

MindfulnessUK®
Teacher Training

**Integrating Mindfulness and
Compassion in Professional Practice**

Level 4

Student Handbook

This qualification has been designed in partnership with MindfulnessUK and The Counselling and Psychotherapy Central Awarding Body (CPCAB). The CPCAB is an awarding body dedicated to offering a range of qualifications in counselling, psychotherapy and coaching. This tailor-made qualification has the stamp of approval from a nationally recognised awarding body, emphasising the excellence and quality assurance that you offer to your clients.

To find out more about the CPCAB, please visit the website www.cpcab.co.uk

To find out about MindfulnessUK, visit the organisation's website at www.mindfulnessuk.com.

Course Admin Email: admin@mindfulnessuk.com

Course Tutors: Karen Atkinson, Angie Ward, Anna Taylor and Kate Elliott

Internal Moderators: Karen Atkinson and Angie Ward

Internal Verifier: Amanda Sutton

Address: MindfulnessUK, Rowans, Churchinford, Taunton, Somerset, TA37QY

Tel: 01823 697890

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Content

Welcome	Pages 1-4
<i>Who is the Qualification for?</i>	
<i>Programme Aims</i>	
Course overview	Pages 4 - 10
<i>Learning Hours, Level 4, Books, Replacement Folders,</i>	
<i>Payments, Attendance & Absenteeism, Deferrals</i>	
<i>Registration, Student Support,</i>	
<i>Alumni membership, Recognition of Prior Achievement,</i>	
<i>Zoom guidance, Community, Meditation downloads</i>	
Course Structure and Framework	Pages 10-14
Teaching and Assessing	Pages 14-17
<i>Teaching Sessions, Assessment and Methods,</i>	
<i>In Class Assessment (ICA), Self-directed Study (SDS),</i>	
<i>Schedule, Guidance, Extension Requests</i>	
Centre Assessment	Pages 18-19
<i>Assessors, Centre Internal Quality Assurance</i>	
Progression	Pages 19-20
<i>After achieving this qualification, Good Practice</i>	
<i>Guidelines (GPGs) Elements and Details of</i>	
<i>what MindfulnessUK offers</i>	
Student Policy Documents	Pages 21-27
<i>Equal Opportunities & Diversity, Learner Complaints, Appeals,</i>	
<i>Assessment & Marking, Malpractice & Maladministration,</i>	
<i>Checking Authenticity of Learner Work</i>	

Level 4 Certificate “Integrating Mindfulness and Compassion in Professional Practice

Welcome to the Programme

This programme was developed in response to a clear need to create a benchmark as a standard for professionals wishing to offer mindfulness and compassion skills as therapeutic intervention.

The qualification is for learners who wish to develop knowledge, understanding and skills in the development and delivery of one-to-one or small group teaching of mindfulness and compassion.

This qualification enables learners to reflect on their own personal and professional development, identifying strengths and areas for further professional development through ongoing practice and education in mindfulness and compassion.

The content of the programme supports a learner-centred emphasis on experiential practice of teaching skills with class discussions during course delivery, based in the learner's personal and professional practice of mindfulness and compassion, with additional self-directed study using appropriate books and internet resources to acquire the relevant background knowledge.

Who this Qualification is for?

The qualification has been approved for use with the 19+ age group. This means learners are required to be 19+ to be accepted to study on this qualification.

The qualification is designed to provide the relevant level of knowledge and skills needed for those professionals wishing to bring mindfulness and compassion skills into their professional work with individual clients or groups.

Programme Aims:

The programme enables learners:

- To engage in personal development, to deepen understanding and experience of mindfulness and compassion practices.
- To be assessed as having attained a standardized competence to teach mindfulness and compassion to others. The delivery of mindfulness by professionals in the context of their work with individual clients is at present largely unsupervised and unregulated outside master's level university courses.

- To improve quality of care delivered in the professional context, in line with modern international trends regarding bringing mindfulness and compassion into the training of caring professionals.
- To develop a useful background in knowledge, understanding and experience for learners to carry forward into other mindfulness or related trainings e.g. MBSR Teacher Training or Compassion-focused Therapy or Acceptance and Commitment Therapy.

Course Overview

The total learning hours of this course is 200. 36 of these are Guided Learning Hours delivered via live Zoom with a teacher as part of a group, face to face or a blend of both. The remaining 164 are self-directed learning hours. During this time, learners are expected to gain more knowledge of the Learning Outcome's content by researching appropriate material, guidance will be given along with the course notes. If learners have studied one aspect in depth prior to the course, this can also be included in the total course hours' allocation.

Learners are expected to fulfil all the assessment criteria within the tasks in full to a **Level 4 standard**. According to the National qualifications frameworks in the UK A Level 4 qualification could be seen as the completion of the first year of a bachelor's degree which is referred to as FHEQ Level 4. ¹

The holder of a Level 4 qualification:

- 1) has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine.
- 2) They can analyse, interpret and evaluate relevant information and ideas.
- 3) They are aware of the nature of approximate scope of the area of study or work.
- 4) They have an informed awareness of different perspectives or approaches within the area of study or work.

AND/OR

they can identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined.

- 5) They can review the effectiveness and appropriateness of methods, actions and results.

¹ https://en.wikipedia.org/wiki/National_qualifications_frameworks_in_the_United_Kingdom

Personal and Professional Experience

This course teaches learners how to teach mindfulness and compassion to others. As such, the emphasis is on this aspect and not on what mindfulness is. As learners have all been assessed prior to being accepted on the course, the teacher knows that everyone already has the knowledge and experience of mindfulness practice and its application in daily life.

The experience learners have already gained from their personal practice and work with others is of significant value and they will be encouraged to share this during the course with the Tutor and their peers.

Course Books

Learners are asked to purchase core course books (*and advised to search Google Scholar to see what's available online*):

- Atkinson, K (2020), *Compassionate Mindful Inquiry in Therapeutic practice, A Practical Guide for Mindfulness Teachers, Yoga Teachers and Allied Health Professionals*, Jessica Kingsley Publications
- Burch, V (2008), *Living Well with Pain and Illness, The Mindful Way to Free Yourself from Suffering*, Piatkus
- Hanson, R, (2009), *Buddha's Brain the Practical Neuroscience of Happiness, Love and Wisdom*, New Harbinger Publications Inc

We strongly recommend learner's also read:

- Neff, K (2007) *Self Compassion, Stop beating yourself up and leave insecurity behind*, Harper Collins
- Dunkley and Stanton, (2014) *Teaching Clients to Use Mindfulness Skills A Practical Guide*, Routledge

It will be at each learner's discretion as to whether they make further purchases of literature and other material during the course.

Centre Facilities

The MindfulnessUK team comprises of experienced, qualified mindfulness teachers. The Head Office is in Taunton, Somerset and we teach mindfulness and compassion throughout the UK and globally.

Learner Registration

The Centre will ensure that learners meet the prior learning, qualifications and experience criteria for the Level 4 Certificate Integrating Mindfulness and Compassion in Professional Practice when registering learners.

It is the Tutor's responsibility to ensure that all learners complete the CPCAB Learner Registration Form and that they can confirm the identity of the learners. The Centre will request sufficient personal data to complete the registration form on the first teaching session with the Tutor. The Centre will then generate a Unique Learner Number (ULN) to ensure the learner can be clearly and uniquely identified.

Please note the name on the CPCAB Learner Registration form will be the one printed on the certificate. The CPCAB will only print the name that appears on the completed Learner Registration form.

The Tutor must make learners aware of the opportunity to request reasonable adjustments, when applicable. If a reasonable adjustment is requested the Tutor should complete the reasonable adjustment form supplied by the CPCAB, send it to the Centre and pay the fee to the CPCAB.

Ideally learners should be registered by the relevant member of Centre staff no later than two weeks after the commencement of the course; however, this is often not possible and learners should be registered on the relevant qualification no later than 6 weeks after commencement. Each learner will be issued with a unique registration number, which the learner and the Centre should retain and use as reference when contacting the CPCAB.

Replacement Folders Costs

MindfulnessUK provides all learners with this student handbook electronically, together with a folder with course notes for each teaching session, in hard copy.

Replacements can be ordered via admin@mindfulnessuk.com. Please note the following fees apply:

Replacement course folder with course notes - £35 (NB: P and P may incur additional cost)

Payments for the course

Once the payment for the course has been made and the student has started the course, no refund will be issued, regardless of whether payment has been made in full or whether paying by instalments. All instalment payments are automatically taken by the system and will continue to be actioned, as the student has committed to enrolling on the course and the teaching has commenced. In the event of the student choosing to leave the course part-way through, they are still liable to pay for the whole course, regardless of whether they

choose to complete the course or not. Full cancellation terms and conditions are available to refer to on the website www.mindfulnessuk.com.

Attendance and Absenteeism

If, due to unforeseen circumstances, such as illness, learners find themselves unable to attend a session/or part of a session they must notify their Tutor no later than the morning of the date of the teaching session via email and copy in admin@mindfulnessuk.com at the to let them know and to state your reason.

There are 36 hours of Guided Learning Hours delivered as teaching sessions for this course and learners must attend 80% to complete.

However, if a learner misses any In Class Assessment (ICA) they are required to attend this another way before they will be able to attend their next teaching session.

MindfulnessUK offers all learners the opportunity to attend session/ ICA they have missed by joining another cohort (only if dates and student numbers allow) at no cost. If there is no availability or the learner prefers to, the learner may book a one to one with a Tutor at an additional cost of £70 per hour.

Deferrals

A deferral is when a candidate (Learner) is unable to complete the course/ retreat they have already started, yet, due unforeseen circumstances, need to pause their studies and wish continue at a later date. Deferrals need to be requested by students within one week of missing a teaching session, by emailing info@mindfulnessuk.com and a clear reason for the request given. After which learners must meet with a tutor within 4 weeks to identify and agree an individual plan for continuing with a clear timeline.

There are additional costs of £70 per hour if a learner requires catch up sessions with the tutor before re-joining their studies as part of their individual plan.

Deferrals to other courses are dependent on availability and the CPCAB awarding body agreement. If you are paying via instalments the payment will be taken automatically for the original booking.

A deferral fee of £100 also applies and learners must complete within their specified and agreed timeline to gain certification from the awarding body.

Full cancellation terms and conditions are available to refer to on the website www.mindfulnessuk.com.

Student Support

If a learner requires additional academic support, either by the Centre Tutor, another learning support worker, or the use of equipment, it is the responsibility of the learner to inform the Tutor and to pay the additional costs. The Centre charges £70 per hour for additional support by the Tutor either one to one or via telephone or SKYPE.

Alumni Membership

MindfulnessUK offers all learners and graduates membership of an Alumni. Our vision is that the Alumni is a group that members take ownership of, to share ideas, make suggestions, communicate, access best practice and information and offer the support that we all need to be part of a supportive community of practice and not work in isolation. There are many benefits for an annual fee including discounts of Continuous Professional Development (CPD), Retreats, access to session plans and social media groups, networking events to name a few.

Please visit the website www.mindfulnessuk.com for full details and to join.

Recognition of Prior Learning and Prior Achievement

Learners may apply via the Centre to claim for credit transfer and exemption where they have completed relevant learning objectives.

There will still be instances where learners will wish to claim recognition of prior learning which has not been formally assessed and accredited. In those instances, the Centre should follow their own RPL (Recognition of Prior Learning) policy and procedures to decide if the learners have met the assessment criteria already and may be awarded the learning objective without unnecessary repetition of learning.

Guidance for Using Zoom

The following information will help you to orientate to the use of Zoom, with advice on MindfulnessUK's in-class etiquette when using this platform. You will be sent a Zoom link for your training which will be used throughout the programme, as it is a recurring link.

- 1) Ideally use a laptop, desktop or tablet computer, rather than a phone, and have it running off the mains rather than battery. If a phone is the only option, have the charger nearby ready to plug in. Whatever you use will need internet access, a video camera and microphone (most modern electronic devices have these built in).
- 2) Log in via a computer which is resting on a hard surface and which has audio and webcam. Please do not use handheld devices.
- 3) If you are not familiar with Zoom, please have a look at some of the guidance available online, which can be found here:

https://www.google.com/search?q=how+to+use+zoom&oq=how+to+use+zoom&aqs=chrome..69i57.3071j0j7&sourceid=chrome&ie=UTF-8#kpvalbx=_g49rXsarL9T9gAbIhJ-IAQ28

- 4) Once you've joined the meeting, please make sure your Zoom name is your real name, as this will help group process. This can be done by clicking on the small dots at the top righthand corner of your picture and selecting rename.
- 5) Please close other programmes and windows (e.g. internet browsers) on your device, both because it will likely run better and also because other windows can be distracting.
- 6) Please mute your microphone, by clicking on the microphone picture on the toolbar at the bottom of the Zoom window, unless you are speaking (this minimises noise in the system).
- 7) Please use the text chat feature very sparingly. If you do use it, please direct questions to the tutor(s) rather than to each other or the whole group.
- 8) Please be aware that you are able to hide your own face if you don't want to watch yourself on screen. This can be done by going onto the dots in the top right of your screen and click on "hide face".
- 9) If you wish to speak, please raise your own hand so that the Tutor can see you. If they haven't seen you, it's OK to interrupt the Tutor so that you do not miss the opportunity to contribute.
- 10) You have the options of being on "speaker" or "gallery" views. The speaker view has the Tutor on the full screen and the gallery enables you to see your peers.
- 11) Ethernet cable. If your wifi bandwidth is poor or others are using the internet at the same time, an ethernet cable is advised, even if you are sitting next to the router.
- 12) Thumbs up and clap icons can allow you to show your appreciation for someone else. The colours of these icons are adjustable. You can also do this by holding both your own hands up and silently turning them in a jazz hands style.
- 13) Camera- your camera needs to be on unless the Tutor advises otherwise, for example during practice.
- 14) You need to ensure that your space is quiet and uninterrupted during your attendance.
- 15) Recording- due to GDPR regulations, we will not be recording the session and as learners you do not have permission to record the teaching.
- 16) Unless it is medically necessary, please do not eat during the teaching sessions. Please let the Tutor know of your specific requirements, as necessary

Developing Your Community

To keep up to date with all MindfulnessUK's news do ensure you are signed up for our regular newsletter. Sign up is via the website homepage www.mindfulnessuk.com.

We acknowledge that this training is not being delivered in a physical space but we know that it is still possible to build a rich community of practice and learning with your peers. Here are some top tips to accomplish this:

- Set up a What'sApp group
- Join us in our weekly meditation sessions on Wednesdays at 1pm via the meditations tab on MindfulnessUK's website.
- Join the Alumni Community group
- Explore other ways to connect with like-minded peers, other students and graduates such as through retreats, CPD workshops and even meeting up in person, if you are able to.
- Join the Mindfulness UK Teacher Training, Mindfulnessuk1 Past and Present Facebook group.

MindfulnessUK Download Practices

For reasons of GDPR and insurance, the downloads that are sent to you are strictly for your own use, learning and support and are not to be shared with anyone else.

If a Learner changes address

If a learner changes their address, it is their responsibility to inform MindfulnessUK of the new address so that we can arrange for your certificate to arrive at the correct address at the time of posting. Learner must do this via email to info@mindfulnessuk.com.

If a Learner wishes to leave the course

If, due to unforeseen circumstances, learners decide to leave their studies, they must inform the admin team by email who will amend all records accordingly. All Cancellation Terms and Conditions on the website apply.

Course Structure and Framework

The Level 4 Certificate in Integrating Mindfulness and Compassion in Professional Practice is a tailor-made Certificate that takes around 200 notional learning hours to complete.

The Certificate is composed of 36 hours of teaching sessions (Guided Learning Hours). To pass the Certificate, learners must attend all teaching session and pass each of the assessment criteria contained within the eight learning outcomes to level 4 standard.

*LO No.	Learning Outcome Title	Day	Study Hours
01	Use mindfulness and compassion skills for personal development	1	40
02	Understand how mindfulness practice affects health and wellbeing	1	30
03	Teach mindfulness skills and practices (theory)	2	10
03	Teach mindfulness skills and practices - cont (practical)	3	40
04	Understand the key therapeutic elements of mindfulness and suffering	4	20
05	Understand the therapeutic qualities of self-compassion and compassion to others' practices	5	10
06	Explain to clients how mindfulness and compassion can enhance their relationships with others	5	20
07	Understand the application of relevant neuroscience to teaching mindfulness and compassion practices	6	20
08	Continue to develop professionally	6	10

*LO=Learning Objective

Course Framework

Title:	Integrating Mindfulness and Compassion in Professional Practice
Level:	4
Learning outcomes:	Assessment Criteria
The learner will/will be able to:	The learner can:
1. Use mindfulness and compassion skills for personal development	<p>1.1 Maintain a personal diary of a regular mindfulness and compassion practice</p> <p>1.2 Investigate the value of self-inquiry into the experience of mindfulness and compassion practices</p>
2. Understand how mindfulness practice affects health and wellbeing	<p>2.1 Identify the core features of mindfulness practice</p> <p>2.2 Explain how thoughts affect health and wellbeing</p> <p>2.3 Explain the benefits of practising mindfulness with substantiating relevant research</p> <p>2.4 Describe the origin, current and potential future applications of mindfulness worldwide</p>
3. Teach mindfulness skills and practices	<p>3.1 Explain what considerations are necessary to determine the appropriateness of teaching mindfulness</p> <p>3.2 Evaluate how an individual's needs can be met when teaching mindfulness</p> <p>3.3 Describe how to support a client's mindfulness practice long term</p> <p>3.4 Teach how to introduce mindfulness to daily life</p>

3.5 Teach short mindfulness practices

3.6 Teach long mindfulness practices

3.7 Explain the range of approaches that can be adopted when devising a mindfulness programme

4. Understand the key therapeutic elements of mindfulness and suffering

4.1 Explain how mindfulness can help to manage suffering

5. Understand the therapeutic qualities of self-compassion and compassion to others' practices

5.1 Describe the key elements involved in self-compassion practices

5.2 Teach a short self-compassion practice

5.3 Describe the key elements involved in compassion for others practice.

5.4 Teach a short compassion for others practice

6. Explain to clients how mindfulness and compassion can enhance their relationships with others

6.1 Describe the qualities and skills that are essential in the development of positive relationships with others

6.2 Describe how to use mindfulness and compassion to help with difficult emotions that arise in relationships with others.

7. Understand the application of relevant neuroscience of teaching mindfulness practices

7.1 Explain how chronic stress affects the brain

7.2 Explain how the neuroplasticity of the brain can be affected by mindfulness practices

	7.3 Teach a short mindfulness practice derived from neuroscientific research
<hr/>	
8. Continue to develop professionally	8.1 Describe the relevant support available to facilitate continuous professional development
	8.2 Explain ways in which continuous professional development in mindfulness and compassion can enhance a career path

Teaching and Assessment

Teaching Sessions - 36 Guided Learning Hours (GLHs)

The pre-reading, preparation, and course notes for each of the teaching sessions are provided prior to each session.

Each teaching session is self-contained with breaks built in.

Prior to the first teaching session, detailed in the welcome letter, learners will have received pre-reading and preparation to enable them to fully prepare.

Each teaching session will consist of teaching elements pertinent to the 8 Learning Outcomes (LOs) being studied.

Assessment

All 8 of the LO's has Assessment Criteria set with the awarding body at Level 4. All Learning Outcomes are completed sequentially, therefore learners must pass all aspects of the Assessment Criteria before they are able to move on to the next.

In Class Assessments ICA's – Observation of teaching practices

There are 5 specific mindful and compassion practices for learners to prepare and teach throughout the course. The structure of the course gives space and specific instructions for preparation, both in the teaching sessions and written in the course notes, in advance. The learner can choose which they teach and there is an expectation that learners come fully prepared.

All practice instruction is in pairs/ small groups teaching various Mindfulness and Compassion practices to peers. These are assessed through demonstration, ie; role play. Learners are to demonstrate their ability to explain the use and application of each practice and to utilise the four aspects of mindful awareness (intention, attention to sensations, coming back to the practice over and over and kindness) and to embody mindfulness and compassion in their delivery.

Learners are also assessed on introducing concepts and the teaching of techniques and strategies that support clients to understand and explore mindfulness and compassion and their contributions to group discussion that show their understanding and knowledge.

Learners are given verbal general feedback after their assessment as well as specific written individual feedback.

If a learner doesn't pass the first time, they are given clear individual feedback as to why and the opportunity to be assessed again.

Self-directed Study (SDS) written assignments

There are 20 SDS assignments throughout the course, each with specific Assessment Criteria (AC) to meet each of the Learning Outcomes at Level 4.

The structure of the course gives space and specific instructions for pre-reading and preparation, both in the teaching sessions and written in the course notes, in advance. Learners are expected to come to each teaching session fully prepared.

There are clear assignment briefs within the course notes that tutors take learners through within the teaching sessions. Supportive video resources for SDS assignments are provided for learners to refer to at any time.

Learners are expected to submit each SDS assignment on time in accordance with a schedule provided in the first teaching session.

At level 4, to meet all AC's, learners are expected to submit SDS assignments that:

- Are authentic - (verifiably produced by the learner)
- Well-presented and coherently structured
- Relate to the AC's and relevant to the subject matter
- Complete, for example all 12 practice logs with reflections (this relates to Learning Outcome One specifically)
- Demonstrate knowledge and understanding of both theory and practical application where appropriate
- Supported by wider reading and research that is recent and reliable (this is mandatory where it is specified in the assignment briefs) with effective use of source material and accurate referencing

SDS assignments will not meet the AC's if they are very poorly structured and presented, the content and material is irrelevant, the content is based almost entirely on taught elements

with very little evidence of any purposeful reading around the topic and there is no effective reference to practice where appropriate.

If submitted SDS assignments don't meet the AC's yet, learners are given clear individual supportive feedback as to why and the opportunity to resubmit before the next teaching session.

This qualification is assessed by a portfolio of evidence consisting of SDS assignments and written Assessment sheets of written individual feedback from the tutor for all Learning Outcomes (LO's). Once a learner completes their portfolio will show how they have met each of the assessment criteria for all 8 LO's.

All Learning Objectives (LO) will be internally assessed by the Centre and externally verified by the CPCAB. There is no examination in this qualification. Learners will need to show that they meet each one of the assessment criteria within each LO, to the required standard for the level of the Certificate.

Self-directed Study Assignment Schedule

All learners are required to adhere to the self-directed study assignment submission schedule given at the beginning of your course by your tutor.

All learners must be assessed as meeting all Assessment Criteria for each LO **before** they can attend the next teaching session.

Guidance for Formatting and submitting Self-directed Study Assignments

All submissions are required to be in word or PDF, please ensure you have this installed on your computer. Please follow the checklist to format and submit your assignments:

1. Add your full name Unique Learner Number (ULN) we give you after the first teaching session in the header section or at the top of your assignment. For example Joe Bloggs URL 123456.
2. Write the Learning Outcome (LO) as a title, for Example LO2 Understand How Mindfulness and Compassion Affects Health and Wellbeing.
3. Add the Assessment Criteria (AC) For Example AC 1.2 Explain the core features of Mindfulness Practice – write your answer underneath.
4. Add any more AC's and answers.
5. Add references - Please clearly show your references to books, magazines, research, quotes, websites, YouTube clips and other sources of material. The preferred referencing system for books is the Harvard System:
Name, date, title, chapter, page, publisher
You are welcome to submit a bibliography should you wish to do so.

6. Add the word count. Each assessment task is given a guideline word count and learners can submit work within 10% either side of this, learners may be requested to resubmit if the wordcount isn't adhered to and/or any additional work in excess of 10% will not be deemed relevant and will not be assessed. References and bibliography's are not included in the word count.
7. Add page numbers.
8. Please save **each** of your LO's as **one** Word document or PDF file as your name, your unique learner number and the appropriate learning objective. For example: **Joe Bloggs ULN 123456 LO2.**
9. Spell check, proof read and check you have answered all the tasks and met all the AC's before submitting.
10. Submit your to **admin@mindfulnessuk.com**, according to the schedule so that Tutors have time to mark it and give it back to you - see Centre policy regarding marking and re-doing work.

Extension requests for self-directed study

If, due to unforeseen and extenuating circumstances, learners are unable to submit your self-directed assignment on time, they must request an extension by emailing admin@mindfulnessuk.com no later than the day after the submission is due, with the following details:

In the subject box of the email – Learners Name, request for extension and Learning Outcome number

In the body of the email – please include the reason for the extension request and when you intend to submit the self-directed assignment. Please note that all learners must meet all Assessment Criteria for each LO **before** they can attend the next teaching session so your submission date must be at least one week before the next teaching session.

Your extension request must be agreed with MindfulnessUK who will respond to your request.

Centre Assessment

Each Tutor delivering this qualification is required to appoint at least one assessor who is responsible for assessing the learning against the assessment criteria in the Certificate. The assessor may be the Tutor who delivers the learning.

Assessors

Assessors must be suitably experienced in the long-term practice, supervising and teaching of mindfulness and compassion and fulfil the Good Practice Guidelines for Training Mindfulness-Based Teachers produced by the British Association of Mindfulness-based Approaches (BAMBA) and the MBI-TAC.

Tutors are also rigorously vetted by the CPCAB.

Tutors assess learners based on this model (Fig 1) which is well recognised in the field of Mindfulness.

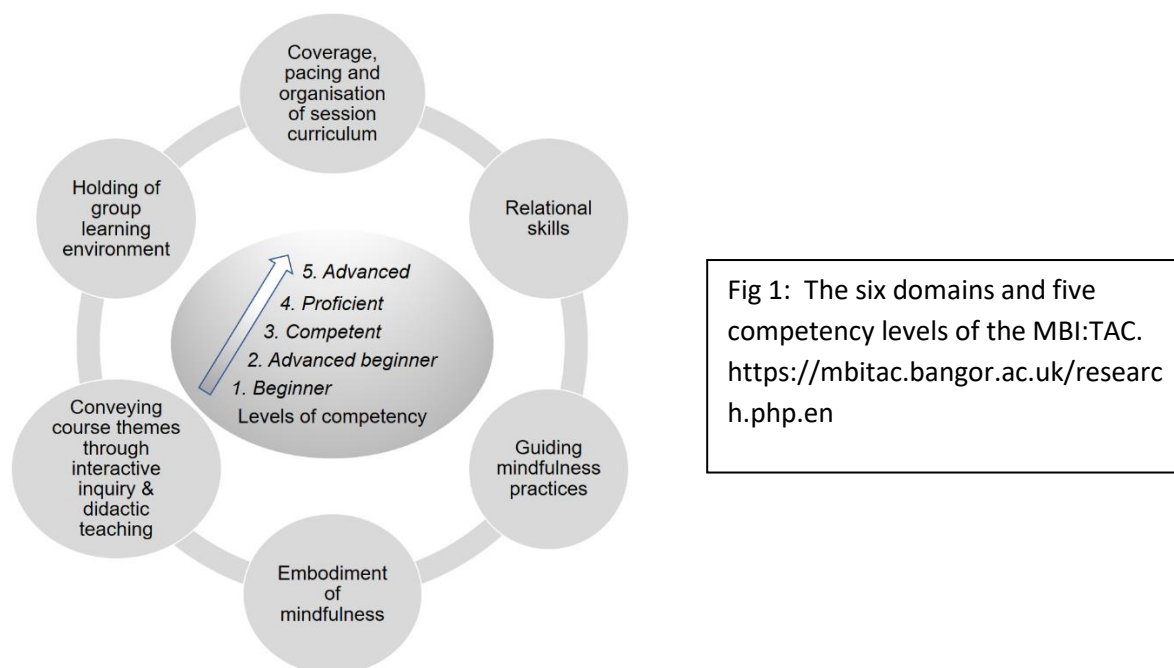


Fig 1: The six domains and five competency levels of the MBI:TAC.
<https://mbitac.bangor.ac.uk/research.php.en>

Assessors also must meet all the following requirements and be:

- Able to provide evidence of the knowledge, understanding and application of the standards for the qualification they are assessing at the appropriate level
- Able to demonstrate competence in the assessment of the qualification
- Familiar with CPCAB's requirements in relation to conducting assessment, recording assessment decisions and maintaining learners' assessment records
- Able to use plain language which is free from bias and appropriate to the qualifications
- Committed to equal opportunities in assessment and have the ability to translate this commitment into practice.

Centre Internal Quality Assurance

Internal quality assurance plays an important part in monitoring and assuring the quality of Centre assessment. Internal quality assurance procedures ensure the accuracy, reliability and consistency of assessment decisions between the Centre's assessors, so that assessors are consistent in their interpretation and application of the standards.

The Centre is required to appoint an Internal Moderator (IM) who will conduct the internal moderation of the assessment decisions in the Centre for this qualification. The IM will check the assessment decisions of the assessor and provide feedback to the assessor as to whether the assessor has correctly judged the portfolio of evidence against the assessment criteria and whether the qualification has been conducted in line with CPCAB requirements.

Where Centres have more than one IM, it is good practice to have an allocated Lead Internal Moderator member of staff and they should be appointed to coordinate all internal moderation.

An Internal Verifier (IV) has an overview of the whole process of developing, delivering, assessing and moderating this qualification. The IV supports and works with a team of assessors to develop and maintain assessment procedures and facilitate good practices.

Progression

The Level 4 Certificate Integrating Mindfulness and Compassion in Professional Practice qualification will support learners wishing to enhance their employability in their current field. It will also teach learners to develop and deliver their own Mindfulness and Compassion Programmes to individuals and groups.

This Certificate does not qualify learners to teach the standard 8-week mindfulness programmes of Mindfulness-based Stress Reduction (MBSR) or Mindfulness-based Cognitive Therapy (MBCT). Nor does it train learners to deliver specific therapies involving mindfulness and/or compassion, commonly referred to as "Third Wave Therapies" or "Mindfulness-Based Interventions", such as Compassion-Focused Therapy or Acceptance and Commitment Therapy.

After achieving this Qualification

All MindfulnessUK teachers are expected to adhere to the Good Practice Guidelines (GPGs) of the British Association of Mindfulness-based Approaches (BAMBA) <https://bamba.org.uk/>

Good Practice Guidelines (GPGs) elements and details of what MindfulnessUK offer

The GPGs include: 1. Attendance of retreats that meet the GPGs

2. Regular supervision whilst teaching
3. Having appropriate insurance in place
4. Professional Development - Keeping up to date with research, support from peers, further development, conferences, workshops etc

Retreats

MindfulnessUK offers 1 to 5-day retreats that meet the (GPGs) for Mindfulness Teachers. Please see the website for details of current retreats being offered. Please visit the website www.mindfulnessuk.com for full details and to book.

Supervision

Supervision is imperative and can be provided by the MindfulnessUK or other suitably qualified professionals. Monthly or Ad Hoc supervision in person is offered, via Zoom or telephone. The cost is £70 per hour and £40 for half an hour. This includes time spent looking at documents/ listening to audio etc prior to the session.

For those who are Alumni Members, you are eligible for a 10% discount.

Continuous Professional Development (CPD)

MindfulnessUK delivers a range of workshops and masterclasses face to face and e-learning including:

- a) The Process of Inquiry Masterclass
- b) Mindfulness and Compassion for Children and Young People
- c) Compassionate Mindfulness-Based Resilience Train the Trainer
- d) A range of E-learning

Please visit the website www.mindfulnessuk.com for full details and to book.

Conversion to Mindfulness-based Stress Reduction (MBSR) Teacher Training

Integrating Mindfulness and Compassion in Professional practice (IMCPP) Graduates can complete a Conversion Course to train to teach the 8-week MBSR course. *(Please note that the 8-week MBSR in a live group setting, either in venue or online, is a mandatory prerequisite.)* The conversion course consists of 18 hours of training sessions, instead of 36. Students will then need complete the rest of the MBSR Teacher Training pathway to become a listed teacher on the British Association of Mindfulness-based Approached (BAMBA). Please visit the website www.mindfulnessuk.com for full details and to book.

Student Policy Documents

Student Policy Documents

The following policies can be found and downloaded from our website www.mindfulnessuk.com.

- Equal, Diversity and Inclusion (EDI)
- Code of conduct
- Terms and conditions
- Privacy

The following policies are specifically for learners studying on the IMC qualification.

1) Learner Complaints Policy

During any stage of the qualification a learner may wish to lodge a complaint about the assessor or assessment process. The following procedure will be followed.

Stage one

In the first instance the learner should meet with the assessor to discuss the issue. It is hoped that the learner and assessor will be able to resolve any differences of opinion through informal discussion.

If this does not resolve the issue it becomes the learner's responsibility to engage in the following procedures.

Stage two

If the complaint cannot be resolved between the learner and the assessor, the learner must then write to the Centre Manager, stating the details of their grievance or complaint, within 14 working days.

Stage three

If the grievance or complaint cannot be resolved between the learner and the Centre, the learner must then contact an independent person of their choosing to act on their behalf to find a resolution.

2) Learner Appeals Policy

During any stage of the qualification a learner may wish to appeal against a decision made by the assessor. The following procedure will be followed.

Stage one

In the first instance the learner should meet with the assessor to discuss the issue. It is hoped that the learner and assessor will be able to resolve the appeal through informal discussion.

If this does not resolve the issue it becomes the learner's responsibility to engage in the following procedures.

Stage two

If the appeal cannot be resolved between the learner and the assessor, the learner must then write to the Centre Manager, stating the details of their appeal, within 14 working days.

Stage three

If the appeal cannot be resolved between the learner and the Centre, the learner must then contact an independent person of their choosing to act on their behalf to find a resolution.

3) Learner Assessment and Marking Policy

The learner is expected to adhere to the following procedures in relation to their course assessment work:

- 1) The learner will prepare for their in-class assessments (ICA's), to be conducted during the teaching sessions, prior to the session as part of their pre-reading and preparation time.
- 2) The learner is permitted to bring practice and discussion notes, objects and other material for use during the assessments if required.
- 3) Written assignments will be submitted according to the timetable given at the beginning of the course.
- 4) All written assignments from learners will be numbered, clearly show the learner's name and centre number.
- 5) References will be clear, using the Harvard System of referencing.
- 6) Word count: each assessment task is given a guideline word count. The learner may submit work within 10% either side of the stipulated amount. If the learner submits more than 10% less, they will be asked to resubmit their work and any additional work in excess of 10 % will not be deemed relevant. Under these circumstances the learner may be asked to resubmit work to ensure all the criteria have been met to Level 4 standard.

- 7) The learner will send their work electronically via email for filing and use by the verifiers. The Centre will acknowledge receipt of the email once they have both been received from the learner.
- 8) The assessor will mark the coursework prior to the next teaching session, as per the timetable for submission given at the beginning of the course.
- 9) The learner will receive an assessment of their work on an assessment document provided by the Centre.
- 10) If there are extenuating circumstances whereby the learner is unable to complete the work at the stipulated time, they can apply in writing via email to the Centre, explaining in full the reason for asking for an extension in time to complete the work. An agreement will be made between the Centre and the learner and the learner will be expected to complete the work within the agreed time period. If the learner does not comply with the new agreement, the awarding body will be informed.
- 11) The course necessitates either a pass or fail mark. If the learner fails one Learning Objective, they will be asked to resubmit their work within 5 working days to achieve a pass mark. The learner must pass all assessments to pass the course and gain the qualification. If the learner fails on second submission the awarding body will be informed and the Centre will adhere to the awarding body's procedures.
- 12) The learner must refer to the "Learner Appeals and Complaints Policy" if they disagree with the assessor's decision regarding the assessment.

4) Malpractice and Maladministration Policy

Scope of the policy

This policy is aimed at our learners and Tutors who are using or delivering the qualification Level 4 Certificate Using Mindfulness and Compassion with Clients and who are involved in suspected or actual malpractice.

Purpose of the policy

The purpose of this policy is to set out the steps for learners and teachers to follow when reporting suspected or actual cases of malpractice and maladministration and our responsibilities in dealing with such cases. We also have a professional responsibility to report nonadherence to the CPCAB Malpractice and Maladministration Policy found on the CPCAB website. https://www.cpcab.co.uk/public_docs/malpractice_maladministration

Communication of the policy

It is important that both personnel involved in the management, assessment and quality assurance of our programmes and your learners studying our programmes are fully aware of the contents of the policy. Please ensure that you have made your learners aware of the policy.

Review of the policy

We will review the policy annually and revise it as and when required in response to learner, tutor and other feedback, changes in our practices, actions required by the CPCAB or external agencies or changes in legislation. Our review will ensure that our procedures continue to be consistent with the regulatory criteria and are applied properly and fairly in arriving at judgements.

Definitions

Malpractice

Malpractice is essentially any activity or practice which deliberately contravenes regulations and compromises the integrity of the assessment process and/or the validity of certificates. In short, malpractice can be the breach of any published regulations or code of practice, whether intentional or inadvertent, or any practices which place the integrity of qualifications at risk. It can be caused by training providers and their staff, their candidates, and/ or awarding organisations.

The categories listed below are examples of centre and candidate malpractice. Please note that these examples are not exhaustive and are guidance on our definition of malpractice:

- Forgery of evidence
- Plagiarism of any nature by learners
- Submission of false information to gain a proxy or a qualification
- Discriminatory, bullying or harassing behaviour
- Unprofessional conduct
- Behaviour likely to endanger the health or safety of the public
- Breach of confidentiality of patients, learners or organisation
- Failure to meet the awarding body or regulator's requirements
- Falsifying assessment records

Maladministration

Maladministration is essentially any activity, neglect, default or other practice that results in the training provider or candidate not complying with the specified requirements for delivery of the qualifications, non-academic and general complaints, as set out in the relevant codes of practice where applicable.

In practice, maladministration is not normally deliberate though it can be systematic, planned and/or intentional. It can be perpetrated by learners, tutors, training providers and awarding organisations.

All maladministration must be addressed to prevent re-occurrence and/ or development into something more significant. The categories listed below are examples of centre and candidate malpractice. Please note that these examples are not exhaustive and are guidance on our definition of maladministration:

- inaccuracies in assessment, verification and/ or registration records
- poor certificate security/ administration.
- failure to maintain appropriate records or systems
- administrative error or failure to follow published procedures or requirements;
- incorrect action (or failure to take a necessary action), failure to provide information or providing misleading, inaccurate or out-of-date information;
- failure to investigate, inadequate communication or delay;

Reporting procedure

Anybody identifying cases of malpractice or maladministration should report them to our Qualification Manager in writing, accompanied by supporting evidence and include:

- The learner's name
- MindfulnessUK Tutor's details if they are involved in the case
- MindfulnessUK Staff details if they are involved in the case
- The date(s) suspected or actual malpractice or maladministration occurred
- The full nature of the suspected or actual malpractice or maladministration

This will be shared with the Directors of MindfulnessUK. We have to investigate all cases in liaison with the parties concerned. If an investigation finds evidence, we will have to take the necessary steps to ensure that the learners' interests are protected as far as is reasonably possible. This may include making arrangements for re-assessment. If the investigation reveals that certification is inappropriate we will have to take the necessary steps to revoke the certification in order to protect the health and safety of the public.

Then:

- We will acknowledge your report within 3 working days of receipt
- We will arrange for appropriate MindfulnessUK personnel to review the report and commence the investigation

- We will aim to action and resolve all investigations within 10 working days of receipt of the report
- We will advise you of the outcome of our investigation within 2 working days of making our decision

When we receive your report, will review the report and supporting evidence and carry out the investigation. This may include, where appropriate, external advisors such as external verifiers and involve:

- A request for further information
- Interviews (face to face or by telephone) with personnel involved in the investigation
- Informing the Regulatory/Awarding body. Where applicable, we'll inform the appropriate regulatory authorities of any investigation into suspected or actual cases of serious malpractice or maladministration and will agree the appropriate course of remedial action with them. Please note that in exceptional cases, the regulatory authorities may lead the investigation

We will make informed decisions based on the evidence.

We will protect the identity of the 'informant' as required.

We will also share information with other external parties, as required.

Learner malpractice

If the investigation confirms that learner malpractice has taken place, we may have no alternative but to impose one or more of the following sanctions on the candidate. Please note that this list is not exhaustive:

- Disallowing all or part of the candidate's assessment evidence
- Disallowing all or part of the candidate's external assessment marks
- Not issuing the candidate's certificate(s)
- Not accepting any further registrations for the candidate
- Disqualification from the programme

In cases of malpractice by learners, you should make your learners aware that their final results may be void if the case is proven and any certificates which have already been issued may be deemed to be invalid and will need to be returned to the awarding body.

If you have any queries about the contents of the policy, please contact Karen Atkinson via info@mindfulnessuk.com.

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5) Policy for Checking Authenticity of Learner Work

The Centre expects that all work submitted to the Centre is their own and has not been copied from another source.

The learner will have this explained to them verbally at the beginning and throughout the course, giving the learner information on how to reference work when writing assignments. The Centre strongly recommends the Harvard System of referencing.

If the assessor suspects that the work has been plagiarised, the assessor will follow the Centre's protocol as described below:

- 1) The assessor will ask the learner, either in person, via a phone call, SKYPE or email, for clarity as to the source of the material
- 2) The assessor will check the work against existing work on the internet.

The assessor may do this:

- a) Using the internet tool, PlagScan, which shows the names of sources with matching text.
- b) By taking a paragraph of learner work and searching for it using a search engine, for example using Google.

In the event of a piece of work being inauthentic, Centre policy states that the assessor must follow the procedures set out below:

- 1) Have an informal discussion with the learner to resolve the situation. This may involve the learner having to resubmit their work
- 2) If no resolution is made, the assessor must formally inform the Centre of the learner's plagiarism in writing, and the Centre manager will contact the learner directly
- 3) After discussions with the learner, the Centre may decide to fail the learner's piece of work. As all work must be passed to pass the entire course, this will result in the learner failing the course. In these circumstances the learner will be given one more opportunity to take this part of the course again at another time.
- 4) The Centre may decide to dismiss the learner from the course, and any future courses, if the learner persists in claiming another's work as their own.

If you have any questions at all about the content of this Student Handbook please email info@mindfulnessuk.com or contact MindfulnessUK by phone on 01823 697890.

Welcome to your training with MindfulnessUK