

Named Award Title:	MSc Mindfulness & Compassion
--------------------	------------------------------

Award Title for Each Award:	MSc Mindfulness & Compassion PG Dip Mindfulness & Compassion PG Cert Mindfulness Studies
Awarding Institution/Body:	University of the West of Scotland
Language of Instruction & Examination:	English
Award Accredited By:	
Maximum Period of Registration:	6 Years
Mode of Study:	Part Time
Campus:	London
School:	School of Education & Social Sciences
Programme Leader:	Joanne Ingram

<p>Admission Criteria</p> <p>Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:</p> <p>Appropriate Undergraduate Qualification</p> <p>Relevant honours degree or a bachelor's degree with significant and relevant experience. Where candidates do not meet the standard entry requirement, they must demonstrate that they have sufficient relevant professional experience to undertake their chosen programme of study. They may be admitted to the programme at the discretion of the programme Admissions Officer/Programme Leader. Qualifications of overseas applicants will be considered in line with the UK National Recognition Information Centre.</p> <p>Other Required Qualifications/Experience</p> <p>Applicants must have completed an eight-week mindfulness course, or equivalent, which is listed on the UK Good Practice Guidelines for Mindfulness Teachers within the five years preceding admission.</p> <p>English language proficiency is also a requirement, with candidates expected to achieve IELTS average standard of 6.0.</p> <p>Admission based on Recognition of Prior Learning (RPL) will comply with the University's Regulatory Framework (Chapter 2), as well as University regulations on postgraduate study and guidance on RPL. Credit transferred into the programme through Accreditation of Prior Learning (APL) must have been subject to reliable and valid methods of assessment at a recognised HEI. Accredited Prior Experiential Learning (APEL) entry is also permitted. The amount of credit transferred through RPL (APL and APEL) will comply with the maxima set out in the Regulatory Framework. Candidates should note that transferred credit does not carry a grade, therefore, award with distinction cannot be granted for awards where credit is transferred in at level 11.</p>
<p>Further desirable skills pre-application</p>

General Overview

Introduction to Programme

The MSc Mindfulness & Compassion programme is a vocational programme that aims to provide the knowledge, skills and attributes required to become a specialist teacher of mindfulness and compassion. The programme is delivered as a partnership between UWS and the Mindfulness Association. Students who train on this pathway, and meet the relevant criteria, are able to join the UK Listing of Mindfulness Teachers administered by the British Association for Mindfulness-based Approaches (BAMBA). The nature of training to become a specialist teacher of mindfulness and compassion is such that students require time to develop and apply underlying skills, this is reflected in the degree structure as the programme is delivered part time over three years.

The programme provides psychological underpinning to practice in mindfulness and compassion including critical consideration of psychological wellbeing, biological psychology, cognition and consciousness, and research processes. Academic content is delivered in tandem with hands-on activities in practicing and teaching mindfulness and compassion. With tuition from the Mindfulness Association (<https://www.mindfulnessassociation.net/>) students learn to teach a Mindfulness Based Living Course and a Compassion Based Living Course. Students develop their own practice in mindfulness and compassion throughout. **Programme Aims**

The programme aims to develop graduates who demonstrate:

- The ability to teach mindfulness and compassion through a student-centred philosophy, facilitating registration on the UK Listing of Mindfulness Teachers.
- Critical understanding of how psychological theories and approaches may underpin practice and teaching in mindfulness and compassion.
- Skills in critical analysis and evaluation of research, practice, and teaching.
- Reflective approaches to practice.

Programme Delivery

The programme has a blended delivery involving synchronous and asynchronous online activities, in addition to face-to-face classes. Academic aspects of the degree are delivered by UWS academics with a background in psychology, whilst practical elements are delivered by tutors from the Mindfulness Association who are Recognised Teachers of the University. Synchronous teaching and practical training are mainly delivered over intensive weekends. One weekend of teaching per module is delivered face-to-face at UWS London campus, further weekends are delivered online. The UWS virtual learning environment (VLE) is used as a platform to facilitate learning, teaching and assessment. Online materials include recorded lectures and interactive material; students are expected to contribute to written discussion forums as well as online tutorials. Academic content will be predominantly delivered online, with face-to-face academic sessions focussing on core skills including information evaluation and synthesis, psychological standards and conventions, research processes and data analysis.

Practical sessions will be delivered at weekends (2 per module with the exception of the Dissertation Portfolio which has 3) with further sessions supporting personal mindfulness and compassion practice. During the course of the programme students will first complete the Mindfulness Based Living Course and the Compassion Based Living Course before receiving specialist training on how to teach these courses. Students will also study ethical practice and the ethics of teaching mindfulness-based interventions. Students will engage with formative feedback and assessment of practical work throughout, with focus on self-feedback in addition to that of peers and tutors. Students will complete summative assessments and receive summative feedback from tutors. As part of the programme students will be expected to recruit two, independent, client groups and deliver the Mindfulness Based Living Courses to these groups with remote supervision and feedback from tutors.

All modules, with the exception of the 'Dissertation Portfolio', share a standard delivery model with approximately half of the core material delivered over weekends and the other half delivered through the VLE. Within the 'Dissertation Portfolio' module students work more closely with an academic supervisor to develop a research project and a portfolio of reflective practice. Residential weekends (one per module) will take place at UWS London Campus. Students will be required to arrange and pay for their own travel and accommodation at residential weekends, and fulfil any relevant visa requirements.

All students are invited to take part in annual mindfulness retreats. After qualification attendance at an annual retreat is a requirement for maintaining registration on the UK Listing of Mindfulness Teachers, though, students should begin attending retreats during their degree as best practice. An annual retreat is arranged for students at an external location (for example Kagyu Samye Ling Monastery and Tibetan Centre in Dumfriesshire, Scotland). Students are required to pay for their own travel and accommodation during retreats (accommodation can be booked at <https://www.samyeling.org/> where relevant). Students are encouraged to attend the retreat in person but can take part online

if required. Within the first year of the degree programme the retreat will cover material which is essential for transition to the Postgraduate Diploma. Students who are unable to attend the annual retreat provided by UWS and the Mindfulness Association are strongly encouraged to complete (silent) retreat activities in their own time as this is best practice for teachers for mindfulness.

Graduate Destinations

After graduation, many students go on to teach mindfulness and compassion as private practitioners or deliver these courses within an existing or new workplace.

Graduate Attributes, Employability & Personal Development Planning

This is a vocational programme which is explicitly designed to enable graduates to become specialist teachers of mindfulness and compassion. Graduates who fulfil the relevant criteria will be able to join the UK Listing of Mindfulness Teachers administered by the British Association of Mindfulness Based Approaches. Graduates may wish to teach privately or on a free-lance basis, alternatively they may establish or join community interest or enterprise companies through which they will deliver teaching. Graduates may also develop their career by delivering mindfulness and/or compassion training within their existing workplace. They may also benefit from new employment opportunities as many employers are now looking for employees that can make an evidence-based contribution to the health and wellbeing of their staff.

The programme has three exit awards with distinct outcomes in relation to mindfulness and compassion teaching and practice:

- **Postgraduate Certificate in Mindfulness Studies:** Graduates of the PgCert will be able to use mindfulness practice in one to one work with clients or they can incorporate mindfulness teaching into their own work (e.g., counselling practice, health care setting).
- **Postgraduate Diploma in Mindfulness & Compassion:** In addition to the benefits of the PgCert, graduates of the PgDip will be able to teach the MBLC and the CBLC 8 week courses to individuals and groups.
- **MSc Mindfulness & Compassion:** In addition to the benefits of the PgCert and PgDip, graduates of the MSc may meet the requirements to be listed on the UK Listing of Mindfulness Teachers (BAMBA). MSc graduates will receive a competency assessment and will also benefit from completing an independent research project in an area of their interest.

This degree ensures students develop graduate attributes in line with the institutional guidelines as laid out in "I am UWS" (<https://www.uws.ac.uk/current-students/your-graduate-attributes/>).

The UK is leading the field in mindfulness teaching and as such students will develop the evaluation and inquiry skills needed to continue this level of professionalism within the UK and further afield. Students will work collaboratively within all modules particularly in relation to practical aspects but also on academic work. Ethical practice is a key underpinning of mindfulness and compassion practice and considerations of practical and research ethics will be addressed initially within the 'Psychological Wellbeing and Mindfulness' module. Students will have the opportunity to further consider ethics in research within the 'Mindfulness Teaching and Cognitive Processes' module.

Graduates will be knowledgeable in psychological concepts and theories and be able to critically relate these theories to practice in mindfulness and compassion. As part of the specialist training aspects of the programme students will have the opportunity to recruit and teach, with supervision from Mindfulness Association Tutors, two Mindfulness Based Living courses. These activities will allow students to develop and demonstrate motivation, ambition, and enterprise. As part of the process students will give, receive, and act on peer feedback allowing them to become effective communicators.

Each module includes reflective aspects and students will be encouraged to reflect frequently on their personal development. Within the Dissertation Portfolio students will develop a career plan reflecting the autonomous path they will follow after completing the programme. Students will reflect on the drive and resilience needed to succeed whether establishing a new career as a specialist teacher of mindfulness and compassion or integrating these aspects into an existing workplace.

Students have regular sessions with both academic and practical personal tutors. Practical personal tutors focus specifically on students' broader development needs within the scope of mindfulness and compassion practice and teaching. These Mindfulness Association Tutors are qualified mindfulness teaching professionals meeting the UK Good Practice Guidelines for Mindfulness Teachers and the UK Good Practice Guidelines for Mindfulness Teacher Trainers.

Work Based Learning/Placement Details

During the 'Mindfulness Teaching and Cognitive Processes' and the 'Dissertation Portfolio' modules students will have the opportunity to deliver Mindfulness Based Living courses to self-sourced client groups. These activities will give students hands-on experience of working as a teacher of mindfulness and compassion. Students may use these experiences to learn within the work environment and develop as both teachers and practitioners. It is the student's responsibility, with support from Mindfulness Association Tutors, to recruit clients and establish delivery of these courses.

Engagement

In line with the **Academic Engagement Procedure**, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time.

Where a programme has Professional, Statutory or Regulatory Body requirements these will be listed here:

Students are expected to attend a minimum of 75% of weekend learning activities and engage with at least 50% of additional synchronous activities. In order to ensure that students meet the requirements of the UK Good Practice Guidelines for Mindfulness Teachers and are eligible to join the UK Listing, students will need to attend all assessed face-to-face sessions.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality and Diversity Policy](#)

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (**Chapter 1, Regulatory Framework**

)

A. PG Cert

Learning Outcomes (Maximum of 5 per heading)

Knowledge and Understanding	
A1	Demonstrate extensive and critical knowledge of theories in psychological wellbeing and health psychology and how they relate to mindfulness.
A2	Demonstrate a critical understanding of guiding mindfulness practice and leading interactive enquiry.

A3	Demonstrate and work with a systematic critical awareness of key issues in psychology and mindfulness research and ethics.
Practice - Applied Knowledge and Understanding	
B1	Apply psychological principles of research and ethics to mindfulness practice and teaching.
B2	Demonstrate application of reflective practice to mindfulness practice and mindfulness teaching practice.
Communication, ICT and Numeracy Skills	
C1	Convey persuasively the outcomes of academic inquiry.
C2	Communicate effectively and professionally with peers, more senior colleagues, academics, and specialists.
C3	Demonstrate use of a range of ICT applications required to support and enhance synchronous and asynchronous online learning.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Evaluate and synthesise new ideas and experiences.
D2	Deploy skills of critical analysis and evaluative judgment in selected areas of psychology and mindfulness.
Autonomy, Accountability and Working With Others	
E1	Demonstrate commitment to reflective practice in selected areas of psychology and mindfulness (such as practice, teaching and group dynamics).

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
11	MIND11001	Psychological Wellbeing and Mindfulness	30				
11	MIND11002	Mindfulness, Biopsychology and Research	30				

* Indicates that module descriptor is not published.

Footnotes

In order to fulfil the requirements of the Mindfulness Association, students must have successfully undertaken Psychological Wellbeing and Mindfulness before starting Mindfulness, Biopsychology and Research. See Regulations 3.12 and 3.13

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
		Mindfulness & Compassion Retreat 1					

* Indicates that module descriptor is not published.

Footnotes

In order to progress to the PD Dip level of study students must have completed the Compassion Based Living Course (or equivalent) as provided by the Mindfulness Association. This material is covered in the module "Mindfulness & Compassion Retreat 1".

Criteria for Progression and Award

Requirements for progression:

To allow transition to the PG Diploma in Mindfulness & Compassion students must complete the Compassion Based Living Course (or equivalent).

Students who have been unable to complete the Compassion Based Living Course (or equivalent) will not be able to begin the PG Diploma in Mindfulness & Compassion until this module has been completed at the next available opportunity. As this is a part-time programme this may cause significant delay to programme completion.

Requirements for award of Postgraduate Certificate:

Students must complete both core modules to be awarded the PG Cert in Mindfulness Studies.

B. PG Dip

Learning Outcomes (Maximum of 5 per heading)

Knowledge and Understanding

A1	Demonstrate knowledge and critical awareness that covers and integrates key areas of psychology and mindfulness research.
A2	Demonstrate critical knowledge and understanding of concepts and theories in cognitive processes and consciousness, and how they relate to mindfulness and compassion.
A3	Demonstrate a critical understanding of psychological research methods and ethical standards and how these can be applied to mindfulness and compassion practice and teaching.
A4	Demonstrate critical understanding of systematic techniques used to evaluate mindfulness and compassion practice and teaching.
Practice - Applied Knowledge and Understanding	
B1	Apply principles of ethical and reflective practice in mindfulness and compassion practice and teaching.
B2	Systematically analyse and evaluate the contribution of psychological theory and research in a range of applied settings related to mindfulness and compassion.
B3	Apply knowledge, skills, understanding, and ethical practice in planning, conducting, and reflecting on evaluation of a mindfulness course.
B4	Apply knowledge and understanding of quantitative and qualitative research methods to evaluate and reflect on delivery of a course in mindfulness or compassion.
Communication, ICT and Numeracy Skills	
C1	Convey persuasively the outcomes of academic inquiry.
C2	Develop skills in using appropriate tools, including software applications and qualitative frameworks for the analysis of different types of data.
C3	Communicate effectively and professionally with peers, more senior colleagues, academics, and specialists.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Evaluate and synthesise new ideas and experiences and present these in written and verbal formats.
D2	Critically evaluate theories, approaches and techniques relating to psychology, mindfulness, and compassion.
D3	Deploy skills of critical analysis and evaluative judgment in selected areas of psychology and mindfulness.
Autonomy, Accountability and Working With Others	
E1	Exercise substantial autonomy and initiative in carrying out learning activities.
E2	Take responsibility for their own work and contribute to the collective learning activities of the group in ways which support and develop critical reflection.
E3	Practice and teach in ways that are cognisant of professional standards.
E4	Demonstrate effective autonomous academic practice by devising, planning, and executing a course evaluation.
E5	Demonstrate the capacity to work professionally through planning and evaluating an eight-week mindfulness course.

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
11	MIND11004	Mindfulness Teaching and Cognitive Processes	30				
11	MIND11005	Research Skills and Compassion Teaching	30				



* Indicates that module descriptor is not published.

Footnotes

In order to fulfil the requirements of the Mindfulness Association, students must have successfully undertaken both modules from the PgCert (Psychological Wellbeing and Mindfulness and Mindfulness, Biopsychology and Research) and the Mindfulness Teaching and Cognitive Processes module before starting Research Skills and Compassion Teaching. See Regulations 3.12 and 3.13

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
		Mindfulness & Compassion Retreat 2					

* Indicates that module descriptor is not published.

Footnotes

Criteria for Progression and Award

Requirements for progression:

To allow transition to the MSc in Mindfulness & Compassion students must be assessed as teaching at 'Advanced Beginner' level, or above, across all domains of the MBI-TAC, and pass all practical assessments, in the Mindfulness Teaching and Cognitive Processes, and the Research Skills and Compassion Teaching modules.

Requirements for award of Postgraduate Diploma:

Students must pass the four core modules to be awarded the PG Diploma in Mindfulness & Compassion.

For information on the award of Distinction please refer to UWS Regulation 3.25

C. Masters

Learning Outcomes (Maximum of 5 per heading)

Knowledge and Understanding	
A1	Demonstrate extensive and detailed critical knowledge and understanding of integrated aspects of psychology and mindfulness and/or compassion.
Practice - Applied Knowledge and Understanding	
B1	Demonstrate the ability to apply methodological and ethical issues to research design.
B2	Develop skills as a reflective and ethical mindfulness and compassion practitioner through reflective and evidence-based approaches.
Communication, ICT and Numeracy Skills	
C1	Communicate research ideas and findings appropriately to a range of audiences (which may include peers and/or experts).
C2	Build working relationships through consultation with academic and practical supervisors.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically review, consolidate and extend knowledge, understanding and/or practice in an integrated aspect of psychology and mindfulness and/or compassion.
D2	Evaluate and reflect on teaching skills including consideration of group dynamics, relational skills and sustaining the group learning environment.
Autonomy, Accountability and Working With Others	
E1	Demonstrate the ability to work constructively in the context of an academic research supervision relationship.
E2	Demonstrate the ability to work constructively in the context of a practical supervision relationship.

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
11	MIND11007	Dissertation Portfolio	60				

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term	Footnotes

	Module Code		1	2	3	
		Mindfulness & Compassion Retreat 3				

◀

▶

* Indicates that module descriptor is not published.

Footnotes

Criteria for Award

Requirements for award of MSc in Mindfulness and Compassion:

Equating to a programme total of 180 SCQF Level 11 credits, students will be awarded the MSc in Mindfulness & Compassion if they have passed the five (5) core modules, including the Dissertation Portfolio, and completed the Compassion Based Living Course (or equivalent). In addition, they must be assessed as teaching at 'Competent' level or above across all domains of the MBI-TAC and pass all the practical assessments in the Dissertation Portfolio module.

For information on the award of distinction, please refer to regulations 3.25-3.26.

Regulations of Assessment

Candidates will be bound by the general assessment regulations of the University as specified in the [University Regulatory Framework](#).

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies

There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for an exit award of PgCert/ PgDip in Combined Studies.

Version Number: 1.03