Centre for Mindfulness Research and Practice

Teacher Training Pathway
Handbook

2014/15
## Contents page

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome and Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Training Pathway (TPP) Summary Outline</td>
<td>6</td>
</tr>
<tr>
<td>Applying for CMRP TTP</td>
<td>7</td>
</tr>
<tr>
<td>Outline costs of TTP</td>
<td>8</td>
</tr>
<tr>
<td>Level one Certification - What does it mean?</td>
<td>9</td>
</tr>
<tr>
<td>Level Two Certification - What does it mean?</td>
<td>11</td>
</tr>
<tr>
<td>Level Three – Post Development Training</td>
<td>15</td>
</tr>
<tr>
<td>Guidance on Reflective Writing</td>
<td>16</td>
</tr>
<tr>
<td>The role of your mentor within the TTP</td>
<td>18</td>
</tr>
<tr>
<td>The role of supervision within the TTP</td>
<td>19</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>20</td>
</tr>
<tr>
<td>Guidance on using Mindfulness Based Interventions-Teaching</td>
<td>22</td>
</tr>
<tr>
<td>Assessment Criteria (MBI-TAC) for self-assessment</td>
<td></td>
</tr>
<tr>
<td>Good Practice Guidelines for Mindfulness-Based Teachers</td>
<td>24</td>
</tr>
<tr>
<td>Core and Recommended Reading</td>
<td>26</td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1</td>
<td>MBI-TAC</td>
</tr>
<tr>
<td>2</td>
<td>Supervision Learning Statement</td>
</tr>
<tr>
<td>3</td>
<td>Guidelines on beginning to teach</td>
</tr>
<tr>
<td>4</td>
<td>Guidance on producing good recordings</td>
</tr>
<tr>
<td>5</td>
<td>Video Information and consent Form</td>
</tr>
</tbody>
</table>
Welcome to the Centre for Mindfulness Research & Practice (CMRP) Teacher Training Pathway (TTP) handbook. Here you will find all the information you need to complete your Mindfulness Teacher Training via this route.

The intention of the TTP is to provide a way of training, via a portfolio approach, that is flexible and can be adapted by you to suit your current situation and your pre-existing experience. The TTP will take a minimum of 3-4 years for those who are just beginning on the pathway. For those who already have training and may be already teaching mindfulness-based courses it may take less time. However, there is no time limit and we encourage you to develop your learning and experience at a pace that works for you and your life circumstances.

The TTP has been developed in line with the UK Mindfulness-Based Teacher Training Organisation’s Good Practice Guidance for teachers (see mindfulnessteachersuk.org). It follows closely the stages of learning within the postgraduate mindfulness-based teacher training route that we have offered for many years now at Bangor University. The TTP does not offer an academic award upon completion. However it does offer a way to gain credibility and recognition from a leading mindfulness-based university teacher training organisation. It also ultimately leads to the award of a Certificate of Competency in Teaching Mindfulness-Based Courses showing that students have met the CMRP’s highly regarded and stringent training standards to teach mindfulness-based courses.

Throughout the TTP you will be engaging with training and self-assessment using the Mindfulness-Based Interventions: Teaching Assessment Criteria (MBI-TAC; http://www.bangor.ac.uk/mindfulness/documents/MBI-TACJune2012.pdf) These are criteria which have been developed by trainers at CMRP in collaboration with colleagues at the University based mindfulness centres in Exeter and Oxford. The mindfulness-based masters programmes within the UK all use these criteria to assess teaching practice skills, and they are also being adopted by training organisations in Europe and the USA.

To the individual practitioner these competency criteria can be used as a reflective tool to support learning as skills in teaching mindfulness-based courses develop. To the training organisation they offer a transparent methodology for assessing a student’s skills, and a way of systematically offering feedback on teaching strengths and learning needs to support ongoing development.

During your TTP journey you will work with a mentor to support you in navigating the different aspects of training and experience that are necessary to complete the pathway. You will develop
a portfolio recording your development and when you and your mentor agree that you are ready this will be presented for assessment.

In the following pages you will find an outline of the pathway and the evidence you will be required to submit for each level, guidance on using the MBI-TAC for your self-assessment and guidance on the role of your supervisor and your mentor through this process.

Completion of the previous level is a prerequisite for successful completion of the next level.
# Teacher Training Pathway Summary Outline

## Foundation

Aims: to experience mindfulness via an MBCT or MBSR course & develop a personal mindfulness practice.

- MBCT/MBSR course via 8 weekly classes
- Developing a personal mindfulness practice of at least 12 months duration
- Attendance on a mindfulness meditation retreat - 2-4 days
- Reflective writing which forms part of the application process for TTP

_N.B._ There is no certificate for foundation level

## Level 1 Training

Aims: to develop the skills, attitudes and knowledge required to begin to deliver MBCT/MBSR

- Teacher Training Level 1
- Supervised teaching MBCT/MBSR 8 week course.
- 5 day MBCT or MBSR specialist training.
- Further skills training e.g. 2/3 day workshops
- Attendance on 4-5 day silent teacher led retreat
- Completion of written critical reflection.
- Bibliography of reading and resources
- Supervisors report.

## Level 2 Training

Aims: to deepen and develop competencies in offering MBCT/MBSR

- Teach a minimum of 3 supervised MBCT/MBSR courses.
- Teacher Training level 2.
- Attend 7-day silent, guided mindfulness meditation retreat.
- Further skills training e.g. 2/3 day workshops.
- Assessment of teaching competency via video recording of full 8 week MBSR/MBCT
- Completion of written critical reflection.
- Bibliography of resources
- Supervisors report.
Applying for CMRP Teacher Training Pathway

Your application for CMRP teacher Training pathway should include:

1. Certificates of attendance for all required courses. (copies are sufficient) and details of all training, teaching and supervision experiences.

2. Reflective writing on your experience of your development. Consider questions such as:
   - What draws me about mindfulness practice? How am I aware of this?
   - Other reflections on personal practice e.g. What is particularly challenging? What intrigues me and keeps me motivated? What do I want to avoid? How has my practice developed? How does practice serve me in times of difficulty?
   - Reflections on personal learning process – e.g. experiences of retreat, training, teaching and supervision
   - Reflections on professional practice e.g. What is my experience of developing a professional practice in mindfulness-based work? How have I integrated my personal practice with my teaching? OR
   - Why do I want to teach?

Please write around 750 - 1000 words as part of your application
Outline of Costs of the TTP

The costs may vary considerably depending on how much you have already completed. This outline gives examples of costs at 2014 rates assuming no training has already been completed.

Registration  £150

**Level One - certificate**

Initial mentor session (1 x 30 mins + 1 x 60 mins)  £72

Ongoing mentor sessions  *example*  3 x 30 min sessions per year  £72

TTR1 or TTC level 1 costs vary according to venue  approx. £1,300

5 day Specialist teacher training in MBCT or MBSR  £865

2 day workshop *example* Inquiry or movement  £260

Supervision at  £25 p half hour x 10  approx. £240

p.a

Assessment and Certificate  £250

**Level Two – Certificate**

Supervision over a minimum of three courses.  approx. £288

This will vary according to your supervision needs  p.a

On-going mentoring  this will vary according to your needs  approx. £72

TTR 2  This will vary according to the venue  approx. £1,300

Assessment and Certificate  £500
Level One Developing Skills in Teaching MBCT/MBSR

Level One certificate is a Certificate of Readiness to teach MBSR or MBCT

What does this mean?
Level 1 training develops the skills, attitudes and knowledge required to begin to teach MBSR/MBCT with supervision.
Ideally you will teach your first course as an assistant to a more experienced teacher, this is the most supportive way for you to start. However this isn’t always possible. See appendix 3 for advice on beginning to teach. For the first one or two courses you are teaching we recommend that you have weekly supervision that begins before your classes start so that you can have some guidance with the participant assessment process, development of your teaching materials and recordings as well as week by week guidance through the course(s).
Following this, supervision should be as much as you need but at least in line with the UK Mindfulness Teachers Guidelines (see p. 23)

Requirements for completion of Level 1 Certificate.

Completion of:
1. CMRP Teacher Training Retreat/Course level 1 or equivalent. We will accept equivalent training from Oxford Mindfulness Centre, Exeter University Mindfulness training or Centre for Mindfulness (CFM), Massachusetts.
2. Teaching an 8 week MBCT or MBSR course with supervision. This first course may be co-taught but you will need to have taken responsibility for at least a third of the course delivery.
3. CMRP 5 day specialist teacher training in either MBCT or MBSR. This is best done after teaching or co-teaching your first course
4. At least 1 short (1 or 2 day) skills course. E.g. Inquiry, Mindful movement, Group process etc. You might choose a course after discussion with your supervisor about skills development needed. This may be identified after you have begun to teach.
5. Attended a 4-5 day teacher led silent retreat. The retreat may be based on secular teaching of mindfulness or a style of meditation close to MBSR e.g. vipassana (see resources for suggestions of retreat venues)
6. A written critical reflection. You are required to keep a journal of practice, training and teaching during the Teacher Training Pathway.
7. Submission of a summary of your journal, around 2000 words. See page 15 for notes on reflective journal keeping.
8. Report from your supervisor. You and your supervisor will devise this report between you, it should be a collaborative piece that you have both negotiated and agreed

9. Bibliography of resources. Please list books and papers read and meditations listened to plus other resources used for your development.

Learning outcomes for Level 1 Training
1. Reflect on and investigate personal learning and development as a mindfulness practitioner

2. Develop skills, attitudes, and knowledge to enable practice as a teacher of mindfulness-based courses.

3. Demonstrate the importance of personal integrity of approach, ethical standards and mindful attitudes for teachers of mindfulness-based courses.

4. Demonstrate familiarity with the teaching and learning strategies of mindfulness-based courses.

5. Demonstrate a level of competence and skill in teaching that can be a basis for future development in teaching mindfulness-based courses.
Level Two Certificate - Developing Competence in Teaching

Level Two certificates is a Certificate of Competence in Teaching MBSR or MBCT

What does this mean?
Completion of Level 2 training deepens and develops the skills, attitudes and knowledge required to deliver MBCT/MBSR courses competently and consistently. Level 2 training leads towards submission of recordings of an entire eight-week MBCT or MBSR course for which you have had primary teaching responsibility, along with presentation of your level 2 portfolio. Your recordings will be assessed by experienced trainers using the MBI:TAC. (See p. 29) In order to gain certificate level you are required to achieve an overall average of Competent or above, and achieve at least Advanced Beginner in all of the domains.

When you are ready to engage with Teacher Training Retreat 2 you will find information on our website and be able to complete an application form on line.

Requirements for the completion of Level 2 Certificate

Completion of:
1. Teaching a minimum of 4 MBSR, MBCT courses with supervision
2. Completion of CMRP’s Teaching Training Retreat Level 2
3. Attendance on a 7 day silent teacher led retreat. The retreat may be secular mindfulness or a style of meditation close to MBSR e.g. Vipassana.
4. Submission of a video recording of an 8 week MBSR or MBCT course teaching.
   See notes p 35 for guidance on recording
   The submission in your portfolio must include each of the following:
   • One audio-visual copy of all sessions of your 8-week course (except the silent practice day if you include one) uploaded onto a (password-protected) memory stick.
   • Copies of the video consent forms signed by course participants
   • Copies of end of course participant feedback forms
   • A time-line synopsis of each session which includes each curriculum component timed by minutes from the beginning of the recording and an indication of where you deviate from the session plan
   • The course curriculum you are working to (if this is manualised and easily available, you do not need to send it, but give us the relevant information)
• Supporting instructional materials – home practice CDs, workbooks, and any other hand-outs or teaching resources your participants receive
• Information/correspondence sent to participants in advance of the course
• Information describing your orientation/assessment process with participants prior to the commencement of the course

**NB:** only the teaching is directly assessed but it is important for the marker to have some contextual information about your teaching and programme to enable the marking process.

5. Submission of a summary of your journal of up to 4000 words. Including:
  • Critical analysis of the context of the recorded mindfulness-based course, how the course was set up, and how course participants were assessed, in terms of how these areas affected the teaching.
  • Your personal experience and process of teaching
  • Development of the teaching process
  • Reflection on your conduct of the teaching, including how difficulty was dealt with during teaching by using mindfulness principles and practice; evaluation of course outcomes; and the influence of ethical issues
  • Integrated relevant theoretical principles developed from core reading

6. Report from your supervisor. You and your supervisor will devise this report between you, it should be a collaborative piece that you have both negotiated and agreed.

7. Bibliography of resources. Please list books and papers read and meditations listened to plus other resources used for your development.
Learning Outcomes for Level 2 Training

1. Achieve a level of competence in mindfulness-based teaching practice which would constitute ‘fitness to teach’ mindfulness-based courses within the student’s own professional context. In relation to this students will be able to demonstrate:

   a. Responsive and flexible pacing, good organization and coverage of a mindfulness-based course curriculum that is suitable for the participants being instructed and the context for course delivery.

   b. A high level of relational skills appropriate to teaching a mindfulness-based course in a genuine, warm and collaborative way.

   c. Ability to guide participants competently in core mindfulness-based meditation practices within a professional setting.

   d. Ability to convey course themes in clear, accessible language through interactive teaching, including use of the inquiry process to guide participants’ exploration and understanding of their practice, and apposite use of didactic teaching and group exercises.

   e. Clear embodiment of the core values and attitudinal foundations of mindfulness-based approaches within the teaching process.

   f. Holding of group learning environment, combining safety and exploration, and balancing the needs of individuals and the group.

2. Critically analyse the underlying theories and rationale for mindfulness-based teaching practice. Through relating these theories to their direct experience of teaching the video-recorded mindfulness-based course, and to their understanding of mindfulness-based courses in general, successful students will demonstrate their ability to:

   a. Articulate the rationale for their choice of curriculum.

   b. Articulate the rationale for their chosen methods of participant referral, assessment and orientation, including ethical issues.

   c. Reflect on their personal process during the teaching, including how they dealt with difficulty and their own ‘edges’ during teaching by using mindfulness principles and practice, and demonstrate how the insights...
that come to light through the process are integrated into the teaching
d. Demonstrate and evaluate how awareness of group process and theory informs the teaching process

e. Demonstrate understanding and awareness of ways of developing an effective and ethically based culture of learning within the group, including in this the importance of sensitivity to participants’ different learning styles and the ways that teaching methods can accommodate these

f. Demonstrate critical discussion of the theoretical perspectives that inform this work (e.g. cognitive science, Buddhist psychology, physiological effects of psychological processes, etc.)
Level 3  Post training development

Training to teach mindfulness-based approaches can be considered to be a life-long undertaking and training and development doesn’t end with a certificate of teaching competence. We all continue to develop and deepen our skills and understanding. However there may be some specific aims in undertaking the next level of training, for example, to develop skills in supervising MBCT/MBSR teachers & become an effective disseminator of MBCT/MBSR.

The following steps are suggested for level 3 training

- Teacher Training Retreat level 3
- Supervision training.
- Offering supervision with support of own supervisor.
- Ongoing attendance on retreats.
- Regular supervision with feedback on teaching.

Further training as appropriate.
Teacher training pathway Guidance on Reflective Writing

You are required to keep a journal of your personal mindfulness practice, your teaching practice and your experience of engaging in training, for the duration of your training.

A journal can be invaluable in bringing increased awareness to your personal development and can also extend beyond this and help you reflect on the on-going dialogue between you as practitioner and you as teacher; integrating your own practice into teaching, as well as integrating the experiences you encounter in dialogue with your class participants. All this adds to the rich tapestry which will deepen your skills and nourish your intentions for teaching.

The purpose of the reflective writing requirement for the TTP is to allow this process of reflection to inform you and your assessor about some of the important insights and discoveries which you have encountered along your journey.

You will be asked to submit a summary of your journal, of between 1000-2000 words for inclusion in your portfolio for level one and up to 4000 for level two. This will be drawn from your journals, and your mentor will guide you in what is important to include. Remember your portfolio is providing your assessor with information about your personal development and skill as a teacher.

Notes on Journal Writing

The journal is intended as a vehicle for a personal, reflection on the issues and processes you experience during your personal day-to-day practice and during training, and teaching. It will also serve as a record of any changes you may experience in your awareness, perceptions or behaviour as you continue the process. You can use the reflective journal as a precision tool for drawing out what you are experiencing, and catching the issues that arise and exploring them.

The reflections need to be centred on your direct experience. You need to give examples of this, which include all areas of your experience - your physical sensations, emotions, thoughts, and actions or impulses. This mostly internal experience needs to be clearly and fully described in writing, so that your internal process is made apparent both to yourself and to the reader. This investigation will allow you also to explore in writing what are or were the effects of bringing awareness to your experience, and how you are or were relating to it. This level of reflection in turn can lead to identification of patterns of habitual experience, and understanding of different ways of working with these; this insight also plays an important part in the essay.
In reflective writing, some of the writing is descriptive of your direct experience, and some is in-depth reflection on what you have described. Reflection is a skill that is useful for all of us and one that we can all hone. It is also a part of our mindfulness practice which slowly and steadily teaches us that we can begin to move towards insight as we engage in the process of disentangling the complicated web of our experience as it unfolds in each moment. The reflective writing can therefore be a powerful learning experience.

We encourage this process to be as open and unedited as possible, bringing the qualities of acceptance and curiosity into your reflections and letting go, as best you can, of judgements that arise for you. It is a useful practice to see your journal as an extension of your practice by bringing similar ‘ways of being’ to it. Let go of any need to make formulations, engage in analysis or draw conclusions from what arises for you. Simply notice what is there and make a note of it.

Some questions to consider:

1- What has ignited me during the practice? How was I aware of this?
2- What has been particularly challenging?
3- What has been my experience of beginning to teach?
4- How has my practice informed my teaching and vice versa?

Please remember these journals are completely confidential. No one but you reads them so be totally honest with yourself.
The Role of your Mentor within your Teacher Training Pathway

The Mentors’ role is to guide the trainee in preparing the evidence required to fulfill the requirements for the training pathway.

1 Initial session with mentor (approx. 30 mins). During this session your mentor will explain the TTP process to you and you will have an initial look at the evidence required to complete Level 1 TTP. You may have existing training or experience that will contribute to your skill as a trainee MBSR/MBCT teacher. E.g. mindfulness meditation practice, clinical experience, experience leading groups etc. You can look at the domains in the MBI-TAC and make a self-assessment of skills you may already have. With your mentor you can discuss what evidence you might include for the level 1 assessment. This might include certificates of qualification or attendance, reflective writing on experiences e.g. retreats, training or assistant teaching. Following this initial discussion you may need time to gather information.

2 Second mentor session. (30 -60 mins). In this session you can discuss in more detail the evidence you have gathered and plan together the next training event(s) and the evidence to be produced.

3 From this point you can arrange a mentor session whenever you need guidance on your training pathway or on the evidence required. This will be an individual process, you may not need to contact your mentor until you are close to the point of submitting all your evidence for Level 1 certification.
The Role of Mindfulness Supervision within your Teacher Training Pathway

The supervisor role is to offer on-going guidance in personal mindfulness meditation practice, teaching MBCT /MBSR and the integration of personal practice into teaching. It is a complex and varied role.

Supervision can take place over the phone, Skype or face to face.

Mindfulness Supervision is: “A regular space that is contracted between supervisor and supervisee, which enables reflection on the supervisee’s mindfulness teaching practice and how this interfaces with their personal mindfulness practice and their life. The process is dedicated to developing and deepening the growth, understanding and effectiveness of the supervisee’s application of mindfulness, both personally and in their working life.”

Mindfulness supervisors do not hold clinical responsibility

Mindfulness supervision includes a range of roles and functions; throughout the training pathway and beyond into your teaching career your supervisor will:

- Offer support and guidance on your teaching, including guidance on your courses, assessment of your participants, and on-going support with your groups.
- Offer guidance and support for the on-going development and deepening of your personal mindfulness practice and support the way this interfaces with mindfulness teaching or one-to-one work – and in your everyday life.
- Bring the inquiry process into the exploration of your experience.
- Offer a balance of the supportive, educational and ethical strands of the supervision process.
- Define and draw out the integration of mindfulness in your professional role, and offer guidance in professional boundaries.

Your relationship with your supervisor and the content of your supervision sessions is confidential, however your supervisor will also provide reports and reflections on your supervision sessions, which will be part of the submitted evidence for the pathway. These reports will be developed collaboratively. Your supervisor will discuss all the reports with you, and ideally you will come to an agreement about the content of the report.
Confidentiality

CMRP’s confidentiality policy is underpinned by a stance of *mindful ethics*, guided by an overarching intention to do no harm. This is informed by staying mindfully aware of our intention in all our communications whether verbal or written, and not engaging in talking/recording/giving information in any way that aims to, or could result in causing damage or divisions. When a choice is made to share information, this will arise either:

1. From a transparent dialogue between those working with the CMRP, with the understanding that this is an open process in the interests of development and support. or
2. Where there is a risk of harm to self or others.

**Confidentiality between Supervisor and Mentor**

Both Supervisor and Mentor have a responsibility to the development of an ethical practice in supervisees and TTP trainees and therefore need to be transparent around issues which impact on this. Where there is concern about a participant’s safety and/or the safety of those directly connected with the trainee’s teaching of mindfulness-based interventions, a decision may be made to discuss this.

**Confidentiality between Trainee and Supervisor**

Discussions in the sessions will normally be held in confidence with the following exceptions:

1. It is understood that the supervisor may take any appropriate matters arising from this supervision to his/her own supervision process. All reasonable care will be taken to ensure the supervisee’s anonymity.

2. If the supervisor is sufficiently concerned about a matter with serious criminal, ethical or personal implications told to him/her by the supervisee, s/he reserves the right to break confidentiality by discussing this with another responsible person (e.g. the supervisor’s consultant supervisor, the supervisee’s clinical supervisor). Every effort would be made to discuss this with the supervisee in the first instance. The intention behind the whole process will be consistent with a stance of ‘mindful ethics’ – i.e. an intention to protect the interests of potential participants on the trainee teacher’s courses and of the trainee teacher themselves.

3. Supervision which is conducted as part fulfillment of teacher training pathway requires evidencing via a Supervisory Learning Statement at the submission of your portfolio, which is jointly completed by you and your supervisor. This confirms that the student has undertaken supervision and
gives an overview of the student’s teaching and personal practice development. Any disclosure of supervision content in this statement will be informed by a stance of ‘mindful ethics’.
Guidance on using MBI-TAC for self-assessment

For the full text MBI-TAC please see

These assessment criteria are intended to enable the teaching of Mindfulness-Based Interventions (MBIs) to be assessed for adherence and competence. The MBI-TAC has been developed since 2008, in the context of Mindfulness-Based Stress Reduction (MBSR) and Mindfulness-Based Cognitive Therapy (MBCT) programmes in the UK and in this context MBIs refers to these programmes.

The criteria have been developed primarily to respond to a range of contexts in which competence of a mindfulness teacher is a central question. They are also used by trainers and supervisors as a developmental tool to offer clear feedback to trainees and pointers for development, in this way they can also be used as a guide for self-assessment.

One cannot expose oneself to the rigour of being assessed, including self – assessment, without experiencing some vulnerability, so this work asks for deep sensitivity and respect from all of us involved in it. In all contexts nurturing your development as a trainee teacher is the core issue of concern. It is important to bring awareness, kindness and patience to the process of learning and to use the self-assessment tool skillfully in the service of self-development rather than self – judgment.

The purpose of the MBI-TAC in this context is as a guide for trainees to your progress in development of skills and areas for further development; to give a common language between trainee, mentor and supervisor and a structure to the evidence required to ascertain teaching competence. We recommend that you reflect personally and with your supervisor on the domains within the teaching process exploring your strengths and learning needs.

Principles to bear in mind when using the assessment criteria
In assessing competence using these criteria, trainees should bear a number of principles in mind:

- The scaling assumes that competences develop over time, moving towards greater competence with training, practice and feedback.
- The descriptors of competency within a domain are progressive – i.e. higher level skills include skills already described in previous bandings.
- The domains are not ranked in any order of importance but some are more substantial than others – i.e. there are a greater number of features to take into account.
- The domains describe processes, which are at play throughout the teaching. At
any one moment several domains will be in action. For example, during the teacher-led dialogue which follows a mindfulness practice, Domain 1 will be relevant (appropriateness of the contents of the themes that are being drawn out, pacing of the session); Domain 2 will be relevant (the relational aspect of the conversations); Domain 3 will be relevant (the embodiment of mindfulness during the inquiry process); Domain 5 will be relevant (the quality of the teaching process inherent within the dialogue); and Domain 6 will be relevant (the quality of awareness and responsiveness to the group process during the dialogue).

The skills and processes represented by the domains are all highly interconnected with each other making it challenging to discriminate what skills are being demonstrated within each domain.

**See appendix 1 p. 29 for the MBI-TAC assessment forms**
UK Network for Mindfulness-Based Teacher Training Organisations
http://mindfulnessteachersuk.org.uk/

Good practice guidelines for teaching mindfulness-based courses

These guiding principles have been developed to promote good practice in teaching mindfulness-based courses. Mindfulness courses are intended to teach people practical skills that can help with physical and psychological health problems and on-going life challenges. The main approaches used in the UK are Mindfulness-Based Stress Reduction (MBSR), Mindfulness Based Cognitive Therapy (MBCT) and the Breathworks Mindfulness Based approaches to Pain and Illness (MBPI), all of which are normally taught over eight 2-3 hour sessions. MBSR is a group-based programme developed by Jon Kabat-Zinn and colleagues at the University of Massachusetts Medical Centre, Centre for Mindfulness (CFM) for populations with a wide range of physical and mental health problems (www.umassmed.edu/cfm/home/index.aspx). MBCT is an integration of MBSR with Cognitive Behavioural Therapy (http://mbct.co.uk/). It was initially developed by Zindel Segal, Mark Williams and John Teasdale to help recovered recurrently depressed participants and has been recommended by NICE for this group. MBCT is evolving to be taught to a broader range of people based on psychological understandings of what causes human distress and in a range of settings (e.g., health service, schools, forensic settings). The Breathworks MBPI course is a development of MBSR, specifically for people with chronic pain and / or other long-term (physical) health conditions (www.breathworks-mindfulness.org.uk). Developed by Vidyamala Burch, it combines key elements of MBSR and MBCT with particular approaches to mindfulness in daily life and mindful movement that are suitable to this population. It also includes compassion meditation as a core component.

A teacher of mindfulness-based approaches should have the following:

A. Mindfulness Based Teacher Training
   1. Familiarity through personal participation with the mindfulness-based course curriculum that they will be learning to teach, with particular in-depth personal experience of all the core meditation practices of this mindfulness-based programme.
   2. Completion of an in-depth, rigorous mindfulness-based teacher training programme or supervised pathway over a minimum duration of 12 months.
B. Training or background required in addition to mindfulness-based teacher training
1. A professional qualification in mental or physical health care, education or social care, or equivalent life experience, recognized by the organization or context within which the teaching will take place.

2. Knowledge and experience of the populations that the mindfulness-based course will be delivered to, including experience of teaching, therapeutic or other care provision with groups and/or individuals, unless such knowledge and experience is provided to an adequate level by the mindfulness-based teacher training itself. An exception to this can be when teaching with the help of a colleague who knows well the population to whom the course will be delivered and has a relevant qualification. They would also need to have an understanding of mindfulness-based approaches.

3. If delivering MBCT, knowledge of relevant underlying psychological processes, associated research and evidence-based practice, unless these are provided to an adequate level by the mindfulness teacher training programme.

4. If delivering MBCT or other mindfulness-based course with a clinical population, an appropriate professional clinical training

C. Ongoing Good Practice Requirements

1. Commitment to a personal mindfulness practice through daily formal and informal practice participation in annual residential teacher-led mindfulness meditation retreats

2. Engagement in processes which continue to develop mindfulness-based teaching practice: – on-going contacts with other mindfulness practitioners and teachers, built and maintained as a means to share experiences and learn collaboratively regular supervision with an experienced mindfulness-based teacher including:

   i. opportunity to reflect on/inquire into personal process in relation to personal mindfulness practice and mindfulness-based teaching practice

   ii. receiving periodic feedback on teaching through video recordings, supervisor sitting in on teaching sessions or co-teaching with reciprocal feedback.

3. A commitment to ongoing development as a teacher through further training, keeping up to date with the evidence base, recording and reflecting on teaching sessions, participation in websp forums etc.

4. Adherence to the ethical framework appropriate to the teacher’s professional background and working context.
**Level 1  Core Reading**


Particularly:

**Chapter 18**, Some reflections on the origins of MBSR, The trouble with maps. Kabat-Zinn J.

**Chapter 6**, How does mindfulness transform suffering? 1 the nature and origins of dukkha. Teasdale J., Chaskalson M.

**Chapter 7**, How does mindfulness transform suffering? 2 the transformation of dukkha. Teasdale J., Chaskalson M.
**Level 2 Core Reading**

as above plus ...


**Recommended Reading**

The TTP page on the CMRP website will have a RESOURCES tab and the contents will be updated from time to time. Please check this regularly for reading materials and other resources

**Please follow this link for resources from the CMRP website.**

[http://www.bangor.ac.uk/mindfulness/publications.php.en](http://www.bangor.ac.uk/mindfulness/publications.php.en)
Mindfulness practice retreats

Taking the opportunity to deepen your meditation practice by engaging in one or more silent taught retreats in the insight tradition will be extremely helpful. This is very important for learning to investigate our own physical, emotional and mental experiences, and to be open to and accepting of whatever we find. The increase in sensitivity to our own process that comes from silent retreat time is particularly important to aid with the many challenges of working as a mindfulness course instructor.

Practice opportunities include:

- Silent Practice days run by CMRP in Bangor and London (contact mindfulness@bangor.ac.uk)
- CMRP retreats – see http://www.bangor.ac.uk/mindfulness/calendar.php.en?catid=&subid=10100
- Gaia House retreat programme www.gaiahouse.co.uk.
- Amaravati Buddhist Monastery www.amaravati.org

*This is not an exhaustive list and trainees will be able discuss advice on further retreats with their supervisor*
<table>
<thead>
<tr>
<th>Domain</th>
<th>Key features</th>
<th>Incompetent</th>
<th>Beginner</th>
<th>Advanced beginner</th>
<th>Competent</th>
<th>Proficient</th>
<th>Advanced</th>
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| 1. Coverage, pacing and organisation of session curriculum | Authenticity and potency  
Connection and acceptance  
Compassion and warmth  
Curiosity and respect  
Mutuality                      |             |          |                   |           |            |          |
| 2. Relational skills                        | Present moment focus  
Present moment responsiveness  
Calm and alertness  
Attitudinal foundations  
Person of the teacher          |             |          |                   |           |            |          |
| 3. Embodiment of mindfulness                | Language – precise and spacious  
Key learning for each practice available  
Elements to consider when guiding |             |          |                   |           |            |          |
| 4. Guiding mindfulness practices            | Language – precise and spacious  
Key Learning for each practice available  
Elements to consider when guiding |             |          |                   |           |            |          |
| 5. Conveying course themes through inter-active teaching | Experiential focus  
Layers within the inquiry process  
Conveying learning  
Teaching skills  
Fluency |
|-----------------------------------------------------------|--------------------------------------------------|
| 6. Holding of group learning environment                  | Learning container  
Group development  
Common humanity  
Leadership style |
|                                                           |                     |
| Final Average Mark:                                       |                     |
# MINDFULNESS-BASED INTERVENTIONS – TEACHING ASSESSMENT CRITERIA: SHEET 2

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<th>Learning needs</th>
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<td>2. Relational skills</td>
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<tr>
<td>6. Holding of group learning environment</td>
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</table>
Appendix 2

Supervision learning Statement

Trainee’s name:
Level of training

Supervisor’s name:
(If you are not part of the Centre for Mindfulness Research and Practice please give full contact details)

This part of the form is to be filled in by the supervisee:

1. Please identify the number and length of supervised sessions that you have undertaken with your supervisor during this level of training.
2. Please comment on the role supervision has played in the development of your mindfulness-based teaching practice over the past year.

3. Please list any teaching practice you have engaged in during the year and comment on the role supervision has played in relation to this.

4. Please use this space to make any other commentary on the supervision process and, if you wish, on the information supplied by your supervisor, continuing overleaf as required.

Signature of supervisee:

Date:
This part of the form is to be filled in by the supervisor:

1. Please comment on the trainees use of supervision throughout the training period. (Please include examples of trainees commitment and engagement to the supervision process.)

2. Please comment on the trainees teaching practice during the training period and the role that supervision has played in supporting this.

3. Any further information you wish to identify?

Signature of supervisor:
(The signature can be electronic)

Date:
Appendix 3
Developing mindfulness Teaching Skills - Guidance for Trainees

How you can help yourself deepen your preparation to teach

- Developing your personal practice – the basis for all mindfulness teaching. If after the Foundation level you find it is a struggle to maintain a daily practice, it will be too soon to be training to teach – we recommend you take more time out to deepen and strengthen your meditation practice before embarking on level 1.

- Collecting and practicing with a range of other teachers’ MBSR/MBCT CDs (Jon Kabat-Zinn; Mark Williams; various Bangor teachers).

- Participating in and observing other teachers’ 8-week courses if at all possible. This is an invaluable way of learning more about the programme, understanding more of the teaching process, especially enquiry, as well as deepening your own practice.

- If there are no 8-week courses locally, you could experience the mindfulness course afresh by taking yourself through the programme week by week, if possible alongside one or more of your peers. You can use a book such as the MBCT for Depression manual (Segal et al. 2nd ed., 2013), or the MBSR curriculum (available on request from your mentor) alongside Full Catastrophe Living (Kabat-Zinn, 2nd ed., 2013). The book 'The Mindful Way Workbook' (Teasdale, Williams and Segal, 2014), and the virtual 8-week course led by Saki Santorelli and Florence Meleo-Meyer available from www.soundstrue.com may also be helpful here (the latter is more expensive). Decide whether to work through the course as a participant (using a workbook or online course) or to lean into observing the teaching aspects by using the MBCT manual or MBSR curriculum. You will be progressing from practitioner to teacher + practitioner during level 1, and only you know where is best for you to start.

Starting to Teach

- Start by setting up your required supervision with a Centre-approved supervisor as early as possible (see list at the bottom of the ‘Supervision’ page on the CMRP website).
• Assessment and Orientation of your course participants is a crucial part of any course. This process will need to be carefully thought through with the help of your supervisor.

• Trainees also find it very helpful to pair up with a peer on a regular basis, to swap practice guidance and to practice enquiry and offer feedback to each other.

• Arrange a teaching apprenticeship, observing or assisting an experienced teacher before you teach the course yourself. Feedback and discussion of teaching points during this process is wonderfully useful.

• Consider running your own first course for no fee, as a trainee.

• Consider co-teaching your first group with a more experienced teacher, or with a colleague at a similar stage of development in their teaching – again, discussion week by week is most helpful.

• Record your practice guidance at home (e.g. on your phone) and listen to it. This is a great way of developing your guiding skills and experience.

• When getting ready to teach an 8-week course, prepare your workbook or set of handouts week by week, with the idea of continuing to review and develop it as you gain experience and get feedback. Ensure that you acknowledge all your sources (Segal et al. MBCT for depression, CFM training materials, Bangor material, etc.).

Stick to a straightforward mindfulness-based programme (8-week MBSR/CT) and become really familiar with that, before you start adapting and changing it. Remember that as a beginning teacher, you have the great advantage of genuine ‘beginner’s mind’, and of travelling alongside your participants rather than being ‘the expert’.

**Recommended further development for Level One trainees**

• For one of your retreats, go on a meditation retreat to deepen your personal practice (see information in appendix 5). This is both a luxury and a necessity for mindfulness teachers!

• Costing in sufficient supervision time is very important. Suggestions are made in this document about the level of supervision needed for early
teachers. If you are starting to teach 8-week courses you will need more supervision.

- To make the most of your teaching supervision, we recommend that you video record some of your teaching work (with participants’ consent - video consent forms are in Appendix 5) and ask your supervisor to give you feedback on the recording.

- Make sure you are working within the Good Practice Guidelines for Mindfulness-Based Teachers, and also use the MBI-TAC to help you recognise and develop the skills required to be a competent mindfulness teacher. Both documents are on the CMRP website under Resources.

**Beginning to Teach**

*Your Supervisor will be your best guide to all these steps*

1) Finding participants
Think about who you want to recruit and tailor your publicity methods based on what you know about this group’s interests, location etc. Identify their needs and how you can meet them. If targeting an organization find a key contact.

Word of mouth is one of the best publicity methods so after a few sessions you may find your numbers increasing as people recommend you. Don't worry if your first few groups aren’t full – it takes time. Pre-course tasters can also be a good way to tap into this.

Don’t spend a lot on advertising, think of free or cheap alternatives.
Consider establishing a web-presence for yourself e.g. registering with [http://bemindful.co.uk/](http://bemindful.co.uk/) - an online register of trained mindfulness teachers.

2) Fees
Factor in your costs (e.g. room hire, materials, travel etc.)
Research what other mindfulness teachers in your area are charging to get an idea of what might be realistic.
Consider how much payment you actually need.
Best to ask participants to pay up front. This acts as a gesture of commitment to whole course (for themselves and you) and saves you having to chase people for payment.
If teaching in a corporate setting tap into local business networks to find out what they’d pay.

3) Finding a venue
Distinguish essential features that the space must have, from desirable features which you can do without.

Spaces can often be found for hire in libraries, community halls, churches, schools, unused rooms in commercial premises, yoga schools (might also share their equipment with you). Your local authority might have a list of rentable spaces.

If you’re not sure how big your group is going to be and don’t want to pay out a large sum initially you could try negotiating a “slice of payment” arrangement whereby you pay a percentage of your earnings rather than a lump sum.

4) Materials and props
You could provide mats, cushions etc. or you could ask people to invest in and bring their own to reduce your own costs. They will likely need them for home practice anyway.

Instead of carrying a heavy white board and stand for your didactic sessions, you could get a roll of “Magic white board” off which you can tear pages to stick to a wall or other surface. Approx £25 per roll.

5) Workbooks and CDs
It’s illegal to copy CDs and to pass off other people’s workbooks as your own. While you are encouraged to make your own CD’s. Making CDs is a lengthy process and may be best tackled after you have taught few courses, your style of guiding practices will change as you gain more experience. You could ask participants to buy one of the published workbooks e.g. the new “Mindful way” workbook by Williams £16.99 (follows the MBCT curriculum) to use as the workbook for your course. Other people’s CDs are also available for purchase to use on courses.

You don’t have to make your own workbook all in one go. Do it in sections and remember your supervisor is available to support you in this. You can draw on various sources but you must acknowledge the original authors. There are sample handouts in the Green Book in PDF format. Check their terms of use before reproducing.

You have the option of making one whole workbook for the whole course or give handouts week by week. The advantage of the latter is that you have the option to create and change them as you go along. Copyright rules for handouts are different from those for bound workbooks – if unsure check with the UK copyright office.

There are various places online where you can find royalty free photos and images e.g. Getty or you could google “stock photos” or “royalty free images”. For educational purposes they can be as cheap as £1 / image.

Research the various professional printing services e.g. Printing.com
Useful recording software for making CDs is “Audacity” available as a free download off the web. You need a plug-in microphone. You can edit the recording and burn it directly to CD or send the file to a professional service who will produce the CDs for you. You can save the file in various formats – check which one is best for your purposes. An alternative to burning CDs is to use an online file sharing service such as dropbox from which participants can download files. Or give it to them on memory sticks which they either buy from you or return to you after transferring the files.

6) Insurance
You’ll need professional indemnity insurance. Various companies offer this one of which is Towergate. Go to the complementary therapies part of the website to find mindfulness. It’s approx £160/ year. Another insurance company is Oxygen.

7) Evaluation of your course
You can find questionnaires that might be useful if you google “evaluation mindfulness” or similar e.g. the 5 facet mindfulness scale by Ruth Baer. Or you could design your own questionnaire. You might also find useful things at mindful.org. Another useful resource is ‘Mymop’ – an online customizable self-assessment scale, or WHO-5 questionnaire. Results from these questionnaires can only be used for your own personal use – you need ethics clearance if you want to use it in research for publication etc.
STARTING TO TEACH:
ISSUES FOR CONSIDERATION
(Barbara Reid & the students from the Master’s programme (Teaching 1), May 2014)
Appendix 4

How to make good DVD recordings of mindfulness teaching practice:
Hints and tips

As you will be submitting recordings of a whole 8-week course for Assignment 1 (see below), it is essential that you prepare for this by practising recording yourself teaching. This will ensure that you have the technological skills, and are also prepared for any psychological effect of being recorded, which can affect your teaching initially.

Please note: Your submitted recordings must allow the markers to see you well, and to hear both you and your participants clearly; if they do not, your recordings will not be marked, and you will have to defer your portfolio submission to resubmit the following year (with a resubmission fee); this would mean recording and submitting another course, and rewriting your critical reflection based on your resubmitted course.

Get some help! If you’ve never used a video camera before, find a friend or colleague who has and will give you some help and advice – perhaps even lend you a camera to practice with!

Pick the right camera. If you’re buying a camera, it needs to have good sound, and a reasonably clear picture (don’t worry too much about pixels - if it’s a fairly recent digital camera, it will be good enough). You don’t need to spend a lot of money these days – the Kodak Zi8 is a good example. And you can also purchase a external tie clip microphone to give you good sound, or use a boundary microphone, which is ideal for picking up sound from a bigger radius (omnidirectional). Other cameras worth checking out are the Toshiba Camileo and Panasonic HDC-SD40. Don’t forget to make sure your camera has all the connectors it needs to transfer your footage to your computer, and burn onto DVDs!

There are lots of different types of software available on the Internet to convert your media to an appropriate format. In most cases the computer will come with software to do this. There are also more advanced software packages out there that can be purchased. There are also quite a lot of free downloads for PCs – have a look around. Here is a link for some free software: http://www.nero.com/enu/downloads-nbl-free.php. If you are producing videos that are on media / memory cards, or have a camera with a hard drive, this will be ideal; media / memory cards also need to have enough memory to record 2 – 2.5 hours (depending on the length of your sessions) – or a ‘long-play’
facility on the camera can extend the length of the recording; remember to initialise the card before reuse. However, if you’re recording from tape you will need a different approach, and you may need additional software. Make sure the sound is as good as the picture. To be assessed properly, it is essential that the sound is good enough for your speech to be heard clearly. The assessor also needs to hear what members of the group are saying to you, and some of them can speak quietly, or have accents that make understanding less easy – remember the assessor will not be able to see the participant’s face as you can, which makes understanding what they say more challenging. Make at least one test recording before you start teaching. As far as possible make sure there are no loud noises from outside (like construction work or groups of people talking loudly) which might make it difficult to hear what’s being said on the recording (you may need to shut windows or doors). If the sound quality is doubtful, try using an external microphone.

Put the camera somewhere stable. You don’t want the camera to fall over or tilt while you’re filming, so all of a sudden your feet are being filmed! It might be worth purchasing a tripod (these are inexpensive for most cameras). Otherwise, do make sure there is a table or other surface at the right height and in the right place for you to rest the camera on.

Check where you’re aiming the camera. It may sound obvious, but it’s really important to make sure that you’re filming what needs to be seen. Remember that you are filming your interactions with your participants, and as much as possible of you should be in camera view (including your whole body at least some of the time – the assessor will want to see if you’re well grounded). But don’t have the camera so far away that your facial expression isn’t clear. If you sit on a cushion or stool, the camera distance should ideally allow the camera to record at least your head while you’re sitting low down as well as on the chair. As far as possible your participants should not be in shot, for reasons of confidentiality. You may be able to position the camera between two participants (perhaps ‘looking’ over their shoulders) on the other side of the circle to yourself. Putting the camera inside the circle is very intrusive, but too far outside can made the picture too small and the sound too quiet – find a balance that works in your situation.

If at all possible, have an assistant deal with the camera. An assistant (preferably one who has done the course before) may be very happy to take charge of the camera for a reduction in the course fee or a free course. They can sit next to
the camera, turn it on and off, move the camera angle unobtrusively to follow you when necessary, etc. An assistant needs to know what you require, and to practice working the camera before the initial recording of a session.

Talk with your assistant about what to do when you move elsewhere than your chair – e.g. to write on a flip-chart, or stand to teach a movement practice. While it can be fine to quietly redirect the camera to include e.g. a flip-chart piece of teaching, be aware of the disturbance to participants that could be caused by an assistant trying to ‘follow the action’ and make a movie! If moving the camera interrupts the teaching process, it’s OK to have the sound only recorded for short periods. It is not appropriate to have the camera follow you as you move about the room, e.g. in a walking practice, as this is often distracting for the group. One possibility for a walking meditation is for your assistant to change the camera angle so the camera is pointing at the floor, or round to a nearby wall, and only your instructions are recorded – as long as this is unobtrusive, and they remember to point it back at you afterwards! The assistant may also be able to cover the lens discreetly when participants are moving across the camera if their faces would be in view.

Be aware of the possible effects of recording on yourself. If you are worrying about whether the camera is working, etc., it can distract you from your teaching – a very good reason for having someone else who is reliable doing the recording. Also, you may initially feel very uncomfortable being recorded – having a sense of being watched or assessed while you are teaching can create anxiety and self-consciousness. Of course it’s important and very helpful to stay grounded in your own physical sensations when dealing with these feelings (just as you would when dealing with any other difficulties when teaching). The more recordings of yourself you do, the less effect it will have on you – familiarity leads to ease! – so start recording your teaching as early as possible, and do enough to feel comfortable with it before recording the course where you are being assessed.

Also be aware of the possible effects of recording on the group. You need to tell your participants well in advance, talk it through with them if they have any concerns, and organise for them to come to a non-recorded group if they are unhappy about it. Be clear with them that it’s you that’s being filmed not them, and why. You can use the video consent forms as part of this process of discussion and reassurance. It’s important to be clear with the participants beforehand and make clear agreements with them about whether and when they will be in shot – remember that inadvertent recording of participants often occurs, when they forget about the camera, or are doing mindful movement or
walking. Where the camera is placed in, part of, or outside the circle can impact on the sense participants have of being a group. Usually, as long as you are relaxed and comfortable with the camera and the process of recording, your participants will accept it as part of the furniture, and will be supportive of this as part of your work; they can also see the process positively as part of ensuring high standards of teaching.

Practice: This is the most important thing of all. Test out the functions and settings on your camera before you start recording teaching sessions, so you can be confident that you will be able to make a good recording even if the light is poor or your speaking voice is not particularly loud. Record yourself as much as you can (at home while practicing teaching is one possibility). Remember that recorded teaching (preferably with some participants!) is very helpful indeed for you to watch and give yourself feedback on, and also as part of your supervision process.

By following these guidelines, you will be able to present a professional quality recording for your assessment—much better than running the risk of not being able to be assessed, and so not passing the assignment or the module, or having to do it all again! You will also most importantly be creating a very useful resource for your development as a mindfulness teacher.

Please make sure all recordings are good and clear. You must personally watch all recordings to ensure that they work prior to submission
Permission to video record sessions

Please check the audio-visual recording policy for the organisation you work for and ensure that your procedures adhere to this. You will need to get consent for being video recorded from all participants on the course you are recording for this submission (as well as any other courses you record for your supervision or as a general part of your teaching development). On the following page is a sample consent form to use with the participants on your course. There are sentences for your information that will need to be deleted. Also you may need to adapt the form for your own circumstances in which case we ask that you check with your supervisor before the course starts, and include all the areas cited on the form below. If in doubt, please check with your supervisor.
Video Recording Information and Consent Form

[Teacher Training Pathway Centre for Mindfulness Research and Practice April 2014]

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[Page 45]

[74x52]Teacher Training Pathway Centre for Mindfulness Research and Practice April 2014
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Video Recording Information and Consent Form

**Mindfulness course participant**

I confirm that I have been informed that the mindfulness course in which I am participating will be video-recorded as part of the ongoing training and development of the instructor, who is training to teach Mindfulness-Based Courses with the Centre for Mindfulness Research and Practice, School of Psychology, Bangor University.

I understand that the course is videotaped for educational purposes, to record the work of the instructor for supervision and assessment. I understand that the camera will as far as possible be trained on the instructor, and that although my voice may be recorded, I will not be visually recorded unless I move in front of the camera. [remove the last sentence if not true – e.g. if space does not allow camera to be focused only on the instructor when recording movement practice]

I understand that the videotapes will remain confidential, and will only be seen by the instructor and those assisting and assessing her/his academic work (tutors, assessors, mindfulness teaching supervisor, and possibly the programme’s External Examiner). The videotapes will be retained in a locked filing cabinet in a locked office to maintain their confidentiality. They will be destroyed after they have served their educational purposes.

If I do not wish to participate in a course that is being videotaped, I have been offered the alternative of having my payment for the course returned, or being put on the list for a future course which, will not be videotaped [or use a different alternative for your situation, or do not include this section if not appropriate].

I agree to take part in a course that is being videotaped, and for these tapes to be used for the purposes given above. I have had an opportunity to ask questions, and any questions asked have been answered satisfactorily. I have been given a copy of this information and consent form to keep.

**Printed Name:** ________________________________

**Date:** ________________________________

**Signature:** ________________________________

**Witnessed by:** __________________________________________________________

**Mindfulness Instructor** [signature + workplace/contact details, etc.]

Teacher Training Pathway Centre for Mindfulness Research and Practice April 2014

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