**Diploma in Narrative Therapy**

**Guidance for Students**

Entry requirements

Entry requirements for the Diploma are that a student shall have completed Level 1 and Level 2 training in Narrative Therapy or other trainings which the Institute accepts as equivalent.

Entry procedure

The Diploma registration form is available on the website and should be completed and submitted by the closing date (see website).

Students will then be sent an invoice for the registration fee. An invoice will be issued for each module and must be paid at least one month prior to the start of that module. The invoice for the Practice Assessment Module will be issued on completion of the last taught module.

Fees

The current amounts of the fees for the Diploma can be found on the website.

Usually we will invoice for each part in turn though if it is preferable an invoice for the full amount can be issued.

Self-funders who cannot set the course fees against tax are able to claim a 20% discount.

The time scale for payment is as follows:

**Registration fee and first taught module** – on receipt of invoice following submission of the Registration Form.

**Subsequent Taught Modules** – students will be invoiced 6 weeks before each subsequent module and must pay within30 days, ie 2 weeks before the module commences

**Practice Assessment Module** – students will be invoiced at the end of their second year upon completion of the last module assignment. Payment is within 30 days

The course fees do not cover the cost of any re-submissions due to not passing written work. These are fixed from time to time and will be communicated in the unfortunate event that student needs to re-submit written work.

Course Structure

There are three components to the Diploma: the five taught modules; two tutorials based around practice (Practice Based Tutorials); and the Practice Assessment module. The five taught modules will be delivered over a period of two years and so with the Practice Assessment Module the whole process takes about 2½ years.

Students taking the Certificate complete the five taught modules but not the Practice Assessment module, nor do they have the Practice Based Tutorials.

Students who have achieved the Certificate previously may apply to c onvert this to the Diploma at a later date and would then have the Practice Based Tutorials and undertake the Practice Assessment module.

Taught Modules

These are:

Context and discourse

Linking lives and working with groups and communities

Working with the effects of trauma

Clinical practice

Using narrative in supervision

There is recommended reading for each taught module as well as a written assignment.

Reading

A reading pack (in electronic form) will be provided on receipt of payment of the registration fee along with a list of recommended reading for each taught module. Students will also need to purchase:

Maps of Narrative Practice, Michael White

Narratives of Therapists Lives, Michael White

Narrative Practice and Exotic Lives, Michael White

Collective Narrative Practice, David Denborough

All these books can be purchased from www.narrativebooks.co.uk

We expect that you will read more widely than the prescribed reading.

Module assignments

After each taught module the student will submit a written piece of work of between 1500 – 2000 words. Assignments should be submitted within 10 weeks of the relevant module and should be submitted to the INT administrator at training@theinstituteofnarrativetherapy.com If a student needs an extension they should contact the administrator explaining why they need an extension and saying when they will be able to submit the work.

In these assignments should show how the student is putting the learnings from the module into practice and should draw on the reading that the student has undertaken.

The student should include in the text illustrative extracts of actual dialogue from the therapeutic work, focussing particularly on what you, the worker, did. Please do not include supplementary material, appendices etc. Submissions longer than the above word count will be returned for revision.

Please be sure to read the marking scheme as this will give a clear idea of what we are looking for.

A mark will be awarded (see the marking scheme below) as well as comments on the assignment. These responses will be forwarded to students within 5 weeks of receipt of the assignment. The pass mark in all cases is 50%. If a student’s work is not deemed adequate they will be required to make a resubmission and they will be provided with a tutorial to discuss this submission. If the re-submitted work is still not deemed adequate the student may request that an external examiner appointed by the Institute may review the decision of the teaching faculty.

Practice Based Tutorials (PBT)

There will be two PBTs during the course. For these tutorials students will need to submit a transcript of a 20 minute excerpt of a session. Students should have reflected on the piece of work submitted and be prepared with questions or issues that they would like to raise at the tutorial. The purpose of the PBTs is to help prepare the student for the Practice Assignment in the final module as well as to focus on the details of narrative conversations. The timing of the PBTs can be arranged by agreement, but they should be completed before the student moves on to the Practice Assessment Module.

Practice Assessment Module

The final part of the Diploma is the Practice Assessment Module. The work for this module should be submitted within 6 months of the feedback to the student on the last Level 3 module.

The module comprises a written project and a practice assignment. Students should discuss the title for the project with their tutor. Students will be also offered a 1 hour tutorial during this module. This is an opportunity for the student to discuss their plans and ideas in relation to either or both of the components of the module and the student may request the tutorial at a point in the process that fits for them, but this might be appropriate at the point when a student has developed a written outline for the project and before they have started serious work on the writing of it.

*Written project*

The written project is 4500 – 6000 words long. It should be based on some new development they have undertaken outside of the routine performance of their job. The student should negotiate details of this with their tutor before commencing. The project should demonstrate that the student has read in depth in relation to the topic and it should demonstrate the development of their thinking and understanding in response to their reading as well as how this has or might impact on their practice.

The project should be of a standard suitable for publication and be referenced accordingly.

*Practice assignment*

The student should submit a recording either audio or video of a complete session which demonstrates their ability to use Narrative Therapy in practice. The student must obtain the consent of others involved in the session. The recording must demonstrate competence in narrative practice and will carry 50% of the marks for the assignment. The student must attain at least 25% (out of the 50%) in order to pass the larger assignment.

The recording should be accompanied by a transcript of a 20 minute excerpt as a basis for the student’s critical reflections, which should include an explanation of the thinking behind the practice, ideas for alternative directions that could have been taken, thoughts about opportunities missed or not taken, ways that the practice could be improved etc; the student’s thinking on whether it would be helpful to take these written reflections back to the persons at the centre of the conversation; the student’s learnings from reflecting on the session and from reviewing and transcribing the excerpt. The student’s reflections should be between 2000 – 3000 words. The student may use a further 500 words to contextualise the work. The reflections should be referenced in line with academic practice.

It is recommended that the transcript is line numbered and that as well as a Word Document (which markers can edit) it should also be sent as a PDF which will ensure that the formatting with the line numbers is accurately preserved. This will enable the student to refer to specific line numbers in the PDF of the transcript whilst writing the assignment.

Confidentiality and security of client information
The Institute will keep recordings of sessions that are needed for the Practice Assessment module in a password protected folder and will destroy them once they are no longer needed, i.e. when the student has passed this part of the module, or alternatively when they have failed to pass it and the recording is no longer required for any possible appeal purposes. Client consent must be obtained before any recording is made or submitted.

All assignments should be anonymised, probably by changing any names, before being submitted. **The arrangements for client consent should be made explicit in all written work, and can be included as a footnote which does not contribute to the word count.**

Tutors

Diploma students will be allocated a tutor at commencement who will be the student’s main contact with the faculty. The tutor will deal with any queries the student may have; provide two Practice Based Tutorials; discuss a title/subject for the project for the Practice Assessment module ; and provide a 1 hour tutorial during completion of the Practice Assessment module, the tutorial to cover issues at the student’s discretion.

Ethics

All written work that gives examples of therapeutic practice should make explicit how any issues of ethics in the practice were addressed. In dealing with the politics of representation, the student also needs to explain how any people whose lives are referred to have been enabled to retain control over how they are represented.

Problem resolution procedure for the Practice Assessment Module

In the case where a student’s submission is not deemed to be of a sufficient standard there will be a process of moderation involving an external examiner.

If the external examiner upholds the decision of the faculty then the student may re-submit either the project or the practice assignment once. Where a student re-submits the project then a new subject will be negotiated between them and their tutor. In the case of the practice assignment then a different piece of clinical work should be submitted.

A fee will be charged for a resubmission. Please apply to training@theinstituteofnarrativetherapy for the current fee. The fee will include a tutorial.

If the student’s work submitted for a re-sit should fail to reach the required standard (after moderation by the external examiner) then the student may appeal to an Appeals Board. This will constitute two people, ordinarily Associate Members of the Institute. Their decision will be final.

Marking

The marking schemes used by the tutors is as follows:

**Taught module assignments**

Does the student -

1. Demonstrate effects of learnings from the module on their practice of therapy, providing specific examples\*. 30%
2. Show that their practice is soundly located in narrative theory 15%
3. Give evidence of relevant reading 15%
4. Give evidence that feedback on the effects of their work was sought from the person at the centre 15%
5. Provide thoughtful reflections on their learning and practice 10%
6. Write with good structure and clarity 10%
7. Show technical competence, eg references 5%

\* It may be that a student is not able to put learnings into practice directly prior to the date the assignment is due to be submitted. In this case specifics of practices that the student would like to use in future, preferably applied to an actual case, would be acceptable.

**Marking scheme for Practice Assignment (Practice Assessment module)**

The recording of work should demonstrate:

* De-centred practice – ie not centred practice
* Movement away from known and familiar.
* Resurrection of personal agency.
* Naming of alternative storylines
* Influential practice: using questions structures i.e maps, to create conversational pathways.
* Making visible the context of people’s experience, power and privilege.
* Competence in using narrative enquiry to develop rich description of preferred storylines of life and identity.
* **A failure to meet these criteria will mean that the student has to resubmit.**
* **50%**

The written reflections should include:

* A consideration of what the student feels was helpful or went well and also a consideration of what the student feels was less successful as demonstrated in the recording submitted. 10%
* A discussion of missed opportunities and of alternatives that the therapist might have pursued in the excerpt submitted 10%
* Consideration of the various stories, both problematic and preferred, that are being developed in the work, and of how the preferred stories are or are not being made more available to the ‘client’ 10%
* Consideration of issues of the effects of social stories/discourse and how they are or might be made visible in the work. This should include consideration of issues of class, race and privilege as appropriate. 10%
* A discussion of how the therapist is involving the ‘client’ in providing feedback on the work and how the therapist is responding to this feedback 10%

**Marking scheme for Diploma Project (Practice Assessment module)**

The project should:

* Be based on a piece of work undertaken by the student. This should be some new development outside of the routine performance of their job. The piece of work should be fully described. 25%
* Demonstrate ‘double story development’ and rich description of preferred storylines in relation to the people involved as ‘clients’ in the project; and show how issues of dominant social stories or discourse have been addressed. 20%
* Explore and analyze the ways in which narrative ideas have been put into practice in the project, with particular attention to any new or unusual practices. 15%
* Locate the ideas and practices of the project within the larger narrative framework. 15%
* Appraise the ethics of the practice involved, including consideration of the relations of power and privilege. It should also attend to practices of accountability which may redress these issues. It should include the voice of participants in relation to their experience of the work. 15%
* Be of a standard that it could be reasonably submitted for publication. 10%

16.6.20