



Prospectus
Masters in Mindfulness
2019

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

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.

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>

Meet the CMRP team...



Dr Rebecca Crane

Director of CMRP
Module Organiser of Assessed Teaching Practice and Mindfulness Practitioner Project



Dr Gemma Griffith

Director of CMRP Postgraduate Programmes
Module Organiser of Foundation, Research, and Thesis modules



Karunavira

Tutor on Foundation module



Dr Bridgette O'Neil

Tutor on Foundation module



Dr Pamela Dukerin

Module Organiser of Teaching 1 module



Alison Evans

Tutor on Teaching 1 module



Trish Bartley

Module Organiser of Teaching 2 module



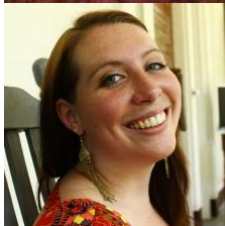
Ciaran Saunders

Module Organiser of Buddhist Background module
Tutor on Teaching 2 module



Dr Rebekah Kaunhoven

Module Organiser of Mindfulness and the Brain



Shelby De Meulenaere

Tutor on Research module

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/or 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).

Testimonials from our alumni....



Simon Barnes (MSc in Mindfulness-Based Approaches)

Embarking upon a masters degree in mindfulness was an exciting yet trepidatious undertaking for me. I didn't go to university after school and so entering academia in my 40s filled me with a mixture of thoughts, feelings, and emotions, including self-doubt, uncertainty, and fear.

I'm sure many students experience this but from day one the energy and attitude of all the staff on the masters programme was warm and calm. I settled easily into the first weekend and as a wheelchair user I felt welcomed and included without any unnecessary fuss or awkwardness. Indeed, any specific considerations regarding access or participation in exercises etc. were handled sensitively and professionally.

It has been a pleasure to meet so many genuinely compassionate people at Bangor. The programme is run with great integrity and I'm proud to have gained a masters with them. It's so much more than an academic qualification and I'd recommend it to anyone.



Eva Ruijgrok-Lupton (MSc in Mindfulness-Based Approaches)

I remember clearly at our very first day a sense of coming home: a place to combine my two passions, meditation and academic studies, both offered to the highest standards. I started with keen curiosity for deepening my practice and understanding, but without any clear objective of training to be a teacher. The supervision and support I received were superb, a wonderful teaching in themselves, and teaching mindfulness has become a great joy and practice.

The vocational training was strengthened considerably by the theoretical investigation of Mindfulness-Based programs, and particularly by writing essays to consolidate this understanding. Conducting research and writing my thesis were the culmination of all previous learning, with fantastic guidance from expert supervisors. Besides academic and vocational learning, the personal development involved in becoming a teacher really set this program apart, an aspect woven throughout all course modules, greatly enhanced by the high calibre and unstinting support of the tutors, most of whom have first-generation training alongside in-depth teaching and research experience.

Travelling to Bangor regularly was quite an undertaking, requiring commitment but richly rewarded, with the added bonus of joining a new community of fellow mindfulness teachers. All in all it has been a tremendous privilege to study at the CMRP, which has enriched my life beyond measure.

Masters in Mindfulness

There are two Masters routes:

Route 1. MA in Teaching Mindfulness-Based Courses

This route is for those who wish to train as a mindfulness teacher and gain a Masters at the same time. 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. MA/MSc 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. You can take Teaching modules as a part of this route. You gain a Masters degree.

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. Please make contact with the Postgraduate Loan organisation to check you are eligible for a loan before applying to our programme.

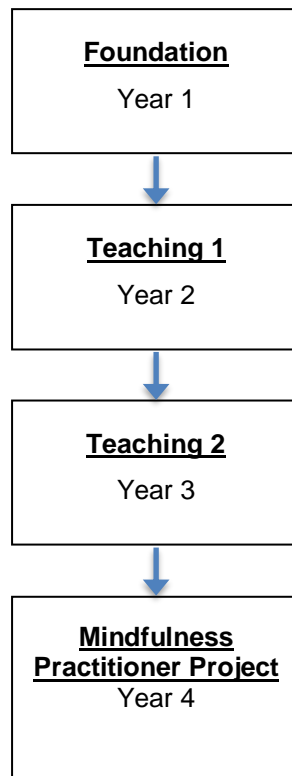
Route 1. MA in Teaching Mindfulness-Based Courses

This MA is designed to give you complete training as a MBSR or an MBCT teacher.

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

This route involves taking four teacher training modules sequentially, plus an additional module - and takes **four to five years** to complete.

TRAIN TO BE A MINDFULNESS TEACHER: MA in TEACHING MINDFULNESS-BASED COURSES



In addition, you must choose one module from the following:

- 1) Buddhist Background
- 2) Mindfulness and the Brain
- 3) Research

The module can be taken alongside any teaching module (completing the MA in four years), or you can study it in-between taking the teaching modules (so taking 5 years to complete the MA).

For more details about the content of these modules, please go to page 20.

Route 2. MA or MSc in Mindfulness-Based Approaches

This route is suitable for those who wish to study mindfulness-based approaches without necessarily training to become a mindfulness teacher (although you can take teaching modules if you wish to train). This culminates in a research-based thesis in your final year.

You gain the academic qualification of a **Masters degree**. There are three compulsory modules (Foundation, Research, and Thesis) and you can choose any two other modules.

This route takes **three to five years** to complete, depending on how quickly you want to progress.

Three years: You take **two** modules in the first year, **two** modules in the second, and your **thesis** in the final third year.

Five years: You take one module each year for five years.

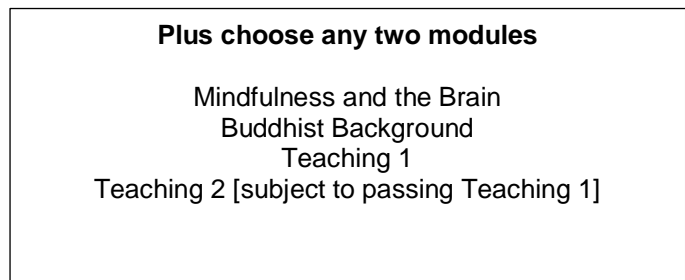
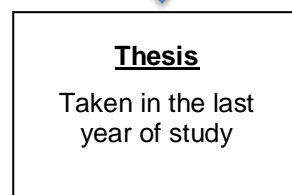
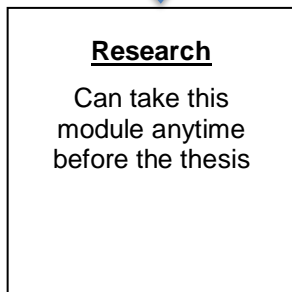
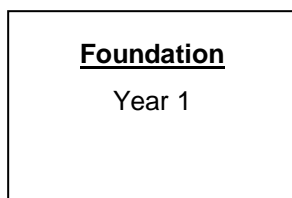
If you would like information about how to incorporate teacher training into this route (for example if you are using a student loan to fund your studies – please go to the next page for information about how you can do this.

Masters in MINDFULNESS-BASED APPROACHES

Three compulsory modules plus two modules of your choice

Three compulsory modules

Plus two modules of your choice



For more details about the content of modules, please go to page 20.

I am taking Route 2 to qualify for the student loan, and I'm really interested in training as a mindfulness teacher – what can I do?

It is possible to start your teacher training on our Masters programme by taking Foundation and Teaching 1 modules, and then you can continue your training and work towards the Certificate of Competence in MBSR and/or MBCT outside the masters programme on what is called the **Teacher Training Pathway (TTP)**

The Masters and TTP overlap, and you can start teacher training within the Masters programme and then complete it on the TTP. Both pathways are a very thorough training programme.

The TTP is a collaboration between Bangor University and The Mindfulness Network. The Mindfulness Network delivers it, and the certificates are from Bangor– therefore if you have any questions about the TTP, please go directly to the Mindfulness Network staff - all information is on their website here <https://www.teach-mindfulness.org/>

Why would I choose the TTP whilst doing the Masters?

There are lots of reasons people might choose the TTP, some students on the three year masters (who, due to Post-graduate loan restrictions must complete their studies in three years), may do the Teaching 1 module and then continue their teacher training via the TTP. Others become drawn to research and the academic study of mindfulness, so want to do those modules on the masters and complete their teacher training via the TTP, or may want more time to complete their teacher training.

Quick guide:

Below is a quick guide letting you know how you could continue your Teacher Training on the TTP from the Masters. Essentially, you can do some training on the Masters, and then step off onto the TTP.

You have completed the Foundation module: This will help you meet the pre-requisites for the TTP, but does not contribute otherwise to the TTP pathway as Foundation is not a teacher training module.

You have completed Teaching 1: If you pass Teaching 1, this is equivalent to passing “Part 1’ on the TTP, this means you can enter the TTP at level 2, and complete Part 2 a and b to gain the Certificate of Competence.

You have completed Teaching 2: If you pass Teaching 2, this is almost equivalent to passing “Part 2a’ on the TTP, this means you can enter the TTP at level 2b, and complete Part 2b to gain the Certificate of Competence.

You apply for the TTP through The Mindfulness Network website here, <https://www.teach-mindfulness.org/>

Frequently Asked Questions

What is the time commitment required?

Teaching days are normally 9am – 5pm, with breaks for drinks and lunch. Each 30-credit module is expected to take at least 300 hours of study time. There are around two written assignments per module, although some require presentations, and the teaching modules (T1, T2, and MPP) require you to teach mindfulness either in your own home setting or with your fellow students.

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 14. 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.

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 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 **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.

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 2019 are open all year round. So the earlier you apply the greater chance you have of securing a place. 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.

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.

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.teach-mindfulness.org/calendar-distance-learning-mbsr/>

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 2019 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.

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.

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.

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. We may not consider incomplete applications.

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

Please see our website for the up-to-date fees.
<https://www.bangor.ac.uk/mindfulness/postgraduate-courses/>

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 getting a Postgraduate Loan for funding, you need to apply for our 3 year “Mindfulness Based Approaches (3yr)” course, and complete two modules per year, so in addition to the Foundation module. you will need to select a second module for your first year of study.

The modules you can take alongside Foundation are:

Buddhist Background
Mindfulness and the Brain
Research

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.

FOUNDATION

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 1¹

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.

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

TEACHING 2²

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.

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

*Mindfulness Teacher Project*³

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.

³ **Prior requirements:** Students must have taught at least three 8-week mindfulness-based courses before entering this module, and passed T1 and T2.

RESEARCH

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

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 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

MSc/MA THESIS in Mindfulness-Based Approaches

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.