Fast Track Foundation Course in Integrative Psychotherapy and Counselling

Programme Handbook 2021

Head of Course: Mark Gullidge

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.
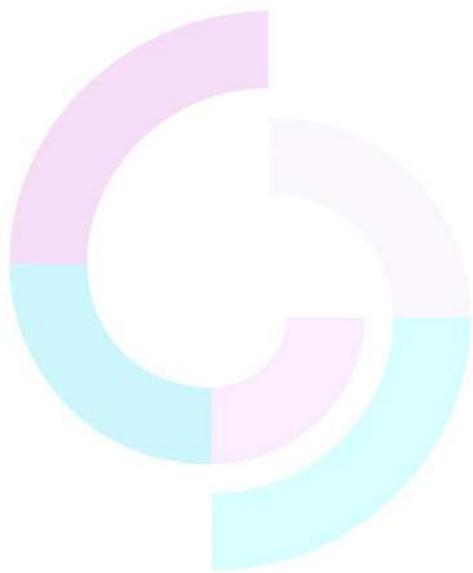
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psychotherapy · counselling · training

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.

Welcome

Dear Student,

We would like to welcome you to studying at the Minster Centre. We endeavour to create a dynamic and containing learning environment which will enable you to develop both personally and professionally. The journey upon which you are embarking is difficult,

wonderful, and profound at every step. Allow yourself to be a beginner – to question, to explore, to not know, to discover.

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

If there is anything that you can not find in this Handbook or on Moodle, or if you are not clear on anything, please speak to your tutor.

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

Information about the Minster Centre regulations and procedures is available in this Handbook and 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/Course. If, for some reason, you would find it difficult to raise the issue with your Head of Course please approach the other Head of Course where there is one or either Alyson Jaffe or Philip Reilly, Deputy Directors (alyson@minstercentre.ac.uk, philipr@minstercentre.ac.uk).

Academic Calendar

The calendar for 2021, including all dates, deadlines, Board of Study and Assessment Board dates is available on the calendar on Moodle. If there are any date changes these will be made on Moodle so please check crucial dates such as written work deadlines there.

Course Times

This course runs from 10.00am – 6 pm over 8 weekends:
- Seminar 10.00am to 1.00pm
- Lunch 1.00pm-2.00pm
- Skills Practice session: 2.00pm to 3.45pm: working in triads (client, therapist, and observer)
- Experiential Training Group (ETG): 4.00pm to 6.00pm

Weekend Dates 2021

- Compulsory Induction – 6.00pm, February 2021
- 20, 21 February 2021
- 13, 14 March 2021
- 27, 28 March 2021
- 24, 25 April 2021
- 8, 9 May 2021
- 22, 23 May 2021
- 12, 13 June 2021
- 3, 4 July 2021

You will be divided into three groups:

- Group 1 will attend seminar/skills sessions led by Mark Gullidge
  - Followed by the ETG facilitated by Jenny Clark
- Group 2 will attend seminar/skills led by Clare Colley
  - Followed by the ETG facilitated by David Petherbridge
- Group 3 will attend seminar/skills led by Vaughn Goldschagg
  - Followed by the ETG facilitated by Gill Smith

Skills Intensive weekend (8th and 9th May) will be facilitated by Emma Jack, Reena Shah and Sophie Livingstone.

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

Assessment Deadlines

Written Self-Assessment due by 12 noon on Thursday 15th April 2021
Essay due by 12 noon on Saturday 8th May 2021 (5th weekend)
Written Second Self-Assessment due by 12 noon on 12th June 2021 (7th weekend)

For further information and guidance see the separate Assessment Guidelines booklet on Moodle.

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

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
Philip Reilly
Email: philipr@minstercentre.ac.uk

Deputy Director
Alyson Jaffe
Email: alyson@minstercentre.ac.uk

General training enquiries
The Training Office
Email: training@minstercentre.ac.uk

Moodle Support
Email: itsupport@minstercentre.ac.uk

Fast Track Foundation Teaching staff *(in alphabetical order)*

Any 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.

Mark Gullidge	Head of Course and Tutor
	Email: mark.gullidge@minstercentre.ac.uk
Clare Colley	Tutor
	Email: clare.colley@minstercentre.ac.uk
Vaughn Goldschagg	Tutor
	Email: vaughn.goldschagg@minstercentre.ac.uk
Jenny Clark	ETG Facilitator
	Email: jenny.clark@minstercentre.ac.uk
Gill Smith	ETG Facilitator
	Email: gill.smith@minstercentre.ac.uk

David Petherbridge   ETG Facilitator
Email: david.petherbridge@minstercentre.ac.uk

Emma Jack   Tutor: Skills Weekend Fast Track Foundation
Email: emma.jack@minstercentre.ac.uk

Reena Shah   Tutor: Skills Weekend Fast Track Foundation
Email: reena.shah@minstercentre.ac.uk

Sophie Livingstone   Tutor: Skills Weekend Fast Track Foundation
Email: sophie.livingstone@minstercentre.ac.uk

Learning Support Co-ordinator
Geeta Gejwani   Email: geeta.gejwani@minstercentre.ac.uk

Operations and Management Team

Rory Page   Registrar
Email: rory@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.u

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

Leon John   Deputy Operations Manager
Email: leon@minstercentre.ac.uk

Steven Zegarac   Finance Manager
Email: finance@minstercentre.ac.uk

Melissa Brierley   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.

Usernames 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, or for any other Moodle enquires 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 will meet termly and includes student, staff and graduate representatives. It is chaired by Alyson Jaffe. For more information see *Policies and Guidance* on Moodle.

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.

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.

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 after each weekend workshop; 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 date: 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.

Useful References for Students

- Bor, R. and Watts, M. (2016) *The Trainee Handbook: A Guide for Counselling and Psychotherapy Trainees*. 4th edition. London: Sage – An excellent guide to most aspects of training; includes separate chapters on essays, dissertations, case studies and process reports.
- Cottrell, S. (2019) *The Study Skills Handbook*, 5th edition. London, Red Globe Press, – A practical book with lots of suggestions and strategies for organising your work and overcoming blocks.
- Cottrell, S. (2015) *Skills for success: personal development and employability*. 3rd edition. Palgrave.

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 Course who will normally offer to facilitate a three-way meeting with the person concerned as a means of resolving the issue.

Your Head of Course 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 Course. 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 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 it does not need to see your academic results. This is not an exhaustive list.

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

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

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

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

Higher Education Statistics Agency (HESA), HE funding councils, 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.

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.

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

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

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

Part 2: Programme Details

Programme Structure Diagram

Fast Track [8 weekends] 10am-6pm	**Weekends 10am-6pm** Theory and skills taught during period 10-6 (plus one hour lunch break) Taught at level 6	**ETG** **16 x 2 hours**	Total tutor contact hours 112	FAST TRACK FOUNDATION CERTIFICATE
Total hours: Theory seminars 42 Skills practice 38 Experiential Training Group 32 **Total tutor contact hours 112** Private study needed for weekly reading plus preparation of 1 x 4000 word essay.				

Assessment: The curriculum for the course is designed to help you develop the knowledge, skills and aptitudes necessary to start training as a counsellor or psychotherapist. The modules are designed to be complementary and cumulative, working together to develop and enrich your skills and knowledge and support integration. The assessment processes are also designed to allow you to demonstrate your progress against the learning outcomes and to ensure your work is evaluated from a variety of perspectives. For details of the assessment processes for each module see Module Narratives at the end of this Handbook.
You must meet the 80% attendance requirement and have had 20 hours of personal therapy.

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

Tutorials

You will receive class tutorials to help prepare for written assignments. In addition, each student can expect to have around 45-60 min of formal individual face-to-face tutor contact in total in the year. This is conducted with the tutor who is your lead tutor in "Seminar and Skills" to discuss your progress and any concerns you may have. There will be two tutorials during the course and it will usually last 20-30 minutes.

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

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

The dates are given for individual tutorials are on the Fast Track Important Dates document on Moodle. The focus of each tutorial will be:

- Tutorial 1: How are you getting on? Discussion of your self-assessment and the tutors' responses to it. Essay title and preparation.
- Tutorial 2: Discussion of tutors' written summative assessment, based on feedback from all tutors and assessed work, and their and your thought and decisions about progression onto further training if applicable.

Outside of this structure, you may seek ad hoc tutorials with Mark, Simone or Vaughn by prior arrangement.

ETG

ETG stands for 'Experiential Training Group'. The purpose of these groups is to provide a contained environment in the service of your personal process of growth and integration. The process is an opportunity to focus on self-examination and exploration of interpersonal relationships in a way that can be supportive but also challenging and questioning. See About ETGs on Moodle for further details.

Ethical Values and Conduct

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

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

Confidentiality

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

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

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

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

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

Exceptions to confidentiality: Where a student is aware that a fellow student is at serious risk of harming themselves or others then the student should encourage the fellow student to raise the issues themselves with the Head of Course or a tutor. If the fellow student is unable or unwilling to do so, the student should raise their concerns with their Head of Course 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 of around 12. You will be expected to contribute to discussions, make presentations and participate in experiential exercises. Tutors will guide and facilitate your learning but you will be expected to be able to study independently, locating source material, researching for written work and organising yourself. For every hour of teaching you should expect to undertake 3-4 hours of private study including reading, writing and reflective notes, preparation for presentations and producing written work. Some of this will need to be undertaken outside term time.

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/potential to practice professionally and capacity to meet academic requirements.

You will find **Assessment Sheets for Essays** in the **Appendices** together with 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 (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 and group tutorials, immediate feedback from tutors and peers during theory and skills seminars 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.

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 Registrar rory@minstercentre.ac.uk. Your module leader will discuss the situation with your Head of Course and come back to you with a decision. In the case of finalist pieces of work you must contact your Head of Course in writing before the deadline (with a copy to the Registrar). Approval of an extension is not automatic. Module Leaders in consultation with the Head of Course 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.

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 decisions 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

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

Also see the **Guidance to Markers** and **Assessment Sheet**s in this Handbook for marking criteria.

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.

See the separate Assessment Guidelines booklet for **Grade Descriptors** which detail the meaning of the grades.

Return of written coursework

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

Work that does not meet the standards required

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

Finance

The fees for the Fast Track Foundation Course in 2021 are **£3036**.

What is included in your fees

Course fees include contact training hours, coursework assessment, clinical supervision of work with training clients, one DBS check and client referrals (where relevant). Tuition fees do not include personal therapy, placement supervision, any additional costs associated with placements, the provision of consulting rooms for seeing training clients, or assessment of resubmitted coursework.

Personal therapy can cost from £50 per session upwards in London, sometimes less outside London. Depending on circumstances, you will need to continue in personal therapy and/or supervision during any time taken out of training. In addition, you will need to budget for the purchase of several key books a year (these are texts you will need to refer to frequently) and travel to the Centre, to placements and to therapy. Depending on the topics you choose for your written assessments you may need to buy books or internet access to articles, or access books, articles or other resources through the British Library or other specialist libraries/online services.

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

Deposits Arrangements

In 2021, if accepted on the **Fast Track Foundation,** 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.

Please note that if the student is accepted for entrance onto the Diploma course after successful completion of the **Fast Track Foundation** course, The Minster Centre will require an additional £700 deposit to secure entry onto the First Year of the Diploma course.

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.

We offer three ways of paying your annual 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).

How to Pay
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.

Please note that currently the Charities Aid Foundation (CAF) Bank is not part of the interbank scheme that verifies account details whilst paying by BACS. We have received a message from them saying they are seeking to join the scheme as soon as possible. This means you may receive a message saying that our account details can't be verified. Please check that you have entered the right details before opting to proceed. If in doubt please contact Melissa.

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 Brierley (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. You can apply to the Minster Centre Fund (see below). 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 references or Certificates, 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 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, rory@minstercentre.ac.uk.

The Helen Davis Bursary

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

Bursaries are awarded to support people who could not otherwise train when Minster Centre reserves allow. The Trustees determine each year the number of bursaries to be awarded.

Further guidance on the bursary scheme is available on the Minster Centre website https://www.minstercentre.ac.uk/training/fees-funding/.

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

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 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.

- **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 Policies and Regulations

Code of Ethics

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 **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).

Attendance Requirements

You should aim for 100 per cent attendance and there is an 80% minimum attendance requirement for all qualifications.

Because of the experiential nature of learning required to become a counsellor and psychotherapist, absences cannot simply be made up by private study. If you miss more than 20 per cent 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 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 ETGs, skills groups 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 please 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.

Weekend Attendance

If you are unable to attend a weekend for which you are registered you must give us as much notice as possible. We need to know who is attending each weekend so we can organise

rooms, teaching materials and make sure no group is too large or too small for the training. We also sometimes have to organise groups to avoid dual relationships.

Repeated Non-attendance and Non-notification of Absence
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 Head of Year/Course or another appropriate tutor will contact you to see how you are and ask what you would like communicated to other students and tutors.

Progressing on your programme

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

You will be expected to take a high level of responsibility for your own studies.
For further information about the FHEQ see:
https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_16

Programme regulations for progression and award
The conditions you must meet to be awarded a Foundation Certificate are summarised below:
- Completion and passing of all written work required.
- Assessment by tutors of having reached an acceptable standard in experiential, skills and self-development work in accordance with the overall assessment criteria listed below.
- 80 per cent attendance of each of the three components and the two weekends individually and together.
- At least 30 sessions of personal individual psychotherapy in the year.
- Full payment of fees.

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

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 to train as a counsellor or psychotherapist.

This process is important for two reasons. We will not recommend that you progress to a level of study that we do not believe you are academically ready to succeed at. Beyond this working as an integrative counsellor and psychotherapist draws not only on your academic ability but also on your therapeutic skills and your capacity to be aware of and reflect on your own experience. Having developed these personal capacities sufficiently will be essential to your own well-being as a therapist and the well-being of your future clients. Tutors will raise any concerns they have about students with the Head of Course and early in the third term all the tutors who have worked with you will come together to discuss your progress facilitated by your Head of Course.

Trainees who are assessed as not ready to progress or qualify or who may progress but with conditions, will be informed of the decision and the reasons for it in a tutorial as soon as possible after the decision is made.

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

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

The kernel of the Foundation assessment system is the "assessment criteria" or "learning objectives" given below. Your own self-assessment (see below) as well as tutors' assessment of your progress should be made with reference to these criteria. Assessment of your progress against these criteria draws on what tutors (including ETG leaders and weekend tutors) have observed of you and your work across the year.

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

Intersubjective awareness
- Responsiveness to others.
- Sensitivity to others' process, and their own impact on others.
- Willingness to take responsibility for their own process in interaction with others.

Understanding of theory

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

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

Certificates

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

Continuing to train at the Minster Centre

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

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 the core staff working with a group and discussion at the Training Committee, or, if between Training Committee meetings, following discussion with a Deputy Director or Director) will meet the student to discuss their 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.

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 a qualification.

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 of letter. We appreciate that these meetings can be difficult for students but, in keeping with our overall philosophy, we believe that this information is better conveyed face to face in the first instance.

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

Termination of student attendance

Sometimes a student will be told that the Minster Centre requires them to stop attending the course. This decision will be reached by the Head of Year/Course in discussion with either the Training Committee or a Deputy Director or Director and normally after conferring with the members of staff working with the student. Such circumstances may include concerns about the student's capacity to successfully complete the course, the student's wellbeing or safety or the wellbeing or safety of others, the student's competence to practice, the student's ethical behaviour, 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 of 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 trainee and potentially, in future, as a qualified psychotherapist, you will be working with peers and clients who are likely, at least at times, to be vulnerable. You will also be in a position of influence and power. It is therefore vital that you hold and continue to develop strong ethical values and demonstrate these in your behaviour.

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

> "Our ethics are based on values, principles and personal moral qualities that underpin and inform the interpretation and application of our commitment to clients and good practice. Our fundamental values include a commitment to:
> * Respecting human rights and dignity
> * Alleviating symptoms of personal distress and suffering
> * Enhancing people's wellbeing and capabilities
> * Improving the quality of relationships between people
> * Increasing personal resilience and effectiveness
> * Facilitating a sense of self that is meaningful to the person(s) concerned within their personal and cultural context
> * Appreciating the variety of human experience and culture
> * Protecting the safety of clients
> * Ensuring the integrity of practitioner-client relationships
> * Enhancing the quality of professional knowledge and its application
> * Striving for the fair and adequate provision of services."

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

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 Course 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 students which breaches ethical codes or appears to be in conflict with the ethical values that underpin them, or indicates a lack of moral awareness will be considered particularly seriously and can lead to an assessment of whether the 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 continue training will be carried out by a Fitness to Practice Panel (FtPP).

Fitness to practice/train procedures

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

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

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

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

Appeals

Foundation students are able to appeal against marking, 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 Minster Centre 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/Head of CourseHead of Course, 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/Head of Course 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/Head of Courses/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, reviewing the original decision.

Academic Misconduct

It is important that you are aware of what constitutes academic misconduct. Academic misconduct is a breach of the values of academic integrity and can occur when a student cheats in an assessment, or attempts to deliberately mislead an examiner that the work presented is their own when it is not. It includes, but is not limited to, plagiarism, commissioning or buying work from a third party or copying the work of others. 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 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 guidance on referencing provided.

Academic misconduct also covers cheating in examinations or formal assessments.
Minor and uncontested cases of academic misconduct will normally be managed by the Head of Course/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 online at: https://www.mdx.ac.uk/__data/assets/pdf_file/0027/424179/Section-F.pdf

Particular consideration will also be given to the importance of ethical values for practicing counsellors and psychotherapists. Students whose academic misconduct demonstrates a serious lack of personal integrity or respect for ethical values 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: 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 for free (when open). You will need a letter from the training office, it is also probably best to email the librarian first as there may be restrictions on e-resources.

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 access to Middlesex University library.

Extensive learning resources are also available on Moodle.

Printing and photocopying facilities

You can normally 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. Unfortunately we cannot provide this facility at the moment.

To ensure that your work is ready, 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

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- To create an accessible document
  - Robobraille http://robobraille.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 which 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 under *Working with Clients* on Moodle.

TFL Student oyster discount scheme

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

Student Union membership

The Minster Centre currently does not have its own Students' Union so you are 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 Course 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 Course/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.

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 LCS.

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**

- DSA is government-funded support for UK higher education students to pay for the additional costs you might have as a result of your disability.

Only students registered with Middlesex for a PG Dip/ MA are eligible for this.

Please see **Appendix B** for a list of further resources.

Learning Support Co-ordinator

Once you have applied for a course 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. The LSC 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, Heads of Year, and administrative staff. This information will be in the form of a Learning and Study Agreement, between the student and The Minster Centre, which will be agreed with 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, Touretttes, Autistic Spectrum). The group is facilitated by the student members themselves. Normally this group is run in person but will be online for the first term. For more information on joining this group please contact the Learning Support Coordinator.

We also run the following online student support groups:
- Christian Student 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.

Personal Psychotherapy

It is a requirement that all students attending the Foundation course are in regular personal psychotherapy throughout the course.

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

As soon as you join the course if you are not already engaged in psychotherapy you must make arrangements to do so. Psychotherapy should take place for at least 30 weeks per year normally at a frequency of at least once a week during the course. Therapy must be one to one and face to face. Sessions must be of at least 50 minutes duration. The year will run from the start from the first week of the autumn term to the start of the following academic year. Personal psychotherapy is undertaken at your own expense.

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

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

It is your responsibility to ensure that your arrangements for therapy meet the requirements outlined above. Students must notify the office if their therapist's address changes and their Head of Year/Course if they change their therapist.

Should the Minster Centre feel that a student's personal development is unsatisfactory, the situation will be discussed with the student and a change of therapist may be recommended or required. However, your therapist will never be approached for an opinion or report on them aside from checking with your therapist that you have attended at least 30 hours annually (40 from Year 1 of Professional Training).

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

In all circumstances choice of therapist will need to be discussed with and agreed by the Head of Course in advance.

You must inform the Head of Year/Course if, for any reason, you are no longer attending once weekly psychotherapy sessions.

Therapist Approval Form
You must submit your psychotherapist's name, address, phone number and email address on your Therapist Approval Form (see **Appendix A**) at the beginning of your Foundation course, this must be approved and signed by your Head of Course. Submit the form to the Training Office. You will need to submit a new form if you change therapist.

Other therapeutic experiences and training
Although we are not antagonistic to other schools of training, we advise students against entering into other forms of psychotherapy or counselling or training or group training while training at the Minster Centre. This does not apply to couples therapy or family therapy with the student's partner or children. Students entering the course who are already in a therapy group outside the Minster Centre should continue until it is convenient and appropriate to leave but should aim to do so as soon as possible and normally by the end of the first term.
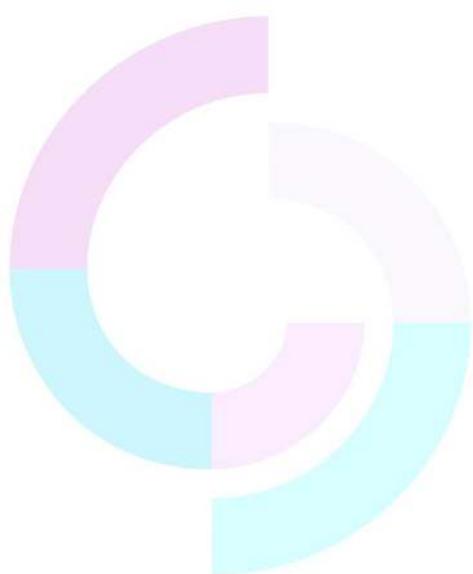
Students who are attending or wishing to attend any psychotherapeutic experience or training outside the Minster Centre, aside from their personal therapy or couple therapy, must discuss this with their Head of Course and if they wish to proceed submit a request in writing and await a written response before proceeding. If, against the advice of Minster Centre staff, students still feel it important to undertake therapeutic work or training outside the Minster Centre, it would be best if they were to suspend their Minster Centre training for the duration and resume after completion of the other therapeutic work or training.

Part 5: Module Narratives

1.	**Title:**	Fast Track Foundation in Integrative Psychotherapy and Counselling Theory
2.	**Module leaders:**	Clare Colley, Vaughn Goldschagg, Mark Gullidge
3.	**Aims:** We aim to introduce students to key skills and attitudes that are used by counsellors and psychotherapists and to offer them opportunities to explore and practice different styles of facilitation	
4.	**Learning outcomes:** On successful completion of this course, students will have gained: • An understanding of the main ideas that shape contemporary Integrative Counselling and Psychotherapy and the capacity to critically evaluate key ideas. • An ability to communicate theoretical ideas clearly in writing and verbally. • An ability to formulate and support your own viewpoint while remaining alive to the merits of other views. • An increased awareness of self and a capacity to understand theory in terms of personal history and patterns of relationships.	
5.	**Syllabus:** During the course during the seminars we will cover the following: • Introduction to the world of therapy and it's aims • Sigmund Freud's ideas and influence • Humanistic Psychology – Abraham Maslow, Carl. Rogers • Object Relations theory of Melanie Klein, Donald Winnicott • Attachment theory – John Bowlby • TA – Eric Berne • Bodywork – Wilhelm Reich and Alexander Lowen • Gestalt - Fritz Perls • Existential – Emmy Van Deurzen and Ernesto Spinelli • CBT • Carl Jung - Psychology • Developmental theory and neuroscience • Diversity and counselling and psychotherapy • Ethical issues of Counselling and Psychotherapy Integration	
6.	**Learning and teaching strategy:** *Teaching* The academic learning will be achieved through a range of seminars prepared and presented in the main by students, supported by the tutors. Students will be able to refer and build on preliminary notes supplied for each seminar. The presentations are generally a mix of lecture, experiential content, and informal discussion. *Diversity* Teaching will specifically include issues relating to the experience of difference including race, ethnicity, sexuality, gender, class and disability.	

	Assessment scheme:	
7.	**Formative assessment scheme** Students will receive regular informal feedback from peers and tutors on presentations and participation in seminars.	
8.	**(b) Summative assessment scheme** Assessment is continuous and will draw on tutor observations of presentations, participation in seminars and written work and will be related to the following overall progression criteria. **Awareness of own process** • Demonstrating the ability to express a range of emotions, as appropriate • Developing the ability to reflect upon their own process in terms of their personal history and patterns of interaction with others • Willingness to venture beyond their comfort zone to explore their own process **Intersubjective awareness** • Responsiveness to others • Sensitivity to others' process, and their own impact on others • Willingness to take responsibility for their own process in interaction with others **Understanding of theory** • Gaining a basic knowledge of the main ideas that have shaped contemporary integrative psychotherapy and counselling • Ability to present theoretical ideas clearly in writing and verbal presentations • Ability to argue for their own viewpoint while remaining alive to the merits of other, even opposing views **Therapeutic flexibility and agency** • Developing an ability to facilitate therapeutic interactions • Developing basic skills of listening, showing empathy, reflecting back and time management • Developing the capacity to reflect on their own and others' therapeutic practice • Understanding the fundamentals of ethical practice: respect for the client, trustworthiness, reliability and self-support Students will submit a: **4,000 word essay** that demonstrates a developing capacity to articulate and understand relevant theory and critically evaluate it and to make links between theory, therapeutic practice and personal experience. Ethical issues should be identified and discussed. The essay must conform to academic standards and include clear referencing. Students are also required to provide two self-assessments during the course. *At least 80% attendance required to pass this module*	
	Coursework (no examination)	100%
9.	**Learning materials**	A reading list is provided to all students prior to the start of the course. Key texts include: Grosz, S. (2014) *The Examined Life: How We Lose and Find Ourselves* London: Vintage. Perry, P. (2010) *Couch Fiction: A Graphic Tale of Psychotherapy.* London: Palgrave MacMillan Adams, K. (1990) *Journal to the Self: Twenty-Two Paths to Personal Growth - Open the Door to Self-Understanding by*

		Writing, Reading, and Creating a Journal New York: Grand Central Publishing
		Howe, D. (1993) *On Being a Client: Understanding the Process of Counselling and Psychotherapy.* London: Sage
		Khan, M. (1997) 2nd Ed - *Between Therapist and Client: The new Relationship* New York: Saint Martins Press
		John McLeod (2011) 4th Ed - *Introduction to Counselling.* Open University Press
		All students will also be given pre-prepared hand-outs on seminar topics providing some information on each subject which students can build on. We will also be introducing videos and other supportive material through the year.

1.	**Title:**	**Fast Track Foundation in Psychotherapy and Counselling Skills**
2.	**Module leader:**	Clare Colley, Vaughn Goldschagg, Mark Gullidge
3.	**Aims:** We aim to introduce students to key skills and attitudes that are used by counsellors and psychotherapists and to offer them opportunities to explore and practice different styles of facilitation.	
4.	**Learning outcomes:** On successful completion of this course, students will have gained: • A developing ability to facilitate therapeutic interactions. • Basic skills of listening, showing empathy, reflecting back and time management • A developing capacity to reflect on their own and others' therapeutic practice, including giving and receiving constructive feedback. • An understanding the fundamentals of ethical practice: respect for the client, trustworthiness, reliability and self-support. • An increased awareness of themselves, their personal history and the patterns of their relationships with others. • A developing intersubjective awareness including responsiveness to others, sensitivity to others' process, and awareness of their own impact on others. • A developing awareness of and willingness to take responsibility for their own process in interaction with others.	
5.	**Syllabus:** Skills sessions will shadow the theoretical seminar and will also reflect the progress of the group During the year we will cover the following during skills sessions: • Active listening skills • Time management • Boundaries • Beginnings, breaks and endings • Transference and countertransference • Diversity and difference • Ethics and Ethical Frameworks (BACP, UKCP, Minster Centre).	
6.	**Learning and teaching strategy:** *Teaching* *Teaching* Taught sessions and group discussions on weekly topics will be combined with experiential exercises. Students will practice therapeutic skills with their peers usually working in triads. *Diversity* Teaching will specifically include issues relating to the experience of difference including race, ethnicity, sexuality, gender, class and disability.	
7.	**Assessment scheme:** **Formative assessment scheme** Students will receive regular feedback from peers and tutors as part of experiential exercises and triad work.	
8.	**(b) Summative assessment scheme**	

	Assessment is ongoing and related to the overall progression criteria given below. It will be based on and draws on student contributions and participation in group discussions, exercises and practice sessions. **Therapeutic flexibility and agency** • Developing an ability to facilitate therapeutic interactions • Developing basic skills of listening, showing empathy, reflecting back and time management • Developing the capacity to reflect on their own and others' therapeutic practice • Understanding the fundamentals of ethical practice: respect for the client, trustworthiness, reliability and self-support **Awareness of own process** • Demonstrating the ability to express a range of emotions, as appropriate • Developing the ability to reflect upon their own process in terms of their personal history and patterns of interaction with others • Willingness to venture beyond their comfort zone to explore their own process **Intersubjective awareness** • Responsiveness to others • Sensitivity to others' process, and their own impact on others • Willingness to take responsibility for their own process in interaction with others **Understanding of theory** • Gaining a basic knowledge of the main ideas that have shaped contemporary integrative psychotherapy and counselling • Ability to present theoretical ideas clearly in writing and verbal presentations • Ability to argue for their own viewpoint while remaining alive to the merits of other, even opposing views • Ability to start linking theory with personal history *At least 80% attendance required to pass this module*.	
	Coursework (no examination)	100%
9.	**Learning materials**	A reading list is provided to all students prior to the start of the course. Key texts include: Culley, S & Bond T, (2011) *Integrative Counselling Skills in Action*, 3rd edition, Sage, Gilbert, M & Orlans, V, (2011) *Integrative Therapy 100 Key Points and Techniques*, Routledge Wilkins, P, (2010) *Person-Centred Therapy 100 Key Points,* Routledge We will also be introducing videos and other supportive material through the year.

1.	**Title:**	**Experiential Training Group (ETG)**

2.	Tutors:	Jenny Clark, David Petherbridge, Gill Smith
3.	**Aims:** To provide a group experience which supports the development of self-awareness and awareness of others (including transference, counter-transference and projection), introduces students to group processes and provides a space for the processing of material raised by the course.	
4.	**Learning outcomes:** During the exercises and on completion of this weekend students will have developed the following: • Increased self-awareness. • Increased awareness of others. • Increased awareness of impact on others. • Increased awareness of impact of others on self. • Ability to share and disclose. • Ability to reflect on own process. • Ability to relate. • Ability to air and work with issues brought up in other modules. • Ability to develop relationships in the group. • Increased awareness of group processes.	
5.	**Assessment scheme:** **Formative assessment scheme** Students will receive informal feedback from peers and tutors during the weekend.	
6.	**(b) Summative assessment scheme** Tutors will provide feedback on to the Head of Course that will contribute to your overall assessment. The criteria for assessment are: *Degree of participation* • Willingness to be part of the group, contribute to it and respond to others. • Sensitivity to the needs of others (for instance, not dominating the group without awareness of others' needs). *Level of participation* • Ability to be open and authentic rather than mainly hidden or defensive. • Ability to express emotion appropriately. • Willingness and ability to explore own process into unknown areas. • Ability to explore and develop relationships within the group. • Ability to take risks with self and others. *Form of participation* • Expressive rather than solely reporting. • Balancing initiation of exploration and response to others. ***At least 80% attendance required to pass this module.***	

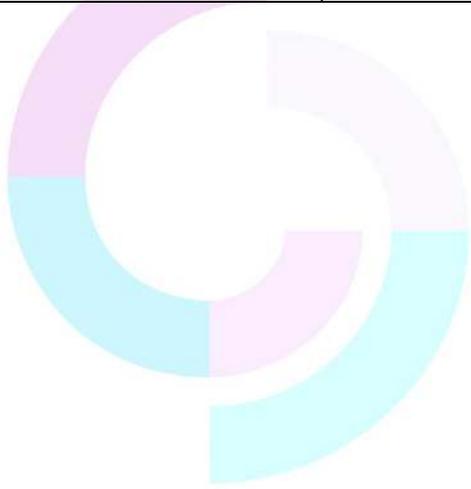|			
	Coursework (no examination)	100%	
7.	**Learning materials**	Rose, C. 2008 *The Personal Development Group, The Student's Guide.* Karnac.	

1.	Title:	**Fast Track Foundation Course Skills Practice Workshop**
2.	**Module leader:**	Emma Jack, Reena Shah, Sophie Livingstone
3.	**Aims:** This experiential course is held over a weekend in May and gives students the opportunity for some in depth skills practice. This will help the student to not only practice their skills and learn from other students; but also to get a sense that counselling is not just about skills, but also about a 'being with' the client and a more 'dynamic' understanding of their world.	
4.	**Learning outcomes:** During the exercises and on completion of this course students will have developed the following: • Their self-awareness. • The ability to be attentive and actively focused. • Being able to communicate empathic understanding and awareness and be able to reflect on how you do this. • Ability to be aware of areas of prejudice, assumption or bias. • Being prepared to work with these. • Ability to communicate non-judgemental acceptance and an awareness of how to use this skill. • Able to offer and receive congruence. • Ability to challenge appropriately. • But also the ability to accept and work with a challenge. • An understanding that counselling is not primarily skills based, but a 'being with' the other.	
5.	**Syllabus:** This course is structured and experiential in its entirety. It gives students an opportunity to explore the core conditions in some depth in order to facilitate a therapeutic relationship.	
6.	**Learning and teaching strategy:** *Teaching* Taught sessions and group discussions will be combined with experiential exercises. Students will practice therapeutic skills with their peers. *Diversity* Teaching will specifically include issues relating to the experience of difference including ethnicity, sexuality, gender, class and disability.	
7.	**Assessment scheme:** **Formative assessment scheme** Students will receive regular feedback from peers and tutors as part of experiential exercises and triad work.	
8.	**(b) Summative assessment scheme** Tutors will provide feedback on to the Head of Course that will contribute to your overall assessment. The criteria for assessment are: *Awareness of own process* • Demonstrating the ability to express a range of emotions, as appropriate. • Developing the ability to reflect upon their own process in terms of their personal history and patterns of interaction with others. • Willingness to venture beyond their comfort zone to explore their own process. *Intersubjective awareness* • Responsiveness to others.	

	• Sensitivity to others' process, and their own impact on others.
	• Willingness to take responsibility for their own process in interaction with others.
	Understanding of theory
	• Gaining a basic knowledge of the main ideas that have shaped contemporary integrative psychotherapy and counselling.
	• Ability to present theoretical ideas clearly in writing and verbal presentations.
	• Ability to argue for their own viewpoint while remaining alive to the merits of other, even opposing views.
	Therapeutic flexibility and agency
	• Developing an ability to facilitate therapeutic interactions.
	• Developing basic skills of listening, showing empathy, reflecting back and time management.
	• Developing the capacity to reflect on their own and others' therapeutic practice.
	• Understanding the fundamentals of ethical practice: respect for the client, trustworthiness, reliability and self-support.
	At least 80% attendance required to pass this module.
Coursework (no examination)	100%

Fast Track Foundation Course Reading List

<u>Some advice</u>

At foundation level we are asking you to try your best to understand the different theories we are introducing. But remember you are likely to be a beginner at this, and some, if not all, of the texts will be unfamiliar to you. We ask you to bring a beginner's mind, interested, curious and willing to try in some way to learn. It's important to recognise you will not understand everything and you will struggle with some reading. We ask you to work out the theory you like, and the theory that fits you.

To aid your learning we provide you with notes for reading for every weekend on Moodle. Please ensure you read these before each weekend. In addition to this we ask you to read from core texts, if you are doing a presentation and in preparation for your essay. The core texts are in the booklist below and in the Fast Track Foundation Running Order document on Moodle. The rest of this booklist is there for you to use should you wish to read further on any particular topic. You can also use other books, articles and online resources for your presentations and essay but please read on ...

<u>The Internet</u>

If you use the internet for research, it can be a blessing but also a curse. Please be careful, even with Wikipedia; there is much information which is weak and sometimes plain wrong. Read the texts and not the net for your core learning; use the net as an adjunct and not your primary source.

The net can also be an easy place to fall into the temptation to plagiarise (the old copy and paste), be very careful to credit texts taken from the net (and indeed elsewhere), this is good practice in general but also essential in your essays. Plagiarism in your essay submissions runs the risk of an essay failing on this count alone and thus failing the course.

Internet resources:
Many of you will be savvy enough at fishing out sources for texts however do note the following:

- www.questia.com
- www.scribd.com
- http://scholar.google.co.uk/

You will also be given access to some online resources; see the Learning Resources page on Moodle for information on this.

<u>Generally</u>

Many of the core texts and some of the recommended texts will be in the Minster Centre Library; however there are limited numbers of copies so you cannot guarantee to be able to access them if they are lent out already. If you are worried about the cost of books, remember that you can lend/share with each other, sometimes buy old copies from previous students (they advertise on notice boards) and also go to your local library and order copies up if they

do not have it on the shelves (most books are available in this way although it can take a while for an order to come through –there is also a small charge in some cases).
Don't limit yourself, if you know of good books and other sources use them, let your fellow students know!

INTRODUCTION TO PSYCHOTHERAPY AND COUNSELLING – First weekend

N.B. One of the first two books below must be read for the first Fast Track weekend. Students will be asked to discuss their experience of reading this book on the first weekend.

Grosz, S. (2014) *The Examined Life: How We Lose and Find Ourselves* London: Vintage
Perry, P. (2010) *Couch Fiction: A Graphic Tale of Psychotherapy* London: Palgrave MacMillan.

This is a book about the ETG (group process) experience:
Rose C (2008) *The Personal Development Group The Students Guide*. London: Karnac Books.

DIVERSITY
There are many books below about diversity. All students should engage with at least one of these texts. If you are presenting on the Diversity Day please read from texts relevant to your intersections.

Core texts:
Robin Diangelo (2018) *White Fragility: Why It's So Hard for White People to Talk About Racism* London: Penguin
Reni Eddo-Lodge (2018) *Why I'm No Longer Talking to White People About Race* London: Bloomsbury
Judy Ryde (2019) *White Privilege Unmasked: How to be Part of the Solution* London: Jessica Kingsley
Wheeler, S (2006) *Difference and Diversity in Counselling, Contemporary Psychodynamic Perspectives*. Basingstoke: Palgrave Macmillan
Davies, D. and C. Neal (ed) (1996) *Pink Therapy*. Buckingham: Open University Press
Richards, Christina and Barker, Meg (2013) *Sexuality and Gender for Mental Health Professionals – A Practical Guide* London.Sage
Chaplin, J. (1999) *Feminist Counselling in Action*. London: Sage,
Lawrence, M. and Maguire, M. (1999) *Psychotherapy with Women: Feminist Perspectives* London: Routledge
Wilson, Shula (2003) *Disability, Counselling and Psychotherapy: Challenges and Opportunities* Basingstoke, Hampshire: Palgrave Macmillan
Kearney, A. and Proctor, G. (2018) *Counselling, Class, and Politics: Undeclared Influences in Therapy* PCCS books: Monmouth, Wales

Other books:
Lago, C (2011) *The Handbook of Transcultural Counselling and Psychotherapy* Berkshire: Open University Press
McKenzie-Mavinga, I. (2016) *The Challenge of Racism in Therapeutic Practice* Basingstoke, Hampshire: Palgrave
McKenzie-Mavinga, I. (2009) *Black Issues in the Therapeutic Process Basingstoke*, Hampshire: Palgrave

Moodley, R Palmer, S (2006) *Race, Culture and Psychotherapy: Critical Perspectives in Multicultural Practice*. London: Routledge
Ryde, J. (2009) *Being White in the Helping Professions* London: Jessica Kingsley
D'Ardenne, P. and A. Mahtani (1999) *Transcultural Counselling in Action* (Second Addition). London: Sage
Kareem, J. and R. Littlewood (1992) *Intercultural Therapy: Themes, Interpretations and Practice*. Oxford: Blackwell
Davies, D Neal CH (2000) *Therapeutic Perspectives on Working with Lesbian, Gay and Bisexual Clients (Pink Therapy 2)*. Buckingham: Open University Press
Karian, Previn: (2016) *Critical and Experiential - dimensions in gender and sexual diversity* Resonance Publications
Orbach, S., and L. Eichenbaum (2000) *What Do Women Want?* London: HarperCollins
Ernst, S. (1987) 'Can a daughter become a woman?' in S. Ernst and M. Maguire, *Living with the Sphinx: Papers from the Women's Therapy Centre*. London: Women's Press

FREUD
Core texts:
Freud, S. (1991) *Introductory Lectures on Psychoanalysis* London: Penguin Books Ltd.
Frosh S. (2002) *Key Concepts in Psychoanalysis* British Library, Science Reference & Information Service (this book is out of print but 2nd hand copies are available)
Snowden, R. (2010) *Freud The Key Ideas*. London: Teach Yourself
Grant & Crawley (2002) *Transference and Projection: Mirrors to the Self (Core Concepts in Therapy)* Open University Press

Other books:
Freud, S. (3rd Edition) *The Interpretation of Dreams*
Storr, A. (2001) *Freud, A Very Short Introduction*. Oxford: Oxford University Press
Kahn, M. (2002) *Basic Freud* New York, Basic Books
Quinodoz, J. (2004) *Reading Freud*. London: Routledge
Symington, N. (1986) *The Analytic Experience: Lectures from the Tavistock*. London: Free Association Books

MASLOW AND ROGERS - EARLY HUMANISTIC THERAPY
Core texts:
Maslow, A. (1987) *Motivation and Personality*. New York, NY: Harper & Row
Maslow, A. (2011) 3rd Ed. *Towards a Psychology of Being*, Wilder Publications Ltd
Mearns, D. and B. Thorne (2014) 4th Ed. *Person-Centred Counselling in Action*. London: Sage
Rogers, C. (2004) *On Becoming a Person: A Therapist's View of Psychotherapy*. London: Constable

Other sources:
Yalom, I. (2014) *Love's Executioner and Other Tales of Psychotherapy*. Penguin
Bugental, J. (1992) *The Art of the Psychotherapist*. New York, NY: W.W. Norton
Gloria Video Pt. 1 http://www.youtube.com/watch?v=ZBkUqcqRChg
Gloria Video Pt 2 http://vimeo.com/36102014

KLEIN AND WINNICOTT – the beginning of Object Relations
Core texts:
Gomez, L. (1997) *An Introduction to Object Relations*. London: Free Association Books

Gomez, L. (2017) *Developments in Object Relations: Controversies, Conflicts and Common Ground* London: Routledge

Klein, M. (1975) *Envy and Gratitude and Other Works 1946–1963*. London: Virago, 1988

Hinshelwood, R. D. (2011) *Introducing Melanie Klein: A Graphic Guide* Icon Books Ltd: London

Segal, J. (2004) *Melanie Klein (Key Figures in Counselling and Psychotherapy series)* London: Sage

Winnicott, D. (2005) 2nd Ed. *Playing and Reality*. London: Routledge,

Winnicott, D. (2000) *The Child, the Family and the Outside World*. Penguin

Philips, A. (2007) *Winnicott* London: Penguin

Other books:

Mitchell, S. and Black, M. (2016) *Freud and Beyond: A History of Modern Psychoanalytic Thought* New York: Basic Books

Kohut, H. (1984) *How Does Psychoanalysis Cure?* Chicago, IL: University of Chicago Press

Miller, A. (2008) *The Drama of Being a Child*. London: Virago.

BOWLBY AND ATTACHMENT THEORY
Core texts:

Bowlby, J. (1988) *A Secure Base: Clinical Applications of Attachment Theory*. London: Routledge, 1998

Holmes, J. (1993) *John Bowlby and Attachment Theory (Makers of Modern Psychotherapy)* London: Routledge

Another book on attachment:

Wallin, D. (2015) *Attachment in Psychotherapy*. London. Guilford Press

TRANSACTIONAL ANALYSIS
Core texts:

Berne, E. (2010) *Games People Play: The Psychology of Human Relationships,* Harmondsworth: Penguin

Lapworth, P. and Sills, C. (2011) *An Introduction to Transactional Analysis: Helping People Change* London. Sage

Other books:

Ian Stewart and Vann Joines (1987) *TA Today a new introduction to Transactional Analysis* Lifespace publishing

De Board, R. (1998) *Counselling for Toads*. London: Routledge

REICH AND LOWEN – Body psychotherapy
Core texts:

Reich, W. (1973) *The Function of the Orgasm.* London: Souvenir Press

Reich, W. (1980) *Character Analysis* London: Farrar, Straus and Giroux

Boadella, D. (1985) *Wilhelm Reich.* London: Arkana

Lowen, A. (1994) *Bioenergetics*. London: Penguin

Other books:

Johnson, S. (1994) *Character Styles.* New York, NY: W.W. Norton

Keleman, S. (1975) *Your Body Speaks its Mind.* New York, NY: Simon & Schuster

EXISTENTIAL THERAPY
Core texts:
Cooper, M. (2003) *Existential Therapies*. London: Sage
Van Deurzen, E. (2002) *Existential Counselling & Psychotherapy in Practice* London: Sage
Spinelli E (2007) *Practicing Existential Psychotherapy: The Relational World* London: Sage

Other books:
Flynn, T (2006) *Existentialism: A Very Short Introduction* Oxford: OUP
May, R. (1989) *The Art of Counselling*. London: Souvenir Press
Spinelli E (2005) *The Interpreted World* London: Sage
Frankl, V. (1946) *Man's Search for Meaning*. New York, NY: Washington Square Press, 1985
Yalom, I. (1989) *Love's Executioner and Other Tales of Psychotherapy*. Harmondsworth: Penguin, 1991

GESTALT
Core texts:
Clarkson, P. (2013) 4th Ed. *Gestalt Counselling in Action*. London: Sage
Margaret P. Korb, Jeffrey Gorrell (2002) *Gestalt Therapy: Practice and Theory* Gestalt Journal Press

Other books:
Perls, F. (1992) *Gestalt Therapy Verbatim* Gestalt Journal Press
Hycner, R. and L. Jacobs (1995) *The Healing Relationship in Gestalt Therapy: A Dialogic/Self Psychology Approach*. Highland, NY: Gestalt Journal Press
Oldham, J. Key, T. Starak, Y. (2003) *Risking Being Alive* Joshua Books.

COGNITIVE BEHAVIOUAL THERAPY
Core texts:
Westbrook, D. (2011) 2nd Ed. *An Introduction to Cognitive Behaviour Therapy: Skills and Applications.* London: Sage
Beck, (1991) *Cognitive Therapy and the Emotional Disorders.* London: Penguin

JUNG
Core texts:
Jung, C. (2001) 2nd Ed *Modern Man in Search of a Soul*. London: Routledge Classics,
Snowden, R. (2010) *Jung – The Key Ideas*. London: Teach Yourself
Stevens, A. (2001) *Jung: A Very Short Introduction*. Oxford: Oxford University Press
Totton, N Jacobs (2001) *Character and Personality Types (Core Concepts).* OUP

Other books:
Hillman, J. (1989) *The Essential James Hillman: A Blue Fire.* London: Routledge
Jung, C. (1983) *Memories, Dreams, Reflections*. London: Fontana,

NEUROSCIENCE AND DEVELOPMENTAL THEORY
Core texts:
Gerhardt, S. (2014) 2nd Ed. *Why Love Matters: How Affection Shapes a Baby's Brain*. London: Routledge
Siegel, D. (2015) *The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are*. London. Guilford Press

INTEGRATION
Core texts:
Gilbert, M. and Orlans, V. (2011) *Integrative Therapy: 100 Key Points and Techniques.* London: Routledge
O'Brien, M. and G. Houston (2007) 2nd Ed. *Integrative Therapy: A Practitioner's Guide.* London: Sage
Luca, M., Marshall, C. and Nuttall, J. (2019) *Integrative Theory and Practice in Psychological Therapies: New Directions* Milton Keynes: Open University Press
Other books -
Scott, T. (2004) *Integrative Psychotherapy in Healthcare: A Humanistic Approach* Basingstoke: Palgrave Macmillan
Lapworth, P., C. Sills and S. Fish (2009) 2nd Ed. *Integration in Counselling and Psychotherapy: Developing a Personal Approach.* London: Sage

SKILLS
Core text:
Culley S. Bond T. (2011) 3rd Ed *Integrative Counselling Skills in Action* London: Sage

Other books:
Hough M. (2014) 4th Ed *Counselling Skills and Theory* Oxford: Hodder Education
Sutton J. Stewart W. (2008) *Learning to Counsel* Oxford: How to Books

ADDITIONAL GREAT READS ABOUT PSYCHOTHERAPY AND COUNSELLING
Howe, D. (1993) *On Being a Client: Understanding the Process of Counselling and Psychotherapy.* London: Sage
Kahn, M. (1991) *Between Therapist and Client: The New Relationship.* New York, NY: Owl Books, 1997
Dryden, W. (2007) *Individual Therapy: A Handbook.* London: Sage
Yalom, I. (2001) *The Gift of Therapy: Reflections on Being a Therapist.* London: Piatkus, 2002
Casement, P. (1985) *On Learning from the Patient.* London: Routledge
Howard, S. (2011) *Psychodynamic Counselling in a Nutshell.* London: Sage
DeYoung, P. (2003) *Relational Psychotherapy.* New York: Brunner Routledge

CRITIQUES OF PSYCHOTHERAPY
House, R., (2010) *In, Against and Beyond Therapy: Critical essays towards a post-professional era* PCCS Books Ltd.
Masson, J., (1992) *Against Therapy* Flamingo
Furedi, F. (2003) *Therapy Culture: Cultivating Vulnerability in an Uncertain Age* London: Routledge
Smail, D. (2015) *Taking Care: An Alternative to Therapy* London: Karnac

Appendices

Appendix A: Minster Centre Therapist Approval Form 2020/21

Student name:

Student year at MC – please circle/highlight: Foundation   1st   2nd   3rd   Finalist

Therapist Information (therapist to complete)

Name:

Address:

Email: Phone number:

- **Therapist orientation:**

- **Therapist training organisation:**

- **Year of qualification:**

- **If Minster Centre graduate, date of graduation from the Minster Centre:**

- **Therapist registration details - please choose from the following options -**

BACP registration		**BACP registration number**		**Year of BACP registration**	
BACP accreditation		**BACP accreditation number**		**Year of BACP accreditation**	
UKCP registration		**UKCP registration number**		**Year of UKCP registration**	
Other registration (specify)		**Number**		**Year**	

Student to complete

Date of start of therapy with this therapist:

Please confirm that you have no other relationship with your therapist (e.g. supervisor or colleague)?

Signature of Year Head giving approval:

Date:

Notes for students

Please note that it is required that all students meet the training standard for personal therapy. This states that all students must be in ongoing individual personal therapy throughout their training with a registered / accredited psychotherapist or counsellor. The required frequency is as follows:

- Foundation weekly – 30 hours between 1 October and 30 September
- Foundation Fast Track – 20 hours between 1 February and 30 July
- First, Second, Third, Finalist Years – 40 hours between 1 October and 30 September

For more details see the Student Handbook.

If you change therapists you must do <u>two</u> things –

1. You must submit a new form to your Year Head for approval. Please speak with your Year Head if you are planning on changing therapists.

2. You must inform Training Admin by email of your change of therapist, once you have received your approval form from the Year Head. **This is your responsibility.**

We contact all therapists after 30 September of each completed training year to confirm that you have met the training standard for the required hours of individual therapy. We do not ask for any details of the content of your therapeutic work. Please let your therapist know that we will be doing this.

I confirm that I have read the above and will comply with these training standards and procedures as stated.

Student signature: **Date:**

For information

It is a requirement that all students attending Minster Centre professional or counselling training courses are in regular personal psychotherapy throughout the course. (Fast Track Foundation 20 hours and Foundation 30 hours during the course and 1st year onwards 40 hours between the start from the first week of the autumn term and the start of the following academic year. These requirements normally equate to weekly therapy.)

Psychotherapy should be with a qualified and experienced, UKCP-registered practitioner or equivalent. Please note that UKCP and BACP use different terminology for registration/accreditation. We require therapists to be BACP Accredited or Senior Accredited and not just BACP registered, which requires less experience. Should a new student already be in therapy with a practitioner accredited by another professional body such as the BACP, BCP or BPS, rather than the UKCP, it may be possible to remain with this practitioner, at least during the first year after joining the course; and the final decision on this will rest with the Director.

We will not approve therapists who are not registered with a professional body; this is because we want students' therapists to have agreed to and be covered by professional standards and ethical and complaints policies and procedures.

Students' therapists must not be in any other professional or personal relationship with the student and should not normally be a Minster member of staff. Students are advised to choose a therapist from outside the Minster Centre staff. If the therapist trained at the Minster Centre, they should normally have completed their MA/Advanced Diploma at least three years ago and should be UKCP Registered.

If any of these requirements cause any problems students are advised to contact their Head of Year/Course to discuss the issue. Should it be that, at the time of application, a student is already in psychotherapy with a member of staff or Minster Centre graduate of less than three years post-qualification experience, or a new member of staff joins with a client who is also a student, the position will be discussed with the people concerned and a decision made by the Director on a case-by-case basis. The important underlying principle in such a case is that the therapist must have no direct training contact with any student who is also a client of theirs.

Students submit this form for approval at the beginning of the year and it is approved and signed by their Head of Year/Course. Students must notify the office if their therapist's address changes and their Head of Year/Course if they change their therapist. Should the Minster Centre feel that a student's personal development is unsatisfactory, the situation will be discussed with the student and a change of therapist may be recommended or required. However, the student's therapist will not be approached for an opinion or report during training. We will, however, check with your therapist that students have attended at the required number of sessions each year.

Appendix B: 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)](#)
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.youngepilepsy.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/lihjlachbdicbhpalgegcgknkbmjhicl/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

Emergen cy 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/mgijmajocgfcbeboacabfgobmjgjcoja
Grammar -ly	Proofreading	Grammar checker	www.grammarly.com
Habitbull	Health and Well being	Tracking app that helps you create and master healthy habits – i.e. drink water every day	www.habitbull.com/blog/
Hemming way Editor	Writing	Analyses your text	www.hemingwayapp.com/
InstaGrok .com	Research	Research Tool that offers results as a MindMap	www.instagrok.com/index.html
Manchest er Academic Phrasebo ok	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/nagcaahojecfeopbghgihcabgiepploa?hl=en-GB
Save my time	Time Management	Track what you are doing with your time each day to help weed out procrastination and time wasting activities	https://play.google.com/store/apps/details?id=com.godmodev.optime&hl=en_GB
Sleep if you can	Motivation	Getting you up and out of bed!	http://alar.my/
Speak it!	Reading, Research	Text to speech for Google Chrome – A Google Chrome Extension	https://chrome.google.com/webstore/search/speakit?hl=en-GB
Stay Focusd	Concentration, Focus, Motivation	Google Chrome extension – blocks specific websites or gives an allowance of time each day	https://chrome.google.com/webstore/detail/stayfocusd/laankejkbhbdhmipfmgcngdelahlfoji?hl=en
Swipes	Organisation	Create To-Do Lists and swipe when done or swipe to postpone	http://swipesapp.com/personal/
Visor	Reading	A Google Chrome extension - overlay	https://chrome.google.com/webstore/detail/visor/lhpbckonakppajdgicbjdfokagjofnob
Word Counter	Writing	Word Statistics and Word Counter	http://www.wordcounter.net/
Wunderlist	Organisation	To-do list which synchronises and allows emailing of list	https://play.google.com/store/apps/details?id=com.wunderkinder.wunderlistandroid
Written Kitten	Motivation	Positive reinforcement. A picture of a kitten every 100 words	http://writtenkitten.co/
Zotero	Referencing	Referencing tool	www.zotero.org/download/

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