p>Students will maintain a log of supervision practice and supervision of supervision.</p>
<p>Learning, teaching and assessment strategy</p>	<p><i>Teaching</i></p> <p>In house supervision of supervision will be provided in small groups usually of 4 to 5 students. Each group will be facilitated by a tutor.</p> <p>Students will be required to maintain and submit logs of supervision practice and supervision of supervision hours, including dates and length of sessions, whether group or individual. For each session, a brief note should be made of the theme/focus of the session and the learning.</p> <p><i>Diversity</i></p> <p>Exploration of issues relating to the experience of difference including ethnicity, class, sexuality, gender, disability and health will form an integral part of the learning.</p> <p><i>Assessment Criteria</i></p>

	<p>Coursework 100% no examination.</p> <p>Formative Assessment</p> <p>Students will receive regular formative assessment through feedback from tutors and peers on presentation of their work in supervision of supervision. There will be an opportunity to discuss the draft self-reflective account in small groups in the weekend preceding the deadline for submission.</p> <p>Summative Assessment</p> <p>Students will present a log of supervision practice hours completed during the year and a log of supervision of supervision completed during the year.</p> <p>A 5000 word case report of the student's work with two supervisees that demonstrates their capacity to hold clinical responsibility for supervisee's clients (LO1), awareness of their own process and its potential impact on supervision (LO2), the ability to establish and maintain an effective working alliance (LO3), capacity to facilitate supervisees' professional development (LO4), capacity to reflect on issues of difference (LO5) and the capacity to use supervision of supervision (LO6).</p> <p>At least 80% attendance is required to pass this module.</p>
<p>Assessment weighting</p>	<p>100% case study.</p>
<p>Indicative learning materials</p>	<p>Ethics and Codes of Practice</p> <p>BACP (2013). The ethical framework for good practice in Counselling and Psychotherapy. BACP http://www.bacp.co.uk/ethical_framework</p> <p>The Minster Centre (2013) Basic General Code of Ethics & Code of Practice for Practitioners. http://minsterstudents.co.uk/basic-information/codes-of-practice</p> <p>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>Supervisory practice</p> <p>Carroll, M. & Gilbert, M.C. (2005). <i>On being a supervisee. Creating learning partnerships</i>. Vukani Publishing (London).</p> <p>Carroll, M. & Tholstrup, M. (eds) (2001). <i>Integrative Approaches to Supervision</i>. Jessica Kingsley (London).</p> <p>Driver, C. and Martin T. (2002). <i>Supervising Psychotherapy</i>, London (London).</p>

	<p>Gilbert, M & Evans, K. (2000). <i>Psychotherapy Supervision: an Integrative Relational Approach to Psychotherapy Supervision</i>. OUP (Buckingham).</p> <p>Hawkins, P.& Shoher, R. (2002). 2nd Ed. <i>Supervision in the Helping Professions</i>. OUP (Milton Keynes).</p> <p>Jenkins, P. (2007). <i>Counselling, Psychotherapy and the Law</i>. Sage (London).</p> <p>Lago, C. & Smith, B. (eds) 2nd Ed. 2010. <i>Anti-discriminatory practice in counselling and psychotherapy</i>. Sage (London).</p> <p>Inskipp ,F.& Proctor, B. (1995). <i>Making the most of supervision</i>. Cascade Publications (Twickenham).</p> <p>Procter, B. 2008. 2nd Ed. <i>Group Supervision: A guide to creative practice</i>. Sage (London).</p> <p>Shoher, R. 2007. <i>Passionate supervision</i>. Jessica Kingsley (London).</p>
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Module Title	Dissertation (MA only)
Level	7
Credits	60
Module Leaders	Dr Angela Cotter
Accredited by	
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	Students will study research approaches relevant to their specialist option such as IPA, Narrative, Grounded Theory, Action Research, Reflexive, together with research ethics.

	<p>Students will present a research proposal which sets out their chosen topic and its relevance to their specialist option and 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, training, management of clinical services. 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 implications of the study for their own work and for clinical, supervision or management practice more generally and the links between theoretical concepts and research methods.</p>
<p>Learning, teaching and assessment strategy</p>	<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.</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</p>

	<p>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 their specialist option 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>Castonguay L.J., Muran J.C., Angus L.E., & Hayes J.A. (2010). <i>Bringing Psychotherapy Research to Life: Understanding Change Through the Work of Leading Clinical Researchers</i>. APA (New York).</p> <p>Charmaz K. (2006). <i>Constructing Grounded Theory: a practical guide through qualitative analysis</i>. Sage (London).</p> <p>Clandinin D.J. & Connolly F.M. (2000) <i>Narrative Inquiry: Experience and Story in Qualitative Research</i>. Jossey-Bass Publishers (San Fransisco).</p> <p>Creswell J.W. (2007). <i>Qualitative Inquiry and Research Design: Choosing Among Five Approaches</i>. 2nd edition. Sage (London).</p> <p>Etherington K. (2004). <i>Becoming a Reflexive Researcher: Using ourselves in research</i>. Jessica Kingsley (London).</p> <p>Finlay, L. & Evans K. (2009) <i>Relational-centered Research for Psychotherapists: exploring meanings and experience</i>. Wiley-Blackwell (Chichester).</p> <p>Langdrige, D (2007). <i>Phenomenological Psychology: Theory, Research and Method</i>. US: Prentice Hall</p> <p>Lees J. & Freshwater D. (eds) (2008). <i>Practitioner-based Research: power, discourse and transformation</i>. Karnac (London).</p> <p>Lyons, E. & Coyle A. (2007) <i>Analysing Qualitative Data in Psychology</i>. Sage (London).</p> <p>McLeod, J. (2010). <i>Case Study Research in Counselling and</i></p>

Psychotherapy. BACP & Sage (London).

McLeod, J. (2003). *Doing Counselling Research*. Sage (London).

McNiff, J. (2013). *Action Research Principles and Practice*. Third Edition. Routledge (London).

Punch, K.F. (2006). *Developing Effective Research Proposals*. Second Edition. Sage (London).

Smith, J., Flowers, P. and 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).



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