Prospectus
Mindfulness Master's Degree Programmes
2024/25

Table of Contents

Welcome to the CMRP's Master's in Mindfulness *3*

History of the Centre for Mindfulness Research and Practice *4*

Meet the Master's teaching team for 24/25 … *5*

Testimonials from our alumni…. *7*

Master's degree in Mindfulness *8*

Did you know you can fund your studies with a Postgraduate Loan? **8**

Route 1. MA in Teaching Mindfulness-Based Courses *9*

Route 2. MA or MSc in Mindfulness-Based Approaches *10*

Research Publications from students *11*

Module information for 24/25 ..... *13*

Foundation module (30 credits) **13**

Mindfulness Teaching Project (60 credits) **16**

Mindfulness and the Brain: Online module (30 credits) **17**

Research (30 credits) **19**

Thesis (60 credits) **20**

Frequently Asked Questions *21*

How to Apply *26*

Timetable for 2024/25 Mindfulness Master's Modules *31*

Fees for the academic year starting 30th September 2024 (UK) *33*

Welcome to the CMRP's Master's in Mindfulness

The Centre for Mindfulness Research and Practice (CMRP) is the largest and oldest mindfulness teacher training organisation in the UK, and we have been training people to teach mindfulness-based courses for 20 years. We were the first programme in the world to offer a Master's in mindfulness-based approaches. On the master's course, you can receive full training to be a mindfulness teacher (MA in Teaching Mindfulness-Based Courses) or study mindfulness as a subject in itself, and explore the latest research (MA/MSc in Mindfulness-Based Approaches).

"Doing the Master's Degree in Mindfulness Based Approaches has probably been the most enjoyable educational experience of my life. The teachers are passionate about their work and lead with both a depth of personal experience and good humour. Having a structured period of some years to study the teaching of mindfulness is the perfect preparation, as it acts as a container in which I have time to grow and embody the practices I will be teaching Practicing and studying with such a diverse and inspiring group of people (staff and fellow students) has touched me deeply. I will always value the great friends and connections that I have made on this course." (MSc Student)

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

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

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

We are a participating member of the British Association of Mindfulness-Based Approaches (BAMBA) https://bamba.org.uk/, and all our trainers adhere to the UK Good Practice Guidelines for Mindfulness Trainers.

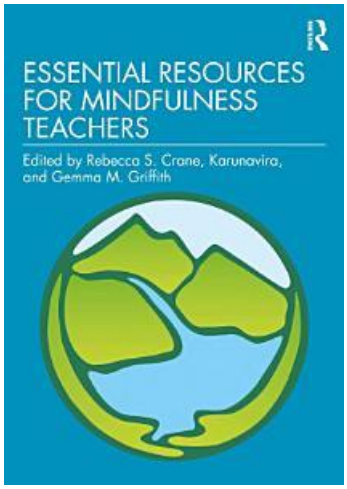
History of the Centre for Mindfulness Research and Practice

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

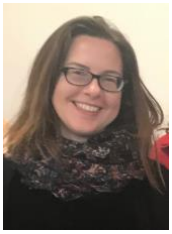
Today, the CMRP is a nationally and internationally influential centre. The CMRP is a founding member of the British Association of Mindfulness-Based Approaches (BAMBA) https://bamba.org.uk/, and through this are supporting the development of a professional context for mindfulness teachers. The CMRP led the development of a measure of teacher competency and integrity – the Mindfulness-Based Interventions Teaching Assessment Criteria (MBI-TAC), which is now used internationally to assess mindfulness teacher competence.

The staff at CMRP conduct world-leading research on the pedagogy of mindfulness teaching and implementation of mindfulness into the UK context. You can find more information about our research on our website here: https://www.bangor.ac.uk/mindfulness/research.php.en

In 2021, we published a book called 'Essential Resources for Mindfulness Teachers' which celebrates the 20th anniversary of the CMRP by bringing together our team's expertise around how to teach mindfulness-based programmes.



Meet the Master's teaching team for 24/25 …



Dr Gemma Griffith
Director of CMRP Postgraduate Programmes
Module Organiser of Foundation and the MTP module
Research profile: **https://research.bangor.ac.uk/portal/en/researchers/gemma-griffith(595ab081-5f14-4c59-b1d2-807eb9814ff8).html**

Christina Shennan: Module Organiser on Teaching 1 module

Dr Sophie Sansom: Lecturer on Teaching 1 module

Dr Bridgette O' Neill: Module Organiser of Teaching 2

Pamela Duckerin: Lecturer on Teaching 2

Ciaran Saunders: Module Organiser of Buddhist Background

Dr Rebekah Kaunhoven
Module Organiser of Mindfulness and the Brain/Thesis coordinator and supervisor

Dr Shelby De Meulenaere:
Module Organiser of Research module/ Thesis supervisor

Testimonials from our alumni….

Simon Barnes (MSc in Mindfulness-Based Approaches)

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

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

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

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

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

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

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

Master's degree in Mindfulness

There are two master's routes:

Route 1. MA in Teaching Mindfulness-Based Courses
This MA is designed to give you complete training as a MBSR or an MBCT teacher.
This route means you a) Gain the academic qualification of a **Masters of Arts Degree**, and b) Gain the **Certificate of mindfulness teacher competence.**

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

Route 2. MA/MSc in Mindfulness-Based Approaches
This route is suitable for those who wish to study mindfulness-based approaches without necessarily training to become a mindfulness teacher (although you can take teaching modules if you wish). This culminates in a research-based thesis in your final year.
You gain the academic qualification of a **Master's degree**. There are three compulsory modules (Foundation, Research, and Thesis) and you can choose any two other modules.

Did you know you can fund your studies with a Postgraduate Loan?

If you live in England…
Postgraduate Loans (England) will fund part time masters that are a maximum of **three years** duration: for more details go to their website here https://www.gov.uk/postgraduate-loan/overview

This means that Route 2 is the only available route for students in receipt of this postgraduate loan.

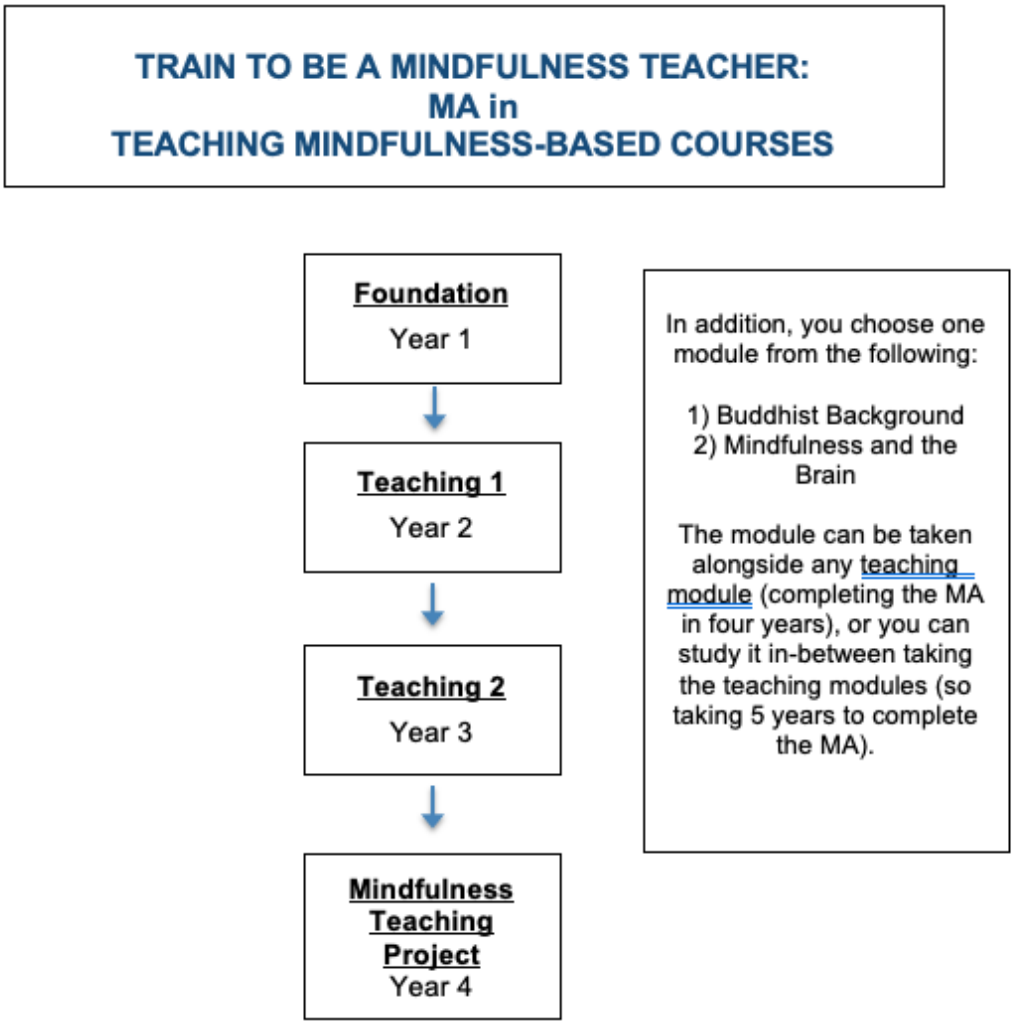
If you live in Wales…
Student Finance Wales will fund you for **four years** of study, this means you can do either Route 1 or Route 2, as long as you complete studies in four years https://www.studentfinancewales.co.uk/postgraduate-students/postgraduate-master-s-finance.aspx

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

Route 1. MA in Teaching Mindfulness-Based Courses

This MA is designed to give you complete training as a MBSR or an MBCT teacher. This route means you a) Gain the academic qualification of a **Masters of Arts Degree**, and b) Gain the **Certificate of mindfulness teacher competence.**

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

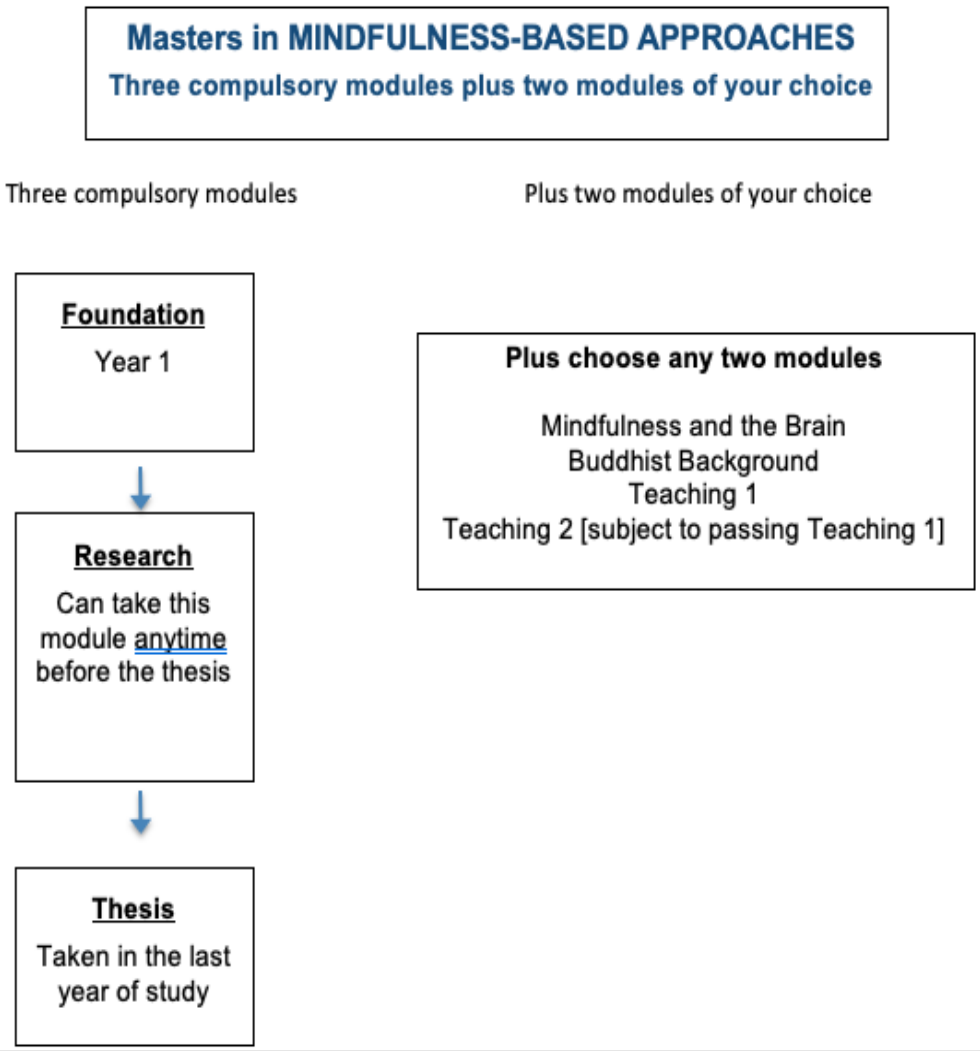


Please note that there are extra costs associated with training to be a mindfulness teacher – this is to ensure you meet Good Practice Guidelines for mindfulness teachers, set out by the British Association of Mindfulness-Based Approaches (BAMBA) https://bamba.org.uk/ this includes you having ongoing mindfulness supervision and retreats- both of which are not covered by tutorial fees - you arrange and pay for these independently from your second year of teacher training (i.e. from the Teaching 1 module). See T1 and T2 module information at the end of the prospectus for more details.

Route 2. MA or MSc in Mindfulness-Based Approaches

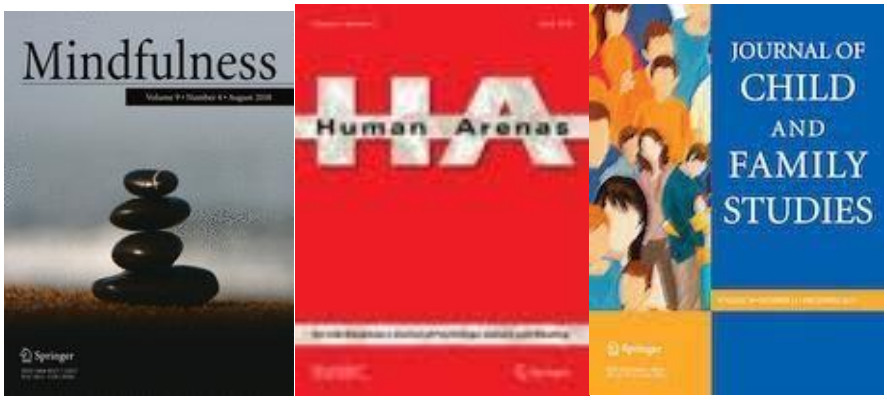
This route is suitable for those who wish to study mindfulness-based approaches without necessarily training to become a mindfulness teacher (although you can take teaching modules if you wish). This culminates in a research-based thesis in your final year.
You gain the academic qualification of a **Master's degree**. There are three compulsory modules (Foundation, Research, and Thesis) and you can choose any two other modules.

This route takes **three to five years** to complete, depending on how quickly you want to progress.
Three years: You take **two** modules in the first year, **two** modules in the second, and your **thesis** in the final third year.
Five years: You take one module each year for five years.



Research Publications from students

Imagine if your mindfulness degree resulted in you leading a scientific journal article….



So far, nine students have published scientific research directly resulting from their Master's thesis with us – could this be you in a few years' time? We have many excellent thesis projects that arise from the master's programme (Route 2) and some of these are of such a high standard that we work with students to publish these in academic journals; below are the studies that started life as a Bangor master's thesis and have since been published, with the student as the first author. As well as the ones below, we have several more under review that we hope will be published soon. Click on the links to have a read.

Bowden, A., Norton, K., & Griffith, G. M. (2020). Do trainee mindfulness teachers practice what they teach? Motivation, challenges, and learning gaps. *Mindfulness*. https://doi.org/10.1007/s12671-020-01565-6

Dix, D., Norton, K., & Griffith, G. M. (2021). Leaders on a mindfulness-based program: Experience, impact, and effect on leadership role. *Human Arenas*. https://doi.org/10.1007/s42087-021-00183-5

Fontana, V.E., Griffith, G.M. & Crane, R.S. (2024). "I'm Not Sure I Can See Myself in This World": Experience of Mindfulness Teacher Training among Trainees from Diverse Backgrounds. *Mindfulness* 15, 1415–1428 (2024). https://doi.org/10.1007/s12671-024-02370-1

Jiga, K., Kaunhoven, R. J., & Dorjee, D. (2019). Feasibility and efficacy of an adapted mindfulness-based intervention (MBI) in areas of socioeconomic deprivation (SED). *Mindfulness*. https://link.springer.com/content/pdf/10.1007/s12671-018-0977-1.pdf

Hutchinson, J. K., Huws, J. C., & Dorjee, D. (2018). Exploring experiences of children in applying a school-based mindfulness programme to their lives. *Journal of Child and Family Studies*, *27*(12), 3935–3951. https://link.springer.com/article/10.1007/s10826-018-1221-2

Norton, K. R., & Griffith, G. M. (2020). The Impact of Delivering Mindfulness-Based Programmes in Schools: A Qualitative Study. *Journal of Child and Family Studies*, *29*(9), 2623–2636. https://doi.org/10.1007/s10826-020-01717-1

O'Dowd, B., & Griffith, G. M. (2020). "I Need to Start Listening to What my Body Is Telling Me.": Does Mindfulness-Based Cognitive Therapy Help People with Chronic Fatigue Syndrome? *Human Arenas*. https://doi.org/10.1007/s42087-020-00123-9

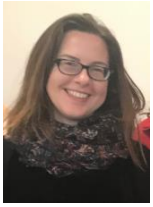
Rivera, C. E., Kaunhoven, R. J., & Griffith, G. M. (2023). How an Interest in Mindfulness Influences Linguistic Markers in Online Microblogging Discourse. *Mindfulness*, *14*(4), 818-829. https://link.springer.com/article/10.1007/s12671-023-02098-4

Ruijgrok-Lupton, P. E., Crane, R. S., & Dorjee, D. (2018). Impact of Mindfulness-Based Teacher Training on MBSR Participant Well-Being Outcomes and Course Satisfaction. *Mindfulness*, *9*(1), 117–128. https://doi.org/10.1007/s12671-017-0750-x

Module information for 24/25

Foundation module (30 credits)

Dr Gemma Griffith (Module organiser)
Module tutor - TBC



The aim of this module is to enable you to deeply explore and develop your personal mindfulness practice, and to connect this personal understanding with knowledge of the theoretical background and rationale for mindfulness-based approaches and to develop ways to articulate this.

Practicalities: There are around 45 people on this module, you will be assigned to a tutor group of 15 and in the mornings, you will be in this tutor group to experience elements of the mindfulness-based stress reduction (MBSR) course. In the afternoon, we move towards exploring the theory behind the experiential learning of the morning as a larger group.

Assignments:

1. An essay about your experience of mindfulness practice (due around March)
2. An essay relating your mindfulness practice to theoretical mechanisms of mindfulness (due around June)

In addition, a 10 minute presentation to your tutor group during the May teaching weekend about your mindfulness practice over the year (not graded)

Extras:
There are no extra costs associated with this module.
Quotes from former Foundation students:

" I didn't think this module would be so enlightening and transformational. Really good mix of big group, home group and small group work and meditation. The friendships I've made"

'Excellent, I have nothing but gratitude for everything I have experienced during this module"

"A fantastic, life-changing experience. If only we could do it all over again"

Teaching 1 (30 credits)

Christina Shennan (Module organiser)
Dr Sophie Sansom (T1 tutor)

This module is centred on the **theory** and **practice** of teaching MBSR/MBCT so it's crucial that you come to this module with a desire to learn how to teach and to start teaching MBPs. You don't have to start teaching MBSR/MBCT 8-week courses this year if not ready but it's very important to **start doing some teaching**, with colleagues or friends for example.
On a practical front, you will be experiencing, observing, teaching and giving feedback on the *main practices* and *inquiry* as this relates to the bodyscan, mindful movement, sitting practice and short practices (such as the 3SBS).
Over the year on the level of theory and principles, we'll be looking at teaching in terms of:

- its ethical foundations,
- the 'root' curricula,
- reflective practice, and
- the evidence base we need to get to know in support of our work.

In order to engage in reflective learning, we draw on our knowledge to make sense of our experiences; this knowledge is equally experiential and theoretical. So this module works with a dual process of becoming skilled as a teacher and knowing the literature field. We are together as a whole group and then two discussion groups for the morning. In the afternoons we work in tutorial or 'home' groups, which then break into smaller reflective teaching practice groups of around 5/6 people for teaching parts of the core meditations and doing inquiry.

Assignments:

1. An essay about ethics and professional practice (due around March)
2. Submission of a 30-minute recording guiding a meditation and engaging in inquiry (either at home or in-class) with a reflective essay exploring themes arising from that teaching practice (due around June)

Extras:

As you will be beginning to teach, it is required that you meet the UK Network minimum standards for UK mindfulness teachers https://www.ukmindfulnessnetwork.co.uk/
You arrange and pay for these independently, and will be given full details about it during the T1 module.

- At least 8 x ½ hour sessions of supervision provided by a registered mindfulness supervisor
- A minimum of a 5-day retreat. This can either be focused on personal practice or teacher training. ***We offer a specific retreat for T1 students each January which is highly recommended; it takes place in North Wales in the week leading up to the January Masters teaching weekend.***
- You will need to start doing some MB teaching in your own context to build up experience.

Quotes from former students of T1:

"Exceptional in all areas. There may be an element of teaching beginner teachers that transcends embodiment; it is an indefinable quality that says, as your tutors, with every fibre of our beings we will care for you, wish for you to succeed and will do everything we can do to support you in becoming a mindfulness teacher."

Teaching 2 (30 credits):
Dr Bridgette O'Neill (Module Organiser)
Tutor: Pamela Duckerin

Teaching 2 builds on your skills from the Teaching 1 module, and is for students who wish to further their training to teach mindfulness. The focus is on building competence in working with the Mindfulness-based Programme 'group' as an entity in its own right, deepening enquiry skills, exploring practice themes, learning about universal and specific vulnerabilities and experiencing and reflecting on some of the MBSR/MBCT curriculum exercises.

Assignments:

1) Four formative assignments (November to April)
2) A 30-minute teaching practice of a curriculum piece (either recorded at home or in-class)
3) An essay in two parts on teaching mindfulness-based groups and on the relationship between universal and specific vulnerabilities and the MB intervention.

Extras:

As you will be teaching at this stage, it is required that you meet the UK Network minimum standards for UK mindfulness teachers
https://www.ukmindfulnessnetwork.co.uk/
You arrange and pay for these independently, and are the same requirements as the T1 module

- At least 4 hours of supervision by a mindfulness tutor
- A minimum of a 5-day retreat. This can either be focused on teacher training or personal practice

Additionally, during this module, you are required to teach one full 8-week MBSR/MBCT course, and ideally two.

Quotes from former T2 students:

"Module a wonderful, enriching experience, would do it many times again."

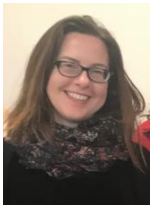
"Teaching competence of the tutors beyond what I had imagined and delivered with care"

"Such a journey from Foundation to now. This degree is beautifully and lovingly constructed. Thank you to everyone at CMRP!"

Mindfulness Teaching Project (60 credits)

Dr Gemma Griffith

Module Organiser



The MPP is a 60-credit module that results in an MA in Teaching Mindfulness. It is similar to ATP. The MPP module is the last teaching module you do and offers the opportunity to deepen your mindfulness teaching skills through a focused exploration of your teaching process. The module leads to a Certificate of Competence in addition to the academic award based on assessment using the Mindfulness-Based Interventions: Teaching Assessment Criteria (MBI:TAC). You need to have taught at least three full 8-week courses before taking this module. The teaching for this module is all delivered during an online TTR2 (Teacher Training Retreat level 2). The dates of this years retreat are under the timetable at the end of the prospectus

Assignments:

1) Submission of recording of yourself teaching a full 8-week MBP course
2) A 10,000 word assignment, including a chapter of critical analysis of MBP pedagogy and theoretical underpinnings, teaching context, linking this to your experience of teaching the 8-week course you submitted

Extras:

It is required that you meet the BAMBA minimum standards for UK mindfulness teachers. You arrange and pay for these independently.

- At least 4 hours of supervision by a mindfulness tutor

Quotes from former students: Of the TTR2 retreat

Took my understanding of MBIs to a new level.
A wonderful retreat which weaved all the ingredients of mindfulness throughout - seemingly effortlessly.

Immense yet accessible. The TTR2 tutors both embodied the very nature of what they were teaching through their methodology, their kindness and their patience.

Of the experience of the module:

The teaching standards on the module were exceptionally high. I felt well supported and guided by the module organiser and felt I could approach her. I really appreciated the number and frequency of the tutorial sessions we had and felt these enabled me to connect to my teaching practice as well as to reflect on the themes for the assignment.

Mindfulness and the Brain: Online module (30 credits)

Dr Rebekah Kaunhoven
Module Organiser

The aim of the module is to provide you with an in depth understanding of the research and evidence-base in the fast growing field of cognitive neuroscience of mindfulness. You will learn about research which investigates how mindfulness modifies the brain and explore how neuroscientific research can contribute to the theory, practice and teaching of mindfulness. Previous familiarity with neuroscientific research and terminology is not necessary as the module will help you understand the basic concepts and research techniques.

This module is delivered online, 8 lectures are released over the module on blackboard for you to watch in your own time, and 8 group online seminars are held to digest the learning. Around 1 seminar a month is held and it is always on Tuesday evenings from 6.00-8pm. There is one additional teaching day around the time of the March teaching weekend for presentations.

Dates: All online seminars are about once a month, and are on Tuesdays 6.00-8pm on the following dates:

Assignments:

1) A 15-minute online presentation in March on the topic "How can research on mindfulness and the brain inform the teaching of mindfulness-based approaches?"
2) A critical summary, based upon the same topic as the presentation
3) A critical appraisal essay based upon neuroscience research and linking it to mindfulness

Extras

There are no extra costs associated with this module

Quotes from former Mindfulness and the Brain students:

"Very professional execution, content was excellent and I felt it was a key addition to the overall master's course"

"It is such an interesting subject and also in terms of helping me to understand possible underpinnings / theories / understanding around mindfulness"

"Very, very good. It was thought provoking, exciting and I have learnt such a lot."

Buddhist Background (30 credits)

Ciaran Saunders: Module Organiser

The aims of the module are to enable you to develop an understanding of the early Buddhist psychological background to mindfulness-based courses, to understand the meaning of key elements of the Buddhist technical vocabulary around mindfulness, and to gain personal experience of the concepts that are used. Also to understand how insights from traditional Buddhist sources may inform and enrich both the teaching and the application of mindfulness-based courses. You do not need any prior knowledge of Buddhist writings to do this module, although if you already have a background knowledge of this area and wish to 'brush up' – this is suitable for you also.

Assignments:

1) A 15 minute Presentation on your chosen aspect of the Buddhist background to Mindfulness-based courses (on the May weekend)
2) An essay on how Buddhist theory might enrich mindfulness as a clinical approach

Extras

There are no extra costs associated with this module. There are four teaching weekends rather then five, with no teaching day in March (but two teaching days in January)

Quotes from former Buddhist Background students:

"The opportunity to delve deeper into the subject and appreciation of complexity of the philosophy. The presentations at the end were very special and gave me a greater understanding of the subject"

"The module was implicitly organised to perfection, knitted together well, covered everything necessary and more."

"The depth of understanding and energy of the topic was clearly articulated […] it has really supported my learning through Teaching 1."

"Excellent, Supportive, Humorous"

Research (30 credits)

Dr Shelby De Meulenaere (module organiser)

Research can feel intimidating to many, and this module is designed to be a friendly (and perhaps even fun!) introduction to research methods – particularly pertaining to mindfulness-based approaches, and to give you confidence in reading and interpreting research studies. This research module is designed for those who are new to research, as well as those who need to top-up their research knowledge. It is designed to get you prepared for your research thesis.

Although it is taught over five weekends, the module has two main themes:

a) Getting you to understand the 'language' of research, and be able to critique studies (Nov-Jan).
b) Helping you design your own thesis research project (March -May)

Assignments

There are two written assignments.

1) A critical literature review in a mindfulness-related topic of your choice (due around February)
2) A full thesis proposal (due around June)

Extras

There are no extra costs associated with this module.

Quotes from former research students:

"Excellent module, a large amount of complex material was covered and made highly accessible via a combination of well-prepared teaching resources, teaching style."

"I have really enjoyed it! I have loved the way Shelby brought fun 'do-ability' trust in us and feel excited about the thesis"

"Enthusiasm for research from the tutors was infectious – I really wasn't keen when I started this module!"

"I feel the standard has been excellent, Gemma and Shelby are teachers of the highest calibre. I have felt in very safe and competent hands."

"The sessions build on each other and I'm amazed at how much I know now!"

Thesis (60 credits)

Dr Rebekah Kaunhoven: Thesis coordinator

The thesis module is a culmination of your study and training for a master's degree in Mindfulness-based approaches. It presents an opportunity for you to explore an area of your research interest in depth and to enhance your research skills through focused analytical and creative work on your research project.

Although Beka is the thesis co-ordinator there is a whole team of thesis supervisors who work on the module. Beka matches you to a thesis supervisor at the start of the academic year (based upon your type of research and your chosen subject area). Your supervisor, via a combination of email and one-to-one tutorials (up to 10 hours over the year) will guide you through every aspect of writing your thesis.

Assignments

There are two written assignments.

1) Part 1 of your thesis: Introduction and Methods section (due in March, also this means that you will have half of your thesis written up by March)
2) The full MA or MSc thesis (due at the end of September)

Extras

There are no extra costs associated with this module. Remember that the day of silent practice is open to you, as are the Friday sessions with Rebecca Crane and Ciaran Saunders, so you are very welcome to attend those days during your thesis year.

Quotes from former thesis students:

"This module is at times really challenging but it is also very rewarding. It's a great opportunity to dive deeply into and explore an aspect of mindfulness that interests you.
The biggest challenge for me was no longer being in the classroom at Bangor. However, my supervisor (Katie Norton) was brilliant and I would recommend that anyone taking this module is open to the guidance, support and wise words from their supervisors.. I learnt loads and had a real sense of achievement when I handed the thesis in."

"Being brand new to any type of research, the thesis module was daunting to anticipate and challenging to complete. That saying, the research module paved the way and created a clear framework on which to work and develop the skills needed. There was a nice balance between forging my own way through the project and having exceedingly patient back-up, support and encouragement from the supervisor.
It was a steep learning curve but very pleasurable to create something new"

Frequently Asked Questions

How do I find more information about the masters?
We run monthly online 'open days' from January to August each year. Do consider joining one if you want to find out more about the course and ask any questions. https://www.bangor.ac.uk/mindfulness/open-days.php.en

Does the mindfulness course I did meet entry criteria?
The requirement is either a MBCT, MBCT-L, or MBSR course that has been delivered over a period of 8 weeks, in a group or online 'live' setting with a minimum of 16 hours of taught / session time. There are no stipulations about who teaches the MBSR/MBCT course you take, but to ensure you have a good quality teacher, check https://bamba.org.uk or ask the teacher about their training. You can put your postcode into this website to find a course near you https://bamba.org.uk/

If there are no MBSR/MBCT/MBCT-L courses running near you, an alternative is to take course online.

The following do not meet criteria:

- Guiding yourself through an 8-week course using a book or app
- Any face-to face taught mindfulness course that is not MBSR or MBCT, or MBCT-L (if in doubt, ask the teacher of that course)

Please note that having done an MBSR or MBCT/L course is essential criteria for entry – no exceptions are made. That said, if you have booked a course that will finish before the academic year starts in October 2024, then it is worth applying even if you have not completed the course, as we can delay the online interview until after you have completed the 8-week course.

The reason this is essential criteria is because we base our entire Master's on these MBP approaches so it is important that you embark on the masters knowing the approach the course takes so you know whether it is right for you.

What is the difference between the 3,4, and 5 year masters courses?
There is no difference in content. The only difference is how quickly you choose to proceed through the course, this is entirely up to you (or is dictated by your student loan if you are getting one). To gain a Master's degree, **four 30 credit** modules plus the **60 credit** thesis or Mindfulness Teaching Project must be taken. Examples below:

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

Four years: During the first three years, you need to complete four modules, so there will be one year when you are taking two modules at the same time, and the other years with one module per year. In the fourth year, you take either the Thesis or the Mindfulness Teaching Project, depending on what route you are on.

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

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

The modules you can take alongside Foundation are:

- Buddhist Background
- Mindfulness and the Brain

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

Throughout the programme we ask you to engage in around 45 minutes daily mindfulness meditation practice, which is extra to the module study hours. In terms of travel, most modules require you to travel to Bangor for on-campus teaching three times a year. Some modules are entirely online (see timetable for details).

Can I become an accredited mindfulness teacher?
In the UK there is currently no formal accreditation to teach mindfulness-based courses, because there is no regulatory body. BAMBA has agreed a list of Good Practice Guidelines for teachers of mindfulness-based courses, which we follow. https://bamba.org.uk/teachers/good-practice-guidelines/

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

What will the module 'Teaching 1' allow me to do in terms of teaching mindfulness?

This module is relevant to anyone who wants to explore how to mobilise the inner work of their personal mindfulness practice to support greater effectiveness in their work and personal lives. So it is suitable for anyone interested in teaching in a wide

range of formats – you do not have to intend to teach the 8-week MBP course to take this module. Mindfulness is a foundational capacity, and how we act in the world is predicated on inner capacities such as awareness, compassion, wisdom, and our moment-by-moment relationship with experience. These inner capacities are the ground from which we can act wisely and compassionately in our lives.

Participants on this module are interested in building capacities that support approaching work and life in ways that are deeply informed by the practice and teaching of mindfulness. These include building capacities in interpersonal mindfulness skills, embodying mindfulness through different activities, facilitating inquiry, guiding mindfulness practices, and the generic skills required to teach mindfulness-based programmes. These capacities are highly relevant to a range of contexts including leadership, teaching MBPs (taking the module 'teaching 2' to explore how to teach MBSR/MBCT) educational, health care, workplaces, the criminal justice system and so on.

This module is an essential part of 'route 1' so offers a foundation from which to build your teacher training. You can also take this module as an optional module for 'route 2'.

Are there any additional costs?
If you are learning how to teach mindfulness (Route 1), please note that there are extra costs associated with training to be a mindfulness teacher from the second year of the course (i.e. from the Teaching 1 module onwards)– all BAMBA - accredited teaching organisations also have this criteria. This is to ensure you meet Good Practice Guidelines for mindfulness teachers, set out by the British Association of Mindfulness-Based Approaches (BAMBA) https://bamba.org.uk/ this includes you having ongoing mindfulness supervision and retreats- both of which are not covered by tutorial fees - you arrange and pay for these independently from your second year of teacher training. These costs are the same as would be associated with any good-quality mindfulness teacher training organisation. A rough guide to costs per year are below:

- At least 4 hours of supervision provided by a registered mindfulness supervisor. This is usually around £30 per half hour, but rates do vary between supervisors.
- A minimum of a 5-day mindfulness retreat. This can either be focused on personal practice or teacher training. ***We offer specific retreats designed specially to support your teacher training - but other options are available.*** Costs of retreats can vary, between £400-£900 per retreat.

I notice you can either choose an MA or an MSc in Mindfulness-Based Approaches – what is the difference?
The courses and module options are exactly the same for both MA and MSc, the only difference is the type of thesis you choose to do in your last year, which is usually

decided during the research module – you can change between and MA and MSc during the course easily so when applying, go for the one that appeals most now knowing that you can change it later if needs be. In brief,
The **MSc thesis** is for students who **wish to collect and analyse data scientifically for their thesis.**
The **MA thesis** is for those who are interested in pursuing a mode of scholarly analysis that **utilises reflective and process orientated methodology**.

When can I apply?
Applications for the academic year starting October 2024 are open until Monday September 2nd 2024. However we don't recommend waiting until the 2nd of September to apply, as the earlier you apply the greater chance you have of securing a place, as we will be interviewing and offering places from January 2023 onwards. If we fill the course early we will close applications for that year and make that very clear on our website – please check our website if you are unsure whether there are places left. If it doesn't say anything, then applications are still open!
The application process can take about a month, sometimes more if we receive an incomplete application, which is why applications must be in by September 2nd, to give us time to process them and arrange a phone interview with you before the course starts in early October.

The application process is online and you start it here –
https://apps.bangor.ac.uk/applicant/

I have got a masters and a module I passed was about mindfulness, can I transfer this to gain credits?
There are no modules run by other universities which are similar enough to ours to enable the transfer of credits. This is because to transfer, it needs to have the same number of credits (30) and to match exactly with the learning outcomes of a particular module of ours – so this is unlikely, even if you have done a different masters in mindfulness.

How do I get to Bangor?
The travel requirement is for three times a year for some modules (see timetable for details). For travel details, see map on http://www.bangor.ac.uk/tour/location.
There is a train station in Bangor with connections to the whole of the UK. The nearest international airport is in Manchester, about 3 hours away by train. You will need to book and pay for any required accommodation yourself. A lot of our students choose B and B's by Bangor Pier. Have a look at online accommodation search engines to find suitable accommodation.

I have already done some mindfulness teacher training, can I skip some of the teacher training modules?
We get asked this fairly regularly, and this is not possible because this is an academic master's course and to gain a masters in teaching you need to get 180 credits by

completing the academic content of each teaching module. Each module is worth 30 credits and you need to pass each of the teaching modules in sequence before moving onto the next one (see Route 1 in the prospectus). There are no exceptions to this rule.

Some people do ask us about whether this is repeating content that they are already familiar with. While there may be overlap, our masters offers a deepening of understanding of the theoretical and ethical underpinnings of teaching mindfulness which is not possible with non-academic training. We have several students each year who are already very experienced but join our programme to deepen their teaching practice. Some of our students have meditated for decades and have taught dozens of MBSR courses over many years before joining our master's programme. They all report that the course has been fruitful and go all the way through the programme because of this.

I am taking Route 2 to qualify for the student loan, and I'm really interested in training as a mindfulness teacher – what can I do?
It is possible to start your teacher training on our master's programme by taking Foundation and Teaching 1 modules, and then you can continue your training and work towards the Certificate of Competence in MBSR and/or MBCT outside the masters programme on what is called the **Teacher Training Pathway** (TTP) which is run by the Mindfulness Network (in collaboration with CMRP)

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

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

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

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

How to Apply

Below, we offer extensive guidance below about what you need to do to apply, please read it all carefully before applying. A few minutes reading this before you open the online form will likely save you a lot of time later on!

Applications for the academic year starting October 2024 are open until Monday September 2nd 2023. So the earlier you apply the greater chance you have of securing a place. If we fill the course we will close applications for that year and make that very clear on our website – please check there if you are unsure whether there are places left.

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

Entry Requirements

Applicants will normally have **all** of the following:

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

   We accept applicants who have completed an online MBSR or MBCT course. This course must still be MBSR or MBCT, and has to be taught 'live' i.e. you log on at the same time with a group and the teacher teaches the curriculum interactively – so ones which teach via pre-recorded videos do not count.

   However, if it is not possible for you to complete an 8-week course (due to living in a country where they are not delivered, for example) then we also accept the distance learning course as delivered by the Mindfulness Network. https://www.teach-mindfulness.org/calendar-distance-learning-mbsr/

   Please ensure you have done an MBSR or MBCT before or whilst applying, as not having done an 8-week course is the most common reason we cannot offer a place to applicants.

How do I find an MBSR or MBCT course? Most MBSR and MBCT teachers advertise themselves on the internet, so have a look online for what is available in your local area. We particularly recommend teachers who meet good practice guidelines. You can search for a teacher near you by entering your postcode on this website https://bamba.org.uk/

If you cannot find a group-based course in your area, you will need to do a distance learning course before you apply. You can find information here https://www.teach-mindfulness.org/calendar-distance-learning-mbsr/

2. Frequent and regular meditation practice (normally on a daily basis) of mindfulness meditation, preferably as taught in MBSR and MBCT, for at least a year before starting the programme.

3. A good undergraduate or postgraduate degree (usually at a minimum 2:ii standard). However, if you do not have a degree, please don't let that put you off applying as equivalent professional and practical experience in life and work will be considered (e.g. counselling or teaching qualifications, yoga instructors, volunteer or paid work with vulnerable groups etc)

4. Personal qualities which render the student appropriate for the programme. We are looking for students with particular qualities. You need to be prepared to explore in an open way, and with a sense of non-judgemental curiosity, the effects of bringing mindful awareness into your own life, as well as exploring its use and effects in different settings and at work. This includes using mindful approaches to difficulty within life, such as approaching and accepting difficult experiences. The whole course requires an in-depth process of personal reflection and investigation throughout.

5. IT requirements: students must have a computer in good working order (with basic software such as Microsoft Office as a minimum), access to the Internet, and the IT skills required to use these systems.

6. For students who do not have English or Welsh as a first language, a IELTS score of 6.0 is required.

APPLICATION PROCESS

Applications for the academic year starting October 2023 are open until the 1st of September.
The website for applications is https://apps.bangor.ac.uk/applicant/Some important notes about the process are below

1) Applicants for Route 1 should apply for the MA for Teaching Mindfulness-Based Courses. Applicants for Route 2 should apply for the MSc or MA in Mindfulness-Based Approaches. Remember you can change your mind after starting the course so just put down the route that is closest to what you think is best.

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

3) Under the Personal Statement section, please indicate which route you would like to take. If you are not sure, indicate this too. Please also make clear if you would like

to take a second module alongside in your first year, and which one you would like to take. There is no need to add anything else to this section, as we will get personal statement type information from the 1000 word essay (read section below for details of what needs to be included in the essay), so don't worry if your personal statement seems short.

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

1. 1000 word essay.

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

a. How long you have been meditating regularly, and how often.

b. Details of when you attended an 8-week group-based MBSR or MBCT course

c. Your experience of the MBSR or MBCT course you attended.

d. Your professional training/experience

e. The professional context in which you plan to develop your interest in mindfulness-based approaches or courses

f. Why you are interested in coming on the programme

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

3. References

Please ensure that you include with your application a written reference from a suitable referee (usually not from a family member or relation). Your reference should be from a relevant employer. If you are currently studying or have recently completed your studies, then the reference would need to come from your academic institution. If you have both worked and studied recently, then we would need the reference from whichever is most recent. If you do not have either an employment or academic referee, then one a place of voluntary work or from your mindfulness teacher/supervisor will also meet criteria.
The reference does not need to be long, the referee simply needs to write 1) in what capacity they know you, 2) for how long, and to 3) comment on your suitability for the course.

It is your responsibility to provide this reference together with the referee's full contact details. You need to ensure that you ask your referee to either give you the reference so you can upload it directly onto the application form, or your referee will need to send the reference in directly to postgraduate@bangor.ac.uk. Please note that admissions do not contact your referee directly, this is your responsibility, so please make sure your referee has sent us a reference.

4. Documentary Evidence of your Language ability.

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

What if I need help completing the online application form?

If you have technical problems during the application process, please contact the IT helpdesk at directappshelpdesk@bangor.ac.uk
For general questions about admission procedures, please contact the Postgraduate Admissions Office on postgraduate@bangor.ac.uk.
If you have specific questions about this programme, please email the director of the course - g.m.griffith@bangor.ac.uk

Criteria and Application Checklists

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

Application form checklist

Below is a checklist of the documentation you need to have ready for the online application form. In addition, please ensure you complete all sections of the online form. We may not consider incomplete applications.

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

What happens once I have sent in my application?
Once you submit an application, it goes to the admissions department who check to see if you have uploaded everything you need to. Once they are satisfied you have completed the form fully, they send it to us at the CMRP.
If you do not hear from us after two months after submitting your application, please first check to ensure you have sent in a complete application. If it is complete, then do contact us.

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

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

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

Timetable for 2024/25 Mindfulness Master's Modules

Unless otherwise stated, all teaching days begin at 9am and end around 4.45pm

DATES	FRIDAY	SATURDAY	SUNDAY
ONLINE **Wednesday 25th September 2024**	**WELCOME SESSION: ALL STUDENTS** **5.30-6.30pm** **FOUNDATION** **6.30-7.30pm**		
ON-CAMPUS at Bangor University **4/5/6 October 2024**	**ORIENTATION – FOUNDATION, T1, AND T2 ONLY** **FOUNDATION Orientation** 3pm-5pm. **TEACHING 1 Orientation** Time: 5pm-7pm **TEACHING 2 Orientation** 5pm -7pm	**FOUNDATION** Day 1 **TEACHING 1** Day 1 **TEACHING 2** Day 1	**RESEARCH** Day 1 **BUDDHIST BACKGROUND** Day 1
ONLINE **(No travel required)** **15/16/17 November 2024**	**Ciaran Saunders**[1] Buddhist perspectives informing mindfulness-based programmes 9am-5pm **TEACHING 1** Professional Issues in Teaching Mindfulness 9am-5pm	**FOUNDATION** Day 2 **TEACHING 1** Day 2 **TEACHING 2** Day 2	**RESEARCH** Day 2 **BUDDHIST BACKGROUND** Day 2
ON-CAMPUS at Bangor University **18/19 January 2025**		**FOUNDATION** Day 3 **TEACHING 1** Day 3 **TEACHING 2** Day 3	**RESEARCH** Day 3 **BUDDHIST BACKGROUND** Day 3
ONLINE **Saturday 8th February**		**TEACHING 2** 9.00am-1.00pm	
ONLINE **(No travel required)** **14/15/16 March 2025**	**Day of silent practice**[1] 10am-4pm	**FOUNDATION** Day 4 **TEACHING 1** Day 4 **TEACHING 2** Day 4	**RESEARCH** Day 4 **BUDDHIST BACKGROUND** Day 4
ON-CAMPUS at Bangor University **16/17/18 May 2025**	**FOUNDATION** Individual presentation day	**FOUNDATION** Day 5 **TEACHING 1** Day 5 **TEACHING 2** Day 5	**RESEARCH** Day 5 **BUDDHIST BACKGROUND** Day 5

Some modules do not require you to travel to Bangor for the teaching weekends. Details of these are below. See the prospectus for details on Routes 1 and 2.

[1] Compulsory for **Foundation** students, all other students welcome to join.

Mindfulness and the Brain An optional module for both Routes 1 and 2	**Mindfulness Teaching Project** Taken in the final year, Route 1	**Thesis** Taken in the final year, Route 2
This module is **an online module**, with a combination of recorded lectures and 'live' online sessions. These are the dates for the online 'live' tutorials. They are on Tuesdays from 6-8 pm. October 15th 2024 November 12th 2024 December 10th 2024 January 21st 2025 February 18th 2025 March 18th 2025 April 22nd 2025 May 20th 2025 Presentation day for the module (online), students pick between either: Saturday 29th March 2025 or Sunday 30th March 2025.	This module is an online module, and comprises of a retreat in September each year called the 'Teacher Training Retreat 2' which is included in the module fee. In 24/25 there will be a September online retreat in two blocks, with practice days in between the teaching blocks, dates TBC.	**No travel to Bangor is required during the thesis module.** A supervisor is assigned to you who will guide you as you write up your thesis with one-to-one tutorials conducted online.

Fees for the academic year starting 30th September 2024 (UK)

At the time of writing, home fees for the next academic year (24/25) are not currently available, however, on this website you can see the fees from 23/24 so you have an indication of what the fees may be for 24/25. This link will take you to the fees once they become available.
https://www.bangor.ac.uk/student-administration/fees/index.php.en

For international student fee information:
Mindfulness master's fees for the September intake for the 24/25 academic year are on the below website, under the category of 'Distance Learning and Part-time courses'
https://www.bangor.ac.uk/international/fees