

The Minster Centre Diploma in Supervision MA/PG Diploma in Supervision in Psychotherapy and Counselling Programme Handbook 2021 Cohort

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Information in alternative formats

This handbook can be found on the front page of The Minster Centre Moodle:

<https://moodle.minstercentre.ac.uk/>.

It can also be found under the relevant course section on our website:

<https://www.minstercentre.ac.uk/training/courses/>

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 email reception@minstercentre.ac.uk.

We can supply sections from this publication as:

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

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

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Part 1: Introduction and Key Information

Your Programme Handbook

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 which can be found on our online learning platform, Moodle.

This booklet also provides important practical information intended to support your studies, including requirements and deadlines and guidance to help you prepare and submit your work.

Please read it carefully and make sure that you are clear about what is required of you. 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 Quality Manager, Kara Reaney: kara@minstercentre.ac.uk.

About The Minster Centre

The Minster Centre was founded in 1978 by Helen Davies as the first integrative training programme in the UK. The Centre's initial purpose was to address the divergence between the humanistic and psychoanalytic schools of psychotherapy. Our training therefore begins with the belief that many approaches have valuable contributions to make to the broad field of psychotherapy and counselling.

We are proud of the rigour of our training which brings together theory, practice and personal experience and you will be required work with all three strands as you train. 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). Our courses meet high academic and professional standards and are validated by the main professional bodies: the UKCP and BACP. We are a collaborative partner of Middlesex University, quality assured by the Quality Assurance Agency (QAA) and registered with the Office for Students. We abide by the ethics of these organisations and those of the Charity Commission.

Board of Trustees

The members of the Board are: Nick Carley (Chair), Malcolm Couldridge (Vice Chair), Christopher Brooks (Treasurer), Judith Burnett, Debbie Charles, Norma Clayton, David Collins, Mark Gullidge (Staff Trustee), Hannah Joll (Student Trustee), Elizabeth Mpyisi, Gavin Sharpe, Sean Titley, Lissie Wright (Director) and Susanna Wright. The Independent Board members are elected by the alumni who are members of the Minster Centre. The Staff Trustee is elected by staff and the Student Trustee by students (on courses lasting more than one year).

Further Information

Important information about the policies and procedures that apply to you and your course are contained in this Handbook and can be found on Moodle. If you can't find the information you need:

- For timetabling or administrative issues please approach the Training Office on training@minstercentre.ac.uk.
- For advice on financial matters please approach Melissa Brierley finance@minstercentre.ac.uk.
- For queries or advice about the course or your progress please approach your Head of Year. If, for some reason, you would find it difficult to raise the issue with your Head of Year please approach the other Head of Year where there is one or either Alyson Jaffe or Philip Reilly, Deputy Directors (alyson@minstercentre.ac.uk, philipr@minstercentre.ac.uk).

Introduction to Middlesex University

Although you will enrol at and attend the Minster Centre, the MA/PG Diploma in Supervision in Psychotherapy and Counselling is validated by Middlesex University and therefore if you are enrolled on the MA or PGDip you are a student of both. Within Middlesex University the programme is part of the School of Science & Technology. Being a Middlesex student means, in brief, the following:

- If you successfully complete the programme you will receive the Middlesex qualification of MA.
- You may attend the appropriate Middlesex University graduation ceremony.
- You do not receive a Middlesex ID card
- You are not a member of the Middlesex University Students' Union.

The MA/PG Dip course is governed by Middlesex University Regulations which are available online at; www.mdx.ac.uk/about-us/policies/university-regulations however The Minster Centre has its own regulations and procedures for complaints, appeals and academic misconduct.

This list is not exhaustive and therefore please contact the training office training@minstercentre.ac.uk, if you have any questions about your entitlements as a Middlesex student.

The Middlesex University Regulations

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

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

Appeals

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

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

Academic Misconduct

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

Completion

Students are expected to complete the MA in 2 to 3 years. If there are exceptional circumstances, such as ill health, travel or family reasons then students may apply for an extension to complete the qualification. To apply for an extension, you will need to contact the Registrar and your HoY. Agreement to an extension is not a forgone conclusion. You should be aware that there is a 5-year maximum registration period for the MA this includes any periods when you are not studying or studying at a slower pace – including time taken for illness, family circumstances or resubmissions.

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

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

The Memorandum of Co-operation

This is the formal agreement between Middlesex University and the Minster Centre on the delivery of the Programme. The Memorandum, among other things, sets out the responsibilities of both the Minster Centre and Middlesex University. In brief these include responsibility for Middlesex University to validate the agreed qualifications and take overall responsibility for the academic standards of courses while the Minster Centre directs day to day delivery including admissions, teaching, assessment and provision of library and other learning resources. If you wish to view this document then please contact the Registrar, Rory Page, rory@minstercentre.ac.uk.

Academic calendar

Dates for the 2021 academic year, including all term dates, deadlines, weekends, Board of Study and Assessment Board dates are available on Moodle www.moodle.minstercentre.ac.uk. If there are any date changes these will also be made on Moodle so please check crucial dates such as written work deadlines there.

Your timetable

At the time of writing (January 2021) the Covid situation is severe in London and we are under a national lockdown; we anticipate that restrictions will continue for some time. The course will commence online and will remain online for the foreseeable future. Arrangements will be kept under review depending on the Covid-19 situation but it is possible that the whole course will be delivered online. See Moodle for more details about the arrangements for each group.

Courses will begin in January of each year. Friday attendance is 6.30-9.00pm, Saturdays and Sundays run from 10am to 5pm. Any changes to your timetable will be notified to you by email.

Term Dates 2021

22, 23, 24 Jan

Welcome & Introductions, What is Supervision?, Functions of Supervision, Introducing Shohet & Hawkins (SPC1 & 2), Supervision of Supervision (SPC3).

19, 20, 21 Feb

The Developmental model (SPC1), From therapist to supervisor – Roles, boundaries and multiple relationships, Diversity in the supervision matrix, Diversity part 1- focus on Intersectionality and Race (SPC2), Supervision of Supervision (SPC3).

19, 20, 21 Mar

Different Modalities (SPC1), Building the supervisory relationship, Comparison with Different Models, Working with Defences and Resistance & Working with difference (SPC2), Diversity part 2 – Gender and Sexuality, Supervision of Supervision (SPC3).

16, 17, 18 Apr

Ethics, Unconscious processes in Supervision (SPC1), Parallel Process, The Supervision Triangle (SPC2), Supervision of Supervision (SPC3), Tutorials.

14, 15, 16 May

Working with Groups (SPC2), Power & authority in the Supervisory Relationship (SPC1), Diversity part 3: Groups, Supervision of Supervision (SPC3).

18, 19, 20 Jun

Ruptures and Mitigating Shame, The Internal Supervisor (SPC1), Working in Organisations (SPC2), Supervision of Supervision (SPC3).

16, 17, 18 Jul

Working with endings (SPC1), Assessment and Risk Management, Record Keeping, Tutorials, Role Plays, Supervision of Supervision (SPC3).

Students who register for an MA/PG Dip have further teaching dates.

Assessment Deadlines

You will find further assessment guidance and assessment sheets in the separate **Assessment Guidelines** booklet on Moodle.

In order of submission:

Submissions	Submission deadline
Process evaluation - Evaluating my development as a supervisor so far	19 th March 2021
Supervision Diploma Essay	3 rd December 2021
Students who register for an MA/PG Dip have further assessments.	

N.B. Please note the deadlines early in the year and plan your work to ensure that you start all the work in good time to meet the deadlines. You should not assume you can leave starting one piece of work until you have finished another. All submissions will be by via Moodle. You will normally be expected to submit by 12 noon on the day of the deadline. Please familiarise yourself with Moodle and how to upload the work well in advance of the deadline.

Note on implications of failing assessments for supervision of supervision arrangements

If you fail an assessment you may need to remain in Minster Centre supervision of supervision arrangements. This will need to be discussed with your Course leader and will incur additional fees.

Assessment Board Meetings

Friday 5th February 2021

Friday 3rd September 2021

Assessment Schedule

Week commencing (date)	Learning week	Process Evaluation	Supervisory Theory Module (SPC1)	Integrating Theory in Supervisory Practice Module (SPC2)	Clinical Supervision Practicum 1 Module (SPC3)	Clinical Supervision Practicum 2 Module (SPC4)	Dissertation Module (DISS)
22/23/24 Jan	Weekend 1						
19/20/21 Feb	Weekend 2						
19/20/21 Mar	Weekend 3	Process Evaluation					
16/17/18 Apr	Weekend 4						
14/15/16 May	Weekend 5						
18/19/20 Jun	Weekend 6						
16/17/18 Jul	Weekend 7						
3 Dec			Supervision Diploma Essay				

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Contacts, Communications and Data

Programme staff list and contact details

The Minster Centre

20 Lonsdale Rd

Queens Park

London NW6 6RD

Tel: +44 (0)20 7644 6240

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

The office is open from 9.30am to 5.30pm weekdays.

Director

Lissie Wright

The Minster Centre

Email: lissie@minstercentre.ac.uk

Registrar

Rory Page

Tel: +44 (0)20 7644 6246

Email: rory@minstercentre.ac.uk

Deputy Director of Training

Philip Reilly

Email: philipr@minstercentre.ac.uk

Deputy Director of Training

Alyson Jaffe

Email: alyson@minstercentre.ac.uk

Middlesex University Link Tutor

Lin Yu

Email: L.Yu@mdx.ac.uk

Minster Centre Institution Link Tutor

Philip Reilly

Email: philipr@minstercentre.ac.uk

General training enquiries

The Training Office

Email: training@minstercentre.ac.uk

Moodle Support

Email: itsupport@minstercentre.ac.uk

Teaching staff

All weekly staff and weekend tutors whose individual contact details are not shown can be contacted via reception@minstercentre.ac.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.

Core Teaching Staff

Roshmi Lovatt

Head of Course

Email: roshmi.lovatt@minstercentre.ac.uk

Reena Shah

Head of Course

Email: reena.shah@minstercentre.ac.uk

Fatuma Farah Tutor
Email: fatuma.farah@minstercentre.ac.uk

Sophia Prevezanou Tutor
Email: sophia.prevezanou@minstercentre.ac.uk

Philip Reilly Tutor
Email: philipr@minstercentre.ac.uk

Research Teachers (for MA/PG Dip)

Dr. Angela Cotter Head of Research
Member Ethics Committee
Email: angela.cotter@minstercentre.ac.uk

Dr. Felicia Smith-Kleiner Research Tutor
Email: felicia.smithkleiner@minstercentre.ac.uk

Dr Sheila O'Sullivan Research Tutor
Email: sheila.o'sullivan@minstercentre.ac.uk

Kelly Stewart Research Tutor
Email: kelly.stewart@minstercentre.ac.uk

Justyna Sulowska Research Tutor
Email: justyna.sulowska@minstercentre.ac.uk

Dissertation Supervisors (for MA/PG Dip)

A list of dissertation supervisors is available on Moodle.

Minster Centre Psychotherapy and Counselling Service (MCPCS)

Valerie Latham MCPCS Co-ordinator
Email: valerie@minstercentre.ac.uk

Michelle Campbell MCPCS Administrator
Email: michelle@minstercentre.ac.uk

Placements Officer

Leon John Email: leon@minstercentre.ac.uk

Learning Support Co-ordinator

Geeta Gajwani Email: geeta.gajwani@minstercentre.ac.uk

Operations and Management Team

Rory Page	Registrar Email: roly@minstercentre.ac.uk
Betti Urmos	Admissions Officer Email: betti@minstercentre.ac.uk
Elizabeth Thorrington	Admissions Officer Email: elizabeth@minstercentre.ac.uk
Deanna Hooper	Data & Programme Administrator Email: deanna@minstercentre.ac.uk
Miranda Boll	Training Administration Assistant Email: miranda@minstercentre.ac.uk
Naomi Weir, Gvette Shillingford, Alice Jackson	Receptionists and IT Support Officers (Building, room bookings, messages) Email: reception@minstercentre.ac.uk
Polly Mortimer	Librarian Email: polly@minstercentre.ac.uk
Justine Walsh	Operations Manager Email: justine@minstercentre.ac.uk
Steven Zegarac	Finance Manager Email: finance@minstercentre.ac.uk
Melissa Brierly	Finance Assistant (Fees) Email: finance@minstercentre.ac.uk
Kara Reaney	Quality Manager Email: kara@minstercentre.ac.uk
Stuart Bell	IT Manager Email: stuart@minstercentre.ac.uk
Lance Tabraham	Moodle Support Officer Email: itsupport@minstercentre.ac.uk

Your contact and personal details

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

Minster Centre Moodle

Moodle is the main source of information for students. It is updated with news about the Centre and course information, so you need to check it regularly.

All assessed work is submitted through Moodle and messages to you from The Minster Centre will come to you via Moodle.

Username and Passwords

You will have been emailed details of how to access Moodle. Should you forget your password please click on the Forgotten your username or password link on the log in page. If you have problems accessing Moodle please email the Moodle Support Officer (itsupport@minstercentre.ac.uk).

Moodle also contains the following important information:

- This Handbook
- Assessment Guidelines
- Finance
- Information and resources relating to each year of study
- Reading lists and further guidance for individual modules
- The academic schedule of weekends and module groups
- Library information and access to online journals
- Links to therapy-related resources
- Code of Ethics for Practitioners and Trainers
- Policies and Procedures
- Administrative Forms

E-mail

We use Moodle messaging as the main method of communication with students. You will need a working email address that you check regularly as you will receive emails from us via Moodle. You will also be able to see messages once you have logged on. 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.

If you have changed your Moodle preferences so that you don't receive emails, please ensure you regularly log onto Moodle to make sure you are up to date with the Centre's correspondence.

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

The QAA is an independent agency appointed by the UK Government to be responsible for upholding the academic quality and standards of all universities and colleges in the UK. The QAA produce the [UK Quality Code](#) which outlines the key expectations placed on all UK Higher Education providers. There is specific guidance on how institutions should manage partnership arrangements: [Quality Assurance Agency for Higher Education \(QAA\) UK Quality Code, Advice and Guidance: Partnerships](#).

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

You can also learn more about the Quality Code and Quality Assurance on the QAA's website, www.qaa.ac.uk.

Quality Committee

This is an overarching committee set up 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 meets termly and includes student, staff and graduate representatives. It is chaired by Alyson Jaffe.

How your Programme is Quality Assured

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

'Quality' refers to how well The Minster Centre, Middlesex University and our accrediting bodies (UKCP & BACP) support you in your learning and covers the following areas: the teaching, the support available, the resources available, and how you are assessed.

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

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

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

For degree courses:

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

- [Office for Students](#) – part of the Department for Education, the OfS acts as the regulator and competition authority for the higher education sector in England.
- [QAA](#) – The independent body which monitors and advises on standards and quality in UK higher education.

For BACP and UKCP accredited courses

- Five yearly review by the accrediting body
- In the case of BACP, an annual monitoring report.

For all courses

- [Student feedback](#) and representation – This includes student surveys, Boards of Study and student representation.

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

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

Student Feedback

Please use the opportunities we provide to give us feedback on the course including talking directly to your tutors, the weekend feedback forms, the end of module and end of year feedback questionnaires and your representation at the termly Board of Studies. We 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. Tutors may be able to make changes quickly.

Student surveys

Feedback forms are distributed at the end of the course. You may include your name on the forms or complete them anonymously. At the end of modules you will be asked to complete feedback forms and at the end of the academic year you will also be sent links to electronic surveys. Both will include standard questions and space for individual comments.

The feedback will be seen by the Director and Deputy Directors, 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.

Board of Studies

This is a forum where Student Representatives and staff meet to discuss Minster Centre courses. This includes any issues groups of students want to raise but is also an opportunity for student representatives and staff to talk about things that are going well and future developments.

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.

For more details on becoming a Student Rep and the Board of Studies see Moodle.

Board of Studies Meeting dates

Date TBC: A specific date for a Board of Studies for our Post Qualification courses will be provided at the start of term. Students will be updated via Moodle.

Students are welcome to send comments to and attend any of the below Board of Studies.

Wednesday 24th February 2021, Time TBC.

Thursday 17th June 2021, Time TBC.

How we consider your feedback

The feedback you give through your Student Reps, through surveys and at Boards of Study meetings plays an important part in reviewing our courses 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.

Complaints

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

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

The Minster Centre operates a Students' Complaint and Grievance Procedure which can be used when other avenues for mutual understanding have been explored. The document outlining this is available on Moodle 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, if you have registered for the MA, you can follow the Middlesex University "Complaints in relation to collaborative partner institutions" which can be found in the Middlesex University regulations: www.mdx.ac.uk/regulations.

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

For our full Complaints policy see under *Policies and Guidance* on Moodle.

Data protection and privacy (Fair Processing Notice)

The information that you provide in your application and at enrolment is held on a computerised database. As you progress through the course we will add information about attendance, work submitted, assessments, and important communications. This may include sensitive personal data and 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 new [Data Protection Act 2018](#) ('the Act') and GDPR.

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 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 will 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 will 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), placements and allocation of training clients, financial administration (e.g. fees, loans, bursaries), to provide you with services, such as the Library and computer facilities; 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 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, the Office for Students 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, www.hesa.ac.uk](http://www.hesa.ac.uk).

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.

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.

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's Office](#).

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 GDPR 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 (ror@minstercentre.ac.uk).

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

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

Your rights

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

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

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

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

Your responsibilities

- **Providing personal data to the Centre**

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

- **Processing personal data**

If you are processing personal data other than as part of your studies you should contact the Information Commissioner's Office 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.

psychotherapy • counselling • training

Part 2: Programme Details

For Programme Structure and Module Narratives see Parts 5 & 6

Tutorials

All students will have at least one individual tutorial, with some students invited for extra tutorials if there is a need to discuss progression concerns. All students will also take part in group tutorials which are assignment focused. Students may request further tutorials with their Head of Course any point.

Supervision Groups

Students undertake supervision of supervision in small groups (usually four to five students).

Ethical Values and Conduct

Supervision students must also adhere to the Code of Ethics of the professional bodies they are members of which are likely to include **UKCP Code of Ethics** (accessible through the UKCP website, www.psychotherapy.org.uk) and/or the **BACP Ethical Framework** (on the BACP website at www.bacp.co.uk/ethical_framework).

Course Confidentiality

We ask you to maintain “professional confidentiality” in relation to the personal and clinical material that you will be exploring with each other during, and after, your attendance on the course.

Tutors 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.

Work that draws on client material and is submitted for assessment must always keep the identity of the client confidential.

Exceptions to confidentiality: Where a student is aware that a fellow student is at serious risk of harming himself/herself or others then the student should encourage the fellow student to raise the issues themselves with the Course Leader/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 Course Leader/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.*

Learning, teaching and assessment

Our learning, teaching and assessment approaches 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 and opportunities to reflect upon and learn from that feedback.

Learning and Teaching Methods

You will most often be taught in small groups in which you will be expected to take an active part and work both as an individual and as part of small groups. You will be expected to contribute to discussions, make presentations and participate in experiential exercises. Tutors will guide and facilitate your learning but you will be expected to be able to study independently, locating source material, researching for written work and organising yourself. For every hour of teaching you should expect to undertake around 3-4 hours of private study including reading, preparation for presentations and supervision, writing reflective notes, producing written work and research. In the second year of the MA you will be supported as an independent learner through the guidance of a research supervisor.

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

Assessment methods

At the Minster Centre assessment is a continuing process, combining both formal and informal elements, in which both staff and students are involved. In addition to assessment of written assessments and practice-based submitted work, these include peer assessments, self-assessments and tutor assessments.

Assessment is an integral part of learning, and you will be part of two kinds of assessment

- Formative – primarily designed to help you develop by giving feedback on aspects of your performance and how it can be improved.
- Summative - designed to measure the extent to which you have demonstrated achievement of the intended learning objectives of a module.

Alongside written work, students are assessed on their personal development, capacity to practice professionally and capacity to meet academic requirements.

You will find Assessment Guidance, Assessment Sheets for Essays, Case Studies, Reflective Accounts, Supervision Portfolios and Dissertations in the separate Assessment Guidelines booklet on Moodle which also includes explanations of the headings under which markers and moderators will be assessing your work; they should give you a good feel for what we are looking for.

Assessment feedback

Feedback on your assessment (both formative and summative) will give you an opportunity to reflect on your work. Staff will be commenting on three strands: theoretical understanding, clinical skills and awareness and capacity to reflect on your own experience. At times most people find one or more of these strands particularly difficult and it can be challenging to reflect on the feedback.

Feedback can take many forms and may be informal. You will receive written feedback on your written work and in response to self- assessments, individual tutorials with your Course Leader, immediate feedback from tutors and peers during theory seminars, skills and supervision groups and during the ETG peer feedback processes. It is important that you understand your feedback and you are encouraged to discuss feedback with your peers and staff.

All your work will be marked and moderated in line with the Code of Assessment Practice which can be found in section M of the University Regulations: www.mdx.ac.uk/regulations.

Late Submissions

If you submit after the deadline without a previously agreed extension, your work will be marked as a Fail. You will be able to submit at the next available submission date and your grade will be capped at a Pass, no matter how high the standard of the work you have submitted. If you fail to submit your coursework at all, you will fail the module and year and may be required to repeat it or asked to leave the course.

Extensions, deferrals and resubmissions

Extenuating circumstances and requests for extensions or deferral of coursework

The assessed coursework is an integral and important part of the course and you are expected to organise your time to prepare for an assessment and 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.

When we are considering requests for extensions or allowance for extenuating circumstances in progression decisions our guiding principle is that no student shall be put in a position of unfair advantage over other candidates; the aim is to enable all students to be assessed on equal terms. All work submitted by students for assessment will be graded on its merits without consideration of any extenuating circumstances known to the marker. Extenuating circumstances will not be used by Assessment Boards to alter the grades of students. Students must submit extenuating circumstances with documentary evidence in advance of the submission deadline, or if that is impossible as soon as they can.

Extensions will only be given in exceptional circumstances, i.e. circumstances that do not apply to everyone else, are outside your control and you could not reasonably have avoided or anticipated. You will need to supply some supporting evidence. You should inform the relevant module leader before the deadline and as soon as you can and email the Training Office, training@minstercentre.ac.uk. Your module leader will discuss the situation with your Course Leader and come back to you with a decision. In the case of finalist pieces of work you must contact your Course Leader in writing before the deadline (with a copy to the Registrar). Approval of an extension is not automatic. Course Leaders may grant an extension at their discretion, this will usually be for a maximum of one week or to the resubmission date for work that fails. This may affect which Assessment Board will consider it and can impact on your progression to the next year or your date of qualification. If you have an agreed extension and submit your work by the new deadline it will be graded as normal.

As well as supporting extensions extenuating circumstances can be considered in making decision about deferrals, progression to the next year with work uncompleted, and the classification of an award where the result is marginal or the consideration for an aegrotat award. Normally extenuating circumstances shall not be taken into account where the circumstances have already been allowed for (for example, by special assessment arrangements).

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

If you fail to submit your coursework at all, you will fail the module and year and may be required to repeat it or asked to leave the course.

Marking and Marking Moderation

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

The final MA/PG Dip case studies and dissertations are double marked and blind marked and also seen by the external examiner.

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

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

Your Grades

Written work is graded Distinction, Merit, Good Pass, Pass and Fail. These 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 overall awards are unclassified.

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; www.mdx.ac.uk/regulations.

If you have any questions about what your grades or status mean contact your Course Leader.

Return of written coursework

You will be given a date by when you can expect feedback on assessed work. We aim to return work within 4-6 weeks of submission. All results are provisional pending approval by the Assessment Board. You will receive written feedback from your tutors by email, pending approval and confirmation by the Assessment Board. Feedback and marks on final pieces of work submitted for the PG Dip/MA will not be returned until after the Assessment Board. Please keep a copy of your original submission and the feedback and marking sheets.

Your results

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

The dates of Assessment Boards are in the academic calendar at the front of this Handbook and on Moodle.

Work that does not meet the standards required

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

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

Assessment Boards

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

External Examiners

External Examiners are one way we assure the academic quality of your programme. They are subject experts who help ensure that your Middlesex or Minster Centre award is comparable to that at other UK universities by reviewing the programme curriculum, the assessment and the learning resources. Among other things they review copies of submitted work and the assessment of it, attend the Assessment Board and write a report at the end of

the year. You can obtain a copy of this report by contacting the Training Office, training@minstercentre.ac.uk.

The External Examiner(s) for the MA and PG Dip and Minster Centre Diploma is Valerie Sanders. Valerie was a Senior Lecturer on the MSc in Therapeutic Counselling at the University of Greenwich.

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

You can read more about the role of External Examiners and quality assurance on the QAA website: <http://apps.qaa.ac.uk/home>.



Finance

Fees

The fees for the Minster Centre Diploma, PG Dip or MA for 2021 are:

	Course fee	Enrol fee	Total
Minster Centre Supervision Diploma	£2920	N/A	£2920
<i>With member's discount</i>	£2482	N/A	£2482
PG Diploma	£6005	£320	£6325
<i>With member's discount</i>	£5222	£272	£5494
1st Year MA	£4413	£320	£4733
<i>With member's discount</i>	£3869	£272	£4141
<i>The fees have been spread evenly across the two years. The 2nd Year fees will be the same as the first year plus any increase for unavoidable costs including inflation and increases in registration fees charged by Middlesex University.</i>			
Final Year MA (starting Jan 2021)	£4413	£320	£4733
<i>With member's discount</i>	£3869	£272	£4141
<i>There are two fee bands applied to these training courses, the standard fee and a discounted fee for Minster Centre members (graduates and those who maintain their UKCP membership through the Centre).</i>			

Reassessment Fees

All reassessments are charged separately from course fees. See below for charges. If you cannot see your assessment below, please contact Melissa at finance@minstercentre.ac.uk or the Training Office, training@minstercentre.ac.uk for a quote:

Assessment	£
Essay resubmission	75
Research Proposal	50
Portfolio	75
Reflective Acct	40
Dissertation	230
Case Report	125

What is included in your fees

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

The Minster Centre Enrolment Fee contributes to common room facilities and refreshments, access to the library and on-line resources, basic administration. This is the minimum fee charged for any full or part year of registration and will be charged, for instance, if you need to extend attendance to complete your qualification.

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

Please note that there is a charge of £50 for replacement Minster Centre certificates. Middlesex University have their own charges and replacements have to be ordered via their website.

Course fees may rise between years. Once you have started a course we will endeavor 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 Arrangements

In 2021, if accepted onto the First Year of a course, candidates pay a *non-refundable* deposit of £700 (unless The Minster Centre is unable to run the course, in which case we will return the whole of your deposit). Half of the full deposit will be refunded if:

- a) We receive notice in writing that the student cannot take up their place at least 28 days prior to the course start date and;
- b) The Minster Centre is able to fill the student's space on the course.

The retained half is to cover administrative costs incurred.

Deposits are not transferrable.

Students progressing between years after the first year pay a *non-refundable* deposit of £320 to secure their places in the following year.

Payment Arrangements

All students become liable for the full year's fees at the beginning of the academic year. This means that if you leave during the course of a year you will be required to pay the full year's fees.

If the student defers before the course has started, they may be offered a place in the following year but they will need to pay a further deposit then. Please note that places are subject to availability on all our courses.

For the **MA/PG Dip in Supervision in Psychotherapy and Counselling**, we offer three ways of paying your annual fees: outright at the start of the year, (attracting £50 discount for PG Dip and MA courses); in three instalments paid in advance - i.e. to be paid by 2nd Feb 2021, 2nd June 2021 and 2nd October 2021; or twelve equal payments to be made monthly by standing order January 2021 to December 2021 by 23rd of each month. Termly and annual fees may be paid by bank transfer, cheque or credit card without surcharge (except AMEX).

For the **Diploma in Supervision**, we offer three ways of paying your fees: outright at the start of the year; in three instalments paid in advance - i.e. to be paid by 2nd Feb 2021, 2nd March 2021 and 2nd April 2021; or six equal payments to be made monthly by standing order January 2021 to June 2021 by 23rd 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 the Finance pages on Moodle.

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 finance@minstercentre.ac.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 Melissa 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 Melissa Brierly (finance@minstercentre.ac.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.

Funding

The Minster Centre Fund

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

The fund is used to make grants to cover a proportion of fees for trainees who experience a change of circumstances, such as redundancy, which makes it difficult for them to continue training. Funding is normally offered to allow trainees to complete a year, to attain a qualification they are close to attaining or to complete work with a training client (by funding supervision). Funds are awarded for one academic year and you cannot apply for a further grant within a year. A further application is 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 support additional needs or 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 Moodle or contact the Registrar, rorry@minstercentre.ac.uk.

Postgraduate Loans

If you register on the MA you may be eligible for a Postgraduate Student Loan. These are Government funded student loans for students on Masters courses of up to £10,690 to help with fees and living costs. These are not based on income and are paid directly to you. There are personal eligibility requirements which are determined by the Government, for instance, you have to be under 60 and not already have an MA, you will need to repay the loan plus interest and repayments will be based on your income. For more information about the loans and how to apply see: http://media.slc.co.uk/sfe/nysf/pgl/sfe_pgl_main_guide_1617_d.pdf and <https://www.gov.uk/postgraduate-loan/overview>

Other Funding Options

There are a number of loans and grants available for those wanting to improve their skills and career prospects which some Minster Centre students may be eligible for. Please note, this list is not an exhaustive and students are encouraged to research other options that may be more relevant to them. We are not able to endorse these sources of funding.

- **UKCP Trainee Bursary Scheme:** Grants of £750 are available for UKCP Trainee members starting their final year/two years of UKCP-accredited training: www.psychotherapy.org.uk.
- **Family Action** distributes grants to individuals over the age of 14, looking to unlock their educational potential by participating in further education www.family-action.org.uk/what-we-do/grants.
- **Turn2Us** helps people in financial need gain access to welfare benefits, charitable grants and other financial help – online, by phone and face to face through partner organisations www.turn2us.org.uk.
- **Thomas Wall Trust** provides small grants to assist people with the cost of training courses that improve their chances of employment. They offer assistance to help people overcome barriers to work and study, the barriers must be more than just the financial implication of studying www.thomaswalltrust.org.uk.

Part 3: Programme and University Policies and Regulations

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

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

Attendance Requirements

You should aim for 100 percent attendance and there is a 80% minimum attendance requirement for all qualifications.

Because of the experiential nature of learning required to become a counsellor, psychotherapist, or supervisor absences cannot simply be made up by private study. If you miss more than 20 percent of any module or group – including experiential training groups, supervision groups and weekends – you will be given a grade X for that module and will not have your work assessed. In order to complete the course you will be required to retake the module or group and this is likely to mean retaking a part or whole year before progressing.

If, for reasons of ill health or other personal difficulty or religious observance, you arrange in advance with the agreement of the tutor and the Course Leader involved and the help of a fellow student to share parts of a theory module through note-taking and/or recording, you will not necessarily be held to be absent. This may not be done for more than two sessions in total and is subject to prior approval. Such arrangements may not be applied to experiential training groups, skills groups and supervision groups, the personal and clinical integration module or, normally, to weekends.

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

Notifying absence or late arrival

If you cannot attend or will be late, we expect you to let your tutors and group know.

If you are going to be absent from or late for any part of the course and you have not previously notified your tutor you must contact reception@minstercentre.ac.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 always staffed after 5pm on Friday. If you need to leave a message about weekend absence after 5pm on Friday ensure you also 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.

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

If you do not attend this will affect your fellow students as well as you and impact on the groups you normally attend, it is therefore important to attend as much as possible and to let your groups know what is happening if you cannot attend. As well as the 80% attendance requirement the notification of non-attendance is regarded as an important indicator of your awareness of the impact of your actions on others. If you are repeatedly absent and have not communicated with us your Course Leader or another appropriate tutor will contact you to see how you are and ask what you would like communicated to other students and tutors.

Finishing years

Although it is possible to complete your MA in two years, some students choose to spread the final year over two years. If you wish to extend your studies beyond that you need to contact your Course Leader to discuss your situation and agree a formal further extension (see deferrals below). **Please be aware that there is a maximum period of registration for the MA of 5 years (60 months) from Registration. For the PG Dip the maximum period of registration is 4 years. This includes any periods of deferral or withdrawal. See section on Maximum period of study for more information.**

Progressing on your programme

Academic levels

Academic levels reflect how complex and demanding the learning will be as well as the depth of study and how independent you are expected to be as a learner. Masters courses are taught at Level 7. The Framework for Higher Education Qualifications (FHEQ) says that students studying at this level need to *display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for related decision making including use of supervision.*

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

For further information about the FHEQ see:

http://www.qaa.ac.uk/docs/qaa/quality-code/qualificationsframeworks.pdf?sfvrsn=170af781_14

and for further information about the characteristics of Masters degrees you can download the QAA booklet here:

http://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10

Progression Criteria: Overall assessment of readiness to progress

In addition to assessment of individual pieces of written work, consideration is given to whether students are ready to progress assessed against the criteria for experiential, clinical skills and self-development work *below*. This process is important because working in a therapeutic supervisory capacity draws not only on your academic ability but also your therapeutic skills and your capacity to be aware of and reflect on your own experience. The development and weaving together of these three strands is an essential part of training at

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the Minster Centre. Assessment of your progress against these criteria draws on what tutors (including supervisors of supervision) have observed of you and your work across the course/year, as well as your written work and presentations. All tutors will contribute to this assessment. The progress of students who, in the combined opinion of the tutors, are not ready to progress, or about whom there are concerns, will then be reflected on at a meeting of the Training Committee or a separate meeting between the Course Leader and Director and a decision made about whether you can progress or qualify. Particular attention is paid to students who are repeating parts of the course.

Trainees who are not felt ready to progress or qualify or who may progress but with conditions, will be informed of the decision and the reasons for it in a tutorial as soon as possible after the decision is made. Students who are not ready to progress may be asked to repeat one or more modules, submit additional work or undertake further supervision, take some time out of the course, or leave the course.

The exact recommendations vary for each student depending on the areas of concern and individual circumstances. Students who have repeated modules but are still not meeting one or more progression criteria, have previously failed more than one assessed pieces of work or have been asked to repeat modules in previous years and are now not meeting progression criteria, are likely to be told to stop training.

The factors the Training Committee will consider are:

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

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

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

Programme regulations for progression and award

For MA students to proceed from one year to the next and for all students to progress to later modules, students must have attended at least 80 per cent of each module, all summatively assessed work must pass, and all other course requirements including meeting the overall

progression criteria (which cover experiential, clinical skills and self development) must have been fulfilled to a satisfactory level. All students wishing to progress into the next year or qualify must be up to date with the payment of their fees.

If any of the above criteria is not met, the situation will be discussed fully with the student and, where possible, a remedial plan will be agreed. The options for the remedial plan include resubmission of written work and modification of student attendance. Ultimately students may also be asked to leave the course. Further information on these options is discussed in later separate sections.

The conditions you must meet to be awarded a Minster Centre Supervision Diploma or an MA/PG Dip in Supervision in Psychotherapy and Counselling are summarised below:

The following all assessed as Pass:

Minster Centre Supervision Diploma

- A 2000 word Process Evaluation
- A 4000 word Essay

PG Dip in Supervision in Psychotherapy and Counselling

- A 2000 word Process Evaluation
- A 5000 word Supervisory Theory Essay
- A 40 minute Integrating Theory into Practice Presentation
- A 3000 word Integrating Theory into Practice Reflective Account
- A Practicum 1 Portfolio
- A Practicum 1 Review Meeting
- A 5000 word Practicum 2 Case Report

MA in Supervision in Psychotherapy and Counselling

- A 2000 word Process Evaluation
- A 5000 word Supervisory Theory Essay
- A 40 minute Integrating Theory into Practice Presentation
- A 3000 word Integrating Theory into Practice Reflective Account
- A Practicum 1 Portfolio
- A Practicum 1 Review Meeting
- A 5000 word Practicum 2 Case Report
- A 15,000 word Dissertation

For all qualifications

- A minimum 40 hours supervision practice and 20 hours supervision of supervision over the period of the course.
- Attendance of at least 80 per cent of the total course hours and 80% of each module.
- Assessment by tutors of having reached an acceptable standard in experiential, skills and self-development work in accordance with the overall assessment criteria listed below.

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

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

The Minster Centre Diploma in Supervision

Awareness of own process

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

Understanding and use of theory

- Demonstrates a consistent and coherent integrative theoretical framework applied to supervision practice
- Understanding the core theories and themes being taught
- Internalising the theory sufficiently to start integrating it with practice
- Being aware of the theories behind power, difference and the body process
- Understanding and 'owning' their own political/social/cultural values
- Understanding and working with the interface between external events and internal processes
- Demonstrates awareness and ability to reflect on issues of difference in supervisory practice and an understanding of psychotherapeutic ideas about difference
- Attaining a basic grasp of how models of supervision might be used in practice
- Being able to identify different styles of working
- Awareness of how unconscious processes from the triangular supervisory relationship emerge between supervisee and supervisor, e.g. parallel process, transference and countertransference.

Intersubjective awareness

- Sensitivity to qualities of relationship and the intersubjective field.

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

Supervision flexibility and agency

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

Practicum 2 (MA and PG Dip)

Awareness of own process

- Ability to process feelings that arise during the course.
- Ability to understand their own defenses in relation to issues that arise on the course, and to have developed a strong understanding of the use they make of them.
- Ability to understand how their own internal world is created by an integration of their own environment and the internal structures that they developed to deal with this.
- Ability to internally integrate feelings, thoughts and experiences from all parts of their lives.
- Ability to articulate their experience of both conscious and unconscious processes in themselves.
- Ability to recognise the role of structural power in supervision dynamics where there is a power differential (e.g. race), and ability to reflect on own process in relation to the power held by the supervisor.
- Demonstrating mature awareness of their own needs and how to get appropriate support for ongoing personal and professional development.
- Ability to be in touch with the depth of their own process and maintain reflective awareness of its implications.

Intersubjective awareness with others

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

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

Understanding of theory

- Developing and being able to articulate their own ideas about the integrative, theoretical basis of their work.
- Being able to demonstrate knowledge of how to work ethically.
- Understanding the concept of ‘difference’ and its application to work with others.
- Having a developed view of the cultural and personal values that underpin their own work.
- Understand key concepts in psychotherapy, such as integration, transference and countertransference and theories of trauma.
- Know enough about mental health difficulties to be able to make useful client assessments and support others in doing so. You should be aware of current debates about the national occupational standards for the use of the term ‘psychotherapy’ and that it is likely these will involve an understanding of ‘severe’ presentations.
- Demonstrating that they understand and can use supervision of supervision or supervision.
- Continuing wide-ranging exploration of theory and the ability to take responsibility for deepening their knowledge in the field of psychotherapy/supervision/management.
- Awareness of research methods, sources of information on research and how to use research in psychotherapy and counselling.

Therapeutic flexibility and agency

- Ability to work at depth with a wide range of presenting issues and to continue exploring and developing their therapeutic skills.
- Ability to articulate an assessment and therapeutic strategy in working with clients
- The ability to make a therapeutic alliance.
- The ability to process the client–therapist relationship, both personally and in relation to theory, and the ability to articulate this.
- The ability to use supervision fully, i.e. a willingness to be open about difficulties, and to focus on things that need attention.
- The ability to access, reflect on and appropriately discuss unconscious processes in therapy, supervision and other relationships.

Year 2 (MA)

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

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

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

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

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

Maximum Period of Study

Under Middlesex University Regulations, Masters Registrations are subject to a maximum period of registration of 5 years, PG Diplomas 4 years. This means that you must complete the qualification within 5 years (60 months), or 4 years respectively, of Registration including any deferrals or temporary withdrawals. Students are expected to complete the MA and PG Dip in 2 to 3, years, agreement for extensions beyond that may be considered in exceptional circumstances and must be sought in writing. You may also be asked for documentary evidence to support your case. The Regulations state that in exceptional circumstances the University may waive regulations governing the length of registration for individual students at its discretion. Please note that this would be a University decision and not one the Minster Centre takes. Applications are made through the Minster Centre Registrar. You will need to present documentary evidence to support your case and the University will want to know about all the years you were registered and not just any difficulties you encountered in a final year. Students should not rely on being able to obtain a waiver. See page 40 of MU Regulations, available at:

https://www.mdx.ac.uk/data/assets/pdf_file/0040/577687/Regulations-2020-21.pdf

Certificates

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

Your MA/PG Diploma certificate will be sent to the Minster Centre by Middlesex University within 4 months of the date the qualification is awarded (usually the Assessment Board date). Once it has arrived it will then be forwarded to you at the address we hold for you. It is therefore very important that you keep us updated of your address details if they change at any point.

Full details of the information which will appear on your certificate are set out in the Middlesex Regulations, section E13.5: [www.mdx.ac.uk/ data/assets/pdf_file/0026/248840/Regulations-2016-17v10.pdf](http://www.mdx.ac.uk/data/assets/pdf_file/0026/248840/Regulations-2016-17v10.pdf)

Diploma Supplement

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

Deferral of completion

Students are expected to complete the MA or PG Dip in 2 to 3 years. MA Finalists can defer completion of their assessed work into a 3rd Year. Students wishing to do this will need to contact the Head of Course to discuss their progress towards completion by 11th December 2021 so that we can agree a plan to support completion. They will need to pay an enrolment fee as a minimum for each year or part year beyond year two that they continue to study.

If there are exceptional circumstances, such as ill health, travel or family reasons then students may apply for an extension beyond a third year to complete the qualification. To apply for an extension you will need to contact the Registrar and your Course Leader and you may be asked to provide documentary evidence. Agreement to an extension is not a foregone conclusion. ***You should be aware that there is a 5 year maximum registration period for the MA, 4 years for the PG Dip, and this includes any periods when you are not studying or studying at a slower pace – including time taken for illness, family circumstances or resubmissions.***

Temporary withdrawal (interruption of study)

A student who wishes to interrupt the programme of study before completion must give notice in writing to the Registrar copied to their Course Leader. Students who interrupt their studies should be aware that their current academic programme cannot be guaranteed to resume following re-admission as if no interruption had occurred and that it is their responsibility to make themselves familiar with any changes in assessment policy or practice in the programme of study syllabus that may have taken place during their absence. Where the length of interruption of study is extensive (more than one year), students must be aware of the maximum period of study. Students who defer for more than 2 years may be asked apply to re-start the programme as a new applicant via the relevant Admissions Procedure ([https://www.mdx.ac.uk/ data/assets/pdf_file/0040/577687/Regulations-2020-21.pdf](https://www.mdx.ac.uk/data/assets/pdf_file/0040/577687/Regulations-2020-21.pdf), pg. 46).

Students who interrupt their study are no longer an enrolled student of the University. Students who wish to remain enrolled as a Minster Centre student to use Minster Centre facilities, submit work or continue to attend placements will be required to pay an annual

Enrolment Fee to cover basic administration, learning resources and access to facilities. In 2021 this fee is £320.

Students may also request to, or be asked by the Head/s of Course, to take only certain elements of the course in the following year.

Students wishing to continue after such a break will need to apply for re-admission by 1st November of the following year. You will normally be asked to submit a personal statement and may be asked to attend an interview, contact the Registrar rorry@minstercentre.ac.uk in advance of 1st November to establish what you are required to submit.

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

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

Permanent withdrawal and return from withdrawal

A student who wishes to permanently withdraw before the completion of the programme of study shall give notice in writing to the Registrar, copied to their Course Leader. The student may request any qualification for which they are eligible.

Should a student wish to return within two years of their permanent withdrawal they must have written confirmation from the relevant Head of Year or Course Leader that they have been permitted to return. They will need to submit a statement about their wish to return and attend for an interview.

If a student's return is more than two years after their permanent withdrawal or transfer, they must apply to re-start the programme as a new applicant via the relevant Admissions procedure.

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

If staff agree that the best course of action for a student involves modification of their attendance, designated members of staff (following recommendations by core staff working with a group and discussion at the relevant 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 qualification they are enrolled on.

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

There are occasions where a student will be told that the Minster Centre requires them to stop attending the course. This decision will be reached by the Course Leader in discussion with either the Training Committee or a Deputy Director or Director and normally after conferring with the members of staff working with the student. Such circumstances may include concerns about the student's capacity to successfully complete the course, the student's wellbeing or safety or the wellbeing or safety of others, the student's competence to practice, or serious concerns for their mental or physical health. This is not a complete or exhaustive list. The meeting to inform the student of this decision will be called as soon as possible after the decision has been made. We ask students to come to a meeting in these circumstances to ensure that the information is first conveyed face to face rather than in an email or letter. We appreciate that these meetings can be difficult for students but, in keeping

with our overall philosophy, we believe that this information is better conveyed face to face in the first instance.

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

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

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

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

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

Fitness to practice/professional capabilities

As a qualified therapist and student on a post-qualification training course, you will be working with clients who are likely, at least at times, to be vulnerable. You will also be in a position of influence and power. It is therefore vital that you hold and continue to develop strong ethical values and demonstrate these in your behaviour.

The BACP Ethical Framework www.bacp.co.uk/ethical_framework/ says:

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

- Respecting human rights and dignity
- Alleviating symptoms of personal distress and suffering
- Enhancing people's wellbeing and capabilities
- Improving the quality of relationships between people
- Increasing personal resilience and effectiveness
- Facilitating a sense of self that is meaningful to the person(s) concerned
- within their personal and cultural context

- Appreciating the variety of human experience and culture
- Protecting the safety of clients
- Ensuring the integrity of practitioner-client relationships
- Enhancing the quality of professional knowledge and its application
- Striving for the fair and adequate provision of services.”

It then goes on to set out the ethical principles and moral qualities that are informed by these values and that counsellors and psychotherapists need to hold and foster. Similarly, the UKCP www.psychotherapy.org.uk and the Minster Centre itself have Codes of Ethics to help trainees and practitioners practice ethically. The UKCP Code of Ethics are available at <https://www.psychotherapy.org.uk/registers-standards/standards-guidance-and-policies/>. The Minster Centre’s Codes of Practice are available on Moodle under *Policies and Guidance*.

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 could lead to professional practice procedures 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 being 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 to continue training will be carried out by a Fitness to Practice Panel (FtPP).

Fitness to practice procedures

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

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

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

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

Appeals

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

Principles and grounds for appeal

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

- ii. That there has been a material administrative error, or that the assessment(s) was not conducted in accordance with the Minster Centre Regulations governing the course, or that some other material irregularity has occurred.
- 5. A student has the right to appeal against non-academic Minster Centre decisions such as not allowing progression to 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 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/Course Leader, copied to the Director, using the appropriate forms (available on Moodle). This must state the grounds and evidence on which the student wishes to appeal and must be submitted within 28 calendar days from being informed of the decision being appealed against.
2. The Heads of Years/Course Leader and Director will acknowledge receipt of the formal notice and will, whenever possible, explore with the student if there any further possibilities for informal resolution. If a resolution cannot be found two staff from a pool of Heads of Years/Course Leaders/Head of Supervision or Research will review the appeal.
3. If there is no evidence to support the appeal and/or the grounds for an appeal does not meet the criteria then the appeal will be dismissed and the student will be notified in writing.
4. If the appeal satisfies the grounds for either an academic or non-academic appeal the student will be informed.
5. Academic appeals that are upheld will lead to a requirement for the Assessment Board, which includes the External Examiner, to review the decision. Non-academic appeals that are upheld will lead to a panel, comprising two tutors from a different year and an external professional, reviewing the original decision.

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

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

Academic Integrity and Misconduct

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

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

- Copying – submission of someone else's work as your own. The original work could be from the internet, a classmate, or a student in a previous year.
- Failing to indicate a direct quote (quotation marks should be used) in the text.
- paraphrasing or synthesising material from a book, journal article or internet site without acknowledging the source in the text.
- Composing a paragraph by joining together sentences from a number of sources and not acknowledging them in the text.
- Using your own previous work in another assignment without acknowledging it.
- Using frameworks, diagrams, charts or tables from someone else's work without acknowledging the source.
- Using transcripts or recording of clinical work that is not your own.

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

Academic misconduct also covers cheating in examinations or formal assessments. Minor and uncontested cases of academic misconduct will normally be managed by the Course Leader/Head of Research (as appropriate) 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 Member of a Training Committee to assess whether the allegations are supported by sufficient evidence. If the Member of a Training Committee 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: https://www.mdx.ac.uk/data/assets/pdf_file/0031/544954/Section-F-Academic-Integrity-and-Misconduct-V2.pdf

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 Course.



Part 4: Working with Clients/Supervisees

Professional, Statutory and/or Regulatory Body Requirements

All students are expected to adhere to the **Minster Centre Code of Ethics and Practice** (see under *Policies and Guidance* on Moodle).

In addition psychotherapy students are expected to adhere to the code of Ethics of the professional bodies they are members of, the **UKCP Code of Ethics** (accessible through the UKCP website, www.psychotherapy.org.uk) and counselling students to the **BACP Ethical Framework** (on the BACP website at www.bacp.co.uk/ethical_framework).

The course meets both the UKCP requirements for supervision training and the BACP Counselling Supervision Training Curriculum. In order to be placed upon the UKCP Directory of Supervisors you will have to be a UKCP registrant.

- On successful completion of the Minster Centre Diploma in Supervision you can be nominated to the UKCP Directory of Supervisors through your membership organisation.
- If you are a BACP accredited therapist you need to go directly to the BACP and go through their processes in order to become a BACP accredited supervisor.

Clinical Hours and Placements

Students on the Supervision courses will need placements to undertake their clinical supervision unless they are already in a suitable role. This evidence and experience of competence to practice as a supervisor is an essential part of your training.

To complete any of the Supervision course you will need:

Eleven Hours External Supervision of Supervision

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

- a) Your supervisor must be BACP or UKCP Registered or the equivalent. Peer supervision is not acceptable. The Minster Centre can supply a list of recommended supervisors.

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

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

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

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

Forty Hours of Supervision Practice with at least 2 supervisees

a) Peer Supervision Practice

Up to 10 hours may be peer supervision, either individual or group. If peer supervision is in a group of up to 4 members, 50% of the meeting time may be counted. If the group has more than 4 members, the meeting time should be divided by the number of group members. (NB: your relationship with your peers should be in a professional, not social context).

b) Non Peer Supervision Practice

30 hours must be with individuals or a group external to the course not in a peer setting. At least 15 hours of non peer supervision practice must be with trainee or qualified counsellors. Up to 15 hours may be with individuals working in a therapeutic capacity e.g. Macmillan nurses, mental health support workers (however, if you wish to supervise non counsellors, please inform the Course Leader).

c) Log of Supervision Practice

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

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

- d) Passing a 2,000 word Process Evaluation and a 4,000 word essay and ongoing assessment of supervision (see Ongoing Assessment section).
- e) 80% attendance (see Attendance section).

Covid-19 and Working Remotely with Clients

For many years we have supported students by offering occasional remote (online or telephone) sessions to training clients or supervisees to allow ongoing work when a client's

ill health, maternity leave, short-term work arrangements, etc. made in-person, face-to-face sessions difficult.

During the Coronavirus situation we have sought to support students first to maintain work with existing clients/supervisees and then to prepare to work with new clients /supervisees online or on the telephone. As it seems the Coronavirus restrictions will be maintained for some time, students will be supported in supervision to allow them to work with their clients/supervisees remotely. In all instances, the organisation of remote sessions with new or existing clients/supervisees must be discussed with your Minster Centre supervisor.

As of September 2020, the balance of client hours accrued from face to face and remote provision (online or telephone sessions) remains, as yet, undecided by BACP and the UKCP, but both bodies have recognised the need to respond with some flexibility in the current exceptional circumstances. We are in continued discussions with them and will update students as soon as any new decisions are made regarding this.

[The Minster Centre's Policy on Training and Support for Trainees on Working Remotely with Clients During the Covid-19 Crisis](#) sets out our approach to training to prepare students with differing levels of expertise to work remotely. This policy, plus further information can be found on Moodle under [Working with Clients> Working Remotely with Clients](#).

Please bear in mind the following:

Pre Covid-19, under normal circumstances, telephone counselling hours were sometimes acceptable. The hours needed to make up part of a clear contract of counselling/psychotherapy which might be specific to a placement (rather than befriending or advice or helpline work). The same applies to computer visual communication. Hours using email/online direct messaging were not and are still not acceptable.

Finding a placement

You will be responsible for securing a placement but advice and guidance is available from the Placement Coordinator Leon John, leon@minstercentre.ac.uk and the Heads of Course.

Insurance

You will need to check the insurance arrangements covering your placement work. Normally this will be covered by the placement's insurance.

Placement paperwork

It is important to let the Placement Coordinator and office know when you start and finish a placement. We need to know where you are. There are three forms available for downloading on Moodle.

1. Supervision Placement Agreement Form (to be completed by student & placement organisation & supervisor when the placement begins).

2. Placement Closure Form (to be completed by student & placement organisation & supervisor/manager when the placement ends).
3. Professional Supervision Log (to be completed and returned at qualification. This serves as a self-certified record of all clinical hours – i.e. placement and training clients). **See Appendix A.**

Professional Supervision Log

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

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

It is your responsibility to monitor your supervision practice hours and arrange a tutorial with your Course Leader if you believe you will not complete these hours by the deadline. Students who have not started their supervision placement by the 3rd weekend of the course will not be able to pass the Minster Centre Diploma course assessment requirements. In this event they will need to receive an extra 3 hours of supervision of supervision, one hour with three different tutors, which they will need to fund in addition to course fees already paid. If a student has not started a supervision placement by the 4th weekend, the requirements for completion will need to be discussed with the Course Leader to seek an extension. Circumstances that may justify an extension include unavoidable delay or problems in finding a placement/supervisees and personal circumstances such as pregnancy, breaks in clinical work due to illness or otherwise not being fit to practice. You and your Course leader may agree an extension period and the supervision of supervision arrangements appropriate to the circumstances, usually of up to six months from the original deadline. You should complete a written record of the extension with the Course Leader and a copy will be placed in your student file. Support will be put in place for the time required to complete the extension and you should discuss the appropriate form of support at the tutorial. Depending on the circumstances and number of hours to be completed, this could include regular phone contact with a designated tutor to review progress and email contact for queries and ongoing support. At the end of the extension, the student will need to submit the supervision hours log. If a further extension is needed this will only be considered in exceptional circumstances.

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

Extensions to complete clinical/supervision hours requirements

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

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

1. It is the student's responsibility to arrange a tutorial with the Course Leader to discuss a projected shortfall in clinical hours
2. The circumstances that justify an extension would either be professional or personal. Professional circumstances would include the following: problems residing in a placement in terms of delivering enough opportunities to practice; changing placement agency; delays in securing a placement. Personal circumstances could include: breaks in clinical work due to illness, pregnancy or psychological stress
3. The student and Course Leader will agree an extension period appropriate to the circumstances of up to one year from the date of the final training day.
4. The clinical hours extension form (available on Moodle) is filled in during the tutorial meeting and a copy is placed in the student file.
5. Support will be put in place for the time required to complete the extension, this will include supervision of supervision arrangements. The student and Course Leader will discuss the appropriate form of support at the tutorial. Depending on the circumstances and number of hours to be completed this could include regular phone contact with a designated tutor to review progress and email contact for queries and ongoing support and additional Minster Centre supervision of supervision, for which an additional fee will be charged.
6. At the end of the extension the student will submit the required documentation with regard to clinical hours.
7. If a further extension is requested, this can only be considered in exceptional circumstances and this will be considered by the Course Leader.

Continuing Professional Development (CPD)

The Minster Centre recognises the importance of further and continuous professional development – as an ethical practitioner you will need to continuously update your knowledge and skills to deliver the best possible therapeutic service to your clients. Professional Bodies, including BACP and UKCP require you to undertake CPD to minimum levels. See www.bacp.co.uk and (for UKCP) www.psychotherapy.org.uk.

Part 5: Resources and Support

Moodle

Moodle is on our online learning platform. It provides access to essential information including Handbooks, guidance, policies and procedures. It also gives students week by week module outlines plus access to reading lists, electronic extracts from printed books, online journals, and audio and visual learning resources.

Library

The library is located on the ground floor and normally provides space for quiet study and access to a computer terminal, unfortunately this facility has been suspended during the Covid-19 pandemic. The stock of books is refreshed annually and books can be borrowed by accessing the online library catalogue via Moodle and then emailing our librarian Polly (polly@minstercentre.ac.uk), she will tell you where to collect and return the book. Polly can also deal with other requests and queries via email.

Until recently appointments to visit the library individually could be made by emailing Polly, however currently, due to very serious Covid situation in London this has been suspended until we feel it is safe to re-open. When available, appointments will be in ten-minute slots, on a Tuesday, and possibly by arrangement on one other day (not Monday). Book return boxes and Click and Collect ordered book boxes will be outside the library.

The library contains core books and a wider selection of relevant texts, an archive of journals and eight current journals (Therapy Today, New Psychotherapist, Counselling and Psychotherapy Research, Journal of Humanistic Psychology and Self and Society). You can also access PepWeb (the Psychoanalytic Electronic Publishing archive) and a number of other journals (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. Students can book one-to-one sessions (currently online) with her on topics such as literature searching. Polly can also 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. 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.

- Six 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 Moodle. Just enter your email address to log in.
- **If you do not log out a book so we are unable to keep track of it or fail to return it you are taking from the resources available to your colleagues.**

Minster students are welcome to use all the other libraries of the PLUG group (Psychotherapy Libraries Umbrella Group) – [IOPA](#), [GAS](#), [SAP](#), [Anna Freud](#), [BPF](#), and [Metanoia](#) (free when open). You will need a letter confirming you are a Minster Centre student, it is also probably best to email the librarian first as there may be restrictions on e-resources.

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

The resources available through the Minster Centre will support your access to many of the books and articles you need. However you will need to buy some core texts which are essential reading and will need to be referred to frequently during the main modules, and you will need to allow time and costs for accessing other resources, especially to support writing essays and dissertations on specialised subjects. Planning ahead so that you have time to access PLCS, inter-library loans through your local library and visit the British Library will help you reduce costs. Additionally, you may order books in advance from the British Library so that they are ready for you to access during your visit: www.bl.uk/help/how-to-order-items#Contact-us-to-order-items-in-advance.

We do not have remote access to Middlesex University library electronic resources.

Extensive learning resources are also available on Moodle.

Printing and photocopying facilities

In normal circumstances, you can request printing or photocopying by emailing reception on reception@minstercentre.ac.uk with the document attached, or hand in a hard copy to the receptionist in person. This service is currently suspended due to the Covid situation.

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.

Students are also able to use their phones or other digital devices to scan documents or articles. Please note that copyright laws still apply:

- Apple Devices
 - iOS 11 upwards: it's built into the notes App:
 - <https://9to5mac.com/2017/07/11/ios-11-how-to-scan-documents-notes-app/>
 - Below iOS 11: Evernote Scannable <https://itunes.apple.com/gb/app/evernote-scannable/id883338188?mt=8>
- Android Devices
 - Built into the Google Drive App:
 - <https://support.google.com/drive/answer/3145835?hl=en&co=GENIE.Platform%3DAndroid>
- Dropbox App on both iOS and Android
 - www.dropbox.com/help/mobile/document-scanning
- To create an accessible document
 - Robobrace <http://robobrace.org/> & <https://goo.gl/4VBgnz> from any device or computer.

IT Facilities

Equipment for presentations including a laptop and a projector with speakers and a projector screen are set up in each of the large training rooms. Instructions on setting these up are available on Moodle. There is wireless broadband access throughout the building. The broadband service is of a high standard, however please do not use it for recreational viewing of films and TV as this will impact on the service for other students and staff who may be doing presentations.

Other facilities (including room hire)

Students may hire rooms to see training clients at reduced rates. Further information on room bookings, policies and procedures is available on Moodle under *Working with Clients*.

TFL Student oyster discount scheme

The Minster Centre is registered as an education establishment with the Transport for London 18+ Student Oyster photocard discount scheme.

In the first year of the MA students living in London are eligible to apply online (eligibility is related to number of hours of *tuition-led and/or structured learning hours a week*) to receive discounted travel on the Bus, Tube, Docklands Light Railway, London Overground, National Rail and Tramlinc in London. Finalist and Minster Centre Diploma students do not qualify.

Only online applications are accepted so please go to the TfL link below and follow the instructions. You will need to provide a digital photo and £10 in payment. Your Minster centre enrolment I.D. will be the first 3 letters of your surname followed by the 4 digits of the year you started at the Minster Centre.

www.tfl.gov.uk/fares-and-payments/adult-discounts-and-concessions/18-student

Student Union membership

The Minster Centre currently does not have its own Students' Union so you are 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; www.nus.org.uk/en/About-NUS/Who-We-Are/Membership/.

Student Cards – Totum Scheme (NUS)

Students are entitled to apply for a Totum student card (part of the NUS). Yearly membership starts at £14.99. If you would like to apply please email Reception for a verification code and instructions. You will also have access to their app.

Support

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

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

Academic support

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 or on Moodle. 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.

Students who have specific learning needs, a long-term health condition, and/or a disability which may affect their capacity to study or complete assigned pieces of work please see below.

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.

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

Disclosure

We are aware that sharing details of a disability, long-term health condition or specific learning difference can be hard. However, we need to know how to best assist you in your studies, and therefore we encourage you to identify your needs, and provide us with as much information as possible. If you supply it in your application form in the first instance this information will be shown to our Learning Support Co-ordinator. 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 the LSC.

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.

Funding for Support

- **DSA: Disabled Students Allowance**

Only students registered with Middlesex for an MA 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 this link:
www.gov.uk/government/uploads/system/uploads/attachment_data/file/570382/Equality_Act_2010-disability_definition.pdf

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

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

What can I expect from DSA?

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

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

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

Proving your eligibility

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

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

Booking your needs assessment

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

See **Appendix C** for a list of further resources.

Learning Support Co-ordinator (LSC)

Once you have submitted your application form and given us the information that we need about your requirements, this will be passed to our Learning Support Co-ordinator (LSC), who will explore how we can support you in your studies. She 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.

The LSC 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, Course Leaders, 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 the LSC and passed onto the relevant staff.

Student Support Groups

The Students of Colour Group is open to all students attending Minster Centre courses who identify as people of colour. It is facilitated by Eugene Ellis, Founder and Director of Black, African and Asian Therapy Network (BAATN). The group meets termly and the dates will be posted on Moodle. Normally this group is run in person but is currently online. For more information on joining this group please contact Alyson Jaffe.

The Neuro-diverse Group also meets termly and is open to anyone who identifies as neuro-diverse (e.g. dyslexia, dyspraxia, AD(H)D, Tourettes, Autistic Spectrum). The group is facilitated by the student members themselves. For more information on joining this group please contact Learning Support Coordinator.

We also run the following online student support groups:

- Christian Students Support Group
- Class Discussion Group
- Jewish Student Support Group
- Parent Support Group
- Queer Support Group
- Visible or Hidden Difference Support Group
- Students Who Feel Isolated Support Group

You can request to join these groups on Moodle: *Homepage>All Courses>Student Support Groups*.

Student Protection Plan

In the unlikely event that The Minster Centre ceases to deliver an academic programme of study we have a Student Protection Plan in place to ensure continuation of study for our students. See Moodle for the full policy.

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Programme Specification and Curriculum Map for Minster Centre MA in Supervision in Psychotherapy and Counselling



1. Programme title	MA in Supervision in Psychotherapy and Counselling
2. Awarding institution	Middlesex University
3. Teaching institution	Minster Centre
4. Programme accredited by	
5. Final qualification	MA (exit award of Postgraduate Diploma in Supervision in Psychotherapy and Counselling possible for students who complete all elements apart from the dissertation successfully)
6. Year of validation / last review	2020
7. Language of study	English
8. Mode of study	Part-time

9. Criteria for admission to the programme

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

In addition, students registering for the MA must either:

- Possess a first degree
- Or have demonstrated their capacity to study at Postgraduate Level (level 7) through their previous professional training.
- Or be able to demonstrate the capacity to study at Postgraduate level through providing evidence of work at this standard produced through academic or professional study or other experience.

English Language You must have competence in the English language and we normally require GCSE Grade C (or 4 if taken in England since September 2016) or an equivalent qualification. If English is not your first language, you will need to demonstrate a capacity to study in English, either through your written and practical work during the first two years of professional training at the Minster Centre, or if applying to enter after professional training elsewhere IELTS scores of 6.5 (with 6.0 in each component) or equivalent. For the full range of equivalent English language qualifications please download:

https://www.mdx.ac.uk/data/assets/pdf_file/0034/493396/Middlesex-University-English-Language.pdf

Entry onto this course requires a face to face interview.

10. Aims of the programme

The programme aims to provide professional training that equips students with the in-depth knowledge and advanced professional skills required to be effective clinical supervisors.

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

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

11. Programme outcomes

A. Knowledge and understanding

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

A1: The significance of different theoretical models of clinical supervision and their implications for practice.

A2: The complexity, uncertainty and ambiguity of clinical situations and how these dynamics impact the supervision of clinical practice.

A3: The interrelation between psychotherapy and counselling and social/political theory and social and cultural norms including issues of diversity and inequality.

A4: Complex ethical decision making, drawing on relevant codes of practice and professional values of ethical practice in psychotherapy, counselling and research.

A5: A range of research methods and their underpinning philosophies used in the study of psychotherapy.

Teaching/learning methods

Due to Covid-19, we plan to start the year teaching fully online (we anticipate that for the Minster Centre Diploma in Supervision the whole course will be taught online). Teaching will be 'live', and we will be supporting trainers to adjust their teaching styles to support online learning. There is no change to the balance of "live" teaching and self-directed learning.

Students gain knowledge and understanding through didactic methods, student presentations, discussion, experiential group exercises in small and large groups, reading and written work. Students are provided with access to learning resources in advance of seminars which are then discussed in groups of 12 or fewer students facilitated by tutors. This supports consolidation of understanding and capacity to articulate, evaluate and critique knowledge and the capacity to cope with complex knowledge and uncertainty.

Assessment methods

	<p><i>Due to Covid-19 assessment deadlines may change. The assessments themselves will remain the same.</i></p> <p>Regular self assessment processes including learning journals, and formative tutor and peer feedback supports the development of reflexivity. Students' knowledge and understanding is assessed through a range of submissions which call for the demonstration of critical understanding and the linking of theoretical understanding with clinical practice. Students select the focus of their essays supporting independent learning and originality. Students submit a dissertation based on qualitative research.</p>
<p>B. Cognitive skills</p> <p>On completion of this programme the successful student will be able to:</p> <p>B1. Synthesize a personal integrative approach to supervision drawn from models of psychotherapy and counselling, models of supervision, developmental models and current research.</p> <p>B2. Identify an appropriate methodology for dealing with complex problems or those of an unfamiliar or unpredictable nature.</p> <p>B3. Undertake critical discussion and analysis of complex concepts and carry out work independently and with some originality.</p>	<p>Teaching/learning methods</p> <p><i>Due to Covid-19, we plan to start the year teaching fully online (we anticipate that for the Minster Centre Diploma in Supervision the whole course will be taught online). Teaching will be 'live', and we will be supporting trainers to adjust their teaching styles to support online learning. There is no change to the balance of "live" teaching and self-directed learning.</i></p> <p>Group exercises, practice sessions and discussions where students and tutors will work collaboratively to reflect on therapeutic dynamics. Experiential teaching sessions are designed to support students to develop very advanced levels of self-awareness and reflexivity to support their supervisory practice. Students are supported to integrate the theories they learn with practice.</p> <p>Assessment method</p> <p><i>Due to Covid-19 assessment deadlines may change. The assessments themselves will remain the same.</i></p> <p>Students' submit reflective accounts which may be traditional written accounts, diagrams with commentaries or audio-visual presentations</p>

	<p>which are assessed using clear criteria linked to learning outcomes and support introspection, reflexivity, originality, and the use of self in clinical work. Students also submit a case report which critically reviews a piece of supervisory work.</p>
<p>Practical skills</p> <p>On completion of the programme the successful student will be able to:</p> <p>B4. Demonstrate the capacity to identify and work with processes and issues such as transference and countertransference (CT), parallel process, group dynamics, unconscious process, the boundary between supervision and therapy and difference in supervision.</p> <p>B5. Demonstrate the capacity to reflect on and work with issues of power, authority and difference in supervision.</p> <p>B6. Develop effective working relationships with supervisees, negotiating appropriate contracts for supervision and keeping clear professional records and hold clinical responsibility for supervisees' clients through assessing risk and monitoring supervisees' clinical competence.</p> <p>B7. Communicate coherent and critically reflective accounts of their supervisory practice and research inquiry, with a clear sense of audience and adhering relevant to academic and clinical conventions.</p> <p>B8. Practice to an advanced level the capacity to use supervision of supervision and to self-reflect, including on unconscious processes that emerge, countertransference and personal issues and their potential impact on supervisory practice.</p> <p>B9. Reflect on issues to do with diversity and inequality and their own position regarding ethnicity, sexual orientation, disability, class and gender.</p> <p>B10. Successfully complete a substantial empirical research project, systematic review or</p>	<p>Teaching/learning methods</p> <p><i>Due to Covid-19, we plan to start the year teaching fully online (we anticipate that for the Minster Centre Diploma in Supervision the whole course will be taught online). Teaching will be 'live', and we will be supporting trainers to adjust their teaching styles to support online learning. There is no change to the balance of "live" teaching and self-directed learning.</i></p> <p>Students learn practical skills through exercises in small and large groups, discussion, observed practice and feedback, closely supervised clinical work. Students attend supervision of supervision in small groups usually of 4. This includes regular presentation and discussion of work with supervisees. Students attend specific teaching on research methods followed by individual dissertation supervision and optional addition workshops and tutorial sessions.</p> <p>Assessment methods</p> <p><i>Due to Covid-19 assessment deadlines may change. The assessments themselves will remain the same.</i></p> <p>Students' practical skills are formatively assessed by observation, tutor, peer and self-assessment. Students submit a portfolio demonstrating practical skills in working with supervisees, including contracting and Record keeping and a case report. Students also make a presentation and attend review meetings. These support the development and assessment of students' skills in professional communication and behaviour. Students receive formative feedback on their research skills through approval of a research</p>

systematic case study informed by wide current understandings in the discipline demonstrating competence in managing all stages of the process (students who do not attain this may be awarded a PG Dip).

proposal. A dissertation supervisor also comments on a draft of their dissertation. Students submit a 15,000 word dissertation that must demonstrate mastery of a complex and specialist topic, critical understanding of research methods and ethical issues and a capacity for sustained critical reflexive awareness. The dissertation should be clearly written and adhere to academic conventions. Any student who fails their first submission will be offered a viva as part of the resubmission process. Students are not required to take up the viva offer but it may offer them a more open forum for presenting their work and demonstrating they meet the learning outcomes.

12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

**Supervisory Theory
(SPC 1)
30 credits at Level 7**

**Integrating Theory into Supervisory Practice
(SPC2)
30 credits at Level 7**

**Clinical Supervision Practicum 1
(SPC3)
Plus ongoing clinical work (normally with at least 2 clients)
30 Credits at Level 7**

At this stage, all students who complete all of the components of the Diploma in Supervision qualification are eligible to approach their accreditation body to register for professional recognition.

- In order to be placed upon the UKCP Directory of Supervisors you'll have to be a UKCP registrant.
- On successful completion of the Minster Centre Diploma in Supervision you can be nominated to the UKCP Directory of Supervisors through your membership organisation.
- If you are a BACP accredited therapist you need to go directly to the BACP and go through their processes in order to become a BACP accredited supervisor.

<p>Clinical Supervision Practicum 2 (SPC4) Plus ongoing clinical work (normally with at least 2 clients) 30 Credits at Level 7</p>
<p>Dissertation (DISS) Teaching covering research methods and ethics, developing research proposals and dissertation research plus 7 hours dissertation supervision and optional research workshops/tutorials. Students will submit a research proposal for formative feedback and ethical approval 60 credits at Level 7</p>

12.2 Levels and modules		
Year 1 Level 7		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must complete all the following:</p> <p>Supervisory Theory (SPC1) 30 credits</p> <p>Integrating Theory in Supervisory Practice (SPC2) 30 credits</p> <p>Clinical Supervision Practicum 1 (SPC3) 30 credits</p>		<p>Progression depends on successful completion of three modules (including all summative assessment tasks and of the Professional Development Training (meets progression criteria)</p> <ul style="list-style-type: none"> •80% attendance <p><i>Students whose clinical work has been disrupted by Covid-19 may present work based on fewer hours. Work may be face to face or online (not relevant to Minster Centre Diploma students).</i></p>

Year 2 Level 7		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must complete the following:</p> <p>Clinical Supervision Practicum 2 (SPC4) 30 credits</p> <p>Dissertation (DISS) 60 credits</p>		<p>Progression depends on successful completion of both modules (including all summative assessment tasks) and of the Professional Development Training:</p> <p>Registration with Middlesex University</p> <ul style="list-style-type: none"> • 80%attendance

Students whose clinical work has been disrupted by Covid-19 may present work based on fewer hours. Work may be face to face or online (not relevant to Minster Centre Diploma students).

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

Module level	Module code
	<i>All modules non-compensatable</i>

13. Information about assessment regulations

The programme is governed by the Middlesex University Regulations except for Appeals and Academic Misconduct for which the Minster Centre has its own regulations. The Minster Centre also has its own Fitness to Practice Regulations. After consultation with Middlesex University, the Minster Centre uses its own grading system. Student's summative assessment tasks will be graded to provide feedback to students about the quality of their submissions. The overall award is not classified. Students must pass all summative assessments and must successfully complete their Professional Development Training against the yearly progression criteria.

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

Students are required to undertake 40 hours of supervision of psychotherapy or counselling as part of the course. This may be undertaken within their workplace or private practice, with the Minster Centre affordable therapy service or a placement. Students are responsible for finding their own placements and are provided with advice and support on how to go about this. The Centre then enters into an agreement with the placement.

15. Future careers/progression

Upon completion of the MA, students will have completed professional training which will support working as supervisor. The MA also enables further study at doctoral level.

16. Particular support for learning (if applicable)

The building is fully wheelchair accessible.

We have a learning support co-ordinator.

We are working to offer inclusive assessments allowing students to submit work using a range of formats against the same learning outcomes and currently offer this on for a number of summative assessments.

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

18. JACS code (or other relevant coding system)	C844/B940
19. Relevant QAA subject benchmark group(s)	The QAA benchmark statement for counselling and psychotherapy (2013)
20. Reference points	
<p>The following reference points were used in designing the programme:</p> <ul style="list-style-type: none"> • Middlesex University Learning and Teaching Policies and Strategy • Course and individual accreditation, supervision and training standards and requirements of the UKCP/HIPCC and the BACP • Minster's own view of integration in psychotherapy and counselling • Middlesex University Learning and Quality Enhancement Handbook • The Framework for Higher Education Qualifications (FHEQ) • QAA benchmark statement for counselling and psychotherapy (2013) • QAA Quality Code • CMA UK higher education providers –advice on consumer protection law 	
21. Other information	

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

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Curriculum map for MA in Supervision in Psychotherapy and Counselling

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

Programme learning outcomes

A1	The significance of different theoretical models of clinical supervision and their implications for practice.
A2	The complexity, uncertainty and ambiguity of clinical situations and how these dynamics impact the supervision of clinical practice.
A3	The interrelation between psychotherapy and counselling and social/political theory and social and cultural norms including issues of diversity and inequality.
A4	Complex ethical decision making, drawing on relevant codes of practice and professional values of ethical practice in psychotherapy, counselling and research.
A5	A range of research methods and their underpinning philosophies used in the study of psychotherapy.
Skills (Cognitive)	
B1	Synthesize a personal integrative approach to supervision drawn from models of psychotherapy and counselling, models of supervision, developmental models and current research.
B2	Identify an appropriate methodology for dealing with complex problems or those of an unfamiliar or unpredictable nature.
B3	Undertake critical discussion and analysis of complex concepts and carry out work independently and with some originality.
Skills (Practical)	
B4	Demonstrate the capacity to identify and work with processes and issues such as transference and countertransference (CT), parallel process, group dynamics, unconscious process, the boundary between supervision and therapy and difference in supervision.

B5	Demonstrate a capacity to reflect on and work with issues of power and authority in supervision.
B6	Develop effective working relationships with supervisees, negotiating appropriate contracts for supervision and keeping clear professional records and hold clinical responsibility for supervisees' clients through assessing risk and monitoring supervisees' clinical competence.
B7	Communicate coherent and critically reflective accounts of their supervisory practice and research inquiry, with a clear sense of audience and adhering relevant to academic and clinical conventions.
B8	Practice to an advanced level the capacity to use supervision of supervision and to self-reflect, including on unconscious processes that emerge, countertransference and personal issues and their potential impact on supervisory practice.
B9	Reflect on issues to do with diversity and inequality and their own position regarding ethnicity, sexual orientation, disability, class and gender.
B10	Successfully complete a substantial empirical research project, systematic review or systematic case study informed by wide current understandings in the discipline demonstrating competence in managing all stages of the process (students who do not attain this may be awarded a PG Dip).

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Module																
	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	
Supervisory Theory (SPC1) 30c	x	x	x					x								
Integrating Theory in (SPC2) Supervisory Practice 30c				x		x			x	x						
Clinical Supervision Practicum 1 (SPC3) 30c											x					
Clinical Supervision (SPC4) Practicum 2 30c												x	x	x		
Dissertation (DISS) 60c					x		x					x			x	

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Programme Specification and Curriculum Map for Minster Centre Postgraduate Diploma in Supervision in Psychotherapy and Counselling



1. Programme title	Post Graduate Diploma in Supervision in Psychotherapy and Counselling
2. Awarding institution	Middlesex University
3. Teaching institution	Minster Centre
4. Programme accredited by	
5. Final qualification	Post Graduate Diploma in Supervision in Psychotherapy and Counselling
6. Year of validation / last review	2020
7. Language of study	English
8. Mode of study	Part-time

9. Criteria for admission to the programme

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

In addition, students registering for the PG Dip must either:

- Possess a first degree
- Or have demonstrated their capacity to study at Postgraduate Level (level 7) through their previous professional training.
- Or be able to demonstrate the capacity to study at Postgraduate level through providing evidence of work at this standard produced through academic or professional study or other experience.

English Language You must have competence in the English language and we normally require GCSE Grade C (or 4 if taken in England since September 2016) or an equivalent qualification. If English is not your first language, you will need to demonstrate a capacity to study in English, either through your written and practical work during the first two years of professional training at the Minster Centre, or if applying to enter after professional training elsewhere IELTS scores of 6.5 (with 6.0 in each component) or equivalent. For the full range of equivalent English language qualifications please download:

https://www.mdx.ac.uk/_data/assets/pdf_file/0034/493396/Middlesex-University-English-Language.pdf

Entry onto this course requires a face to face interview.

10. Aims of the programme

The programme aims to provide professional training that equips students with the in-depth knowledge and advanced professional skills required to be effective clinical supervisors.

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

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

11. Programme outcomes

A. Knowledge and understanding

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

A1: The significance of different theoretical models of clinical supervision and their implications for practice.

A2: The complexity, uncertainty and ambiguity of clinical situations and how these dynamics impact the supervision of clinical practice.

A3: The interrelation between psychotherapy and counselling and social/political theory and social and cultural norms including issues of diversity and inequality.

A4: Complex ethical decision making, drawing on relevant codes of practice and professional values of ethical practice in psychotherapy and counselling

Teaching/learning methods

Due to Covid-19, we plan to start the year teaching fully online (we anticipate that for the Minster Centre Diploma in Supervision the whole course will be taught online). Teaching will be 'live', and we will be supporting trainers to adjust their teaching styles to support online learning. There is no change to the balance of "live" teaching and self-directed learning.

Students gain knowledge and understanding through didactic methods, student presentations, discussion, experiential group exercises in small and large groups, reading and written work. Students are provided with access to learning resources in advance of seminars which are then discussed in groups of 12 or fewer students facilitated by tutors. This supports consolidation of understanding and capacity to articulate, evaluate and critique knowledge and the capacity to cope with complex knowledge and uncertainty.

Assessment methods

Due to Covid-19 assessment deadlines may change. The assessments themselves will remain the same.

Regular self assessment processes including learning journals, and formative tutor and peer feedback supports the development of reflexivity. Students' knowledge and understanding is assessed through a range of submissions which call for the demonstration of

	<p>critical understanding and the linking of theoretical understanding with clinical practice. Students select the focus of their essays supporting independent learning and originality.</p>
<p>B. Cognitive skills</p> <p>On completion of this programme the successful student will be able to:</p> <p>B1. Synthesize a personal integrative approach to supervision drawn from models of psychotherapy and counselling, models of supervision, developmental models and current research.</p> <p>B2. Identify an appropriate methodology for dealing with complex problems or those of an unfamiliar or unpredictable nature.</p> <p>B3. Undertake critical discussion and analysis of complex concepts and carry out work independently and with some originality.</p>	<p>Teaching/learning methods</p> <p><i>Due to Covid-19, we plan to start the year teaching fully online (we anticipate that for the Minster Centre Diploma in Supervision the whole course will be taught online). Teaching will be 'live', and we will be supporting trainers to adjust their teaching styles to support online learning. There is no change to the balance of "live" teaching and self-directed learning.</i></p> <p>Group exercises, practice sessions and discussions where students and tutors will work collaboratively to reflect on therapeutic dynamics. Experiential teaching sessions are designed to support students to develop very advanced levels of self-awareness and reflexivity to support their supervisory practice. Students are supported to integrate the theories they learn with practice.</p> <p>Assessment method</p> <p><i>Due to Covid-19 assessment deadlines may change. The assessments themselves will remain the same.</i></p> <p>Students' submit reflective accounts which may be traditional written accounts, diagrams with commentaries or audio-visual presentations which are assessed using clear criteria linked to learning outcomes and support introspection, reflexivity, originality, and the use of self in clinical work. Students also submit a case report which critically reviews a piece of supervisory work.</p>
<p>Practical skills</p> <p>On completion of the programme the successful student will be able to:</p> <p>B4. Demonstrate the capacity to identify and work with processes and issues such as transference and countertransference (CT), parallel process, group dynamics, unconscious</p>	<p>Teaching/learning methods</p> <p><i>Due to Covid-19, we plan to start the year teaching fully online (we anticipate that for the Minster Centre Diploma in Supervision the whole course will be taught online). Teaching will be 'live', and we will be supporting trainers to adjust their teaching styles to support online learning. There is no change to the balance of "live" teaching and self-directed learning.</i></p>

<p>process, the boundary between supervision and therapy and difference in supervision.</p> <p>B5. Demonstrate the capacity to reflect on and work with issues of power, authority and difference in supervision.</p> <p>B6. Develop effective working relationships with supervisees, negotiating appropriate contracts for supervision and keeping clear professional records and hold clinical responsibility for supervisees' clients through assessing risk and monitoring supervisees' clinical competence.</p> <p>B7. Communicate coherent and critically reflective accounts of their supervisory practice and research inquiry, with a clear sense of audience and adhering relevant to academic and clinical conventions.</p> <p>B8. Practice to an advanced level the capacity to use supervision of supervision and to self-reflect, including on unconscious processes that emerge, countertransference and personal issues and their potential impact on supervisory practice.</p> <p>B9. Reflect on issues to do with diversity and inequality and their own position regarding ethnicity, sexual orientation, disability, class and gender.</p>	<p>Students learn practical skills through exercises in small and large groups, discussion, observed practice and feedback, closely supervised clinical work. Students attend supervision of supervision in small groups usually of 4. This includes regular presentation and discussion of work with supervisees.</p> <p>Assessment methods <i>Due to Covid-19 assessment deadlines may change. The assessments themselves will remain the same.</i></p> <p>Students' practical skills are formatively assessed by observation, tutor, peer and self-assessment. Students submit a portfolio demonstrating practical skills in working with supervisees, including contracting and record keeping and a case report. Students also make a presentation and attend review meetings. These support the development and assessment of students' skills in professional communication and behaviour.</p>
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<p>12. Programme structure (levels, modules, credits and progression requirements)</p>
<p>12. 1 Overall structure of the programme</p>
<p style="text-align: center;">Supervisory Theory (SPC1) 30 credits at Level 7</p>
<p style="text-align: center;">Integrating Theory into Supervisory Practice (SPC2) 30 credits at Level 7</p>
<p style="text-align: center;">Clinical Supervision Practicum 1 (SPC 3) Plus ongoing clinical work (normally with at least 2 clients) 30 Credits at Level 7</p>

At this stage, all students who complete all of the components of the Diploma in Supervision qualification are eligible to approach their accreditation body to register for professional recognition.

- In order to be placed upon the UKCP Directory of Supervisors you'll have to be a UKCP registrant.
- On successful completion of the Minster Centre Diploma in Supervision you can be nominated to the UKCP Directory of Supervisors through your membership organisation.
- If you are a BACP accredited therapist you need to go directly to the BACP and go through their processes in order to become a BACP accredited supervisor.

**Clinical Supervision Practicum 2
(SPC4)**

Plus ongoing clinical work (normally with at least 2 clients)
30 Credits at Level 7

12.2 Levels and modules

Year 1 Level 7

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must complete all the following: Supervisory Theory (SPC1) 30 credits Integrating Theory in Supervisory Practice (SPC2) 30 credits Clinical Supervision Practicum 1 (SPC3) 30 credits		Progression depends on successful completion of three modules (including all summative assessment tasks and of the Professional Development Training (meets progression criteria) •80% attendance <i>Students whose clinical work has been disrupted by Covid-19 may present work based on fewer hours. Work may be face to face or online (not relevant to Minster Centre Diploma students).</i>

Year 2 Level 7		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must complete the following: Clinical Supervision Practicum 2 (SPC4)		Progression depends on successful completion of both modules (including all summative assessment tasks) and of the Professional Development Training:

30 credits		Registration with Middlesex University 80%attendance <i>Students whose clinical work has been disrupted by Covid-19 may present work based on fewer hours. Work may be face to face or online (not relevant to Minster Centre Diploma students).</i>
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12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

Module level	Module code
	<i>All modules non-compensatable</i>

13. Information about assessment regulations

The programme is governed by the Middlesex University Regulations except for Appeals and Academic Misconduct for which the Minster Centre has its own regulations. The Minster Centre also has its own Fitness to Practice Regulations. After consultation with Middlesex University, the Minster Centre uses its own grading system. Student’s summative assessment tasks will be graded to provide feedback to students about the quality of their submissions. The overall award is not classified. Students must pass all summative assessments and must successfully complete their Professional Development Training against the yearly progression criteria.

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

Students are required to undertake 40 hours of supervision of psychotherapy or counselling as part of the course. This may be undertaken within their workplace or private practice, with the Minster Centre affordable therapy service or a placement. Students are responsible for finding their own placements and are provided with advice and support on how to go about this. The Centre then enters into an agreement with the placement.

15. Future careers/progression

Upon completion of the MA, students will have completed professional training which will support working as supervisor. The MA also enables further study at doctoral level.

16. Particular support for learning (if applicable)

The building is fully wheelchair accessible.

We have a learning support co-ordinator.

We are working to offer inclusive assessments allowing students to submit work using a range of formats against the same learning outcomes and currently offer this on for a number of summative assessments.

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

18. JACS code (or other relevant coding system)	C844/B940
19. Relevant QAA subject benchmark group(s)	The QAA benchmark statement for counselling and psychotherapy (2013)

20. Reference points

The following reference points were used in designing the programme:

- Middlesex University Learning and Teaching Policies and Strategy
- Course and individual accreditation, supervision and training standards and requirements of the UKCP/HIPCC and the BACP
- Minster's own view of integration in psychotherapy and counselling
- Middlesex University Learning and Quality Enhancement Handbook
- The Framework for Higher Education Qualifications (FHEQ)
- QAA benchmark statement for counselling and psychotherapy (2013)
- QAA Quality Code
- CMA UK higher education providers –advice on consumer protection law

21. Other information

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

psychotherapy • counselling • training

Curriculum map for PG Dip in Supervision in Psychotherapy and Counselling

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

Programme learning outcomes

A1	The significance of different theoretical models of clinical supervision and their implications for practice.
A2	The complexity, uncertainty and ambiguity of clinical situations and how complex dynamics impact the supervision of clinical practice.
A3	The interrelation between psychotherapy and counselling and social/political theory and social and cultural norms including issues of diversity and inequality.
A4	Complex ethical decision making, drawing on relevant codes of practice and professional values of ethical practice in psychotherapy and counselling.
Skills (Cognitive)	
B1	Synthesize a personal integrative approach to supervision drawn from models of psychotherapy and counselling, models of supervision, developmental models and current research.
B2	Identify an appropriate methodology for dealing with complex problems or those of an unfamiliar or unpredictable nature.
B3	Undertake critical discussion and analysis of complex concepts and carry out work independently and with some originality.
Skills (Practical)	
B4	Demonstrate the capacity to identify and work with processes and issues such as transference and countertransference (CT), parallel process, group dynamics, unconscious process, the boundary between supervision and therapy and difference in supervision.
B5	Demonstrate a capacity to reflect on and work with issues of power and authority in supervision.
B6	Develop effective working relationships with supervisees, negotiating appropriate contracts for supervision and keeping clear professional records and hold clinical responsibility for supervisees' clients through assessing risk and monitoring supervisees' clinical competence.

B7	Communicate coherent and critically reflective accounts of their supervisory practice and research inquiry, with a clear sense of audience and adhering relevant to academic and clinical conventions.
B8	Practice to an advanced level the capacity to use supervision of supervision and to self-reflect, including on unconscious processes that emerge, countertransference and personal issues and their potential impact on supervisory practice.
B9	Reflect on issues to do with diversity and inequality and their own position regarding ethnicity, sexual orientation, disability, class and gender.



Module															
	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
Supervisory Theory (SPC1) 30c	x	x	x					x							
Integrating Theory in Supervisory Practice (SPC2) 30c				x		x			x	x					
Clinical Supervision Practicum 1 (SPC3) 30c											x				
Clinical Supervision Practicum 2 (SPC4) 30c												x	x	x	

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Module Narratives

1.	Module code:	SPC1
2.	Title:	Supervisory Theory
3.	Credit points:	30
4.	Start term:	January 2021
5.	Module leader:	Roshmi Lovatt and Reena Shah
6.	Accredited by:	The MA/PG Dip in Supervision in Psychotherapy and Counselling more than meets the training requirements for listing as a Supervisor with the United Kingdom Council for Psychotherapy (UKCP). The UKCP has further individual requirements for listing as a Supervisor including UKCP registration and levels of practice.
7.	Module restrictions:	
	(a) Pre-requisite	None
	(b) Programme restrictions	None
	(c) Level restrictions	7
	(d) Other restrictions or requirements	None
8.	Aims:	This module aims to develop students with a sophisticated, critically-reflective grasp of the main theoretical concepts that inform effective ethical supervisory practice.
9.	Learning outcomes:	<p>Knowledge On successful completion of this module, the student will be able to:</p> <p>LO1. Have an in-depth understanding of Shohet and Hawkins' model of clinical supervision and be able to critically evaluate its application to practice.</p> <p>LO2. Have an in-depth understanding of alternative models of supervision including a development model drawing on psychodynamic and integrative theories of human development.</p> <p>Skills On successful completion of this module, the student will be able to:</p> <p>LO3. Reflect critically on the significance of different theoretical concepts coming from psychodynamic, humanistic and integrative traditions on their own supervisory practice and on working with supervisees from different modalities.</p> <p>LO4. Critically reflect on the impact of the wider social/cultural and political context on the theory and practice of supervision.</p>
10.	Syllabus:	<p>The module will cover:</p> <ul style="list-style-type: none"> • Shohet & Hawkins' model including the three roles of the supervisor; • Alternative models including a developmental model which draws on psychodynamic and integrative theories of human development; • Approaches to assessment and focusing, which will draw on Shohet and Hawkins and other theorists; • Working with groups – group dynamics and unconscious processes; • Transference – from supervisee to supervisor; • Countertransference – from supervisee to client and from supervisor to supervisee and client (includes exploration of triangular dynamics drawing on various theoretical orientations); • Issues of power and the 'authority of the supervisor' and the impact of the wider social/cultural and political context on the theory and practice of supervision.

11.	<p>Learning and teaching strategy:</p> <p>Attendance, participation and progress will be monitored throughout the module in seminars. To ensure that students are able to demonstrate they have achieved learning outcomes there is an expectation that students attend all scheduled sessions and 80% attendance is a requirement to pass this module.</p> <p><i>Teaching</i></p> <p><i>Due to Covid-19, we plan to start the year teaching partially or fully online (depending on prevailing health requirements). Teaching will be 'live', and we will be supporting trainers to adjust their teaching styles to support online learning. Depending on the Covid situation we may deliver the whole module online although we will keep the situation under review. If in person teaching can be offered (if we judge it safe to do so) we will deliver a blended model whereby the elements of the module which benefit most from in person teaching will be prioritised for the sessions that can be offered in person. There is no change to the balance of "live" teaching and self-directed learning.</i></p> <p>Students will attend seminars on supervisory theory for part of first seven extended weekends.</p> <p>Teaching will include tutor and student presentations, experiential exercises and group discussion of specific reading, audio and visual material provided by the trainer. Access to a selection of key articles and book chapters will be provided electronically, normally for reading in advance of the seminar. Group discussion will support consolidation of understanding and capacity to articulate, evaluate and critique contemporary theories. Discussion of clinical material, both that presented in reading materials and examples drawn from staff and student experience, will support students in linking their theoretical understanding to their supervisory practice and articulating and evaluating their practice. Throughout the course, and in dedicated seminars, we will focus on the light contemporary theory throws on issues such as gender, sexuality, disability and race and the interrelation between psychotherapy and social/political theory and social and cultural norms.</p> <p><i>Diversity</i></p> <p>Exploration of issues relating to the experience of ethnicity, class, sexuality, gender, disability and health will form an integral part of the learning.</p>		
12.	<p>Assessment scheme:</p>		
	<p>(a) Formative assessment scheme</p> <p>Students will receive regular formative assessment through feedback from tutors and peers on discussions and presentations. Students will also write a detailed self –assessment mid-way through the module and will receive a written response from tutors.</p>		
	<p>(b) Summative assessment scheme</p> <p>Summative assessment will consist of:</p> <p>A 5000 word essay <i>Supervision: managing a complex professional role in practice</i> that critically evaluates at least two different supervisory models, one of which must be Shohet and Hawkins, and their relevance to supervisory practice (LOs 1 & 2); critically reflects on the significance of key concepts from the supervisor’s original therapeutic training and the modalities of supervisees (LO3); and critically reflects on the impact of the wider social, cultural and political context on supervision theory and practice (LO4).</p>		
	<table border="1"> <tr> <td data-bbox="213 1816 635 1848">Coursework (no examination)</td> <td data-bbox="635 1816 1372 1848">100%</td> </tr> </table>	Coursework (no examination)	100%
Coursework (no examination)	100%		
13.	<table border="1"> <tr> <td data-bbox="213 1848 635 1910">Timetabled examination required</td> <td data-bbox="635 1848 1372 1910">NO</td> </tr> </table>	Timetabled examination required	NO
Timetabled examination required	NO		
14.	<table border="1"> <tr> <td data-bbox="213 1910 635 1942">Length of exam</td> <td data-bbox="635 1910 1372 1942">N/A hours</td> </tr> </table>	Length of exam	N/A hours
Length of exam	N/A hours		
15.	<table border="1"> <tr> <td data-bbox="213 1942 635 2029">Learning materials</td> <td data-bbox="635 1942 1372 2029">Bernard, J.M. and Goodyear, R.K. (2018) <i>Fundamentals of Clinical Supervision</i>. 6th Ed. Pearson.</td> </tr> </table>	Learning materials	Bernard, J.M. and Goodyear, R.K. (2018) <i>Fundamentals of Clinical Supervision</i> . 6th Ed. Pearson.
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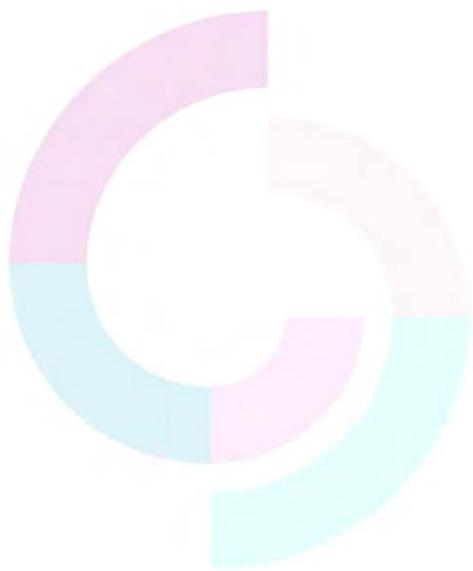
	<p>Casement, P. (2013). <i>On learning from the patient</i> Routledge.</p> <p>Carrol, M. & Tholstrup, M. (eds) (2001). <i>Integrative Approaches to Supervision</i>. Jessica Kingsley (London).</p> <p>Clarkson P. (1990) 'A Multiplicity of Psychotherapeutic Relationships.' <i>British Journal of Psychotherapy</i> Vol.7, Issue 2 p 148-163.</p> <p>Driver, C. And Martin T. (2002). <i>Supervising Psychotherapy</i>, Sage (London).</p> <p>Falender, C.A. & Shafranske, E.P (eds.) (2008) <i>Casebook for clinical supervision a competency based approach</i>. APA.</p> <p>Frawley-O'Dea, M.G. & Sarnat, J.E. (2001). <i>The supervisory relationship: a contemporary psychodynamic approach</i>. Guildford Press (London).</p> <p>Gilbert, M & Evans, K. (2000). <i>Psychotherapy Supervision: an Integrative Relational Approach to Psychotherapy Supervision</i>. OUP (Buckingham).</p> <p>Hawkins, P.& Shohet, R. (2012). 2nd Edn. <i>Supervision in the Helping Professions</i>. OUP (Milton Keynes).</p> <p>Hook, J. et al (2016). 'Cultural Humility in Psychotherapy Supervision.' <i>American Journal of Psychotherapy</i> (vol 7 no2 pp149-166).</p> <p>Inskipp ,F.& Proctor, B. (1995). <i>Making the most of Supervision</i>. Cascade Publications (Twickenham).</p> <p>Krug, O.T. & Schneider, K.J. (2016). <i>Supervision Essentials for Existential-Humanistic Therapy (Clinical Supervision Essentials)</i>. American Psychological Association.</p> <p>Maroda, K. (2012) 'Evaluating Interventions' in <i>Psychodynamic Techniques: Working with Emotion in the Therapeutic Relationship</i> Guildford Press: New York pp82-106</p> <p>Stoltenberg, C.D. & McNeill B.W. (2009) <i>IDM Supervision: An Integrative Developmental Model for Supervising Counsellors and Therapists</i>. Routledge.</p>
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1.	Module code:	SPC2
2.	Title:	Integrating Theory into Supervisory Practice
3.	Credit points:	30
4.	Start term:	January 2021
5.	Module leader:	Roshmi Lovatt and Reena Shah, Philip Reilly
6.	Accredited by:	The MA/PG Dip in Supervision in Psychotherapy and Counselling more than meets the training requirements for listing as a Supervisor with the United Kingdom Council for Psychotherapy (UKCP). The UKCP has further individual requirements for listing as a Supervisor including UKCP registration and levels of practice.
7.	Module restrictions:	
	(a) Pre-requisite	None
	(b) Programme restrictions	None
	(c) Level restrictions	7
	(d) Other restrictions or requirements	None
8.	Aims:	This module aims to develop students who can integrate their theoretical knowledge into effective ethical supervisory practice and are equipped with advanced skills in working with the interpersonal and intra-personal processes of supervision.
9.	Learning outcomes:	<p>Knowledge On successful completion of this module, the student will be able to:</p> <p>LO1. Synthesize a personal integrative approach to supervision drawn from models of psychotherapy, models of supervision, developmental models and current research; LO2. Critically evaluate the evidence base for supervision; LO3. Have an in depth and systemic understanding of ethics and values informing the practice of supervision and demonstrate the ability to engage in complex ethical decision making, drawing on relevant codes of practice and professional values.</p> <p>Skills On successful completion of this module, the student will be able to:</p> <p>LO4. Demonstrate the capacity to identify and work with processes and issues such as transference and countertransference (CT), parallel process, group dynamics, unconscious process, the boundary between supervision and therapy and difference in supervision. LO5. Demonstrate the capacity to reflect on and work with issues of power and authority in supervision.</p>
10.	Syllabus:	<p>Students study the following key areas of knowledge and skills that underpin effective clinical supervision:</p> <ul style="list-style-type: none"> • Supervisory contracts; • Facilitating supervisee learning, including assessment of the stages of development; • The boundary between therapy and supervision; • Ethical frameworks and ethical dilemmas; • Working with issues of difference; • Working with groups; • Parallel process; • The identification of transference and counter-transference and working with it in supervisory relationships; • Issues of power and the authority of the supervisor; • The evidence base for supervision.

11.	<p>Learning and teaching strategy:</p> <p>Attendance, participation and progress will be monitored throughout the module in seminars. To ensure that students are able to demonstrate they have achieved learning outcomes there is an expectation that students attend all scheduled sessions and 80% attendance is a requirement to pass this module.</p> <p><i>Teaching</i> <i>Due to Covid-19, we plan to start the year teaching partially or fully online (depending on prevailing health requirements). Teaching will be 'live', and we will be supporting trainers to adjust their teaching styles to support online learning. Depending on the Covid situation we may deliver the whole module online although we will keep the situation under review. If in person teaching can be offered (if we judge it safe to do so) we will deliver a blended model whereby the elements of the module which benefit most from in person teaching will be prioritised for the sessions that can be offered in person. There is no change to the balance of "live" teaching and self-directed learning.</i></p> <p>Students will attend one or more seminars during seven of the extended weekends in the first year. Seminars will include group discussions of reading provided in advance of the seminar, exercises, role play and experiential practice sessions that are designed to support the students in making links between theoretical concepts and supervisory strategies, as well as being able to critically evaluate supervisory interventions. There will also be tutor and student presentations. Students will be facilitated to develop supervisory skills, such as the ability to differentiate between therapy and supervision, the capacity for critical reflection on the supervisor's own process and its impact on their work as a supervisor.</p> <p><i>Diversity</i> Exploration of issues relating to the experience of difference including ethnicity, class, sexuality, gender, disability and health will form an integral part of the learning.</p>						
12.	<p>Assessment scheme:</p> <p>(a) Formative assessment scheme Students will receive regular formative assessment through feedback from tutors and peers on discussions, presentations, role plays and exercises. Students will also write a detailed self – assessment mid-way through the module and will receive a written response from tutors.</p>						
	<p>(b) Summative assessment scheme</p> <p>Summative assessment will consist of two components:</p> <ol style="list-style-type: none"> A 40 minute presentation delivered to an audience of tutors and peers on a relevant supervision-related topic as advised by their tutor. Students will be expected to draw on theory, current research and practice examples from their own work. The presentation will need to demonstrate the following LOs: their capacity to work with key processes and issues (LO4); and their reflections on power and authority within the supervisory relationship (LO5). A 3000 word assignment titled 'A reflective commentary on developing a personal approach to supervision'. The student is required to demonstrate how they are integrating theoretical knowledge into effective and ethical, integrative supervisory practice. The reflective commentary will need to demonstrate that they are able to: Synthesize a personal integrative approach to supervision (LO1); Critically evaluate the evidence base for supervision (LO2); and show that they have the required level of ethical understanding and can engage in complex ethical decision making (LO3). Students may present their work as traditional written accounts, or diagrammatic presentations with commentaries. <table border="1" data-bbox="213 1937 638 2027"> <tr> <td>Presentation</td> <td>50%</td> </tr> <tr> <td>Reflective account</td> <td>50%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>100%</td> </tr> </table>	Presentation	50%	Reflective account	50%	Coursework (no examination)	100%
Presentation	50%						
Reflective account	50%						
Coursework (no examination)	100%						

13.	Timetabled examination required	NO
14.	Length of exam	N/A hours
15.	Learning materials	<p>Ethics and Codes of Practice BACP (2018). The ethical framework for good practice in Counselling and Psychotherapy. BACP https://www.bacp.co.uk/events-and-resources/ethics-and-standards/ethical-framework-for-the-counselling-professions/</p> <p>The Minster Centre (2019) Basic General Code of Ethics & Code of Practice for Practitioners (see Moodle)</p> <p>UKCP (2019) UKCP ethical principles and Code of Professional Conduct. www.psychotherapy.org.uk/register-standards/standards-guidance-and-policies</p> <p>Gabriel, L. (2009). (Ed.) <i>Relational Ethics in Practice: Narratives from Counselling and Psychotherapy</i>. Routledge.</p> <p>Supervisory practice Carroll, M. & Gilbert, M.C. (2011). <i>On being a supervisee. Creating Learning Partnerships</i>. Vukani Publishing (London).</p> <p>Ellis, M.V. (2010). 'Bridging the science and practice of clinical supervision: some discoveries, some misconceptions.' <i>The Clinical Supervisor</i> 29(1):95-116.</p> <p>Falender, C.A. & Shafranske, E.P (eds.) (2008) <i>Casebook for clinical supervision a competency based approach</i>. APA.</p> <p>Frawley-O'Dea, M.G. & Sarnat, J.E. (2001). <i>The Supervisory Relationship: A Contemporary Psychodynamic Approach</i>. Guilford Press (New York).</p> <p>Gerson S. (2004) 'The Relational Unconscious: A Core Element of Intersubjectivity, Thirdness, and Clinical Process.' <i>Psychoanalytic Quarterly</i>, 73:63-98.</p> <p>Guggenbuhl-Craig, A. (1983). <i>Power in the Helping Professions</i>, Spring Publications.</p> <p>Jenkins, P. (2007). <i>Counselling, Psychotherapy and the Law</i>. Sage (London).</p> <p>Lago, C. and Smith, B. (2010). <i>Anti-Discriminatory Practice in Counselling & Psychotherapy</i> (Professional Skills for Counsellors series) Sage.</p> <p>Ryde, J. (2009). <i>Being White in the Helping Professions: Developing Effective Intercultural Awareness</i>. Jessica Kingsley Publishers</p> <p>Procter, G. (2017). <i>The Dynamics of Power in Counselling and Psychotherapy: Ethics, Politics and Practice</i> (2nd edition) PCCS Books.</p> <p>Sumerel, M.B. <i>Parallel Process in Supervision</i> - ERIC Clearinghouse on Counselling and Student Services Greensboro NC. April 1994, ED372347</p>

		<p>Watkins, C.E. (2011). 'Does psychotherapy supervision contribute to patient outcome? Considering 30 years research.' <i>The Clinical Supervisor</i>. 30(2):235-256.</p> <p>Wheeler, S. & Richards, K. (2007). 'The impact of clinical supervision on counsellors and therapists, their practice and their clients. A systemic review of the literature.' <i>Counselling and Psychotherapy Research: Linking research to Practice</i>. BACP (Lutterworth).</p>
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1.	Module code:	SPC3
2.	Title:	Clinical Supervision Practicum 1
3.	Credit points:	30
4.	Start term:	January 2021
5.	Module leader:	Roshmi Lovatt, Reena Shah, Philip Reilly
6.	Accredited by:	The MA/PG Dip in Supervision in Psychotherapy and Counselling more than meets the training requirements for listing as a Supervisor with the United Kingdom Council for Psychotherapy (UKCP). The UKCP has further individual requirements for listing as a Supervisor including UKCP registration and levels of practice.
7.	Module restrictions:	
	(a) Pre-requisite	None
	(b) Programme restrictions	None
	(c) Level restrictions	7
7.	(d) Other restrictions or requirements	None
	Aims:	
		This module represents the skills-in-practice component of the course and aims to lay the foundations for effective and ethical supervisory practice. Students will be supported to reflect on supervisory practice issues such as: clinical responsibility; contracting; risk assessment; and professional record keeping. Students will be given opportunities to reflect on interpersonal and intrapersonal processes in supervision and to critically evaluate their own interventions. <i>NB This course requires that the student engages in a minimum of 40 hours supervision practice and 20 hours supervision of supervision across both practicum modules (1&2).</i>
	Learning outcomes:	
9.	Skills	On successful completion of this module, the student will be able to:
	<i>Skills</i>	
	LO1. With close supervision of supervision hold clinical responsibility for supervisees' clients through assessing risk and monitoring supervisees' clinical competence.	
	LO2. Begin to monitor and audit effectiveness of supervisory practice through drawing on a range of resources including: own supervision and own personal therapy.	
	LO3. Develop effective working relationships with supervisees and begin to manage transference/counter-transference responses arising in supervision.	
	LO4. Begin to facilitate supervisees' professional development and autonomy.	
LO5. Negotiate appropriate contracts for supervision and keep clear professional records.		
LO6. Develop an understanding of working with issues of difference.		
10.	Syllabus:	
		<ul style="list-style-type: none"> • Students will supervise the therapeutic work (at least 40 hours across the full course) of individuals or a group in a placement or employed setting external to the course. <ul style="list-style-type: none"> ○ At least 30 hours will be in a non-peer setting of which 15 hours must be with trainee or qualified counsellors or psychotherapists. ○ With the agreement of the Head of Course up to 15 hours may be with individuals working in a therapeutic capacity e.g. Macmillan nurses, mental health support workers. ○ Up to 10 hours may be peer supervision, either individual or group. If peer supervision is in a group of up to 4 members, 50% of the meeting time may be counted. ○ If the group has more than 4 members, the meeting time should be divided by the number of group members.

	<ul style="list-style-type: none"> ○ In addition students will engage in 10 hours of supervision of supervision within the course and at least a further 10 hours of supervision of supervision with an approved supervisor. ○ If the out of course supervision is in a group of up to 4 members (not including the supervisor), 50% of the meeting time may be counted. If the group has more than 4 members, the meeting time should be divided by the number of group members. ● Students will gain experience in holding clinical responsibility; identifying transference and countertransference responses arising in supervision; risk assessment; facilitating supervisee autonomy and development; working with difference; and negotiating appropriate contracts. ● Students will maintain a log of supervision practice and supervision of supervision.
11.	<p>Learning and teaching strategy:</p> <p>Attendance, participation and progress will be monitored throughout the module in seminars. To ensure that students are able to demonstrate they have achieved learning outcomes there is an expectation that students attend all scheduled sessions and 80% attendance is a requirement to pass this module.</p> <p><i>Teaching</i></p> <p><i>Due to Covid-19, we plan to start the year teaching partially or fully online (depending on prevailing health requirements). Teaching will be 'live', and we will be supporting trainers to adjust their teaching styles to support online learning. Depending on the Covid situation we may deliver the whole module online although we will keep the situation under review. If in person teaching can be offered (if we judge it safe to do so) we will deliver a blended model whereby the elements of the module which benefit most from in person teaching will be prioritised for the sessions that can be offered in person. There is no change to the balance of "live" teaching and self-directed learning.</i></p> <p>In-house supervision of supervision will be provided in small groups, usually of 4 to 5 students. Supervision of supervision work will be provided each taught weekend/day throughout the programme except for research weekends. It will include regular presentation and discussion of work with designated supervisees, role-plays, practice sessions, different theoretical perspectives.</p> <p>Students will be required to maintain and submit logs of supervision practice and supervision of supervision hours, including dates and length of sessions, whether group or individual. For each session, a brief note should be made of the theme/focus of the session and the learning.</p> <p><i>Diversity</i></p> <p>Exploration of issues relating to the experience of difference including ethnicity, class, sexuality, gender, disability and health will form an integral part of the learning.</p>
12.	<p>Assessment scheme:</p> <p>(a) Formative assessment scheme</p> <p>Students will receive regular formative assessment through feedback from tutors and peers on presentation of their work in supervision of supervision. There will be an opportunity to discuss the draft self-reflective account in small groups in the weekend preceding the deadline for submission.</p>
	<p>(b) Summative assessment scheme</p> <p>Summative assessment will consist of two components:</p> <ol style="list-style-type: none"> 1. Students will present a portfolio for assessment. This will include: <ul style="list-style-type: none"> ○ A log of supervision hours completed during the year;

	<ul style="list-style-type: none"> ○ A log of supervision of supervision completed during the year; ○ A sample contract for work with one supervisee or supervision group and notes from two sessions (LO5); ○ A 3000 word self-reflective account of their development as a supervisor to date. This must include practice examples of working with supervisees to assess risk and monitor clinical competence (LO1); managing transference/counter-transference responses in supervision (LO3), facilitating supervisee's professional development (LO4), working with issues of difference (LO6) and use of supervision or personal therapy to monitor and audit their own practice (LO2). <p>2. Attend a review meeting (30 minutes per student) with tutors and peers to present and discuss their portfolio and to reflect on strengths, areas which need further work and progress in integrating theory into practice.</p>						
	<table border="1"> <tr> <td>Portfolio</td> <td>75%</td> </tr> <tr> <td>Review meeting</td> <td>25%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>100%</td> </tr> </table>	Portfolio	75%	Review meeting	25%	Coursework (no examination)	100%
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Length of exam	N/A hours						
15.	<p>Learning materials</p> <p>Ethics and Codes of Practice BACP (2018). <i>The ethical framework for good practice in Counselling and Psychotherapy</i>. BACP https://www.bacp.co.uk/events-and-resources/ethics-and-standards/ethical-framework-for-the-counselling-professions/</p> <p>The Minster Centre (2019) Basic General Code of Ethics & Code of Practice for Practitioners. (see Moodle)</p> <p>UKCP (2019) <i>UKCP ethical principles and Code of Professional Conduct</i>. www.psychotherapy.org.uk/registers-standards/standards-guidance-and-policies</p> <p>Gabriel, L. (2009). (Ed.) <i>Relational Ethics in Practice: Narratives from Counselling and Psychotherapy</i>. Routledge.</p> <p>Record keeping Balick, A. (2017). 'Why you need a digital policy'. <i>Private Practice Magazine</i>. BACP. Accessible at https://www.bacp.co.uk/bacp-journals/private-practice/spring-2017/ask-an-expert/</p> <p>Good Practice in Action 065: Clinical Reflections for Practice: Confidentiality and Record Keeping within the Counselling Professions. BACP. https://www.bacp.co.uk/media/2138/bacp-confidentiality-record-keeping-clinical-reflections-for-practice-gpia065.pdf</p> <p>Jenkins, P. (2017) 'Record keeping and the law.' <i>Private Practice Magazine</i>. BACP. Accessible at https://www.bacp.co.uk/bacp-journals/private-practice/summer-2017/record-keeping-and-the-law/</p> <p>Supervisory practice Bradly, L. J. & Gould, L.J. (1994). <i>Supervisee resistance</i>. ERIC Digest. EDO-CG-94-12. U.S.Department of Education, Office of Educational Research and Improvement,</p>						

	<p>Frawley-O'Dea, M.G. & Sarnat, J.E. (2001). 'Parallel Process Revisited' in <i>The supervisory relationship: a contemporary psychodynamic approach</i>. Guildford Press (London).</p> <p>Henderson, P. (2009). <i>A Different Wisdom: Reflections on Supervision Practice: Guide to Supervision</i>. Routledge.</p> <p>Henderson, P. et.al. (2014). <i>Practical Supervision: How to Become a Supervisor for the Helping Professions</i>. Jessica Kingsley Publishers</p> <p>Inskipp, F. & Proctor, B. (1995). <i>Making the most of Supervision</i>. Cascade Publications (Twickenham).</p> <p>Jenkins, P. (2007). <i>Counselling, Psychotherapy and the Law</i>. London (Sage).</p> <p>Lago, C. & Smith, B. (eds) 2010. 2nd Ed. <i>Anti-discriminatory practice in counselling and psychotherapy</i>. Sage (London).</p> <p>Menzies, I.E.P. (1970). <i>The Functioning of Social Systems as a defence against anxiety. A report on a study of the nursing service of a general hospital</i>. Tavistock.</p> <p>Procter, B. (2008). 2nd Ed. <i>Group Supervision: A guide to creative practice</i>. Sage (London).</p> <p>Shohet, R. (2007). <i>Passionate supervision</i>. Jessica Kingsley (London).</p> <p>Streek, U. (1997). 'Supervision in mental health teams and institutions' in: Martindale, B., Margareta Morner, et al (Ed.) <i>Supervision and its Vicissitudes</i>. Karnac.</p> <p>Material to watch Seven-eyed Model of Supervision Hawkins, Shohet, Ryde and Wilmot https://www.youtube.com/watch?v=JJwhpz8NSV0</p>
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1.	Module code:	SPC4
2.	Title:	Clinical Supervision Practicum 2
3.	Credit points:	30
4.	Start term:	January 2021
5.	Module leader:	Roshmi Lovatt and Reena Shah, Philip Reilly
6.	Accredited by:	The MA/PG Dip in Supervision in Psychotherapy and Counselling more than meets the training requirements for listing as a Supervisor with the United Kingdom Council for Psychotherapy (UKCP). The UKCP has further individual requirements for listing as a Supervisor including UKCP registration and levels of practice.
7.	Module restrictions:	
	(a) Pre-requisite	You must first successfully complete Clinical Supervision Practicum 1
	(b) Programme restrictions	None
	(c) Level restrictions	7
	(d) Other restrictions or requirements	None
8.	Aims:	<p>This module represents a further skills-in-practice component of the course and aims to develop an advanced set of competencies including: the ability to monitor the impact of own subjective processes on supervisory practice; the ability to foster supervisees' professional autonomy; and accurately monitor supervisees' clinical competence. The module also aims to enhance students' awareness of and ability to make productive use of unconscious processes operating within a supervisory context.</p> <p><i>NB This course requires that the student engages in a minimum of 40 hours supervision practice and 20 hours supervision of supervision across both practicum modules (1&2).</i></p>
9.	Learning outcomes:	<p>Skills On successful completion of this module, the student will be able to:</p> <p>LO1. Hold clinical responsibility for supervisees' clients through assessing risk and monitoring supervisees' clinical competence. LO2. Be Aware of their own process including a capacity to self-reflect on countertransference and personal issues and their potential impact on the student's supervisory practice. LO3. Establish and maintain an effective working alliance with at least two supervisees, managing unconscious processes. LO4. Demonstrate a capacity to facilitate supervisees' professional development and autonomy drawing on developmental theory. LO5. Reflect on issues of difference in supervisory practice. LO6. Use supervision of supervision including ability to reflect on the unconscious processes that emerge.</p>
10.	Syllabus:	<ul style="list-style-type: none"> • Students will supervise the therapeutic work (at least 40 hours across the full course) of individuals or a group in a placement or employed setting external to the course. <ul style="list-style-type: none"> ○ At least 30 hours will be in a non-peer setting of which 15 hours must be with trainee or qualified counsellors or psychotherapists. ○ With the agreement of the Head of Course up to 15 hours may be with individuals working in a therapeutic capacity e.g. Macmillan nurses, mental health support workers. ○ Up to 10 hours may be peer supervision, either individual or group. If peer supervision is in a group of up to 4 members, 50% of the meeting time may be counted.

	<ul style="list-style-type: none"> ○ If the group has more than 4 members, the meeting time should be divided by the number of group members. ○ In addition students will engage in 10 hours of supervision of supervision within the course and at least a further 10 hours of supervision of supervision with an approved supervisor. ○ If the out of course supervision is in a group of up to 4 members (not including the supervisor), 50% of the meeting time may be counted. If the group has more than 4 members, the meeting time should be divided by the number of group members. <ul style="list-style-type: none"> ● Students will gain experience in holding clinical responsibility; identifying transference and countertransference responses arising in supervision; risk assessment; facilitating supervisee autonomy and development; working with difference and complex cases. and negotiating appropriate contracts. ● Students will maintain a log of supervision practice and supervision of supervision.
11.	<p>Learning and teaching strategy:</p> <p>Attendance, participation and progress will be monitored throughout the module in seminars. To ensure that students are able to demonstrate they have achieved learning outcomes there is an expectation that students attend all scheduled sessions and 80% attendance is a requirement to pass this module.</p> <p><i>Teaching</i></p> <p><i>Due to Covid-19, we plan to start the year teaching partially or fully online (depending on prevailing health requirements). Teaching will be 'live', and we will be supporting trainers to adjust their teaching styles to support online learning. Depending on the Covid situation we may deliver the whole module online although we will keep the situation under review. If in person teaching can be offered (if we judge it safe to do so) we will deliver a blended model whereby the elements of the module which benefit most from in person teaching will be prioritised for the sessions that can be offered in person. There is no change to the balance of "live" teaching and self-directed learning.</i></p> <p>In-house supervision of supervision will be provided in small groups usually of 4 to 5 students. Supervision of supervision work will be provided each taught weekend/day throughout the programme except for research weekends. It will include regular presentation and discussion of work with designated supervisees, role-plays, practice sessions, different theoretical perspectives. Supervision supporting Practicum 2 will begin in September of the first year. Supervision will include regular presentation and discussion of work with supervisees.</p> <p>Students will be required to maintain and submit logs of supervision practice and supervision of supervision hours, including dates and length of sessions, whether group or individual. For each session, a brief note should be made of the theme/focus of the session and the learning.</p> <p>In addition, students will attend workshops on specific topics such as Assessment without shaming and Working with Complex Cases.</p> <p><i>Diversity</i></p> <p>Exploration of issues relating to the experience of difference including ethnicity, class, sexuality, gender, disability and health will form an integral part of the learning.</p>
12.	<p>Assessment scheme:</p> <p>(a) Formative assessment scheme</p> <p>Students will receive regular formative assessment through feedback from tutors and peers on presentation of their work in supervision of supervision. There will be an opportunity to discuss the draft self-reflective account in small groups in the weekend preceding the deadline for submission.</p> <p>(b) Summative assessment scheme</p>

	<p>Summative assessment will consist of the following components:</p> <ol style="list-style-type: none"> 1. Students will present a log of supervision practice hours completed during the year and a log of supervision of supervision completed during the year. 2. A 5000 word case report of the student's work with two supervisees that demonstrates their capacity to hold clinical responsibility for supervisee's clients (LO1), awareness of their own process and its potential impact on supervision (LO2), the ability to establish and maintain an effective working alliance (LO3), capacity to facilitate supervisees' professional development (LO4), capacity to reflect on issues of difference (LO5) and the capacity to use supervision of supervision (LO6). 		
	<table border="1"> <tr> <td>Coursework (no examination)</td> <td>100% Case study</td> </tr> </table>	Coursework (no examination)	100% Case study
Coursework (no examination)	100% Case study		
13.	<p>Timetabled examination required</p> <p>NO</p>		
14.	<p>Length of exam</p> <p>N/A hours</p>		
15.	<p>Learning materials</p> <p>Ethics and Codes of Practice BACP (2018). <i>The ethical framework for good practice in Counselling and Psychotherapy</i>. BACP https://www.bacp.co.uk/events-and-resources/ethics-and-standards/ethical-framework-for-the-counselling-professions/</p> <p>The Minster Centre (2019) Basic General Code of Ethics & Code of Practice for Practitioners. (see Moodle)</p> <p>UKCP (2019) <i>UKCP ethical principles and Code of Professional Conduct</i>. www.psychotherapy.org.uk/registers-standards/standards-guidance-and-policies</p> <p>Gabriel, L. (2009). (Ed.) <i>Relational Ethics in Practice: Narratives from Counselling and Psychotherapy</i>. Routledge.</p> <p>Supervisory practice Ababio, B. & Littlewood, R. (2019). <i>Intercultural Therapy: Challenges, Insights and Developments</i>. Routledge.</p> <p>Balick, A. (2009). 'Relational Ethics Beyond the Sex and Gender Binary: an integrative relational approach,' Chapter 4 in Gabriel, L. (2009). (Ed.): <i>Relational Ethics in Practice: Narratives from Counselling and Psychotherapy</i>, Routledge (Oxford), pp. 32 -43.</p> <p>Henderson, P. (2009). Developing the "Internal Supervisor". In <i>A Different Wisdom: Reflections on Supervision Practice: Guide to Supervision</i>. Taylor Francis pp. 89-96.</p> <p>Carroll, M. & Gilbert, M.C. (2011). <i>On being a supervisee. Creating learning partnerships</i>. Vukani Publishing (London).</p> <p>Fisher, M. (2015). 'Working with Disability' in <i>Therapy Today</i> Vol.26(3) 24-27</p> <p>McKenzie-Mavinga, I. (2016). <i>The Challenge of Racism in Therapeutic Practice: Engaging with Oppression in Practice and Supervision</i>. Palgrave.</p> <p>Milton, M. (2001). 'Supervision: researching therapeutic practice'. In: Carrol, M. & Tholstrup, M. (eds) <i>Integrative Approaches to Supervision</i>. Jessica Kingsley (London).</p>		

	<p>Pett, J. (2000). 'Gay, lesbian and bisexual therapy and its supervision'. In: Davies, D. & Neal, C. (Eds.) <i>Therapeutic Perspectives On Working With Lesbian, Gay and Bisexual Clients</i> (Pink Therapy). pp54-73. OUP.</p> <p>Procter, B. 2008. 2nd Ed. <i>Group Supervision: A guide to creative practice</i>. Sage (London).</p> <p>Safran, J. D. et al. (2007). 'A relational approach to supervision: addressing ruptures in the alliance'. In: Falender, C. A. & Shafranske, E.P. (Eds). <i>Casebook for clinical supervision: A competency based approach</i>. Pp. 137-157. American Psychological Association.</p> <p>Shohet, R. 2007. <i>Passionate supervision</i>. Jessica Kingsley (London).</p> <p>Thomas, L. (1999). 'Racism and psychotherapy; working with racism in the consulting room: an analytical view'. In: Kareem, J. & Littlewood, R. <i>Intercultural Therapy: Themes, Interpretations and Practice</i>. Wiley-Blackwell.</p> <p>Wallin, D.J. (2015). <i>Attachment in Psychotherapy</i>. Guilford Press (New York).</p> <p>White, A. (2011). 'There by the grace of..' in <i>Therapy Today</i>, Vol 22(5) 10-14</p> <p>Material to watch Safe Uncertainty – Interview with Robin Shohet. https://www.youtube.com/watch?v=QPh4bV6MKOY</p> <p>Fear and love in supervision – interview with Robin Shohet. https://www.youtube.com/watch?v=kZCWg5WVnpg</p>
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1.	Module code:	DISS
2.	Title:	Dissertation
3.	Credit points:	60
4.	Start term:	Autumn 2020
5.	Module leader:	Dr. Angela Cotter
6.	Accredited by:	The MA contributes to meeting the training requirements for registration with the United Kingdom Council for Psychotherapy (UKCP)
7.	Module restrictions:	
	(a) Pre-requisite	None
	(b) Programme restrictions	None
	(c) Level restrictions	7
7.	(d) Other restrictions or requirements	None
	8. Aims	
	This module aims to:	
	<ul style="list-style-type: none"> • Promote understanding of the importance of research to the clinical and professional development of psychotherapy and counselling. • Engender enthusiasm for the process of research using a range of qualitative methods. • Develop skills in students sufficient to carry out a reflective research project relevant to the practice of psychotherapy and counselling. 	
9.	9. Learning outcomes:	
	Knowledge	
	On successful completion of this module, the student will be able to:	
	<p>LO1. Clearly and accurately situate their topic of inquiry within the wider literature.</p> <p>LO2. Understand and critique research methods and critically justify a research method appropriate to their research question giving the rationale for the choice in relation to two other possible methods.</p> <p>LO3. Critically evaluate ethical issues in the design of, and its application to, a research project and design appropriate strategies to manage these.</p> <p>LO4. Critically evaluate the findings of their inquiry with particular reference to the implications for psychotherapeutic practice.</p>	
9.	Skills	
	On successful completion of this module, the student will be able to:	
	<p>LO5. Demonstrate the ability to maintain critical reflexive awareness through all stages of an inquiry</p> <p>LO6. Demonstrate competence in a range of skills required to manage all stages of the process of inquiry including sampling, data collection and data analysis.</p> <p>LO7. Communicate a coherent and critically reflective account of their inquiry, with a clear sense of audience, that adheres to academic conventions.</p>	
10.	10. Syllabus:	
	<p>This module builds on teaching in earlier professional training (at The Minster Centre or elsewhere) that introduces students to research in counselling and psychotherapy looking at qualitative and quantitative methodology and equips them to undertake a small-scale research project.</p> <ul style="list-style-type: none"> • Building on this basic knowledge of psychotherapy and counselling research, during the dissertation module students will study five qualitative research approaches: Autoethnography, Hermeneutic Phenomenology, Heuristics, IPA and Narrative Inquiry, together with research ethics. • Prior to starting their research project, and attending the final dissertation research weekends, students will present a research proposal which sets out their chosen topic 	

	<p>and its relevance to the practice of psychotherapy or counselling, the proposed research method and the approach to ethical issues. This is formatively marked and approved by the Research Ethics Committee.</p> <ul style="list-style-type: none"> • Dissertation topics may cover any area relevant to psychotherapy or counselling including therapist or client experiences, specific groups of clients, specific psychological issues, supervision or training. • Students may undertake work based on fieldwork, most commonly interviews but also other forms of data collection such as journals, pictures or artefacts. Less frequently, students may elect to do an extended literature review. In all cases the work must go beyond description to offer reflective and critical discussion which contributes to knowledge in the field. • Students will need to reflect on the link between their own subjectivity and the subject of the dissertation; the clinical practice implications of the study for their own work and for clinical practice more generally and the links between theoretical concepts and research methods.
11.	<p>Learning and teaching strategy:</p> <p>Attendance, participation and progress will be monitored throughout the module in seminars. To ensure that students are able to demonstrate they have achieved learning outcomes there is an expectation that students attend all scheduled sessions and 80% attendance is a requirement to pass this module.</p> <p><i>Teaching</i> <i>Due to Covid-19, we plan to start the year teaching partially or fully online (depending on prevailing health requirements). Teaching will be 'live', and we will be supporting trainers to adjust their teaching styles to support online learning. Depending on the Covid situation we may deliver the whole module online although we will keep the situation under review. If in person teaching can be offered (if we judge it safe to do so) we will deliver a blended model whereby the elements of the module which benefit most from in person teaching will be prioritised for the sessions that can be offered in person. There is no change to the balance of "live" teaching and self-directed learning.</i></p> <p>Students will attend 3 compulsory teaching weekends or 12 three hour sessions on weekdays on <i>Research Methods and Ethics, Developing Research Proposals and Dissertation Research</i>. They may also attend optional research workshops.</p> <p>Students will submit research proposals for approval by the Research Ethics Committee before commencing their research project. Students will receive detailed feedback on the proposed topic, methods and ethical issues and whether they are approved to proceed with the research. Once the proposal has been approved students will attend a workshop on turning their proposals into action and work with a dissertation supervisor to complete their research.</p> <p>Students will receive 7 hours of one to one dissertation supervision but can opt to combine this in small groups.</p> <p><i>Diversity</i> Teaching will specifically include consideration of issues relating to ethnicity, class, sexuality, gender, disability and health.</p>
12.	<p>Assessment scheme:</p> <p>(a) Formative assessment scheme</p> <p>Ongoing tutor and peer feedback is provided based on student's contributions in workshops and group discussions. Students will submit a research proposal and receive written feedback before proceeding further. Proposals which do not meet the standards required can be resubmitted. Students will also receive feedback from their dissertation supervisors and can attend optional research clinics where they will work in small groups with peers and tutors on particular issues that arise as they undertake the research and write up.</p>

	(b) Summative assessment scheme	
	Summative assessment will consist of:	
	A 15,000 word dissertation on a topic of the student's choice that is relevant to the practice of psychotherapy and counselling and that demonstrates mastery of a complex and specialist topic, critical understanding of research methods and ethical issues and a capacity for sustained critical reflexive awareness. The dissertation should be clearly written and adhere to academic conventions including referencing (LO1-7).	
	Coursework (no examination)	100%
13.	Timetabled examination required	NO
14.	Length of exam	N/A hours
15.	Learning materials	<p>Indicative reading list</p> <p>Blaxter L, Hughes C, Tight M (2010). <i>How to Research</i>. Fourth Edition. Open University Press (Maidenhead).</p> <p>Bondi, Liz & Fewell, Judith ed. (2016) <i>Practitioner Research in Counselling and Psychotherapy: the power of examples</i>. London: Palgrave.</p> <p>Braud W & Anderson R (1998). <i>Transpersonal Research Methods for the Social Sciences: Honoring Human Experience</i>. Sage (Thousand Oaks).</p> <p>Castonguay L.J, Muran J.C, Angus L.E, & Hayes J.A. (2010). <i>Bringing Psychotherapy Research to Life: Understanding Change Through the Work of Leading Clinical Researchers</i>. APA (New York).</p> <p>Chang H (2008) <i>Autoethnography as Method</i>. California: Walnut Creek.</p> <p>Clandinin, D.J. & Connolly F.M. (2000). <i>Narrative Inquiry: Experience and Story in Qualitative Research</i>. Jossey-Bass Publishers (San Francisco).</p> <p>Creswell, J W & Poth, C N (2017) <i>Qualitative Inquiry & Research Design: Choosing among five approaches</i>. Fourth edition. Thousand Oaks: Sage.</p> <p>Creswell J. (2013) <i>Qualitative Inquiry & Research Design: Choosing among five approaches</i>. 3rd edition. London:Sage.</p> <p>Denzin, N K, Lincoln Y S.(2011) <i>The SAGE Handbook of Qualitative Research</i> Fourth edition. Thousand Oaks: Sage.</p> <p>Etherington, K. (2004). <i>Becoming a Reflexive Researcher: Using ourselves in research</i>. Jessica Kingsley (London).</p> <p>Finlay, L. & Evans K. (2009) <i>Relational-centred Research for Psychotherapists: exploring meanings and experience</i>. Wiley-Blackwell (Chichester).</p> <p>Frank A (2010) <i>Letting Stories Breathe: A socio-narratology</i>. Chicago: University of Chicago Press.</p>

	<p>Frost N. (2016) <i>Practising Research: Why you're always part of the process even when you think you're not</i>. London: Palgrave.</p> <p>Holstein J A & Gubrium J F ed. (2012) <i>Varieties of Narrative Analysis</i>. London:Sage.</p> <p>Langdrige, D. (2007). <i>Phenomenological Psychology: Theory, Research and Method</i>. US: Prentice Hall</p> <p>Lees, J. & Freshwater D. (eds) (2008) <i>Practitioner-based Research: power, discourse and transformation</i>. Karnac (London).</p> <p>Lyons, E. & Coyle A. (2007). <i>Analysing Qualitative Data in Psychology</i>. Sage (London).</p> <p>McLeod, J. (2015). <i>Doing Research in Counselling and Psychotherapy</i>. Third edition. Sage (London).</p> <p>Punch K.F. (2006). <i>Developing Effective Research Proposals</i>. Second Edition. Sage (London).</p> <p>Romanyshyn R (2007) <i>The Wounded Researcher: Research with soul in mind</i>. New Orleans: Spring Journal Inc.</p> <p>Short NP, Turner L & Grant A ed. (2013) <i>Contemporary British Autoethnography</i>. Rotterdam: Sense Publishers.</p> <p>Smith J, Flowers P, Larkin, M (2009). <i>Interpretative Phenomenological Analysis: Theory, method and research</i>. Sage (London).</p> <p>Squire C, Davis M, Esin C, Andrews M, Harrison B, Hyden LC & Hyden M (2014) <i>What is Narrative Research?</i> London: Bloomsbury.</p> <p>Sultan N (2019) <i>Heuristic Inquiry: Researching Human Experience Holistically</i>. Los Angeles: Sage.</p> <p>Tolich M (2010) 'A Critique of Current Practice: Ten Foundational Guidelines for Autoethnographers.' <i>Qualitative Health Research</i>: 20(10) pp1-12</p> <p>Van Manen (1997) <i>Researching Lived Experience: Human science for an action sensitive pedagogy</i>. Ontario: Althouse Press.</p> <p>Van Manen M (2014) <i>Phenomenology of Practice: Meaning Giving Methods in Phenomenological Research and Writing</i>. Walnut Creek California: Left Coast Press.</p>
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Appendices

Appendix A: Professional Supervision Log Declaration

Name:

In order to qualify for your Diploma, Postgraduate Diploma or MA in Supervision, you need to complete a professional client log which tracks and self-certifies your supervision hours.

Please fill in as many copies of the table attached as you need. Please ensure that you protect client anonymity.

I confirm that the information provided is accurate at the time of writing. I understand that the Minster Centre may carry out a random audit of my records by contacting my placement(s).

Student signature:

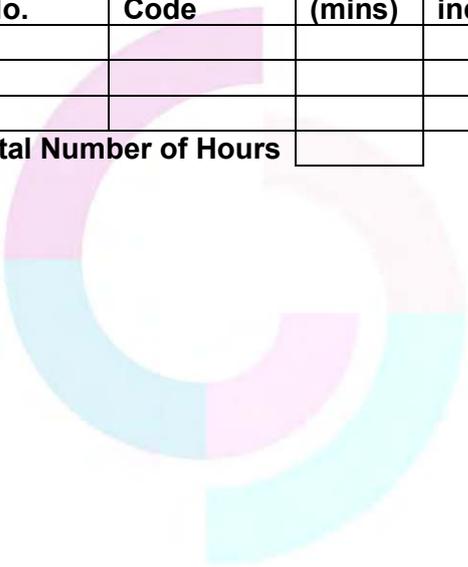
Date:

Appendix B: Professional Supervision Log

Please set out your supervision logs following the examples below and use a separate table for each supervisee.

Example

Setting & type of supervisees: e.g. GP Practice, Bereavement placement (but do not give name of placement), Peers, Trainees etc. <i>Please note this description will be used on your Diploma Supplement to describe your supervision experience.</i>						
Date	Session No.	Supervisee Code	Length (mins)	Group or individual	Main themes (anonymised)	Ethical concerns
Total Number of Hours						



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Appendix C: List of Useful Contacts and Resources for Students with Specific Learning Needs, a Long-time Health Condition and/or a Disability

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

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

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

What can I expect from DSA?

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

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

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

Proving your eligibility

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

Condition	Proof
Disabilities or long-term health condition	Report or letter from your doctor or consultant - you can also fill in the disability evidence form (PDF, 496KB)

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

Booking your needs assessment

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

Further information and applications forms can be obtained from:

www.gov.uk/disabled-students-allowances-dsas
www.dnamatters.co.uk/resources/dsa/intro/

- **Dyslexia Action Learning Fund**

Web: www.dyslexiaaction.org.uk

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

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

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

- **Educational Guidance Service**

208 Rochdale Road

Greetland

Halifax

HX4 8JE

Website: www.egs.org.uk

The Educational Guidance Service offer assessment services.

Tel: 01422 372222

Further information and application forms can be obtained from:

www.gov.uk/disabled-students-allowances-dsas

www.dnamatters.co.uk/resources/dsa/intro/

To find a DSA Study Needs Assessment Centre

www.dsa-qag.org.uk/students/find-assessment-centre

- **Snowdon Trust**

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

Tel: 01403 732 899

Email: info@snowdontrust.org

Web: www.snowdontrust.org

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

- **Multiple Sclerosis Society**

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

Tel: 020 8438 0700 Fax: 020 8438 0701

Email: grants@mssociety.org.uk

Web: www.mssociety.org.uk

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

- **Epilepsy**

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

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

- **Accessible planet**

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

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

- **Sight impairments**

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

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

<http://deafunity.org/>

- **ME/Chronic fatigue**

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

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

Assistive Technology

Many students find assistive technology software and smartphone/tablet applications (Apps) helpful to support them in their study. For example, text-to-speech software will read aloud

any digital text such as a document, email or webpage using a synthesised voice which can be helpful for proof reading.

Here is a list of useful resources:

www.abilitynet.org.uk/expert-resources

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

Find and specialist dyslexia / SpLD tutor

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

Specialist Counselling

GroOops is a very useful organisation in North London: 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	www.headspace.com
AT Bar	Reading	Google Chrome Extension – Text to Speech and Overlay	https://chrome.google.com/webstore/detail/atbar/lihjlachbdicbhpalgqcgkknkbnmjhicl/related
Be Focused/ Clock-work Tomato	Focus, Concentration	Pomodoro learning style app	https://play.google.com/store/apps/details?id=com.owlhd&hl=en_GB/ https://play.google.com/store/apps/details?id=net.phlam.android.clockworktomato
Be my Eyes	Visual Impairments	Register as a person with or without sight. When a person without sight needs help to see, it opens up video link and connects them to a person with sight.	http://bemyeyes.com/
Cold Turkey	Focus, Concentration	Block specific websites for a set time	http://getcoldturkey.com/
Dyslexia Key	Reading	iPhone App makes keyboard font easier to read.	https://itunes.apple.com/us/app/dyslexiakey-making-typing/id957626910?mt=8

Emergency Chat App	Social Interaction	Allows predetermined message to come up when person becomes non-verbal, this avoids touching and opens up communication	https://itunes.apple.com/gb/app/emergency-chat/id1024194363?mt=8
Forest App	Concentration, Focus	Self-control App – particularly good for phones	www.forestapp.cc/en/
From Text to Speech	Reading	Text to Audio	www.fromtexttospeech.com/
GBoard	Writing	Allows you to google within the keyboard on your device	https://itunes.apple.com/us/app/gboard-a-new-keyboard-from-google/id1091700242?mt=8
Go Conqr	Exams, Revision	Online revision platform. Use other people's Quizzes and Flashcards	www.goconqr.com/
Google Dictionary	Reading	Highlight and word and instantly see the definition	https://chrome.google.com/webstore/detail/google-dictionary-by-goog/mqijmajocqfcbeboacabfgobmjgcoja
Grammarly	Proofreading	Grammar checker	www.grammarly.com
Habitbull	Health and Well being	Tracking app that helps you create and master healthy habits – i.e. drink water every day	www.habitbull.com/blog/
Hemingway Editor	Writing	Analyses your text	www.hemingwayapp.com/
InstaGrok.com	Research	Research Tool that offers results as a MindMap	www.instagrok.com/index.html
Manchester Academic Phrasebook	Writing	List of sentence starters for academic writing	www.phrasebank.manchester.ac.uk/
Mindly App	Researching, Organisation	Mind Mapping for your mobile	www.mindlyapp.com/features
Night Owl	Reading, Research	Reduces the screen brightness lower than the default setting	https://play.google.com/store/apps/details?id=com.owlhd&hl=en_GB
Quizlets		Create Quizzes/flashcards,	https://quizlet.com/subject/

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

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 YouTube Videos www.youtube.com/user/abilitynet
 Facebook: www.facebook.com/AbilityNet/
 Twitter: www.twitter.com/abilitynet