



Prospectus
Postgraduate
Programmes in Mindfulness
2018-2019



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UNIVERSITY

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Centre for Mindfulness Research and Practice,
School of Psychology,
Bangor University, Brigantia Building, L157 2AS
mindfulness@bangor.ac.uk
<http://www.bangor.ac.uk/mindfulness>

Welcome to the CMRP's Postgraduate Programmes

Tap into a Wealth of Experience...

The CMRP is the largest and oldest mindfulness teacher training organisation in the UK, and have been training others to teach mindfulness-based courses for the last 15 years. We were the first programme in the world to offer a Masters in mindfulness-based approaches and strive to be the best. Our students often comment about our supportive and experiential learning environment.

“Doing the Master's Degree in Mindfulness Based Approaches has probably been the most enjoyable educational experience of my life.

The teachers are passionate about their work and lead with both a depth of personal experience and good humour. Having a structured period of some years to study the teaching of mindfulness is the perfect preparation, as it acts as a container in which I have time to grow and embody the practices I will be teaching

Practicing and studying with such a diverse and inspiring group of people (staff and fellow students) has touched me deeply. I will always value the great friends and connections that I have made on this course.” (MSc Student)

We offer part-time postgraduate programmes. The programmes are *flexible* and provide students with experiential learning and theoretical knowledge of mindfulness-based approaches. We focus on teaching the core Mindfulness courses of Mindfulness-Based Stress Reduction (MBSR), and Mindfulness-Based Cognitive Therapy (MBCT).

Our programmes are mainly delivered on five weekends through the academic year, and are combined with online and individual tutorial support. The teaching weekends are held in Bangor, North Wales – a beautiful part of the country on the edge of Snowdonia. A strong community of learning and friendship often develops among our students as they progress through the programme.

We offer a flexible approach: Students can choose which modules, degree, and exit points are most appropriate to their particular circumstances and needs.

We are a participating member of the UK Network of Mindfulness-based Teacher Training Organisations, and all our trainers adhere to the UK Good Practice Guidelines for Mindfulness Trainers.

We evolve our programmes in response to student feedback, in this prospectus you will find four offered postgraduate routes, The MA in Teaching Mindfulness-Based Courses is a new offering this year – in which students can study and train as a mindfulness teacher and gain a masters which is grounded in teaching. This new programme is subject to validation, but we anticipate it will start in October 2018.

History and context of the CMRP

The CMRP was founded in 2001 by Professor Mark Williams. The Centre is based within the School of Psychology, Bangor University.

During the development of Mindfulness-Based Cognitive Therapy (MBCT) under Professor Williams while he was in Bangor, there was great interest stimulated within the local professional clinical community. This led to a number of high profile national mindfulness-based trainings being organised and delivered here in Bangor, in collaboration with teachers from the Center for Mindfulness (CFM) in Massachusetts, USA. This relationship is ongoing today.

Through this developmental process, Bangor University became a focus for the rapidly developing interest in mindfulness-based clinical interventions within the UK and in Europe. The CMRP was established to provide a structure within which trainings could be systematically developed to respond to the growing interest in these approaches. Master's level modules in mindfulness have been delivered since 2001.

Today, the CMRP is a nationally and internationally influential centre, and our faculty is involved with the Mindfulness Initiative which has developed the Mindful Nation UK report - see <http://www.themindfulnessinitiative.org.uk/>. The CMRP is a founding member of the UK Network for Mindfulness Teacher Training organisation, and through this are supporting the development of a professional context for mindfulness teachers. The CMRP led the development of a measure of teacher competency and integrity – the Mindfulness-Based Interventions Teaching Assessment Criteria (MBI-TAC), which is now used internationally to assess mindfulness teacher competence.

The staff at CMRP conduct world-leading research into implementation of mindfulness into the UK context, and the adaptation of mindfulness for people with learning disabilities. You can find more information about our research on our website here: <https://www.bangor.ac.uk/mindfulness/research.php.en>

Disclaimer: Descriptions in this prospectus are correct at the time of publishing. These may be changed during the year at the discretion of the CMRP.

We make every effort to run modules each year, but all modules depend on availability of teaching staff, and have minimum and maximum limits to student numbers. We cannot therefore guarantee any module to run in a particular year, or that students will be able to take the module of their first choice when they wish. The information in this prospectus is correct at the time of going to press, but may be subject to change. Check on www.bangor.ac.uk/mindfulness, for any further updates to this prospectus.

What is mindfulness?

Mindfulness can be defined as intentionally bringing awareness to the present moment in a non-judgmental way. This skill is developed through engaging with systematic training in regular meditation practices, and also bringing mindful awareness and acceptance into daily life and work.

Mindfulness promotes a way of being that helps both ourselves and our clients take care of ourselves and live healthier lives. Mindfulness is based on meditation practices from ancient spiritual traditions, but is universal in nature. Contemporary training in mindfulness gives participants the opportunity to learn and apply these practices and principles in entirely secular ways.

What are mindfulness-based approaches and courses?

The relevance of the transformative potential of mindfulness to contemporary life is increasingly being recognised. A number of mindfulness-based approaches have now been developed and researched. These include the 8-week courses of Mindfulness-Based Stress Reduction (MBSR), and Mindfulness-Based Cognitive Therapy (MBCT).

Mindfulness-based approaches and courses are now being used in a range of settings including community care, hospitals, schools, prisons and businesses. Mindfulness-based approaches integrate ancient philosophies, practices and knowledge with modern rigorous scientific understanding and evidence, and are delivered in a secular context.

The place of Mindfulness-Based Stress Reduction and Mindfulness-Based Cognitive Therapy in our programmes.

Our postgraduate programmes are founded on the 8-week course of Mindfulness-Based Stress Reduction (MBSR) and Mindfulness-Based Cognitive Therapy (MBCT).

MBSR (as described in Kabat-Zinn *Full Catastrophe Living* (2013)) has been delivered widely in the USA over the last 35 years, and has an increasingly solid evidence base for alleviating a wide range of physical and psychological problems, and for increasing the well-being of both professionals and patients.

MBCT is closely based on MBSR and is additionally informed by cognitive science, and includes elements of Cognitive Behaviour Therapy. In its original form, MBCT has been incorporated into the UK NICE guidelines for the prevention of depressive relapse for people who have had three or more episodes of clinical depression.

All the students on our teaching modules will be trained to teach MBSR and MBCT. The CMRP is a member of the UK Network for Mindfulness-Based Teacher Training Organisations, and our trainers are committed to the Good Practice Guidelines (see www.mindfulnesssteachersuk.org.uk).

Our postgraduate programmes

These programmes are part-time, and it takes up to four years to complete a Diploma, and between three to five years to complete a Masters. Most modules are taught over five weekends during the academic year.

There are four main Postgraduate routes:

Route 1. Train to be a mindfulness teacher (MA) Subject to validation

This route is for those who wish to train as a mindfulness teacher and do a final project based on their mindfulness practitioner work. It is a full training to teach the mindfulness-based courses of MBSR and/or MBCT. You gain a Masters of Arts (MA) and the Certificate of mindfulness teacher competence.

When applying to the course, please apply for the MA in Teaching Mindfulness-Based Courses

Route 2. Gain a Masters degree in Mindfulness-Based Approaches

This route gives an overall training in integrating mindfulness into professional work, and in working with mindfulness-based approaches with groups and individuals, including teaching MBSR and/or MBCT when the Teaching modules are taken. You gain a Masters degree.

When applying to the course, please apply for a MSc/MA in Mindfulness-Based Approaches.

Route 3. Train to be a mindfulness teacher (postgraduate Diploma)

This route is for those who wish to train as a mindfulness teacher via an academic route. It is a full training to teach the mindfulness-based courses of MBSR and/or MBCT. You gain a Postgraduate Diploma (PGDip) and the Certificate of mindfulness teacher competence.

When applying to the course, please apply for a Postgraduate Diploma.

Route 4. Train to be a mindfulness teacher and gain a research-based Masters

This route is for those who wish to train as a mindfulness teacher and do a research project as a final thesis. It is a full training to teach the mindfulness-based courses of MBSR and/or MBCT. You gain a Masters and the Certificate of mindfulness teacher competence.

When applying to the course, please apply for a MSc/MA in Mindfulness-Based Approaches.

Are you planning to fund your studies with a Postgraduate Loan?

Postgraduate Loans will fund part time masters that are a maximum of three years duration: for more details go to their website here <https://www.gov.uk/postgraduate-loan/overview>

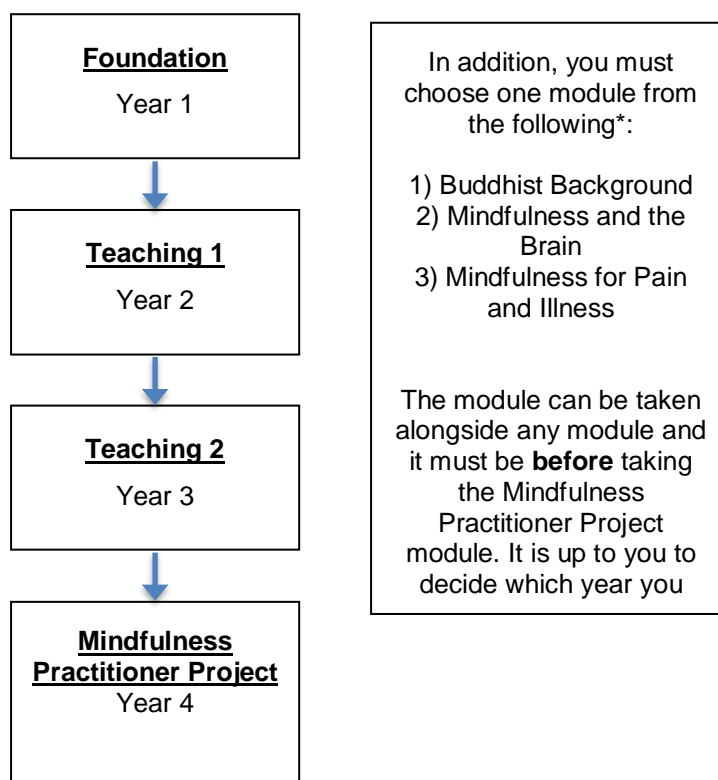
This means that Route 2 is the only available route for students relying on a postgraduate loan because it is the only route that takes three years to complete. All of our other routes are 4 years or more. On this route, you will take two modules per year for the first two years of the Masters, with the thesis taken in the third and final year. Please make contact with the Postgraduate Loan organisation to check you are eligible for a loan before applying to our programme.

Route 1. Train to be a mindfulness teacher and gain a Masters degree (MA)¹ This route is available subject to validation

This route means you a) Gain the academic qualification of a **Masters of Arts Degree**, and b) Gain the **Certificate of mindfulness teacher competence** (subject to meeting criteria).

This route involves taking four teacher training modules sequentially, plus an additional module - and takes **four to five years** to complete. The first three teaching modules are delivered over five weekends a year from Bangor, and the teaching days for the Mindfulness Teacher Project (in year 4) are given during a 7-day Teacher Training Retreat Level 2 (TTR2). When applying, apply for the MA in Teaching Mindfulness-Based Courses.

TRAIN TO BE A MINDFULNESS TEACHER AND GAIN A MASTERS: (MA in TEACHING MINDFULNESS-BASED COURSES, SUBJECT TO VALIDATION)



*It is up to you which module you study alongside the four compulsory modules, the module that most directly relates to teaching is Buddhist Background, as it explores the principals behind contemplative practice

¹ This route is not eligible for a Postgraduate loan because it takes over three years to complete <https://www.gov.uk/postgraduate-loan/eligibility>, please see Route 2, which is eligible for a postgraduate loan because it is a 3 year Masters.

Route 2. Gain a Masters degree in Mindfulness-Based Approaches

This route is suitable for those who wish to study mindfulness-based approaches without training to become a mindfulness teacher. This means you gain the academic qualification of a **Masters degree** (subject to meeting criteria). This route takes between three and five years to complete; it is up to you at what rate you progress through the Masters. There are three compulsory modules (Foundation, Research, and Thesis) and you can choose any two other modules subject to availability [please note that Teaching 2 is only available to students who have taken the Teaching 1 module first].

This route takes **three to five years** to complete, Foundation and Research modules are taught over 5 weekends from Bangor, the last module Masters students will take is the **Thesis module**.

Masters in MINDFULNESS-BASED APPROACHES

Three compulsory modules plus two modules of your choice

Three compulsory modules

Plus two modules of your choice

Foundation
Year 1



Research
Can take this module anytime before the thesis, strongly recommend you take it the year just before the thesis module



Thesis
Taken in the last year of study

Plus choose any other two modules:
Buddhist Background
Mindfulness and the Brain (online module)
Mindfulness for Pain and Illness*
Teaching 1*
Teaching 2 [subject to passing Teaching 1]

*Available from your second year of study with us.

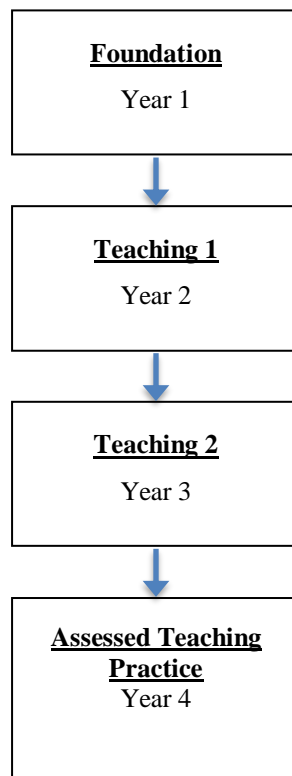
Note: If you are applying for the three-year Masters and wish to take Buddhist Background as a module, you will need to take it in your first year of studies. This is because Research and Buddhist Background are both taught on Sundays, and we recommend you do the Research module in your second year as it is closely tied with preparation for your thesis project.

Postgraduate Loans: A 3-year Masters in Mindfulness-Based Approaches is the only route we offer that is eligible for a postgraduate loan. This means you take two modules each year in the first two years, then the thesis in the third and final year. Do contact the Postgraduate loans organisation to check you meet their criteria before applying to us. When you apply, be sure to select “Mindfulness-Based Approaches (3yr)” on the online application form.

Route 3. Train to be a mindfulness teacher (PGDip)

This route enables you to a) Gain the academic qualification of a **Post-graduate Diploma**, and b) Gain the **Certificate of Competence in Teaching MBSR and MBCT**. This route involves taking four teacher training modules sequentially, and takes **four years** to complete, because you can only take one module per year. The first three teaching modules are delivered over five weekends a year from Bangor, and the teaching days for the Assessed Teaching Practice (ATP) (in year 4) are given during a single week long residential training retreat.

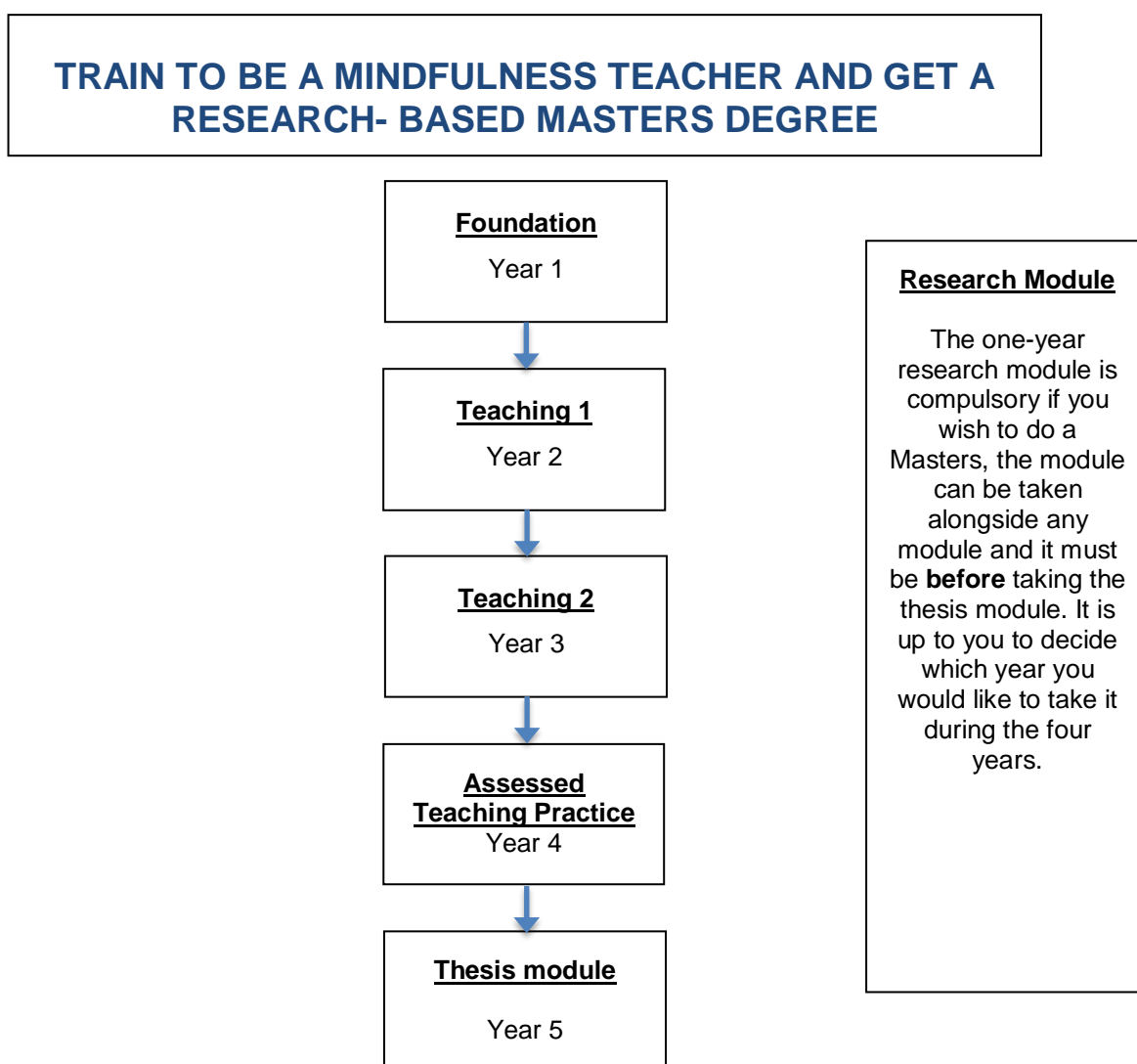
**TRAIN TO BE A MINDFULNESS TEACHER:
(POSTGRADUATE DIPLOMA in
TEACHING MINDFULNESS-BASED COURSES)**



Route 4. Train to be a mindfulness teacher and get a research-based Masters degree²

This route means you a) Gain the academic qualification of a **Masters degree**, and b) Gain the **Certificate of mindfulness teacher competence** (subject to meeting criteria). This route involves taking four teacher training modules sequentially, and the research module alongside any of the four teacher training modules. So there will be one year when you are doing two modules at the same time. This route takes **five years** to complete, because you can only take one of the teaching modules per year.

The difference between this and Route 1 is the nature of your final year Masters project. With Route 1 it is based on your reflective practice as a mindfulness teacher, with this route, you do an empirical research project.



² This route is not eligible for a Postgraduate loan because it is a part-time course which is more than three years duration, <https://www.gov.uk/postgraduate-loan/eligibility>. Please see Route 2, which is eligible for a postgraduate loan because it is a 3 year Masters.

Brief summary of the content of each module.

Overall view -Teaching, learning and assessment

Mindfulness encourages us to learn from our own experience, and the intention is to reflect this in the way the modules are taught and structured. The core of the teaching is delivered in the interactive, participatory, collaborative style used when teaching mindfulness-based approaches and courses. During the teaching days this will be supported by didactic presentations, group exercises and discussion, and individual and group reflection.

Assessment methods include reflective journals, reflective and theoretical essays, assessment of teaching skills, presentations, and for the MSc/MA in Mindfulness-Based Approaches, a research thesis. See individual module information at the end of the prospectus for details of the assignments required for each.

The programme requires a strong personal commitment from participants to engage in a daily and ongoing personal mindfulness practice, and in-depth reflections on the experience of this. This personal mindfulness practice process forms the core of the learning, and all other elements of the curriculum are founded on it.

Here is an outline of each module on the course, for detailed information, please see more detailed module descriptions at the end of the prospectus. Please note that all modules (unless indicated otherwise) are taught over five weekends during the year.

Foundation Module (30 credits)

The Foundation module is compulsory for all students and is taken in Year 1, regardless of which route you choose. This module gives you an opportunity to explore the practises that are taught in MBSR/MBCT courses for yourself in more depth. This module is very much about exploring your own mindfulness practice. The experiential aspect is delivered together with teachings around the theory and rationale underlying mindfulness-based approaches.

The Foundation module is taught over five weekends on Saturdays, with some weekends having extra days on the Friday or Sunday.

Teaching 1 (30 credits)

This module focuses on training students to teach the core meditation practices, and to develop enquiry skills used in an MBSR/MBCT course. Students are taught critical analysis of the theories, principles, ethical underpinnings, and rationales underlying mindfulness-based courses. Students are assessed on practical teaching skills learned within the module group.

Teaching 1 is taught over five weekends on Saturdays, and some Fridays.

Teaching 2 (30 credits)

This module builds on the skills learned during Teaching 1, and further explores the explicit, taught elements of MBCT/MBSR programmes. Particular attention is given to the group formation during MBSR/MBCT courses. Students are assessed on practical teaching skills learned within the module group. The module gives

students the opportunity both to gain in-depth levels of understanding and practice in teaching MBSR and MBCT.

Please note: Students are expected to start teaching mindfulness and mindfulness-based courses in their own context under supervision. Students on Teaching 2 will be expected to teach two 8-week courses during the module year. **Teaching 2 is taught over five weekends on Saturdays, with some Fridays and a Thursday.**

Mindfulness Teaching Project (60 credits)

This module is an opportunity for students to reflect on their teaching, and to have their teaching assessed in-depth by an experienced mindfulness teacher. If students are assessed as being 'Competent' or above on the Mindfulness-Based Interventions: Teaching Assessment Criteria (MBI:TAC), a **Certificate of Competence in teaching mindfulness-based courses** is gained.

Students are assessed on the following: 1) The submission of a recording of teaching a full 8-week MBSR or MBCT course within their own professional context. Students' recordings of the 8-week course are assessed for competence using the MBI:TAC, and 2) Through a 10,000 word reflective and theoretical assignment, based on the submitted recording and mindfulness practitioner literature.

Please note: All students must have taught at least three MBSR/MBCT courses before embarking on the Mindfulness Teaching Project module.

The taught elements of this module are given on a single 7-day retreat.

Assessed Teaching Practice (30 credits)

This module is an opportunity for students to reflect on their teaching, and to have their teaching assessed in-depth by an experienced mindfulness teacher. If students are assessed as being 'Competent' or above on the Mindfulness-Based Interventions: Teaching Assessment Criteria (MBI:TAC), a **Certificate of Competence in teaching mindfulness-based courses** is gained.

Students are assessed on the following: 1) The submission of a recording of teaching a full 8-week MBSR or MBCT course within their own professional context. Students' recordings of the 8-week course are assessed for competence using the MBI:TAC, and 2) Through a written reflective and theoretical assignment, based on the submitted recording.

Please note: All students must have taught at least three MBSR/MBCT courses before embarking on the Assessed Teaching Practice module. Also, due to the time requirements for tutor assessment of the Assessed Teaching Practice module, the cost to students is higher than our other modules.

The taught elements of this module are given on a single 7-day retreat.

Research Module (30 credits)

The Research module is compulsory for those wishing to take the thesis module and gain a Masters, or can be taken by anyone as a module option.

The research module prepares you for your thesis, and students often choose their thesis topic during the research module, and develop this with the Research module tutors. This means that students have the opportunity to go into the thesis module with a developed research idea.

The Research module is taught over the five weekends on Sundays

Buddhist Background (30 credits)

The module enables you to explore some of the key elements in the psychological background of Buddhist thought as presented in early texts, that directly relate to and inform our understanding of the courses of Mindfulness-Based Stress Reduction (MBSR) and Mindfulness-Based Cognitive Therapy (MBCT). This knowledge is very helpful in teaching MBSR and MBCT.

Buddhist Background is taught over the four of the five weekends on Sundays.

Mindfulness and the Brain (30 credits)

This online module is suitable for students with or without research experience, who want to gain understanding of the existing research into the neuroscience of mindfulness and learn about its relevance to mindfulness theory, teaching and practice. As part of the module you will also visit the Mindful Brain Lab at Bangor University (<http://mindfulbrain.bangor.ac.uk>) and get experience with hands-on demonstrations of neuroscientific experiments. The module will cover topics such attention and emotion regulation changes with mindfulness and evidence base in developmental neuroscience of mindfulness.

This module will be primarily delivered online with monthly virtual meetings

Mindfulness for Pain and Illness (30 credits)

NOT AVAILABLE IN THE FIRST YEAR OF STUDY. Mindfulness for Pain and Illness explores the relevance of mindfulness and compassion for people living with long-term conditions, such as chronic pain or illness. Through a mixture of experiential learning and direct teaching methods, students will learn about the origins, philosophical underpinning, research, theory and key concepts of mindfulness and compassion related to living with long-term health conditions, such as chronic pain. The taught component of the module will present core elements of the 8-week '*Mindfulness for Health*' course, offering an experiential understanding of the key mechanisms that compound experience of pain and illness and to which mindfulness and compassion addresses. At the end of this module students will have gained an experiential understanding of the 'Mindfulness for Health' programme, as well as an informed (research and theory) understanding of a dual approach to working with suffering involved in LTCs

The module is delivered in a residential setting (usually in North Wales), over two x 2.5 day retreats in autumn and spring. This module is not available for first year students taking the Foundation module because of the overlapping experiential requirements of the modules.

Thesis Module (60 credits)

The last module Masters students take is the Thesis module. This is an opportunity for students to develop their own research project and to write their dissertation. There are no taught elements to the thesis module, so you do not have to travel to Bangor, instead, students will be matched with and allocated a thesis supervisor who will support them throughout the thesis module via phone, email, or Skype.

Frequently Asked Questions

What is the time commitment required?

Teaching days are normally 9am – 5pm, with breaks for drinks and lunch. Please note that you are expected to stay for the whole day.

Each 30-credit module is expected to take at least 300 hours of study time. This includes the taught component, but not your own daily mindfulness practice of around 45 minutes each day. The teaching hours for the weekend modules are around 40 hours per module, plus three extra days for the Foundation module. The remaining 260 hours or so is made up of your own study, reflection, reading, and writing assignments.

Throughout the programme we ask you to engage in around 45 minutes daily mindfulness meditation practice, which is extra to the module study hours. Within the Foundation programme this is essential to the structure of the teaching and reflective process, whilst in the other modules it is an on-going commitment that is a necessary foundation for the work.

Does the mindfulness course I did meet your entry criteria?

Have a look at our entry requirements on page 16. Here it very clearly states what we mean by an 8-week MBSR/MBCT course. Please note that online courses or guiding yourself through an 8-week course using a book does not meet criteria. If you are unable to attend a group 8-week MBSR or MBCT course, but have done a 5-day MBSR course or a distance learning course with the CMRP, this also meets our criteria.

Can I become an accredited mindfulness teacher?

In the UK there is currently no formal accreditation to teach mindfulness-based courses, because there is no regulatory body. The UK Mindfulness Teacher Trainers' Network has agreed a list of Good Practice Guidelines for teachers of mindfulness-based courses, which we follow. (www.mindfulnessteachersuk.org.uk).

Students taking the Mindfulness Teaching Project module will receive the Centre's **Certificate of Competence in Teaching MBSR/MBCT** if they meet the criteria. This Certificate gives a marker of fitness to teach as measured by the Centre's exacting standards, which are well recognised in the mindfulness community throughout the UK, Europe and the USA.

What is the difference between a Certificate, Diploma and Masters degree requirements?

We offer two masters degrees and a PGDip., however it is possible to register for the Masters and then exit the programme with either a PGCert or a PGDip.

Postgraduate Certificate (PGCert)

A PGCert in Mindfulness-Based Approaches is gained by passing two modules (Foundation plus one other). 60 credits are needed to gain the PGCert. *Please note:* the PGCert will be in Mindfulness-Based Approaches

Postgraduate Diploma (PGDip)

A PGDip is gained by passing four modules (Foundation plus three other). 120 credits are needed to gain the PGDip. *Please note:* the PGDip will be in Mindfulness-Based Approaches

Masters degree in Mindfulness-Based Approaches

A Masters is gained by completing four modules (120 credits) plus a thesis (60 credits). This takes 3 to 5 years.

What is the difference between an MSc and an MA?

An MSc is a “Master of Science” and an MA is “Master of Arts”.

All those studying on Route 1 will gain an MA, this is because it is a package for those wishing to train as mindfulness teachers, and as the final 60 credit module is based on your teaching practice and reflection on practice and theory, it is an MA.

Those on Route 2 have a choice of thesis: The decision about which thesis to write is usually made during the Research module, so apply for the Masters that most appeals to you. It is easy to swap between an MA and an MSc once you start.

The **MSc thesis** is for students who **wish to collect and analyse data scientifically for their thesis**. Analysis can be by quantitative or qualitative or mixed methods. The MSc thesis emphasises inferential and scientific methods of research, including qualitative methods. The length of a MSc thesis is under 10,000 words.

The **MA thesis** is for those who are interested in pursuing a mode of scholarly analysis that **utilises reflective and process orientated methodology**. The researcher may use their own experiential process and teaching context actively as part of the research. Alternatively, the student may write a structured literature review in an area appropriate to Mindfulness-Based Approaches. The length of the MA thesis is 10,000-20,000 words.

Are there any additional costs?

See our website for details of additional costs for some modules. For the Foundation module, it is just the stated module fee.

What level of IT skills are required?

Students are required to submit written assignments through Blackboard, an online system, therefore you must have internet access, a working computer with basic software such as Microsoft Office, and the IT skills required to use these systems.

Can I transfer credits from another university onto this programme?

It is only possible to credit transfer modules from other Master’s programmes into these programmes if they have the same Learning Outcomes and a similar assessment procedure as the module for which they are the substitute. This is unlikely as we do not know of any other courses that overlap with our modules.

How do I get to Bangor?

For travel details, see map on <http://www.bangor.ac.uk/tour/location>. There is a train station in Bangor with connections to the whole of the UK. The nearest international airport is in Manchester, about 3 hours away by train. You are required to book and pay for any required accommodation yourself. A lot of our students choose B and B's by Bangor Pier. We are unable to make any personal recommendations but do suggest you look at Trip advisor or other online accommodation search engines to find suitable accommodation.

Students living at a distance should be aware that travel to and from Bangor can be restricted, especially in the winter, and you may need to stay overnight after a teaching day and travel home the following day, as well as arriving the day before.

How to Apply

Below, we offer extensive guidance below about what you need to do to apply, please read it all carefully before applying. A few minutes reading this before you open the online form will likely save you a lot of time later on! Applications for the academic year starting October 2018 are open all year round. So the earlier you apply the greater chance you have of securing a place, as we will be interviewing and offering places from January 2018 onwards. If we fill the course for a particular year we will close applications for that year and make that very clear on our website – please check there if you are unsure whether there are places left.

The link to applications is on our website. Or you can copy and paste the following web address <https://apps.bangor.ac.uk/applicant/>

Please note that if you submit an incomplete application, we may not be able to consider you for a place on our course. Particularly ensure that your named referees have got in contact with us and have provided a reference, or you have uploaded one. It is your responsibility to read the below carefully and ensure that you have completed all sections of the application form. We have provided an application checklist below to help you ensure all parts of the application have been completed.

Entry Requirements

Applicants for all our routes will normally have **all** of the following:

1. **Essential:** Before applying, please ensure you have completed a **teacher-led 8-week mindfulness course** (Mindfulness-Based Cognitive Therapy or Mindfulness-Based Stress Reduction), taught to a group over 8 weeks. This is an essential pre-requisite. This means an MBCT or MBSR course that has been delivered over a period of 8 weeks, in a group setting with a minimum of 16 hours of taught / session time. An online MBSR/MBCT course or following a course from a book does not meet criteria.

However, if it is not possible for you to complete an 8-week course (due to living in a country where they are not delivered, for example) then we also accept a CMRP 5-day MBSR course or a distance learning course. Please note we will not accept intensive MBSR courses or distance learning courses as an entry criteria if they have not been taught by the CMRP.

How do I find an MBSR or MBCT course? Most MBSR and MBCT teachers advertise themselves on the internet, so have a look online for what is available in your local area. Teachers who meet good practice guidelines can be found here <https://www.mindfulnessteachersuk.org.uk/uk-listing/> . If you cannot find a group-based course in your area, you will need to do a distance learning course before you apply. You can find information here <https://www.bangor.ac.uk/mindfulness/calendar.php.en> -then go to the drop-down menu and select “8-week course- Distance learning”. Please ensure you have done an MBSR or MBCT before or whilst applying, as not having done an 8-week course is the most common reason we cannot offer a place to applicants.

2. Frequent and regular meditation practice (normally on a daily basis) of mindfulness meditation, preferably as taught in MBSR and MBCT, for at least a year before starting the programme.
3. A good undergraduate or postgraduate degree (usually at a minimum 2:ii standard). Equivalent professional and practical experience in life and work will be considered (e.g. counselling or teaching qualifications, yoga instructors, volunteer or paid work with vulnerable groups etc)
4. Personal qualities which render the student appropriate for the programme. We are looking for students with particular qualities. You need to be prepared to explore in an open way, and with a sense of non-judgemental curiosity, the effects of bringing mindful awareness into your own life, as well as exploring its use and effects in different settings and at work. This includes using mindful approaches to difficulty within life, such as approaching and accepting difficult experiences. The whole course requires an in-depth process of personal reflection and investigation throughout.
5. IT requirements: students must have a computer in good working order (with basic software such as Microsoft Office as a minimum), access to the Internet, and the IT skills required to use these systems.
6. For students who do not have English or Welsh as a first language, a IELTS score of 6.0 is required.

APPLICATION PROCESS

Applications for the academic year starting September 2018 are open all year round. If we fill the course for a particular year we will close applications for that year and make that clear on our website. So the earlier you apply the greater chance you have of securing a place, as we will be interviewing and offering places from January onwards.

The website for applications is <https://apps.bangor.ac.uk/applicant/> Some important notes about the process are below

1) Applicants for Route 1 should apply for the MA for Teaching Mindfulness-Based Courses. Applicants for Route 2 should apply for the MSc or MA in Mindfulness-Based Approaches. If you are applying for a student loan, you need to apply for the 3-year course of your choice.

2) Although the online application form asks for a CV, please note there is no need to include this in your application. If you think it would be helpful to us, then feel free to upload one.

3) Under the Personal Statement section, please indicate which route you would like to take. If you are not sure, indicate this too. Please also make clear if you would like to take a second module alongside in your first year, and which one you would like to take. There is no need to add anything else to this section, as we will get personal statement type information from the 1000 word essay, so don't worry

if your personal statement seems short. Please include your email address on the personal statement.

What if I need help completing the online application form?

If you have technical problems during the application process, please contact the IT helpdesk at directappshelpdesk@bangor.ac.uk

For general questions about admission procedures, please contact the Postgraduate Admissions Office on postgraduate@bangor.ac.uk.

If you have specific questions about this programme, please email us at mastersinmindfulness@bangor.ac.uk

There are a number of documents you need to upload to support your application.

1. 1000 word essay.

In the online application, you will be required to submit a short essay (max 1000 words). As well as giving the interviewers important information about your experience of mindfulness and interest in the programme, this essay will also enable us to assess your current academic writing skills. Please include the following information in the essay.

- a. How long you have been meditating regularly, and how often.
- b. Details of when you attended an 8-week group-based MBSR or MBCT course, who the teacher was, what format it was in (weekly class, residential block, etc.).
- c. Your experience of the MBSR or MBCT course you attended.
- d. Your professional training/experience
- e. The professional context in which you plan to develop your interest in mindfulness-based approaches or courses
- f. Why you are interested in coming on the programme

2. Certified copies of all your further/higher education academic certificates.

3. References

Please ensure that you include with your application a written reference from a suitable referee (usually not from a family member or relation). The reference does not need to be long, the referee simply needs to write 1) in what capacity they know you, 2) for how long, and to 3) comment on your suitability for the course.

It is your responsibility to provide this reference together with the referee's full contact details. You need to ensure that you ask your referee to either give you

the reference so you can upload it directly onto the application form, or your referee will need to send the reference in directly to postgraduate@bangor.ac.uk. Please note that admissions do not contact your referee directly, this is your responsibility, so please make sure your referee has sent us a reference.

If you are applying under the mature student regulations, your reference should be from a relevant employer. If you are currently studying or have recently completed your studies, then the reference would need to come from your academic institution. If you have both worked and studied recently, then we would need the reference from whichever is most recent.

4. Documentary Evidence of your Language ability.

If your first language is not either English or Welsh, you will have to produce documentary evidence of your language ability. A range of English language tests are acceptable, including IELTS and TOEFL.

Criteria and Application Checklists

These checklists are for your own use to help ensure you meet criteria for the post-graduate programmes, and to make sure you have submitted everything necessary for an application. See “How to apply” for more details on these criteria.

Criteria Checklist

Do I meet criteria?	Yes/No
A good undergraduate or postgraduate degree, OR equivalent professional and practical experience in life and work	
Have completed a teacher-led, group based 8-week course that is MBSR or MBCT	
A regular personal meditation practice for at least a year	
Professional qualification in a relevant field	
IT skills and access to a computer	
If your first language is not English or Welsh, documented evidence of a IELTS score of 6.0 or above	

Application form checklist

Below is a checklist of the documentation you need to have ready for the online application form. In addition, please ensure you complete all sections of the online form.

Application Checklist	Yes/No
Attached references OR checked that referee has sent reference direct to postgraduate@bangor.ac.uk	
Attached proof of higher education certificates.	
1000 word essay	
Personal Statement	
Proof of English language score (if relevant)	

What happens once I have sent in my application?

If you are selected for an interview, we will email you with a time for an interview. This will happen a month or two after you have submitted your application. This interview is an opportunity for you to orientate yourself to the programme, ask any questions and decide whether the course is suitable for you, and for us to assess your suitability for the programme. The interviewer will be able to tell you when you are likely to hear the outcome of the interview.

If you do not hear from us after two months, please do contact us as you may have inadvertently submitted an incomplete application and thus it has not come through to us at the CMRP.

Course fees

Fees for the academic year starting 30th September 2018

Module Type	Annual Fee
All 30 credit post-graduate modules (with the exception of ATP)	£1,925
ATP	£2,200
Thesis and Mindfulness Teacher Project	£2,560

Total fees for each of the three training routes (as described in the prospectus).

The below calculations are based on 2018 fees. Please note that currently, fees increase by around 1.7% each year, therefore the below estimate is subject to change as you progress through the training program.

Route	Total Fee
Route 1: subject to validation Train to be a Mindfulness Teacher and gain a Masters Degree. (MA)	£10,260
Route 2: Gain a Masters degree in mindfulness-based approaches (MSc/MA)	£10,260
Route 3: Diploma in Teaching Mindfulness-Based courses	£7,975
Route 4: Train to be a Mindfulness Teacher and gain a Research-based Masters Degree (MSc/MA)	£12,460

Payment of fees

You will be invoiced for payment fee for your module early in the academic year by Bangor University. This is likely to be after you have started the course – so don't worry if you don't get invoiced immediately after you have registered. Payment can be made either:

- In one lump sum on registration by cash, credit/debit card, bank transfer or cheque made payable to Bangor University

Or:

- In 12 monthly instalments by a recurring credit/debit card authority.

Disclaimer

Descriptions in this prospectus are correct at the time of publishing. These may be changed during the year at the discretion of the CMRP.

We make every effort to run modules each year, but all modules depend on availability of teaching staff, and have minimum and maximum limits to student numbers. We cannot therefore guarantee any module to run in a particular year, or that students will be able to take the module of their first choice when they wish. The information in this Prospectus is correct at the time of going to press, but may be subject to change. Check on www.bangor.ac.uk/mindfulness, for any further updates to this Prospectus.

Should I take two modules in the first year?

This is up to you and depends on how quickly you would like to complete your studies with us, and also whether you are able to meet the demands of two modules within an academic year (remember that each module is around 300 hours of study). Usually around 30% of students on the Foundation module take a second module at the same time. If you are relying on a Postgraduate Loan for funding, you need to apply for our 3 year “Mindfulness Based Approaches (3yr)” course, and complete two modules in the first two years, and then the thesis in your third and final year, so in addition to the Foundation module. you will need to select a second module for your first year of study.

The modules available to take alongside Foundation (subject to places not already being filled when you apply) are:

Buddhist Background
Mindfulness and the Brain
Research

Please note that ‘Mindfulness for Pain and Illness’ is not available to Foundation students. This is because this module requires you to engage in specific experiential mindfulness practices which would be difficult to manage alongside the experiential mindfulness practice required during the Foundation module.

How do I apply for a second module?

If you have been offered a place on the Foundation module, you need to let us know before the start of the semester if you wish to do an additional module alongside Foundation. There are a limited number of places for each module so the earlier you let us know the more likely it is that you will secure a place. Email mastersinmindfulness@bangor.ac.uk to register yourself onto a second module. We cannot guarantee that your first choice of module will be available.

FOUNDATION

This module is compulsory for all students; it gives an experiential and theoretical foundation for all modules that follow.

The module encourages students to engage in an examination of the practice of mindfulness and the theory of its application. Extensive personal practice of the range of mindfulness meditations used in the mindfulness-based courses of Mindfulness-Based Stress Reduction (MBSR) and Mindfulness-Based Cognitive Therapy (MBCT) form the practical component of the module, supported by experiential group sessions examining the theoretical components of the courses, and by individual tutorials.

There are interactive sessions aimed at developing knowledge and awareness of the rationale and background to mindfulness-based approaches. The training is a highly interactive, collaborative and participatory learning experience, with an emphasis on personal development.

Course content

- Direct experience of the Mindfulness-Based Stress Reduction course. In addition to the teaching sessions this includes deepening the student's daily personal mindfulness practice. Telephone sessions with one of the tutors will be scheduled between teaching days to encourage personal exploration and integration of this approach into daily life.
- Investigative enquiry processes around practice experience, aimed to deepen personal understandings and insight.
- MBSR curriculum, and the theory and rationale for MBSR and MBCT.
- Investigation of the underlying principles of and rationale for mindfulness-based approaches, and how these are applied in contemporary and clinical contexts.

Assessment

Assessment is carried out through two academic written assignments, and through students' presentations on their personal learning process. Students must pass this module before taking the Teaching 1 module, and will additionally have their suitability for taking the Teaching modules assessed from their work and approach on the Foundation module.

Arrangements for the module

This module is taught over **five Saturdays** spread through the academic year, plus **three Fridays** in November, January and May, and a **silent mindfulness practice day on the Sunday** in March. Students get five individual telephone tutorials between teaching days.

TEACHING 1³

This module is compulsory for Routes 1 and 3, and optional for Route 2.

Teaching 1 is designed to encourage students to bring mindfulness-based approaches into their professional practice. The emphasis is on developing the awareness, knowledge base and skills needed to teach the courses of MBSR and/or MBCT.

Students must be ready to start mindfulness-based teaching as appropriate to their experience during this module. Students are required to be teaching mindfulness meditation in their work or home setting during the module, though not necessarily to be teaching an 8-week course. Reflective practice will inform work throughout the module.

Course content

- Development of the skills required to deliver the main meditation practices and the enquiry process in MBSR and MBCT, through: meditation and enquiry practice and discussions; practising in small groups how to teach and enquire into the body scan, movement and sitting meditations; and receiving peer and tutor feedback on teaching and enquiry skills.
- Exploration of the ethical underpinnings and development processes involved in teaching mindfulness-based courses in professional contexts, emphasising direct personal experience and detailed understanding of the theory and principles of the core elements, themes and teaching processes.

Assessment

Assessment is through two pieces of work, which both encourage a deepening of the investigative process that the module emphasises. The first is about the ethical underpinnings of MBIs. The second assignment includes both practical and written elements, where students record a teaching practice, and write a critical reflection on that teaching practice. Both assignments need to be passed in order to pass the module.

Arrangements for the module

The module is taught on **five Saturdays**, plus **three Friday** teaching/assessment days on the November, January, and May weekends with a silent mindfulness practice day on the **Sunday** of the March weekend.

Students will receive two individual tutorials. During the year in which the module is taken, students are required to engage in an individual supervision process with an experienced teacher of mindfulness-based courses; also to attend a 7-10 day taught residential mindfulness training/retreat.

³ Teaching 1 can only be taken if students have passed the Foundation module.

TEACHING 2⁴

This module is compulsory for Routes 1 and 3, and optional for Route 2.

This module is suitable for those wishing to build on the core skills developed during the Foundation and Teaching 1 modules. The module focuses on deepening the skills and understanding necessary to teach MBSR or MBCT. There is a strong emphasis on students being active in their personal learning process. Students are required to teach two 8-week classes of MBSR or MBCT during the module.

Course content

- Group theory, process and leadership in relation to teaching MBSR and MBCT.
- Cultivating experiential understanding of how the course leader embodies the qualities of mindfulness: the leaders own internal process; the process of the group and individuals within the group; challenge and uncertainty; and the potential choices facing a leader in responding skilfully to all these elements.
- Developing understanding of the general principles through which mindfulness-based courses are targeted towards particular client groups.
- Development of a reflective and inquiring approach to learning which enables students to be active in identifying personal learning edges in their development as a teacher, and to engage with peers in open reciprocal feedback of teaching skills.

Assessment

There are **two** written assignments, and **one** practical teaching assignment. In addition, students are required to submit a reflective overview of their current personal learning themes after each teaching day (which receives comments but is not marked). All assignments need to be passed in order to pass the module.

Arrangements for the module

The module is taught on **five Saturdays**, plus **two Friday** teaching/assessment days on the November and January weekends with a silent mindfulness practice day on the **Sunday** of the March weekend, also on the March weekend are two additional days of assessment.

Students will receive two individual tutorials. During the year in which the module is taken students are required to engage in an individual supervision process with an experienced teacher of mindfulness-based courses; also to attend a 7-10 day taught residential mindfulness training/retreat.

⁴ Teaching 2 can only be taken if students have passed both Foundation and Teaching 1.

Mindfulness Teacher Project⁵

The Mindfulness Teacher Project module is compulsory in Route 1. It is not available in Route 2. It is a 60 credit module.

The teaching for this module is on a residential training retreat (TTR2) in the autumn, which offers students the opportunity to develop a deeper understanding of the practice and theory of mindfulness. Students engage in a developmental process that builds on the personal, theoretical and skills-based learning gathered on previous teaching modules.

Following the training retreat, each student has an individual tutorial and supervision process focused on their teaching of mindfulness-based courses. They submit a recording of a whole 8-week MBSR/MBCT course which is assessed using the Mindfulness-Based Interventions – Teaching Assessment Criteria (MBI:TAC).

Course content

The module encourages students to develop and integrate the following areas: awareness of personal process through mindfulness practice, experience of teaching practice, and understanding of the theories and rationales that underlie mindfulness-based courses.

In the 7-day training, there will be 2 days of silent meditation retreat. This will be followed by small and large group reflection and investigation, with opportunities to lead meditation practices and 8-week course exercises, and to investigate co-participant's experiences of these. (see information on the Teacher Training Retreat level 2 on the CMRP website for further details of this training retreat).

Assessment

The module involves assessment of video recordings of the student teaching a 8-week mindfulness-based course, which is to be taught in English in the student's own professional context. Students submit recordings of this for assessment purposes, along with a 10,000 word literature review and written critical analysis of their teaching process in the recorded course.

Successful completion of the MTP module, plus rated as 'Competent' or higher on the MBI:TAC for the teaching practice assignment, gains the CMRP's CPD Certificate of Competence in Teaching Mindfulness-Based Courses, showing that students have met the Centre's highly regarded training standards to teach mindfulness-based courses.

Arrangements for the module

Teaching for the module is delivered in North Wales, over a week-long residential training retreat.

⁵ **Prior requirements:** Students must have taught at least three 8-week mindfulness-based courses before entering this module, and passed T1 and T2.

RESEARCH

This module is compulsory for Route 2.

The Research module is suitable both for students who already have academic or practical scientific research experience, and for those who have little or none. This module is designed to get students ready for their thesis by supporting students to develop their thesis project, and giving the basic research skills required to undertake the thesis.

Course content

- The place and importance of research, including research into mindfulness-based approaches, mainly within health care and psychology.
- Types of research used in psychological therapies and in health care in general, and in mindfulness-based approaches in particular, including methodological issues and research terms.
- Consideration of ethical issues in research, both generally and specific to mindfulness-based approaches; the processes of gaining ethical approval for thesis research, both in the School of Psychology (required for the research thesis) and in health-care settings.
- Preparation for the research thesis by developing a research proposal in an area of the student's choice within mindfulness-based approaches.

Assessment

Assessment will be through **two** written assignments.

Arrangements for the module

This module is taught over **five Sundays**, with up to three individual supervision sessions.

BUDDHIST BACKGROUND

This is an optional module for Routes 1, 2, and 3..

The module will explore some of the key elements in the psychological background of Buddhist thought as presented in early texts, that directly relate to and inform our understanding of the courses of MBSR and MBCT.

Course content

The module will investigate the historical origins of mindfulness, and the part played in this by the evolution of Buddhist thought and practice. This will be related to mindfulness meditation as taught in MBSR and MBCT.

Students will develop their understanding of selected elements of the Buddhist psychological background to mindfulness as taught in MBSR and MBCT. The course will aid students in investigating and understanding how insights from traditional Buddhist sources can inform and enrich the teaching and application of mindfulness-based approaches.

Each teaching day will have three integrated components:

- Direct teaching of elements of traditional Buddhist psychology.
- Led reflective practices, to help students relate the theoretical elements with their own immediate experience of mindfulness.
- Explorations of how this learning informs our understanding of MBSR and MBCT.

Assessment

The assessment for this module is by a short presentation in class on a topic agreed between the student and tutor, and by a written assignment that relates traditional Buddhist theory and practice to that of mindfulness as a contemporary clinical approach. Two tutorial sessions will support students in their assignment work.

Arrangements for the module

This module will be taught on **four Sundays** in October, November, January and May, with an extra day in January.

MINDFULNESS AND THE BRAIN

This is an optional module for Routes 1, 2, and 3.

This online module is suitable for students with or without research experience, who want to gain understanding of the existing research into the neuroscience of mindfulness and learn about its relevance to mindfulness theory, teaching and practice.

Course content

The aim of the module is to provide mindfulness teachers and practitioners with more in depth understanding of the research and evidence-base in the fast growing field of neuroscience of mindfulness. You will be learning about research on how mindfulness modifies the brain and explore how neuroscientific research evidence can contribute to the theory, practice and teaching of mindfulness. Previous familiarity with neuroscientific research and terminology is not necessary and the module will help you understand better the basic concepts and research techniques, such as neuroplasticity, magnetic resonance imaging and electrophysiology.

As part of the module you will also visit the Mindful Brain Lab at Bangor University (<http://mindfulbrain.bangor.ac.uk>) and get experience with hands-on demonstrations of neuroscientific experiments.

Assessment

The assessment for this module is by presentation (assignment 1) and by written assignment (assignment 2). Both assignments focus on the links between research in the neuroscience of mindfulness and the teaching and practice of mindfulness. Two tutorial sessions will support students in their assignment work.

Arrangements for the module

The module will be mostly delivered online with one day in Bangor during which students will deliver their presentations (Assignment 1) and spend the afternoon in the Mindful Brain Lab. Students will watch pre-recorded lectures online and participate in a group discussion guided by the tutor via internet once a month

MINDFULNESS FOR PAIN AND ILLNESS

This is an optional module for Routes 1, 2, and 3.

Mindfulness for Pain and Illness explores the relevance of mindfulness and compassion for people living with long-term conditions (LTCs). Through a mixture of experiential learning and direct teaching methods, students will learn about the origins, philosophical underpinning, research, theory and key concepts of mindfulness and compassion related to living with long-term health conditions, such as chronic pain.

Course Content

The taught component of the module will present core elements of the 8-week '*Mindfulness for Health*' course. This offers an experiential understanding of the key mechanisms that compound experience of pain and illness which is addressed by mindfulness and compassion. At the end of this module students will have gained an experiential and theoretical understanding of the '*Mindfulness for Health*' programme, as well as an evidence-based approach to alleviating the suffering involved in LTCs.

Assessment

The assessment for this module is by **two** written essays linking the practice and theory of mindfulness and compassion with people with LTC's.

Arrangements for the module

The module is delivered in a residential setting (usually in North Wales), over two x 2.5 day retreats in autumn and spring. Focusing primarily on mindfulness in the first teaching block and compassion in the second teaching block.

MSc/MA THESIS in Mindfulness-Based Approaches

The thesis module is compulsory for Route 2.

Students have the opportunity apply practical research techniques in the design and/or conduct of research into mindfulness-based approaches. You can design your own 12-month research project, or there may be project opportunities offered to students.

MSc thesis

Students are assigned one or more supervisors to guide them through the design, conduct, analysis, interpretation and report of their research.

Working with one or occasionally two supervisors, students will design and conduct research into mindfulness-based approaches in an area of their choice. This will build on and critically analyse the relevant research literature on mindfulness and its clinical applications. The study will include the collection and analysis of data arising from the student's own research or involvement in a supervisor-led project.

The MSc thesis will review relevant research literature, describe the basis and design of the student's research study, and the collection, analysis and interpretation of the data.

MA thesis

An MA thesis may be appropriate for students whose main interest is in teaching or otherwise using mindfulness-based approaches within their professional work, especially if they have an arts-based education and/or training. Working with a personal supervisor, students will write a thesis on mindfulness-based approaches in an area of their choice, informed by critical analysis of appropriate literature on mindfulness, and of the student's own observations and experiences. An MA thesis may be based on the critical review of relevant texts, including pertinent Buddhist texts. Where appropriate, the student may include their own interests and experience in the subject area as part of the thesis research.

Students are not expected to carry out inferential scientific research into mindfulness-based approaches as part of their MA thesis. The thesis will describe the basis, approach and conduct of their scholarly investigations, and the conclusions to be drawn from the work.