Minutes of the meeting held on Wednesday 8 March 2017

Present: Fiona Gillies (secretary), Sue Kegerreis (Course director MA Psychodynamic Counselling (MAPC), Dr Kevin Lu (Chair) (Course director, MA Jungian & Post Jungian Studies)

Student reps present: Eleanor Bullivant (Grad dip PC rep), Charis Christodoulou (MA Ref Care rep), Greta Kaluzeviciute (MAPS rep), Camilo Munoz (MAJ rep),

Apologies: Matt fytyche

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<th>Action</th>
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<td>1. Apologies.</td>
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<td>2. Minutes of the Last Meeting: The minutes were approved.</td>
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<td>3. Matters Arising SK commented that the SSS response for this year were high. KL also responded to the MAJ report. He confirmed that there will be no planned skype lectures next academic year for the MA Jungian and Post-Jungian Studies. The lecturer in question will be replaced by someone who is able to attend in person.</td>
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<td>4. Reports from the student reps</td>
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<td>MA Refugee Care A certain number of students expressed dissatisfaction in regards to misinformation and more specifically, due to Prof Papadopoulos' sabbatical leave. They feel that they should have been informed about his leave earlier as certain student came to study this MA with the belief that they would be taught by Prof Papadopoulos the whole year. Some students felt abandoned. The question of the personal tutor was discussed, especially whether another person could be brought in. This would result in greater variation in supervisory style and expertise for the dissertation. Suggestions were made to consolidate the Tavi tutoring session every Monday afternoon. Students are from a variety of backgrounds and some were expecting more focus on their particular area.</td>
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<td>PA932 - Psychosocial Perspective on Human Rights PROS - The willingness of the lecturer to engage as well as aid the students was good. The external lecturers were in general very good. Some appreciated the enthusiasm of the current lecturer and his willingness to talk to students about their essays. He has given a lot of time to discuss essay writing, structure etc. Reading material is considered to be good.</td>
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<td>CONS - There seems to be a disparity between the topics of the seminars with the wider theoretical framework of the MA. The reading was, in the opinion of some, not always easy to access. Some felt that teaching was completely missing with little direction or development. Very loosely related to human rights. Similar with PA931; it is hard to distinguish the two, although the titles of them are different. Essay topic is very vague. The lecturer has been asked to use Renos’ PowerPoints; some thought he</td>
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should simply use his own. There seems to be a large amount of repetition and redundancy in this course. Moodle is not used.

**PA931 – Context of the refugee experience**

**PROS** – The willingness of the lecturer to engage as well as aid the students was good. The enthusiasm of the current lecturer and his willingness to talk to students about their essays was greatly appreciated. The external lecturers were on average very good. Diverse readings this term come from different sources, as opposed to last term.

**CONS** - In the opinion of some, the quality of the lecture was not always good enough. The current lecturer has difficulty in matching the topic of the seminars with the wider theoretical framework of the MA. The reading material was good but not, in the opinion of some, always easy to access. According to some students, reading is uninspiring and repetitive. The handover to the new lecturer seems to have been incomplete. Some of the module content does not seem to be very different from last term (nor from PA932). Other views should be introduced as well. The essay topic is very vague. Moodle is not used. Too much overlap with the Tavistock course.

**M35/D35 – Working with Refugee People and Families**

**PROS** - High quality of the lectures. The reading material was good and easy to access. Moodle, reading list, etc. is great. The lecturers are always ready to aid the students and to engage with them in discussion about the topics of the course.

**CONS** - Sometimes there is not enough time for discussion or for case studies. The lecture on the legal theme should have been held before the visit to the tribunal at Hatton Cross, and the lecturer (who was very good) could have used case studies to match theory and practice (but the time was limited). Same topics are being discussed repeatedly in no greater detail. There has sometimes been too much overlap between the Tavi and Essex courses, particularly on the subject of trauma. The subject is approached in a similar manner, and can be very repetitive. The supervision group sometimes feels quite awkward in the way it is set up and the structure needs to be reconsidered. It also feels strange to have an hour and a half weekly devoted to something that is only given attention for only half or a full day each week. It is unfair that placements are based on number of weeks and not number of hours. It is true that doing more hours gives one more experience, but technically, those who do a full day could finish in 7.5 weeks.

Dr Kevin Lu responded by saying that he would discuss the feedback with the HOD before a response could be relayed to the Refugee Care students.

**MA Jungian and Post Jungian Studies**

Camilo talked about the group cohesion, which was not as close as some had hoped. However, he recognised that this was probably due to several factors: the different ages; the varied academic backgrounds; and where people are located etc. KL said it would be good to talk about a group.
activity/gathering/field trip before they all finish at the end of May. He had nothing else to bring to the meeting; everyone seems happy overall.

**Postgraduate diploma Psychodynamic Counselling**
Elli reported that some students felt PA229 had a heavy focus on organisations and there was an overlap with PA217. Students hoped there would be a more practical focus on delivering counselling. SK responded by explaining that PA229 was being changed slightly. The title will be changed to Group and Organisational dynamics for Counselling, although SK did say the syllabus is not really changing. As CPS applies for accreditation, there will be more thought about the counselling aspect of the course. SK explained that the module next term has a stronger focus on the counselling role. She accepted the comments, but hoped that by the end of the whole course, the students would realise the importance of the module.

Elli briefly mentioned the room issue earlier in term which had been resolved promptly. SK and FG explained how the room allocation worked in the timetabling process.

**MA Psychoanalytic Studies**
Greta reported that they had a strong dynamic group on the course. They have their own facebook page for communication etc. She talked about the essay deadlines being so close together. KL/SK/FG explained that CPS are aware of this and over the years have been aware of this; however due to the material needing to be taught to the students before they write their essays, this was unavoidable.

Many students were unsatisfied with their essay feedback for PA927 although they had appreciated the useful tutorials led by Chris Tanner.
Greta explained that their feedback from the formative essay had been very different. As Leo Nascimento was not at the meeting to comment, KL talked about a possible calibration exercise between LN/Mf and CT as an idea to explain the different feedback styles.
Greta gave praise to Matt fftyche for all is work discussing/approving the essay titles and in particular, his assistance with the CHASE studentships for which both Greta and Max had applied. Both made it passed the first phase and those in attendance conveyed their hearty congratulations.

**MA Management and Organisational Dynamics**
No rep appointed or present at meeting.

**Research students**
Tom Kugler could not make the meeting at the last minute, but has informed us that PGR students are happy with the new cabinets and chairs that were requested at the SSLC in November.

**PGT External Examiners reports**
KL asked if anyone had read the reports. No-one had read them, except Elli, which she found useful reading. KL explained that by reading these students would recognise how previous SSLC feedback had been recognised and that appropriate actions were subsequently taken.

**PGT and PGR ARC papers**
No student reps had read these. SK discussed how useful they are to get an insight into how CPS had responded to student feedback over the past years.
KL thanked everyone for coming and the meeting closed.