



UK Mindfulness Centres
Collaboration



APPLYING FOR AN ASSESSMENT OF COMPETENCY TO TEACH MBCT

**For NHS Talking Therapies Trainees
2024-2025 Intake**

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PREAMBLE

This process is based on best practice in the assessment of Mindfulness Based Programmes in a range of teaching and research settings and builds on work collaboratively developed with colleagues at the Centre for Mindfulness Research and Practice, Bangor University.

It has been adapted to meet the requirements of the NHS Talking Therapies MBCT teacher training. This process addresses both in person and online MBCT teaching.

APPLICATION PROCESS IN SUMMARY

Step 1

Please email mbi.tacadmin@oxfordmindfulness.org when you have completed Session 4 of your second supervised course to agree a proposed submission date.

Your training site will confirm that you have fulfilled the pre-requisites of the MBCT Training Pathway. You will be asked to supply:

1. An application form
2. Video recordings of all 8 sessions of the MBCT course you have run, with supporting documentation (see below)
3. A reflective commentary on your experience of teaching the course

Your recordings and reflective commentary will then be passed on to an OMC assessor.

Step 2

Your assessors will rate two whole sessions for competency in teaching MBCT using the Mindfulness Based Interventions Teaching Assessment Criteria (MBI-TAC). Normally this will be one session from the first half of the course (not session 1) and one from the second half of the course (not session 8). Your assessor may also sample parts of any other sessions to see further examples of your teaching – practices, didactic teaching or inquiry – if necessary.

If you are co-teaching with another NHS Talking Therapies trainee and teaching one session alone (see below) your assessor will watch the whole of this session and sample other sessions to see further examples of your teaching.

The approach to assessment of competency is set out in the MBI-TAC Manual:

<http://mbitac.bangor.ac.uk/mbitac-tool.php.en>

An independent moderator will moderate both the competency assessment and the feedback. This may include further review of the recordings and discussion with the assessor.

Step 3 (Competency Met)

If you:

- Meet the criteria for competency ie. an average rating of 'Competent' or above in a minimum of five domains with no more than one domain rated at Advanced Beginner and none at Beginner
- Have evidenced that you have completed all the training components (e.g. retreat and supervision) and
- Have applied and been listed on the register by BAMBA <https://bamba.org.uk/login/?register>

You will be issued with a Certificate of Competence to Teach MBCT.

Formative feedback will be provided that includes your teaching strengths and areas for development in mindfulness-based supervision, personal practice and continued professional development moving forward.

Step 3 (Competency Not Yet Met)

If you do not yet meet competency on the MBI-TAC teaching your second MBCT group:

- You will be given clear feedback on your learning needs by the assessor in the summary feedback.
- A meeting will be held between you and the MBCT in NHS Talking Therapies site lead to agree a plan to address your learning needs.
- You will then be re-assessed on the domains which were below competency, using the MBI-TAC, teaching a further MBCT group under supervision provided by your trust.

If minimum criteria are not met at this stage you would not be issued with a Certificate of Competence and would be deemed to have failed the training course.

APPLICATION PROCESS IN DETAIL

Your application must include:

1. An application form
2. Video recordings of an 8-week MBCT course which you have taught recently
3. A time-line synopsis of each session
4. A consent form
5. A page explaining your teaching context
6. A reflective commentary on your experience of teaching the course

1. Application Form

Please submit your application online. The online application form can be found here:

<https://registrations.oxfordmindfulness.org/?cid=550>

2. Video Recordings

For this training groups can be run either face to face or online (Covid restrictions permitting).

Your application must be accompanied by video recordings of all sessions of a recent 8-week MBCT course that you have taught within the past 12 months. It is your responsibility to send us recordings in which you are visible and both you and your participants are audible. Recordings which do not meet these criteria cannot be assessed, and you will then need to record another course for assessment.

Please submit your recordings on a USB stick which is encrypted and compliant with your own Trust's policies. If you would prefer to share your recordings via a cloud or online storage platform that complies with your Trust's Information Governance requirements, please contact the MBI-TAC assessment administrator at mbi.tacadmin@oxfordmindfulness.org to arrange this.

The following USB stick will hold the full 16 hours of your recordings. It will allow you to set up a password-protected private folder and will secure your files with 128-bit AES encryption: **SanDisk SDCZ48-128GU46 Ultra USB Flash Drive USB 3.0**

Please send your USB stick by a secure delivery service to the address given on the online submission form.

Please also supply us with an address for returning the USB stick to you when the assessment is complete. Once we have received your recordings, we will email you to ask for your password.

Alternatively, please contact the Assessment Administrator on mbi.tacadmin@oxfordmindfulness.org to discuss other secure options for file transfer of recordings.

We ask that you record both supervised MBCT courses that you will be teaching as part of this training. This is so that recordings can be shared with your supervisor for formative feedback during supervision and to “iron out” the many technical issues that are likely to arise in recording. You also retain the option of deciding which of the two courses you wish to submit for assessment although in practice it is expected that you will submit your second supervised course.

2.1 Guidance on Making Recordings of Your MBCT Group

You will need to submit video recordings of all 8 sessions of your course which can be run face-to-face or online.

Face-to-Face Groups

- **The camera must be trained on you (see below) so that your face and your body (including your feet) are visible.**
- As far as possible your participants should not be visible (but don't worry if they are at times in view).
- Both you and your participants must be audible.
- You will need to submit your recordings on a password-protected, encrypted USB stick to the Oxford Mindfulness Foundation or if you would prefer to share your recordings via a cloud or online storage platform that complies with your Trust's Information Governance requirements, please contact the MBI-TAC administrator at mbi.tacadmin@oxfordmindfulness.org to arrange this.
- If you are co-teaching with another NHS Talking Therapies trainee and you are both applying for assessment, then you can both submit the same recording on one password-protected USB stick (or upload to the cloud or other secure online storage platform - see above), provided that you comply with the requirements for co-teaching given below.
- Recordings that are not visible and audible cannot be assessed.

Recording with a Camera

The guide below may help you to produce good quality recordings for assessment purposes. Please also see <https://mbitac.bangor.ac.uk/documents/addendum-online-delivery.pdf> (pages 9-12) for helpful guidance to support online delivery.

Get some help: If you have not used a camera before, ask for help and advice from a friend or a colleague who has used a camera. Perhaps even borrow a camera to practice with.

Pick the right camera: If you are buying or hiring a camera or video 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). It is usually helpful to attach an external microphone to a camera. Don't forget to make sure your camera has all the connectors it needs to transfer your footage to the computer and copy onto a USB stick.

A video camera and some new cameras will record continuously for 2 hours; other cameras will record for a maximum of 30 minutes. If you have a camera that only records for 30 minutes, you will need to find a way to restart the camera after each 30-minute period, which could be difficult if you do not have a helper. It would also be helpful to make sure that the SD card you intend to use in the camera has sufficient memory to store a 2-hour recording. There is a lot of different software available to convert your media if required. In most cases, the computer will come with software to do this. You can also buy more advanced software packages.

Recording formats: The most common recording formats are MP4, AVI, FLV, WMV and MOV. However, due to the large file size created by some of these formats, we ask that you provide your recordings as MP4 files in a low-resolution format, meaning "low bit rate" (1000 or below). If you are using Zoom or Teams, they default to MP4 format.

Also, please be aware that recording formats can vary between Macs and PCs and you may need to use a converter programme (available online) to convert to MP4 so that the files are readable by your assessors.

Make sure the sound is as good as the picture. To be assessed properly, it is essential that we can hear both you and your participants clearly. Remember that when the assessor is not able to see the participants' faces, it makes the sound quality even more important. Make at least one test recording before

you start teaching. As far as possible, make sure that there are no loud noises from outside the room (e.g. construction work) which might make it difficult to hear what is being said on the recording (you may need to shut windows and doors). If the sound quality is doubtful, try using an external microphone.

Make sure there is enough light in the room to allow a clear picture.

Put the camera somewhere stable. You don't want the camera to fall over or tilt while you are filming. It might be worth purchasing a tripod. Otherwise make sure that there is a surface or table at the right height and in the right place for you to rest the camera.

Check where you are aiming the camera. It is really important to make sure that you are filming what needs to be seen. It is important to see the whole of your face and body (including feet) and not just a side view, so that the assessor can see your body posture; at the same time, avoid having the camera so far away that your face cannot be seen clearly.

As far as possible, your participants should not be in the camera for reasons of confidentiality (see below for exceptions). During in person groups, 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 makes the picture small and the sound too quiet. Find a balance that suits your situation.

Whether teaching in person or online, **it is important that you are audible all the time and visible most of the time.** This includes being visible and audible whilst guiding practices lying down (body scan, mindful movement) and standing (stretch and breath). At times, you may be audible but lose some of the picture for short periods e.g. when transitioning between sitting and lying down, or when teaching walking meditation and you go out of sight of the camera.

Practice where to place the camera before the start of each session and decide how to position the camera when you move from your chair – e.g. to the flip chart, a body scan or a movement practice. If moving the camera would interrupt the teaching process or distract the group, e.g. in a walking practice, it is possible to point the camera towards the floor or a wall and to have the sound only recorded for short periods (but remembering to point the camera back at you afterwards).

Be aware of the effects of recording on yourself. If you are worrying about whether the camera is working etc. it can distract you from your teaching. Also you may feel initially uncomfortable about being recorded. It is helpful to practice recording yourself as early as possible in your teaching (before you come to make the recordings for assessment) so that it begins to feel more comfortable. Watching your recordings will give you a greater sense of familiarity and ease. Your mindfulness practice, especially grounding yourself in your body, will be a support with any feelings of anxiety or self-consciousness. Remember that recorded teaching is very helpful indeed for you to watch, learn from and give yourself feedback on. We ask you to record your first MBCT group for these reasons and to use clips of it in supervision.

Be aware of the possible effects of recording on the group members. You will need to tell your participants in advance about being recorded and ask for their consent (see consent form). Talking it through in a matter of fact and reassuring way is helpful, as is being clear that recording is for supervision or assessment purposes only and that the recordings will only be seen by you and your supervisor and assessor. It is important to be clear with participants about whether they will be in view or not, and that it is only you being filmed and not them. Remember that inadvertent recording of participants often occurs e.g. when they forget about the camera or when they are doing movement or walking. Usually as long as you are relaxed about the camera and process of recording, your participants will accept it as part of the furniture and will be supportive of your work, seeing it as part of ensuring high standards in teaching.

Online Groups: When teaching online, options include:

Using an external camera

Using an external camera placed behind the screen following the guidance for in person group recording above. Trainees still need to teach either with a fellow trainee peer or a more experienced MBCT teacher. Two recordings will be needed where 2 trainees teach together. Where using an external camera, one camera needs to be focused on each trainee teacher submitting for assessment with the teacher visible and audible and the participants audible only, where possible. In this case a separate recording will be required for each trainee co-teaching.

Recording in the online platform

Trainees should seek guidance to ensure that the delivery and recording of online MBCT

groups meets the information governance requirements of the service in which the group is run thereby protecting participant confidentiality. In cases where service regulations require recording on the digital platform with participants in view, this will be accepted for submission provided full relevant consents have been obtained from participants **including consent for the participant's chosen name to appear on screen where this will be the case (See Appendix 1 and 2).** You should discuss with participants whether to use initials or just first names on screen and the process to do this to further safeguard confidentiality.

When recording directly onto the digital platform our assessors will understand that it may not be possible for the teacher's whole body to be shown on screen. Please ensure that as much of yourself is visible as possible. **The minimum being the whole torso, arms, shoulders, head and full face.**

Some digital platforms allow "spotlighting" where the teacher remains in view onscreen. It may be possible to "spotlight" yourself in the recording to avoid participants appearing on screen within the recording. Please ensure that participants can be clearly heard on the audio recording in this case. One recording can be submitted for both trainees where co teaching and recording onto the digital platform.

Assessors will be understanding of minor technical glitches, particularly with reflections submitted that explain the context (see Addendum by Sansom et al <https://mbitac.bangor.ac.uk/documents/addendum-online-delivery.pdf>)

Trainees should ensure they have good internet connectivity and use online platforms with good functionality. Ideally, the platform should allow all participants' faces to be visible to each other and should allow for break out rooms for pair and small group discussion. Where this is not possible, trainees should use the platform that their Trust allows which provides the best functionality. Due attention should be given to issues of consent, confidentiality, and the management of risk. All Trust policies should be followed.

PRACTICE! This is the most important thing of all. Test out the functions and settings on your camera or digital platform recording process before you start recording sessions. **Check that the digital platform recording process is compliant with your Trust's information governance procedures.**

When using an external camera, remember to take the lens cap off and press all the right buttons to start the recording. Make sure your memory cards record for long enough. The amount of recording time each card

can hold will depend on the type of camera and size of the card. Check before you start (sometimes the remaining time will be shown on the screen). Make sure your speaking voice is loud enough and the light is sufficient.

2.2 Guidance on Recording Whilst Co-Teaching

The requirements for co-teaching are given in Domain 2 (Relational Skills) of the MBI-TAC manual. Please note that your relationship with your co-teacher will have a strong influence on the quality of the teaching process for participants. Domain 2 will assess your co-teaching relationship as well as your teacher-participant relationship.

The experienced co-teacher or fellow trainee teacher needs to be present in the room with you at all times, even when you are teaching the whole session entirely on your own – to ensure safety, continuity and support. You must discuss your choice of co-teacher with your site lead so that suitability can be checked.

If you are teaching a session alone, your co-teacher is requested to refrain from making contributions, **unless there is an over-riding reason for doing so** (e.g. concern for group or participant safety.) This is because any intervention by the co-teacher will have an effect on the session and hence on the assessment. The fact that you will be teaching alone can be explained to the group in advance so that they understand why the co-teacher is silent. The co-teacher can still fully participate non-verbally, through body language, facial expression, etc., modelling to participants the possibility of fully participating whilst not speaking.

If there are over-riding reasons why the co-teacher needs to speak, this must be discussed in the reflective commentary.

2.2.1 Co-Teaching With Another Teacher Who is NOT an NHS Talking Therapies Trainee and is Not Being Assessed

You must have explained the requirements to your co-teacher in advance and have their written consent. You must record the whole of each session and the camera must be trained on you throughout, even when your co-teacher is teaching. You must record yourself teaching each of the following, from any of the

relevant sessions:

- At least 1 body scan plus inquiry
- At least 1 mindful movement (stretching) practice plus inquiry (see below)
- At least 2 main sitting practices in different sessions plus inquiry
- At least 2 didactic sessions/exercises (e.g. 'walking down the street'; teaching on depression or stress; 'office scenarios')
- At least 2 different Breathing Spaces plus inquiry

You must teach at least two whole sessions on your own – one from the first half of the course, but not Session 1, and one from the second half of the course, but not Session 8 – so that your assessor can see how you manage the time, hold the group, etc. Your co-teacher should still be present. For the remaining sessions, you must be teaching the group for approximately 50% of the time.

In Session 3, you must teach a movement practice which includes mindful stretching (working with physical boundaries in a way that parallels working with emotional boundaries). This can be lying-down mindful movement at the start of the session¹ or the 'Stretch and Breath' practice later in the session. If lying-down stretches are not suitable for your population, then the opening practice can also be standing (or sitting) stretches.

2.2.2 Co-Teaching With Another Teacher Who is ALSO an NHS Talking Therapies Trainee Applying for Assessment

The camera is to be positioned so that both of you are fully in view.

Each of you must teach each of the following, from any of the relevant sessions:

- At least 1 body scan plus inquiry
- At least 1 mindful movement (stretching) practice plus inquiry (see below)
- At least 2 main sitting practices in different sessions plus inquiry
- At least 2 didactic sessions/exercises (e.g. 'walking down the street'; teaching on depression or stress; 'office scenarios')
- At least 2 different Breathing Spaces plus inquiry

You must teach at least one whole session on your own – but not Session 1 or Session 8 – so that

¹ See Segal et. al., MBCT for Depression, 2012, footnote p181

your assessor can see how you manage the time, hold the group, etc. Your co-teacher can be present. For the remaining sessions, you must be teaching the group for approximately 50% of the time.

Within Session 3, both trainees must teach a movement practice which includes mindful stretching (working with physical boundaries in a way that parallels working with emotional boundaries). The initial practice can be lying-down mindful movement followed later in the session by 'Stretch and Breath'². If lying-down stretches are not suitable for your population, then the opening practice can also be standing (or sitting) stretches.

If you are submitting one recording that includes both of you, please make sure that you have planned your sessions in advance so that each of you fulfil these requirements.

You can both submit the same recording on one password-protected USB stick (or upload to the cloud or other secure online storage platform – see above), provided that you comply with the requirements for co-teaching given above.

3 Time-Line Synopsis of Each Session

On the application form you will be asked to upload a time-line synopsis of each session which includes each curriculum component timed from the beginning of the recording. Here is an example of one session:

SESSION 2: LIVING IN OUR HEADS	DATE: DURATION OF SESSION: 2 HRS 10 SECS
Body scan	0:00 – 31:05
Inquiry – body scan	31:05 – 41:30
Home practice review	41:30 – 1 hr 10 mins 28 secs
Thoughts and feelings exercise	1:10:28 – 1:33:10
Sitting meditation: mindfulness of breath	1:33:10 – 1:43:03
Inquiry – sitting (popcorn)	1:43:03 – 1:47:10
Home practice assignment Explain pleasant experiences calendar	1:47:10 – 1:57:17
Short sit to end class	1:57:17 – 2:0:10

² See Segal et. al., MBCT for Depression, 2012, footnote p181

N.B If you are co-teaching, please indicate clearly on your timeline which sessions/parts of sessions you are teaching, and please add a note which will help your assessor to visually identify you (e.g. I'm the one wearing spectacles!)

4 Consent Form

You must give your consent for the recordings to be assessed and confirm that your participants have given their consent for the sessions to be recorded and assessed, and you must follow your Trust's own internal recording policies. Please use the consent form given as Appendix 1 with your group participants (also in the Information Governance document). **These forms are for you to retain within your service and are not to be sent with your application.** Please supply us with a copy of the 'Confirmation of consent to recording form' given in Appendix 2. You will be asked to upload this with your application form.

5 Teaching Context

Please submit one A4 page describing the teaching context of the course you have recorded. This should include a description of your participant group and any associated vulnerabilities or challenges; the context in which you are teaching (hospital, therapy centre, school, privately, etc.) and any adaptations you have made to the MBCT curriculum with an explanation of the rationale behind your changes.

You will be asked to upload your description of your teaching context with your application form.

6 Reflective Commentary: 1000 Words Approx

When we assess your teaching we see your observable behaviour. This piece of writing is your opportunity to reflect on your teaching process, and tell us about your actual experience while teaching. This commentary will not be assessed, but is intended to support and inform our assessment of your teaching.

Please include any observations or reflections that you consider to be relevant, for example:

- Were you facing any particular internal or external challenges (e.g. illness, difficulties at work or at home) as you taught each session of this course and if so, how did you work with them?
- How did you respond to any difficulties within the session (e.g. someone who becomes angry or distressed; someone who dominates the group; someone who says nothing and appears disengaged)?
- How did you respond to teaching online and what preparations or adaptations were required from in person teaching?

- How has your personal practice supported or enriched your teaching?
- Did you have any concerns about ethics or the safety of your participants? If so, how did you work with them?
- How did you deal with absences or drop outs?
- What have you learned from teaching this course? Have any key issues or questions emerged for you?
- How will you take this learning forward?
- We invite you to tell us if you have dyslexia or if English is not your first language so that this can be taken into account. We are not marking the quality of your writing here; the purpose is to help the assessor understand context.
- Please outline if you covered any key elements of group process in your orientation, for example, introductions or establishment of guidelines.

The word limit of 1000 words is for guidance only. Please present your commentary in a clear and concise form, and you can include lists or bullet points. Please note that you must maintain your participant's confidentiality at all times.

You will be asked to upload your reflective commentary with your application form.

THE ASSESSMENT

The recordings of teaching will be assessed by one of the OMF's team of trained competency assessors.

If possible, the assessors will rate two whole sessions for competency, one from the first half and one from the second, using the MBI-TAC (not sessions 1 or 8). If you are co-teaching with another trainee, for example, it may be felt that a more reliable assessment can be gained by observing the one full session you teach alone plus selections from the other sessions across the whole of the course. These samples will be selected to ensure that examples of your teaching – practices, didactic teaching, or inquiry – are observed and a fair assessment of your competency can be made. The approach to assessment of competency is set out in the MBI-TAC Manual <http://mbitac.bangor.ac.uk/mbitac-tool.php.en>

An independent moderator will moderate both the competency assessment and the feedback. This may include further review of the recordings and discussion with the assessor. If the tapes are in a language other than English the moderator will not review the tapes but will ask the assessor for greater detail in the moderation discussion about the observed MBCT teaching.

WHAT HAPPENS NEXT?

Competency Met

A Certificate of Completion of the Training and Competence to Teach MBCT will be awarded if at least 5 domains are rated as competent with advanced beginner in no more than one domain and no domains rated at beginner, giving an average rating of competency. We will provide summative feedback that highlights your strengths and areas for development. A copy of the assessment will be made available to your site lead and supervisor.

Competency Not Met

If you do not yet meet an average of competency across domains of the MBI-TAC for your second MBCT group, you will be given clear feedback on your learning needs by the assessor. A meeting will be held with you, your supervisor and your NHS Talking Therapies manager/lead to agree a plan to address your learning needs. You will then be re-assessed on the domains which were below competency, using the MBI-TAC, teaching a further MBCT group. If minimum criteria are not met at this stage you would not be issued with a Certificate of Competence and would be deemed to have failed the training course.

SECURITY

Your videos will be stored securely on an Oxford Mindfulness Foundation server and your USB stick will be returned to you once the assessment is complete. Your recordings will be deleted from the server six months after your assessment is complete unless you have given consent for your recordings to be used for training purposes.

The assessor and moderator will access your recordings via a secure Oxford Mindfulness Foundation file transfer system. All the assessors have signed an agreement of confidentiality and will only view the recordings privately.

COMPLAINT/APPEALS

If you have a concern about your assessment, then please approach your site lead who can support you to address this.

NOTES:

APPENDIX 1

Consent to Recording Form

Mindfulness-Based Cognitive Therapy (MBCT) Teacher Training for NHS Talking Therapies 2024 - 2025

Why am I being asked for permission to record?

It is important to ensure that staff providing Mindfulness Based Cognitive Therapy (MBCT) receive supervision and that their skills are assessed and monitored to ensure quality of service to clients.

The training programme that your therapist is currently undertaking aims to provide a post-qualification training in evidence-based MBCT for adults who have experienced recurrent depression. The training aims to equip therapists to become skilled and effective MBCT practitioners, in accordance with The British Association for Mindfulness-based Approaches Good Practice Guidelines: <https://bamba.org.uk/good-practice-guidelines/>

The Centre for Mindfulness at Brown University, USA, the Oxford Mindfulness Foundation and the Centre for Mindfulness Research and Practice (CMRP) are building a bank of teaching practice recordings of teachers and students which can be used within training collaborations including this MBCT in NHS Talking Therapies Training. The recordings will be used in carefully selected ways in training i) assessors to reliably use the Mindfulness-Based Interventions: Teaching Assessment Criteria (MBI:TAC) and ii), mindfulness-based teachers who train with CMRP, Brown and Oxford (who are partners in the MBCT in NHS Talking Therapies collaboration). All participants in trainings where recordings are used will agree to utmost confidentiality regarding the identity of teachers they see. The viewing of such recordings is conducted respectfully with an emphasis on the teaching process rather than the teacher. It is understood that the recordings are of one moment in time, and do not reflect more broadly on the teacher. So for example, in any recordings shared, trainees will be aware that this may be one of the first times that person has taught. As far as possible recordings will be selected to ensure that participants in trainings do not know the teacher they see. All recordings will be stored securely.

How will my data be protected?

There will be no identifying written material and therapists will take all reasonable steps to make sure that the external camera is focused solely upon themselves during the sessions. Where recording takes place on

an online platform, your consent will be sought explicitly for this. Anyone viewing a recording is required to maintain confidentiality concerning its content. The recording will be stored under secure conditions. To help ensure high standards of practice, your therapist is receiving regular supervision from trained and experienced MBCT teachers and is required to regularly video record their teaching for the purpose of assessment and supervision. The recordings are used to study exactly how the MBCT teaching was provided to you and are observed by the therapist's supervisor/assessor so that they can monitor skills, give feedback and provide useful supervision in order to fine tune the teaching sessions and enhance the therapist's skills.

Recordings of teaching sessions are also used by the UK Mindfulness Centres Collaboration as part of formal assessment on the training programme in conjunction with the Oxford Mindfulness Foundation, and with your permission, for training future mindfulness teachers.

What am I consenting to?

You can consent to recordings of your MBCT sessions being used for clinical supervision, assessment and training. Consent can be withdrawn at any point without a reason being given. If you agree to participate, please tick the box next to the purpose(s) for which you consent to the recording being used and sign and date the consent form.

Feel free to ask your therapist to explain anything above or below that you have difficulty understanding.

I (insert client name) _____
 understand that (insert therapist name) _____

is currently undertaking specialist post-qualification training in Mindfulness Based Cognitive Therapy (MBCT) and as part of this training, his/her supervisor/assessor will observe recordings of their therapy practice.

I consent to sessions being video recorded for the purpose(s) indicated below. I consent to my chosen on screen name being visible in online recordings where this is unavoidable. The facilitator has discussed this with me and I am aware of how to select what identifying information I display online about my identity. All recordings will be stored in accordance with the Data Protection Act (DPA), 2018.

I give my consent on the understanding that the recording will be kept confidential and will be stored securely. I am aware that the recording will be erased once the specified purpose(s) have been fulfilled. Most recordings will only be used for supervision and assessment during the course of this training programme, but if used for future training cohorts, sections of the recording may be kept for ongoing use. I may withdraw my consent at any time and have any contributions I may have made edited out.

I understand that it will not form part of my health record or be subject to any requests I may make to access my health record.

Purpose: Supervision

I consent to the use of recordings for the purpose of supervision by my therapist's supervisor/s.

Purpose: Assessment

I consent to the use of recordings and accompanying written material for the purpose of assessment on the programme which my therapist is undertaking.

Purpose: Training

I consent to the use of selected sections of recordings being used for the purpose of training future mindfulness teachers, supervisors, and assessors.

Expected date of deletion _____

Signed Client: _____

Date: _____

Signed Therapist: _____

Date: _____

This agreement has been discussed with me by _____

on: / /

Copy for client file Date: / /

Copy for client file Date: / /

(Adapted from University of Reading Consent Form, 2012)

APPENDIX 2

Confirmation of consent to recording form

Mindfulness-Based Cognitive Therapy (MBCT) Teacher Training for Improving Access to Psychological Therapies (NHS Talking Therapies) Services 2020-2021

Therapist Statement

I certify that I have conducted this clinical work in line with the appropriate professional practice guidelines, Codes of Ethics [e.g. BABCP Standards of Conduct, Performance and Ethics] and workplace policies, which have been strictly adhered to in terms of making the recording and seeking permission for use.

I confirm that I have gained the consent of all participants in the MBCT group that I have recorded for use in:

- Supervision
- Assessment of my competency
- Training Purposes (as specified in Appendix 1)
- I consent to the use of my assessment grades and comments being used anonymously for training purposes. This information will only be held for the time it is being used or for 5 years (whichever is the shorter). I understand that I can withdraw this consent at any time.

Signed: _____ (Therapist)

Name: _____

Date: _____



**UK Mindfulness Centres
Collaboration**

NOTES:



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www.oxfordmindfulness.org