

# **Foundation Course in Integrative Psychotherapy and Counselling**

**Programme Handbook  
2017-2018**

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**Heads of Year: Stephen Callus and Vaughn Goldschagg**

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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. 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](mailto:rory@minstercentre.org.uk)

### Information in alternative formats

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

If you have a disability which makes reading this handbook or navigating our website difficult and you would like to receive information in an alternative format, please contact the Registrar, Rory Page [rory@minstercentre.org.uk](mailto:rory@minstercentre.org.uk).

We can supply sections from this publication as:

- a MS 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.

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**MINSTER CENTRE  
FOUNDATION YEAR 2017/18**

Dear Student,

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

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

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

**Your Tutors**

Stephen Callus  
Reena Shah  
Vaughn Goldschagg  
Andrew Sutton

**Introduction to the Minster Centre**

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

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

The Minster Centre is a member of the Humanistic and Integrative Psychotherapy College of the United Kingdom Council for Psychotherapy (the HIPC of the UKCP). The UKCP is the main professional body for psychotherapists and our Advanced Diploma is re-evaluated every five years by HIPC on behalf of UKCP to ensure it meets UKCP/HIPC Training Standards. This last happened in February 2017. The MA in Integrative Psychotherapy and Counselling is validated by Middlesex University. We are also organisational members of

The British Association for Counselling and Psychotherapy (BACP) and our Diploma in Integrative Counselling is accredited by BACP.

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

### **Board of Trustees**

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

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

For timetabling or administrative issues please approach the Registrar, Rory Page, [Rory@minstercentre.org.uk](mailto:Rory@minstercentre.org.uk)

For advice on financial matters please approach Penelope Edgar, [Penelope@minstercentre.org.uk](mailto:Penelope@minstercentre.org.uk)

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

Please use the opportunities we provide to give us feedback on the course including the weekend feedback forms, the end of year feedback questionnaires and your representation at the termly Board of Studies. We also encourage you to provide feedback directly to your tutors during the course so that they are aware of anything that you are finding difficult or unhelpful or anything you are particularly appreciating.

### **Welcome from Lissie Wright, Director**

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

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

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

Our trainings are recognised by the British Association for Counselling and Psychotherapy (BACP) (Diploma in Counselling), and the United Kingdom Council for Psychotherapy

(UKCP) (Advanced Diploma). The Foundation course is designed to offer you a sound introduction to the theory and practice of psychotherapy and counselling that is informative and enriching in itself and will provide a sound basis for those who wish to go on to train as a practicing therapist at the Minster Centre or elsewhere.

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

Wishing you a warm welcome to the Minster Centre.

*Lissie Wright*

Director



# ACADEMIC CALENDAR

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

## TERM DATES

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

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

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

## WEEKLY COURSE TIMES

Mondays 5.30pm - 9.30 pm

## WEEKENDS

4 & November **OR** 18 & 19 November 2017 experiential weekend.  
3 & 4 March 2018 Skills weekend.

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

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

## COURSE TIMETABLE

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

From 5.30pm to 7.30pm there will be seminar and skills sessions,  
(7.30pm to 8.00pm half-hour break)

From 8.00pm to 9.30pm there will be an Experiential Training Group.  
You will be divided into two cohorts each consisting of two groups:-

### Cohort 1 HoY Stephen Callus

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

### Cohort 2 HoY Vaughn Goldschagg

- Group 1 will attend seminar/skills with Vaughn Goldschagg, followed by the ETG facilitated by Jenny Clark;

- Group 2 will attend seminars/skills with Andrew Sutton, followed by the ETG facilitated by Stephen Callus.

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

### **COMMITTEE & ASSESSMENT BOARD MEETINGS**

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

#### **Assessment Board**

Friday 14<sup>th</sup> February 2018.  
Friday 7<sup>th</sup> September 2018.

### **HAND IN DATES FOR ASSESSED WORK**

Written Self Assessment: 12th February 2018  
Essay: 23rd April 2018  
Personal Process Report : 21st May 2018



## CONTACTS, COMMUNICATION & DATA

### Programme staff list and contact details

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**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](mailto:lissie@minstercentre.org.uk)

**Registrar**

Rory Page  
Tel: +44 (0)20 7644 6246  
Email: [roly@minstercentre.org.uk](mailto:roly@minstercentre.org.uk)

**Deputy Director of Training**

Philip Reilly  
Email: [PhilipR@minstercentre.org.uk](mailto:PhilipR@minstercentre.org.uk)

**Deputy Director of Training**

Alyson Jaffe  
Email: [Alyson@minstercentre.org.uk](mailto:Alyson@minstercentre.org.uk)

**Middlesex University Link Tutor**

David Henderson  
Email: [D.Henderson@mdx.ac.uk](mailto:D.Henderson@mdx.ac.uk)

**Minster Centre Institution Link Tutor**

Alyson Jaffe  
Email: [Alyson@minstercentre.org.uk](mailto:Alyson@minstercentre.org.uk)

### Teaching staff (*in alphabetical order*)

All weekly staff and weekend tutors whose individual contact details are not shown can be contacted via [reception@minstercentre.org.uk](mailto: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.

Stephen Callus

Head of Foundation Year  
Foundation Tutor  
Clinical Supervisor  
Email: [stephencallus.mc@gmail.com](mailto:stephencallus.mc@gmail.com)

Vaughn Goldschagg

Head of Foundation Year  
Foundation Tutor  
Email: [vgoldschagg@yahoo.co.uk](mailto:vgoldschagg@yahoo.co.uk)

Reena Shah

Foundation Tutor  
Tutor: Experiential and Skills Foundation Weekends  
Email: [reenashah.therapy@gmail.com](mailto:reenashah.therapy@gmail.com)

Andrew Sutton  
Foundation Tutor  
Tutor: Skills Foundation Weekend  
Email: [aprsutton@hotmail.com](mailto:aprsutton@hotmail.com)

Karin Parkinson  
Tutor: Experiential Weekend Foundation

Nancy Browner  
Tutor: Skills Weekend Foundation

Kevin Rose  
Tutor: Skills Weekend Foundation

### **Placements Officer**

Leon John  
[Leon@minstercentre.org.uk](mailto:Leon@minstercentre.org.uk)

### **Administrative staff**

Rory Page  
Registrar  
Email: [rory@minstercentre.org.uk](mailto:rory@minstercentre.org.uk)

Betti Urmos  
Admissions Officer  
Email: [betti@minstercentre.org.uk](mailto:betti@minstercentre.org.uk)

Miranda Boll  
Training Administration Assistant  
[Miranda@minstercentre.org.uk](mailto:Miranda@minstercentre.org.uk)

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

Polly Mortimer  
Librarian  
Email: [librarian@minstercentre.org.uk](mailto:librarian@minstercentre.org.uk)

Justine Walsh  
Operations Manager  
Email: [justine@minstercentre.org.uk](mailto:justine@minstercentre.org.uk)

Penelope Edgar  
Operations Assistant (Fees)  
Email: [penelope@minstercentre.org.uk](mailto:penelope@minstercentre.org.uk)

Steven Zegarac  
Finance Manager  
[Finance@minstercentre.org.uk](mailto:Finance@minstercentre.org.uk)

Stuart Bell  
IT Manager  
Email: [stuart@minstercentre.org.uk](mailto:stuart@minstercentre.org.uk)

## **Your contact and personal details**

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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**

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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**

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The Minster Centre intranet contains important information including:

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

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

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## **Data protection and privacy (Fair Processing Notice)**

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

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

### **Types of personal data processed**

Personal data the Centre may process:

- personal details (name, address, date of birth)
- phone numbers
- email addresses
- gender
- gender identity
- photographs
- financial information
- academic marks
- appraisals
- tutorial notes
- emails
- references
- disciplinary information
- criminal offence or conviction information
- health and disability information
- ethnicity data
- sexual orientation
- dietary requirements
- religious belief data
- caring responsibilities
- information regarding hobbies and interests
- any other legitimate personal data relating to academic and pastoral support.

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

### **How your personal data will be used within the Minster Centre**

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

orientation, gender identity, domicile and disability for planning and monitoring purposes. Also, in some circumstances information about past criminal convictions will be processed.

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

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

### **Sharing your personal data (third party disclosures)**

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

#### **Turnitin®**

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

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

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

HESA is the official agency for the collection, analysis and dissemination of quantitative information about higher education in the UK . As the Minster Centre currently holds Specific Course Designation so that students on the MA courses can access Disabled Students Allowance (DSA) and Postgraduate Loans we are. required by law to provide some personal data from current and past students (including students on non- MA courses) to HE funding councils, government bodies and HESA. HESA holds coded information on students and staff in Higher Education Institutions (HEIs) and uses these records for statistical analysis, statistical data for research and commercial uses under strict conditions. Further information on this and on the categories of information held by HESA (for both Student and Staff) is available via the [HESA website](http://www.hesa.ac.uk).

<http://www.hesa.ac.uk/fpn>

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

## **Collection Notices**

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

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

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

## **National Student Survey**

We are not currently required to pass data about completing students to the Higher Education Funding Council for England (HEFCE), or their agents, in order for them to carry out the National Student Survey as this only applies to undergraduate degrees at present, but we may be required to do so in future if the scope of the survey is extended. This survey gives final year students the chance to give feedback on their experiences at the Centre which can inform the choices of prospective students. It is described in detail on the National Student Survey website <http://www.thestudentsurvey.com/>.

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

## **Higher Education (HE) institutions**

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

## **External examiners**

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

## **Placements**

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

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

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

## **Parents, guardians and other relatives**

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

### **Published information**

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

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

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

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

### **Police, crime and taxation**

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

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

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

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

As well as maintaining student records for operational services during your course of study, the Minster Centre processes personal data in connection with external relations and development. The Centre may also wish to send you information about events, courses, products or services which may be relevant to you, and to keep you informed about Centre activities. If you do not wish the Centre to use your personal data in any of these ways, you should write to the Registrar ([rory@minstercentre.org.uk](mailto:rory@minstercentre.org.uk))

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

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

## **Your rights**

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

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

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

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

## **Your responsibilities**

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### **Providing personal data to the Centre**

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

### **Processing personal data**

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

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

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## PROGRAMME DETAILS

### Programme Structure Diagram Foundation Course in Integrative Psychotherapy and Counselling

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

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

### Written work

#### Written self-assessment

You are asked to do a written mid-year self-assessment to be handed in on the **12th February 2018**. This will entail:

Writing a maximum of 350 words per section (see immediately below), reflecting on how far you feel you have progressed towards meeting the assessment criteria/learning objectives for the year, for *each* of the three main areas of study; these should include reflections from your Journals:

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

A maximum of 1050 words in all.

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

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

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

## Essays

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

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

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

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

You will need to work within the following parameters:-

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

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

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

## Essay submission and due date

- This will be due on **23rd April 2018**, the first Monday of term 3.
- Earlier submissions are accepted but will be returned with all the other essays.

- You must submit one essay of 3,500 words.
- You will need to submit to your tutor two hard copies of each of your essays and one copy (editable please, i.e. in the doc. format, labelled as 'surname, first name, Foundation year essay') via email to [ror@minstercentre.org.uk](mailto:ror@minstercentre.org.uk) You will also need to cc your emailed copy to Vaughn or Stephen (your respective Head or Year) either at [vgoldschagg@yahoo.co.uk](mailto:vgoldschagg@yahoo.co.uk) or [stephencallus.mc@gmail.com](mailto:stephencallus.mc@gmail.com)
- Please note that you must have presented your paper copies of your essay by the deadline to be deemed to have presented on-time, email receipt itself will *not* be considered as meeting the deadline.
- Essays are marked and then moderated before being returned to you. You can expect to receive them after 4-5 weeks.. You will be advised if there is likely to be any delay.

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

### Personal process report

- This will be due on **21st May 2018**.
- This should reflect the movements, change, realisations and conflicts you have been through since starting on the Foundation Year.
- This is limited to 1500 words (+/- 10%) but good use of your Journal and the space will enable you to give us an idea of how you have come on over the year.

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

### Extenuating circumstances and requests for extensions

The written coursework is an integral and important part of the course and you are expected to organise your time to enable you to complete it and hand it in by the deadline. If exceptional circumstances arise, i.e. circumstances that do not apply to everyone else and you could not reasonably have avoided or anticipated, such as illness or accident, which you judge will prevent you from meeting the deadline, you should first inform your tutor before the deadline and as soon as you can. Your seminar tutor will then discuss this with your Head of Year (HOY) and come back to you with our decision. The HOY will then email the Registrar [ror@minstercentre.org.uk](mailto:ror@minstercentre.org.uk) cc'ing you and your seminar tutor. You may be required to provide evidence of the circumstances that have prevented you completing the work. Approval of an extension is not automatic. Tutors in consultation with the Head of Year may grant an extension at their discretion, this will normally be to the first date that you

could reasonably complete and submit the work. If you have an agreed extension and submit your work by the new deadline it will be graded as normal.

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

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

## Fees

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The fees for the Foundation Course in 2017/18 are:

	Course fee	Enrol	Total
<b>Minster Centre Enrolment Fee (paid annually by all students)</b>		<b>300</b>	
<b>Plus one of the following</b>			
<b>Foundation Course</b>			
<b>Certificate in Integrative Counselling</b>	<b>2,175</b>	<b>300</b>	<b>2,475</b>

### What is included in your fees

Course fees include contact training hours and coursework assessment. Tuition fees do not include personal therapy, placement supervision, any additional costs associated with placements, the provision of consulting rooms for seeing training clients, or assessment of resubmitted coursework. The Minster Centre Enrolment Fee contributes to common room facilities and refreshments, access to the library and on-line resources.

Personal therapy can cost from £50 per session upwards in London, sometimes less outside London. In addition you will need to budget for the purchase of several key books a year (these are texts you will need to refer to frequently) and travel to the Centre to therapy. Depending on the topics you choose for your written assessments you may need to access books, articles or other resources through the British Library or other specialist libraries.

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

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

### Deposits and Payment Arrangements

In 2017/18, if accepted into the Foundation Course students pay a *non-refundable* deposit of £700. Foundation students become liable for the full year's fees at the end of the first half term break, prior to that they are liable for the fees for the first half term only. This means that if you choose to leave after the first half term you will be required to pay the full year's fees.

We offer three ways of paying: outright at the start of the year, (attracting a £50 discount if paid by 2<sup>nd</sup> Oct); termly in advance - i.e. to be paid by 29<sup>th</sup> Sept 2017, 12<sup>th</sup> January 2018 and 27<sup>th</sup> April 2018; or ten equal payments to be made monthly by standing order

September 2017 to June 2018 by 28<sup>th</sup> 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](mailto: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](mailto: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

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

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

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

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

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

You will find further information about the fund and how to apply on the intranet or contact [roxy@minstercentre.org.uk](mailto:roxy@minstercentre.org.uk)

## Minster Centre Bursaries

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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](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**

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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](mailto:penelope@minstercentre.org.uk) as soon as possible

### **Your timetable**

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You will find your course timetables on the student intranet.

If you have any queries about your timetable then please contact your Head of Year or the Registrar, Rory Page [rory@minstercentre.org.uk](mailto:rory@minstercentre.org.uk)

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

### **Your assessment deadlines**

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Deadlines for all written work are available in the Academic Calendar at the beginning of this document, on the student intranet calendar and are included in the 2017-18 Aids to Study available on the intranet and in the library and common rooms.

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

### **Attendance requirements**

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

the course. If you fall below 80% attendance you will not normally pass the course and will not be awarded a Certificate, this is not normally negotiable. The structure of the course prevents us from inviting you back to complete individual weeks.

## **Notifying absence or late arrival**

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

## **Weekend attendance**

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

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

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

## **Your programme feedback- how to help enhance your course**

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Your feedback helps us improve what we offer. We use it to identify changes and build action plans to implement those changes with the intention of enhancing the experience of training at the Minster Centre. Examples of enhancements made as a result of student

feedback in recent years include: changes to the building to make it more accessible to students with disabilities, appointment of a disability co-ordinator; revision of reading lists to include more, and more contemporary, resources on diversity; improved navigation of information in Handbooks and Aids to Study.

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

## **Board of Study**

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This is a forum where student representatives and staff meet to discuss Minster Centre courses. This includes any issues groups of students may be having on the course but is also an opportunity for student representatives and staff to talk about things that are going well and future developments. The Board also looks at student survey results and the reports from External Examiners. Minutes are made of the discussions and decisions and you can read these on the student intranet. The minutes are also considered by the Minster Centre Training Committee and School of Science and Technology at Middlesex University as part of the annual report.

The membership of a Board of Study includes:

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

You will be asked to elect **student representatives for each year** by the end of week 2 to ensure that the interests of students on the programme are represented. Your Head of Year will remind you to select representatives who should then inform the Training Office. Training will be provided for student representatives.

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

### **Meeting dates**

Tuesday 7<sup>th</sup> November 2017, 10.30am – 12pm.

Wednesday 28<sup>th</sup> February 2018, 10.30am – 12pm.

Thursday 14<sup>th</sup> June 2018, 10.30am – 12pm.

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

## **Quality Committee**

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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](mailto:Alyson@minstercentre.org.uk)

## **Student surveys**

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Feedback forms are distributed after each weekend workshop; you may include your name on the forms or complete them anonymously. At the end of the academic year you will also be emailed links to electronic surveys. Both will include standard questions and space for individual comments.

The aim of this feedback process is to give you the opportunity to give your views on the quality of your programme of study and your wider experience of being at the Minster Centre. You should comment on your own experience of the quality of teaching, teaching materials received, content, organisation, etc. Do not comment on the progress of other students.

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

A report on the results of the end of year surveys will be an item for discussion at the Autumn term Board of Study and will be reported upon during the quality/annual monitoring process. Charts summarising the feedback will be made available together with more information about how we have responded are available on the Intranet and will be added to Minster Moodle as we develop it. Student representatives will be asked to let us know how useful these are to students. The whole feedback process will also be reviewed on a regular basis, to ensure that it is effective in helping provide a good quality experience for students.

## **How we consider your feedback**

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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.

## Complaints

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

Your Head of Year will also automatically inform the Director or one of the Deputy Directors of the concern you have raised.

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

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

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

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



# PROFESSIONAL, STATUTORY AND/OR REGULATORY BODY REQUIREMENTS

## Ethical values and conduct

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

## The Minster Centre General Code of Ethics

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

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

## **Code of Practice for Practitioners**

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### **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**

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

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

Theoretical seminars, supervision groups and experiential training groups (ETGs) in particular may contain highly personal and sensitive material. All students must take responsibility for maintaining the confidentiality of such material. This means that neither notes, nor recordings, nor any other material may be seen, heard, read or discussed by any person outside the group of people involved in that seminar or group without prior agreement. Please also take care not to put names or other identifying information into notes or recordings in case they are accidentally mislaid or stolen and pay attention to keeping them secure.

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

as possible avoid giving unnecessary personal details which could reveal the identity of others.

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

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

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

## **Fitness to practice/professional capabilities**

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Trainees in the Foundation and First Year do not see clients, and you will work with your peers in triads to learn practice skills. However, as a trainee and potentially, in future, as a qualified psychotherapist, you will be working with peers and 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/](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](http://www.psychotherapy.org.uk) and the Minster Centre itself have Codes of Ethics to help trainees and practitioners practice ethically. The Minster Centre’s Codes of Practice are available on the student intranet.

Trainees may themselves identify times when they may not be fit to practice. Examples of circumstances which might lead to you needing to take a break from practice or to cease practice could include ill health, bereavement, criminal proceedings, a complaint, change of

financial or personal circumstances. If you are aware that there are issues which might be affecting your fitness to practice, you should take these to supervision at the earliest opportunity. It may be that you and your supervisor can agree the best course of action, which might include a short break from practice or additional support. If there is any doubt about the best course of action, the supervisor wants to seek additional advice or you and your supervisor cannot agree on a course of action, your supervisor will consult with the Head of Supervision and your Head of Year.

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

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

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



# RESOURCES AND SUPPORT

## Library

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

You can also access PepWeb (the Psychoanalytic Electronic Publishing archive) and a number of other journals (including the *Journal of Humanistic Psychology* and *Psychotherapy Research*) to which we have electronic subscriptions. PepWeb is an archive of psychoanalytic literature, both books and journals, published between 1871 and 2009 and is regularly being added to.

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

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

- Recording the borrowing and returning of a book is done by using the EOS library management system. When Polly is not in, please write name of book, barcode etc. legibly on the clipboard.
- Ensuring that books are returned within two weeks (core texts) and four weeks (others), so that others can use them.
- 8 books maximum on loan at any one time.
- Books can be renewed/reserved through the library catalogue (where you can also search for a book). This is available through the intranet. Just enter your email address to log in.
- **If you do not log out a book so we can keep track of it or fail to return it you are taking from the resources available to your colleagues.**

Polly is also able to deal with requests and queries via e-mail – [librarian@minstercentre.org.uk](mailto:librarian@minstercentre.org.uk). She is very happy to book one-to-one sessions on topics such as referencing, constructing bibliographies and literature searching. When Polly is not in she can be contacted times by email.

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

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

The resources available through the Minster Centre will support your access to many of the books and articles you need. However you will need to buy some core texts which are essential reading and will need to be referred to frequently during the main modules, and you will need to allow time and costs for accessing other resources, especially to support writing essays and dissertations on specialised subjects. Planning ahead so that you have time to access PLCS, inter-library loans through your local library and visit the British Library will help you reduce costs.

We do not have access to Middlesex University library.

## **Printing and photocopying facilities**

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

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

## **Intranet and Moodle**

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

## **Usernames and passwords**

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

## **IT facilities**

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Equipment for presentations including a laptop and a projector with speakers and a projector screen are set up in each of the large training rooms. Instructions on setting these up are available on the Intranet. There is wireless broadband access throughout the building. The high speed broadband service has recently been upgraded to an (up to) 80mb line, 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)**

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

## **Support**

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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**

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### **Academic staff**

Your tutors will direct your studies and ensure that you know what work you need to cover in any given module. Seek advice from tutors either during your regular attendance or by email or contact your Head of Year if you need further information and cannot locate it in the Handbook, Aids to Study or on the student intranet. As well as organising a formal one-to-one tutorial and class tutorials, Head of Years and tutors will do their best to meet you at other times when required.

If you feel you need additional academic support beyond what the Minster Centre can provide there is a list of tutors who can be employed privately on the Intranet. Students with disabilities which may affect their capacity to study or complete assigned pieces of work *please see below*.

### **Tutorial support**

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

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

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

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

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

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

### **Training Admin office**

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

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

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### **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](mailto: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](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 <a href="#">disability evidence form (PDF, 496KB)</a>
Mental-health condition	Report or letter from your doctor or consultant - you can also fill in the <a href="#">disability evidence form (PDF, 496KB)</a>
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](http://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](http://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](http://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](http://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](http://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](mailto:info@snowdontrust.org)

Web: [www.snowdontrust.org](http://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](mailto:grants@mssociety.org.uk)

Web: [www.mssociety.org.uk](http://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/](http://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](mailto: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	<a href="https://www.headspace.com/">https://www.headspace.com/</a>
AT Bar	Reading	Google Chrome Extension – Text to Speech and Overlay	<a href="https://chrome.google.com/webstore/detail/atbar/lihjlachbdicbhpalgecgcknkbmjhicl/related">https://chrome.google.com/webstore/detail/atbar/lihjlachbdicbhpalgecgcknkbmjhicl/related</a>
Be Focused/ Clock-work Tomato	Focus, Concentration	Pomodoro learning style app	<a href="https://play.google.com/store/apps/details?id=com.owlhd&amp;hl=en_GB">https://play.google.com/store/apps/details?id=com.owlhd&amp;hl=en_GB</a> / <a href="https://play.google.com/store/apps/details?id=net.phlam.android.clockworktomato">https://play.google.com/store/apps/details?id=net.phlam.android.clockworktomato</a>
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.	<a href="http://bemyeyes.com/">http://bemyeyes.com/</a>
Cold Turkey	Focus, Concentration	Block specific websites for a set time	<a href="http://getcoldturkey.com/">http://getcoldturkey.com/</a>
Dyslexia Key	Reading	iPhone App makes keyboard font easier to read.	<a href="https://itunes.apple.com/us/app/dyslexiakey-making-typing/id957626910?mt=8">https://itunes.apple.com/us/app/dyslexiakey-making-typing/id957626910?mt=8</a>
Emergency Chat App	Social Interaction	Allows predetermined message to come up when person becomes non-verbal, this avoids touching and opens up communication	<a href="https://itunes.apple.com/gb/app/emergency-chat/id1024194363?mt=8">https://itunes.apple.com/gb/app/emergency-chat/id1024194363?mt=8</a>
Forest		Self-control App –	<a href="https://www.forestapp.cc/en/">https://www.forestapp.cc/en/</a>

App	Concentration, Focus	particularly good for phones	
From Text to Speech	Reading	Text to Audio	<a href="http://www.fromtexttospeech.com/">http://www.fromtexttospeech.com/</a>
GBoard	Writing	Allows you to google within the keyboard on your device	<a href="https://itunes.apple.com/us/app/gboard-a-new-keyboard-from-google/id1091700242?mt=8">https://itunes.apple.com/us/app/gboard-a-new-keyboard-from-google/id1091700242?mt=8</a>
Go Conqr	Exams, Revision	Online revision platform. Use other people's Quizzes and Flashcards	<a href="https://www.goconqr.com/">https://www.goconqr.com/</a>
Google Dictionary	Reading	Highlight and word and instantly see the definition	<a href="https://chrome.google.com/webstore/detail/google-dictionary-by-goog/mqijmajocqfcbeboacabfgobmjgcoja">https://chrome.google.com/webstore/detail/google-dictionary-by-goog/mqijmajocqfcbeboacabfgobmjgcoja</a>
Grammarly	Proofreading	Grammar checker	<a href="http://www.grammarly.com">www.grammarly.com</a>
Habitbull	Health and Well being	Tracking app that helps you create and master healthy habits – i.e. drink water every day	<a href="http://www.habitbull.com/blog/">http://www.habitbull.com/blog/</a>
Hemmingway Editor	Writing	Analyses your text	<a href="http://www.hemingwayapp.com/">http://www.hemingwayapp.com/</a>
InstaGrok.com	Research	Research Tool that offers results as a MindMap	<a href="http://www.instagrok.com/index.html">http://www.instagrok.com/index.html</a>
Manchester Academic Phrasebook	Writing	List of sentence starters for academic writing	<a href="http://www.phrasebank.manchester.ac.uk/">http://www.phrasebank.manchester.ac.uk/</a>
Mindly App	Researching, Organisation	Mind Mapping for your mobile	<a href="http://www.mindlyapp.com/features">http://www.mindlyapp.com/features</a>
Night Owl	Reading, Research	Reduces the screen brightness lower than the default setting	<a href="https://play.google.com/store/apps/details?id=com.owlhd&amp;hl=en_GB">https://play.google.com/store/apps/details?id=com.owlhd&amp;hl=en_GB</a>
Quizlets	Exam, Revision	Create Quizzes/flashcards, take Quizzes/flashcards that teachers or students have made,	<a href="https://quizlet.com/subject/">https://quizlet.com/subject/</a>
Read Mode	Reading	Removes clutter for easy reading and printing	<a href="https://chrome.google.com/webstore/detail/read-mode/nagcaahojecfeopbghqihcabgiepploa?hl=en-GB">https://chrome.google.com/webstore/detail/read-mode/nagcaahojecfeopbghqihcabgiepploa?hl=en-GB</a>

Save my time	Time Management	Track what you are doing with your time each day to help weed out procrastination and time wasting activities	<a href="https://play.google.com/store/apps/details?id=com.godmodev.optime&amp;hl=en_GB">https://play.google.com/store/apps/details?id=com.godmodev.optime&amp;hl=en_GB</a>
Sleep if you can	Motivation	Getting you up and out of bed!	<a href="http://alar.my/">http://alar.my/</a>
Speak it!	Reading, Research	Text to speech for Google Chrome – A Google Chrome Extension	<a href="https://chrome.google.com/webstore/search/speakit?hl=en-GB">https://chrome.google.com/webstore/search/speakit?hl=en-GB</a>
Stay Focusd	Concentration, Focus, Motivation	Google Chrome extension – blocks specific websites or gives an allowance of time each day	<a href="https://chrome.google.com/webstore/detail/stayfocusd/laankejkbhbdhmipfmgcngdelahfjoji?hl=en">https://chrome.google.com/webstore/detail/stayfocusd/laankejkbhbdhmipfmgcngdelahfjoji?hl=en</a>
Swipes	Organisation	Create To-Do Lists and swipe when done or swipe to postpone	<a href="http://swipesapp.com/personal/">http://swipesapp.com/personal/</a>
Visor	Reading	A Google Chrome extension - overlay	<a href="https://chrome.google.com/webstore/detail/visor/lhpbckonakppajdgicbjdfokagjofnob">https://chrome.google.com/webstore/detail/visor/lhpbckonakppajdgicbjdfokagjofnob</a>
Word Counter	Writing	Word Statistics and Word Counter	<a href="http://www.wordcounter.net/">http://www.wordcounter.net/</a>
Wunderlist	Organisation	To-do list which synchronises and allows emailing of list	<a href="https://play.google.com/store/apps/details?id=com.wunderkinder.wunderlistandroid">https://play.google.com/store/apps/details?id=com.wunderkinder.wunderlistandroid</a>
Written Kitten	Motivation	Positive reinforcement. A picture of a kitten every 100 words	<a href="http://writtenkitten.co/">http://writtenkitten.co/</a>
Zotero	Referencing	Referencing tool	<a href="https://www.zotero.org/download/">https://www.zotero.org/download/</a>

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## Personal Development Planning

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

- develop self awareness,
- encourage you to identify your learning edges and focus on addressing them,
- support you in planning major pieces of work especially your dissertation

- keep records of achievements, clinical hours, etc. which will support achieving your qualification, accreditation and CPD after qualification, and your employability.

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

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

### **TFL Student oyster discount scheme**

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

### **Student Union membership**

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

### **Personal psychotherapy**

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

As soon as you join the course if you are not already engaged in psychotherapy you must make arrangements to do so. Psychotherapy should take place for at least 40 weeks per year at a frequency of at least once a week for students in all years. Therapy must be one to one and sessions must be of at least 50 minutes duration. The year will run from the start

from the first week of the autumn term to the start of the following academic year. Personal psychotherapy is undertaken at your own expense.

Your psychotherapy should be with a qualified and experienced, UKCP-registered practitioner or equivalent. If you are with a BACP registered practitioner we will normally require that they are Accredited or Snr Accredited. Please note that we will not approve therapists who are not registered with a professional body. This is because we want your therapist to be covered by professional standards and ethical and complaints policies and procedures. Your therapist must not be in any other professional or personal relationship with you, and should not normally be a Minster member of staff. Your therapist must have no direct contact with you at the Minster Centre i.e. they must not teach you, be your ETG leader or supervise you. If you are choosing a new therapist when starting here as a student, please choose your therapist from outside the Minster Centre staff. If the therapist also trained at the Minster Centre, they should normally have completed their MA/Advanced Diploma at least three years ago and should be UKCP Registered. If any of these requirements cause any problems for you, please contact your Head of Year in the first instance. Should it be that, at the time of application, a student is already in psychotherapy with a member of staff or Minster Centre graduate of less than three years post-qualification experience, or a new member of staff joins with a client who is also a student, the position will be discussed with the people concerned and a decision made by the Director on a case-by-case basis. The important underlying principle in such a case is that the therapist must have no direct training contact with any student who is also a client of theirs.

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

You must submit your psychotherapist's name, address, phone number and email address on your therapist approval form at the beginning of the year, this must be approved and signed by your Head of Year. It is your responsibility to ensure that your arrangements for therapy meet the requirements outlined above.

### **Changing your therapist during the year**

It sometimes happens for a variety of reasons that students need to change therapist during the year. If you are contemplating this you should first talk to your seminar tutor and discuss the reasons arising for changing therapist.

You may expect that if you are feeling dissatisfied with your current therapist your tutor may enquire into how far you have got in talking about this with your therapist. It may be possible to address possible misunderstandings and difficult feelings with a therapist thereby enabling the therapy to continue.

However, if you still wish to change therapist any new therapist must comply with the requirements above re accreditation etc. You will need to fill in a new Therapist Approval Form and have your new therapist approved.

You need to ensure that you are still able to have an overall total of 30 sessions minimum during the year, as indicated above, and both therapists will be contacted to confirm the number of hours you have had with each.

Should the Minster Centre feel that a student's personal development is unsatisfactory, the situation will be discussed with the student and a change of therapist may be recommended or required. However, the student's therapist will never be approached for an opinion or

report aside from checking with your therapist that you have attended at least 30 hours annually.

### **Other therapeutic experiences and training**

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

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



# MINSTER CENTRE POLICIES AND PROCEDURES

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

If you cannot find the information you need or need further guidance please contact Rory Page, the Registrar [rory@minstercentre.org.uk](mailto:rory@minstercentre.org.uk)

## Learning, teaching and assessment

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

## Learning and teaching methods

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You will most often be taught in small groups of around 12 in which you will be expected to take an active part and work both as an individual and as part of small groups. You will be expected to contribute to discussions, make presentations and participate in experiential exercises. Tutors will guide and facilitate your learning but you will be expected to be able to study independently, locating source material, researching for written work and organising yourself. For every hour of teaching you should expect to undertake 3-4 hours or more of private study including reading, writing reflective notes and supervision records, preparation for presentations and supervision, producing written work and research. Some of this will need to be undertaken outside term time. In the second/final year of the MA the proportion of private study to taught hours will be significantly higher than in the first year.

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

Your learning will also be supported by technology. You will have access to presentation equipment in the Centre and to online resources when working away from it.

## Assessment methods

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

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

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

At the Minster Centre assessment is a continuing process, combining both formal summative and informal formative elements, in which both staff and students are involved. The curriculum for the whole course is integrated and designed to help you develop the knowledge, skills and aptitudes necessary to practice as a psychotherapist. The modules are designed to be complementary and cumulative, working together to develop and enrich your skills and knowledge. The assessment processes are also designed to allow you to demonstrate your progress against learning outcomes across the modules and to ensure your work is evaluated from a variety of perspectives. In addition to the assessment of written work, which will be marked against criteria given in the Aids to Study, other types of assessment include:

### **Peer assessment**

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

### **Student self-assessment**

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

### **Tutors' assessments**

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

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

## **Submission, receipt, marking and return of assessment**

### **Requirements and submission of coursework**

Further, detailed information on the requirements for written work and when and how you need to submit is provided in the Aids to Study which is available on the Intranet and Minster Moodle, in the library and in common rooms.

## Marking and marking moderation

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

## Return of written coursework

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

## What happens if I fail a piece of written work?

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

## Assessment feedback

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

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

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

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

## Your grades

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

## The meaning of the grades

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

Grade	Description
<b>Distinction</b>	<p><i>For essays and dissertations</i> An outstanding and original submission which demonstrates a systematic and comprehensive understanding of the subject and a thoughtful and critical approach to it that goes beyond conventional discussion of the topic. Well-structured and cogently argued. Appropriate evidence used to support arguments and generate new concepts or perspectives. Demonstrates that concepts/theories/methods have been assimilated. Imaginative and critical use of own material/experience demonstrating a high level of integration of theory, practice and personal experience. Demonstrates high levels of awareness and sensitivity to ethical issues. Fully research-aware.</p> <p><i>For reflective accounts, portfolios, clinical examples and case studies</i> Where the submission is more directly related to clinical practice, submissions worthy of a distinction will show many of the same qualities of depth of understanding and originality, however the emphasis will be on the application of understanding to practice and the demonstration of highly developed clinical skills. Submissions will show a sophisticated understanding of clinical concepts (such as transference phenomena or enactment) and a capacity to integrate theoretical understanding into practice in imaginative, nuanced and subtle ways. These submissions are likely to show a deep understanding of relational dynamics and demonstrate a capacity for high levels of sustained, non-defensive, self-awareness and reflection. Demonstrates high levels of awareness and sensitivity to ethical issues and excellent use of supervision.</p>
<b>Merit</b>	<p><i>For essays and dissertations</i> A very competent submission showing good evidence of extensive reading, a good critical awareness of approaches/perspectives, a grasp of materials used and of arguments developed, a clear structure and evidence of good integration of theory, practice and personal experience. Ethical issues very well handled. Definitely research-aware.</p> <p><i>For reflective accounts, portfolios, clinical examples and case studies</i> Submissions will show a very good and comprehensive grasp of relevant clinical concepts and demonstrate thoughtful and sensitive application to practice. Demonstrates a good understanding of relational dynamics and a capacity for thorough, non-defensive, self-awareness and reflection. Very good use of supervision. Ethical issues</p>

	very well handled.
<b>Good Pass</b>	<p><i>For essays and dissertations</i> A good submission showing above average understanding and familiarity with the material being presented. There is evidence of reading well around the topic and having a real grasp of the issues involved. The major points are discussed although relevant but less important considerations may be missing. Sufficient integration of theory, practice and personal experience. Research-aware. Ethical issues well handled</p> <p><i>For reflective accounts, portfolios, clinical examples and case studies</i> Good grasp of relevant clinical concepts with their application to practice well demonstrated. Good understanding of relational dynamics and capacity for self-awareness and reflection well demonstrated. Good use of supervision. Ethical issues well handled.</p>
<b>Pass</b>	<p><i>For essays and dissertations</i> A satisfactory submission showing an understanding of the subject matter and of the principal source material. Not just descriptive or too generalised, and containing elements of critique. Some evidence of integration of theory, practice and personal experience. Ethical issues adequately handled.</p> <p><i>For reflective accounts, portfolios, clinical examples and case studies</i> Relevant clinical concepts understood and demonstrates an understanding of their application to practice. Demonstrates understanding of relational dynamics and sufficient self-awareness and reflection to practice safely and use supervision. Sufficiently aware of ethical issues to handle them adequately.</p>
<b>Fail</b>	<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 concepts adequately, not being able to articulate a clinical stance, being unaware of a key clinical issue, demonstrating poor clinical practice without adequate awareness or self-reflection. Lack of use of supervision.</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

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### Academic levels

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

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

For further information about the FHEQ see <http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2843#.V-kxa6KgCos> and for further information about the characteristics of Masters degrees see <http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2977#.V-kxraKgCos>

### Overall assessment of readiness to progress

In addition to assessment of individual pieces of written work, consideration is given to whether students are ready to progress to the next year or to qualify as a practitioner against the criteria for each year of professional training (see section on Overall Progression Criteria in this Handbook). This process is important because working as an integrative counsellor and psychotherapist draws not only on your academic ability but also on your therapeutic skills and your capacity to be aware of and reflect on your own experience. Having developed these personal capacities sufficiently will be essential to your own well-being as a therapist and the well-being of your future clients. The development and weaving together of these three strands, academic understanding of theory, therapeutic skills and self-awareness and reflexivity, is an essential part of training at the Minster Centre. The overall progression criteria have been developed to describe the capacities you need to develop as you progress through the course. Assessment of your progress against these criteria draws on what tutors (including ETG leaders and supervisors) have observed of you and your work across the year, as well as your written work. Mid-year tutors will raise any concerns they have about students with the Head of Year and early in the third term all the tutors who have worked with you will come together to discuss your progress facilitated by your Head of Year. The progress of trainees who, in the combined opinion of the meeting, are not ready to progress, or about whom there are concerns, will then be reflected on at meetings of the Training. The Training Committee is made up of all Heads of Year (HoY), Head of Supervision and the Head of Research and both Deputy Directors and is chaired by the Director, The Training Committee sets aside dedicated time at two extended meetings in the spring and summer terms to consider student progress, with HoY presenting students that tutors working with a particular group have agreed they have concerns about. Particular attention is paid to students who are repeating parts of the course. The Training Committee will make decisions about whether students can progress or qualify. Trainees who are assessed as not ready to progress or

qualify or who may progress but with conditions, will be informed of the decision and the reasons for it in a tutorial as soon as possible after the decision is made. Students who are not ready to progress may be asked to repeat a year or a part year, submit additional work or undertake further supervision, take some time out of training, or to cease training. The exact recommendations vary for each student depending on the areas of concern and individual circumstances. Students who have repeated modules but are still not meeting one or more progression criteria, or have been asked to repeat modules in previous years and are now not meeting progression criteria, are likely to be told to stop training.

The factors the Training Committee will consider are:

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

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

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

## **Programme regulations for progression and award**

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

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

If any of the above criteria is not met, the situation will be discussed fully with the student and, where possible, a remedial plan will be agreed. The various options for the remedial plan include: resubmission of written work, modification of student attendance and termination of student attendance. Further information on these options is discussed in later separate sections.

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

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

## **Assessment and progression criteria for experiential, theory, clinical skills and self-development work**

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

### **Foundation**

#### **Awareness of own process**

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

#### **Intersubjective awareness**

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

#### **Understanding of theory**

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

#### **Therapeutic flexibility and agency**

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

## **Certificates**

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

## **Extensions, deferrals and resubmissions**

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## **Extenuating circumstances and requests for extensions or deferral of coursework**

The assessed coursework is an integral and important part of the course and you are expected to organise your time to enable you to complete it and hand it in by the deadline. The deadlines are given at the start of the academic year to give you plenty of time to plan. If exceptional circumstances arise, i.e. circumstances that do not apply to everyone else and you could not reasonably have avoided or anticipated, such as illness or accident, which you judge will prevent you from meeting the deadline, you should inform the relevant module leader before the deadline and as soon as you can and email the Registrar [rorry@minstercentre.org.uk](mailto:rorry@minstercentre.org.uk). Your module leader will discuss the situation with your Head of Year and come back to you with a decision. In the case of final pieces of work you must contact your Head of Year in writing before the deadline (with a copy to the Registrar). You may be required to provide evidence of the circumstances that have prevented you completing the work. Approval of an extension is not automatic. Module Leaders in consultation with the Head of Year may grant an extension at their discretion, this will usually be for a maximum of two weeks or the first date that you could reasonably complete and submit the work. If you have an agreed extension and submit your work by the new deadline it will be graded as normal.

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

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

## **Work that does not meet the standards required**

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Although no one anticipates failing an assessment, it is important that you are aware of what happens if you do. If you submit work that does not meet the standards required it will be marked as a fail, in which case you will normally be given one opportunity to revise it and resubmit. Your tutor will provide feedback on how it needs to be improved and agree the resubmission deadline. Normally you would be entitled to one re-assessment opportunity and there will be a fee to cover the costs of remarking. The highest mark that can be awarded to a resubmitted piece of work is a Pass. This is because your second submission will be made with the benefit of marking feedback.

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

## **Continuing to train at the Minster Centre**

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Places to train at the Minster are often in high demand and we cannot guarantee that you will be offered a place in the first year of professional training even if you successfully complete the Foundation Course. If we have more applicants than places priority will be given to the most promising students, as assessed by the Foundation tutors. and to returning students. When students are assessed as of equal potential, preference will be given to students from minority ethnic backgrounds or those with disabilities as these groups are under-represented at the Minster Centre and in the profession. Places will be offered with a deadline for acceptance and the payment of a deposit. If you do not meet the deadline priority will be given to another student and, if there are insufficient places, you will be put on a waiting list. The deadlines will be adhered to strictly so please make sure that you take note of them and organise yourself to ensure you meet them. It is not the intention to be harsh or punitive but an attempt to be clear and fair.

## Academic misconduct

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

**Plagiarism** is taking someone else's work or ideas and passing them off as your own. Remember plagiarism isn't just restricted to essays or reports it can also apply to presentations and 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 Minster Centre takes plagiarism very seriously and you will face a penalty if found guilty of plagiarism regardless of whether it was unintentional or a first offence. You should therefore make sure that you understand how to reference properly so that you can use another author's work without plagiarising. Please see the Aids to Study where extensive guidance on referencing is provided.

Academic misconduct also covers cheating in examinations or formal assessments.

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

If the case of academic misconduct is not upheld the work shall be assessed on its academic merit, and all record of the alleged misconduct shall be removed from the student's record. Where an allegation of academic misconduct is sustained, either by the admission of the student or following a Panel's investigation, a recommendation will be made to the Assessment Board which the Assessment Board can uphold or modify. Students can be asked to resubmit work which cannot receive higher than a pass grade on remarking, submit a new piece of work with a different title which can also not be marked

higher than a pass, attend a viva voce on a piece of work, re-sit a module, repeat a year, receive a lower qualification or be expelled from the Minster Centre without qualification. Students will also receive a written warning that further offences will have serious consequences. The level of sanction applied will be governed by an assessment of the seriousness of the academic misconduct and the criteria used to assess this will parallel those set out in Middlesex University's Regulations Section F which is available on line at: <http://www.mdx.ac.uk/aboutus/Strategy/regulations/sectionf.aspx>.

Particular consideration will also be given to the importance of ethical values for practicing psychotherapists. Students whose academic misconduct demonstrates a serious lack of personal integrity or respect for ethical values may be subject to Fitness to Practice review or may be asked to leave the course with immediate effect.

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

## **Fitness to practice procedures**

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

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

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

If an agreed course of action cannot be reached or there has been a significant concern about ethical behaviour assessment of a trainee's fitness to practice or continue training will be carried out by a Fitness to Practice Panel (FtPP). A FtPP will normally be made up of your Head of Year, another member of the Training Committee, your supervisor and another supervisor and Chaired by a Deputy Director of Training. A member of staff will collate the information to be reviewed by the panel and will send a letter to the Trainee outlining the case

for the referral to the FtPP and a request for a reflective statement and any evidence that the Trainee wants the panel to consider. Once all the information has been collected a copy will be sent in confidence to the panel members and to the trainee. The FtPP will review the information in private and make recommendations which will be reviewed by the other Deputy Director before being finalised. A letter informing the trainee of the results will be sent by email and in hard copy. A FtPP may require that a trainee should leave the course temporarily or permanently, cease their clinical practice temporarily or permanently, repeat parts of the course or undertake additional training or supervision. All FtPP outcomes are reported back to, and monitored by, the Training Committee.

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

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

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

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

## **Appeals**

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

### **Principles and grounds for appeal**

1. The Minster Centre regulations are applied fairly and consistently and in accordance with its equal opportunities policy.
2. All appeals procedures are made transparent through publication in the student handbook
3. Privacy and confidentiality are assured unless disclosure is necessary to progress the appeal
4. A student has the right to appeal against an academic decision made by the Minster Centre Assessment Board on the following grounds only:
  - i) that his/her performance in the assessment was adversely affected by illness or other factors which he/she was unable, or for valid reasons unwilling, to divulge before the Minster Centre Assessment Panel reached its decision. This must be supported by documentary evidence such as medical certificates

- ii) that there has been a material administrative error, or that the assessment(s) was not conducted in accordance with the Minster Centre Regulations governing the course, or that some other material irregularity has occurred

5. A student has the right to appeal against non-academic Minster Centre decisions such as not allowing progression to the following year, an appropriate course or withholding permission to begin clinical work on the following grounds only:

- i) that his/her assessed performance was adversely affected by illness or other factors which he/she was unable, or for valid reasons unwilling, to divulge to the assessing tutors. This must be supported by documentary evidence such as medical certificates
- ii) that there has been a material administrative error, or that the assessment(s) was not conducted in accordance with the Minster Centre Regulations governing the course, or that some other material irregularity has occurred

6. Every effort will be made to resolve an appeal informally before the formal procedure is applied

### **Procedure**

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

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

[mdx.ac.uk/regulations](http://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.*)**

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

meetings, following discussion with a Deputy Director or Director) will meet the student shortly after a meeting to discuss student progress. The student will be informed of the decision by tutors and the recommendation that the student makes changes in his/her attendance at the Minster Centre.

Recommended changes may include:

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

Such changes may be required at any time in the training. Where such changes are required of students, their fulfilment will then become a condition of continuing to train and gaining the Advanced Diploma or the MA.

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

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

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

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

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

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

### **Termination of student attendance**

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Sometimes a student will be told that the Minster Centre requires them to stop attending the course. This decision will be reached by the Head of Year/Course in discussion with either the Training Committee or a Deputy Director or Director and normally after conferring with the members of staff working with the student. Such circumstances may include concerns about the student's capacity to successfully complete the course, the student's wellbeing or safety or the wellbeing or safety of others, the student's competence to practice, or serious concerns for their mental or physical health. This is not a complete or exhaustive list. The meeting to inform the student of this decision will be called as soon as possible after the

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

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

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

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

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

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

psychotherapy • counselling • training

## MODULE NARRATIVES

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

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

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

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



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

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

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



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

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