New School of Psychotherapy and Counselling

(NSPC)

Teaching Tutor's Guidance Handbook

A comprehensive guide for NSPC teaching tutors engaged as independent consultants/sub-contractors

Existential Academy
61-63 Fortune Green Road, London NW6 1DR
www.nspc.org.uk

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PART 1: WELCOME AND INTRODUCTION

Status and Scope of this Guidance handbook

This guidance handbook should be read alongside the terms of the tutor's signed consultancy or teaching contract and sets out the key operational, academic, safeguarding, data protection and quality assurance requirements that apply when delivering agreed services for NSPC.

Tutors may also be provided with access to relevant programme handbooks, research handbooks, forms, policies or guidance documents where these are necessary or useful for understanding student requirements, academic processes, supervision arrangements, reporting obligations or assessment expectations. Such documents are provided for reference and service-delivery purposes only and do not form part of the tutor's contract unless expressly stated. Tutors are not required to follow NSPC's employee handbook or any policies or procedures that apply only to employees.

Welcome from the Principal

Welcome to the New School of Psychotherapy and Counselling (NSPC). We are glad you are contributing to NSPC as an independent teaching/research supervisor/clinical supervisor consultant and hope you will enjoy supporting our academic community. This guidance handbook is your comprehensive guide to teaching and supervision at NSPC and explains the academic, professional and operational standards that apply when you deliver teaching or supervision on NSPC's behalf.

The NSPC is a small academic community where we rely on direct and personal communication and pride ourselves in finding solutions for problems in a collaborative manner. We hope you will encourage your students to do the same.

This guidance handbook is provided for guidance purposes only and is not intended to direct or control the manner in which tutors provide their services. Tutors remain responsible for determining how they deliver their services, using their own professional judgement, experience and expertise, subject to the agreed terms of their contract for services and any agreed requirements relating to the quality and outcomes of the services provided.

Nothing within this guidance handbook is intended to create an employment relationship, worker status, or any obligation on NSPC to manage, supervise or control the day-to-day activities of tutors. The purpose of this guidance handbook is to provide relevant information and guidance to support the consistent delivery of services and maintain appropriate academic and quality standards.

The Administrator to the Academic Team – Harriet Roots (harriet.roots@nspc.org.uk) - will be able to help you if you have questions related to your contracted module or activity.

Dr. Claire Arnold Baker, Principal, NSPC

About NSPC

Mission and Background

The NSPC aims for excellence in education and training in psychotherapy, counselling psychology, autism, ADHD, neurodiversity, coaching, pastoral care, diversity and other mental health and wellbeing topics. It is built around a philosophical and existential approach to the professions of psychotherapy, counselling, coaching, counselling psychology and pastoral care.

The NSPC has a commitment to investigate human and life concerns in the broadest and most in-depth manner possible. This means that the NSPC seeks to provide a trans-theoretical and non-sectarian approach to psychotherapy, counselling psychology, coaching, pastoral care, neurodiversity and diversity training, giving students access to the most up-to-date information in the field.

NSPC aims to achieve high standards of teaching and research across its academic provision and to work closely with its academic partner, Middlesex University (MU), to continue improving these standards.

Philosophy and the Existential Approach

All NSPC programmes are based on the existential approach which is first and foremost philosophical. It is concerned with the understanding of people's position in the world and with the clarification of what it means to be alive. It is also committed to exploring these questions with a receptive attitude, rather than a dogmatic one; the search for truth with an open mind and an attitude of wonder is the aim.

The existential approach considers human nature to be open-ended, flexible and capable of an enormous range of experience. The person is defined as in a constant process of becoming, creating themself while existing. Therefore, existential thinkers avoid restrictive models that categorise or label people. Instead, they look for the universals that can be observed trans-culturally. The existential approach is strongly based in phenomenology, a scientific method for the study of all phenomena in a qualitative, hermeneutic manner.

Nevertheless, the NSPC also enables students to understand the framework of reference of other psychological and therapeutic approaches. We pride ourselves in being able to bring philosophy and psychotherapy or psychology together and to train students to be considered, mature and self-reflective professionals. We have chosen to use the integrative approach as a secondary model, exposing students to all the major methodologies, in particular the psychodynamic, the cognitive-behavioural and the systemic, in order to integrate elements of these in their work.

Neurodiversity at the NSPC

Alongside our counselling, coaching and psychotherapy training programmes, we also run a suite of neurodiversity-related training programmes. We have been at the forefront of neurodiversity training for over 10 years. We are neuro-affirming and neuroinclusive in our approach, aligning ourselves with the neurodiversity paradigm and social model of disability. We have a neurodiverse team of staff at NSPC, and many of the staff working on our

neurodiversity programmes are neurodivergent. As such, lived experience is infused throughout our academically rigorous and scientifically grounded programmes.

Academic Partnership with Middlesex University

The NSPC works closely with Middlesex University (MU) as its academic partner. Based in Hendon, North London, MU is a global university that works with prestigious partners worldwide. Our joint and validated courses are based within the MU School of Science and Technology, Department of Psychology. Assessment and progression regulations follow the University's regulations, which can be found at www.mdx.ac.uk/regulations.

NSPC Programmes

NSPC currently offers the following post-graduate programmes:

Name of Programme	Status
Doctorate of Counselling Psychology and Psychotherapy (DCPsych)	Joint programme with MU
Doctorate by Professional Studies (DProf)	Joint programme with MU
MSc/PGCert in Existential Coaching	validated through MU
MA/PGCert in Existential and Humanist Pastoral Care	validated through MU
MSc/PGDip in Psychotherapy Studies (online)	validated through MU
MSc/PGDip in Autism and Neurodivergence	validated through MU
PGCert Autism	validated through MU
PGCert ADHD	validated through MU
PGCert Adult Autism Assessment	validated through MU

*MU = Middlesex University

Additional programmes offered through the Existential Academy include the Foundation Course, the Diploma in Existential Psychotherapy (part of the 4-year Existential Psychotherapy Training pathway; EPT), the Short Course programme, and the supervision and group leadership training courses.

Key NSPC Contacts

Role	Name	Email
Principal / DCPsych Course Lead	Dr Claire Arnold-Baker	claire@nspc.org.uk
Deputy Principal & Registrar	Danny van Deurzen-Smith	danny@nspc.org.uk
DCPsych Deputy Course Lead; Clinical Co-ordinator	Dr. Rina Kakad	rina.kakad@nspc.org.uk
Academic Manager & DProf Course Lead	Dr Jo Molle	jo@nspc.org.uk

Role	Name	Email
MSc Psychotherapy Studies Lead & NSPC Research Coordinator	Dr Lucy Leyland	lucy.leyland@nspc.org.uk
Foundation Course Lead & Short Courses	Dr Ania Capaldo	ania.capaldo@nspc.org.uk
MA Pastoral Care Lead & Pastoral Care Support	Dr Elizabeth Young	elizabeth.young@nspc.org.uk
Autism and Neurodivergence Courses Lead; Disability and Neurodivergence Support Lead; Teaching Quality Assurance Lead	Dr Dawn Querstret	dawn.querstret@nspc.org.uk
Clinical Coordinator & EPT Course Lead	Dr Neil Gibson	neil.gibson@nspc.org.uk
Existential Coaching Courses Lead	Xenia Angevin	xenia.angevin@nspc.org.uk
Bursar	Dawn Farrow	dawn@nspc.org.uk
Deputy Academic Registrar	Rachael Worthington	rachael.worthington@nspc.org.uk
Senior Assistant Academic Registrar	Hanan Al-Khulaqi	hanan@nspc.org.uk
Assessments Officer	Peter Behek	peter.behek@nspc.org.uk
Administrator (Collateral)	Jim Farrow	jim.farrow@nspc.org.uk
Administrator to the Academic Team	Harriet Roots	harriet.roots@nspc.org.uk
Librarian	Silvia Canalini	librarian@nspc.org.uk

The NSPC office is normally open from Monday to Saturday (inclusive) between 9am and 5pm, subject to holiday closures.

Telephone: 0207 435 8067

Email: admin@nspc.org.uk / office@nspc.org.uk

Touch Points for Protected Characteristics

NSPC is committed to equal opportunities for all and embraces diversity. A named NSPC contact is assigned to each of the protected characteristics of the Equality Act 2010 and can be contacted directly and confidentially. You can find this information in the Policies and Procedures Handbook.

PART 2: GETTING STARTED AS AN NSPC TUTOR

Your Role as an Independent Consultant

Part-time teaching tutors are engaged by NSPC as independent consultants on a self-employed basis. A consultancy contract will be issued and should be signed before any teaching, supervision, marking or related activity begins. Engagement with NSPC is governed by the relevant consultancy and teaching contract(s), and this guidance handbook should be read alongside those contractual terms.

Nothing in this guidance handbook is intended to create an employment relationship, worker status, or any obligation on NSPC to direct or control the manner in which tutors deliver their services. References to “tutors” or “teaching consultants” mean independent consultants/sub-contractors engaged to provide services to NSPC.

Teaching is allocated annually, usually in April/May of each year so that allocations can be agreed and finalised before the start of teaching for the following academic year, in September. Teaching allocations are made following academic planning and take account of relevant matters such as module requirements, student feedback from previous teaching, availability, experience and reliability in delivering agreed services.

After this process, you will receive an email offering your proposed teaching allocation/s for the year. You may accept or decline the modules or units offered. Where you accept an allocation, the relevant contract for each module or unit will be sent to you for signature and return.

Teaching allocations are not guaranteed from year to year. NSPC is not obliged to offer work, and tutors are not obliged to accept any teaching allocation unless and until a contract for the relevant teaching activity has been agreed.

Induction, Shadowing, and Mentoring

New tutors are provided with orientation information covering teaching allocations, assessment arrangements, peer review, student feedback, contracts and payment.

Where appropriate, NSPC may agree a shadowing arrangement with online tutors who are new to NSPC, for example for one term, to support induction, academic quality and a consistent student experience.

Where a shadowing arrangement is agreed, tutors can use this time to observe teaching approaches, student engagement strategies, and how NSPC’s systems and processes support the delivery of agreed teaching services.

Personal Delivery and Substitution

Teaching, supervision and marking will normally be delivered personally by the named tutor contracted for the relevant module, unit or activity. Any proposed substitution or delegation

should be agreed in advance with NSPC and must comply with the relevant contract, academic quality requirements, safeguarding expectations, confidentiality obligations and student support arrangements.

The Teaching Agreement

Tutors join the NSPC teaching pool under a consultant's contract. Separate teaching contracts are issued for each agreed element of teaching, supervision, marking or related activity. The NSPC core team can assist where appropriate, but the terms of engagement, fees, cancellation arrangements, expenses and payment terms are governed by the relevant contract.

What NSPC Provides to You

- A fee for your teaching per unit/module (as set out in your contract/s).
- Access to suitable teaching equipment, such as a computer, monitor or projector, where expected for in-person teaching.
- An up-to-date teaching environment with air conditioning, sound-proofed walls and doors, disabled access, and an induction loop (for in-person classes).
- Access to student feedback relating to teaching delivery.
- Participation in peer review of teaching - arranged as part of NSPC's academic quality assurance processes.
- Access to the Moodle virtual learning environment with relevant teaching materials (please note: this will vary depending on teaching/study mode – please review the specific details for each teaching mode in Part 3 of this handbook).
- Access to relevant online briefing or training resources where these are made available by NSPC.

Services You Provide to NSPC

Tutors provide teaching, supervision, marking or related services in accordance with the relevant contract, agreed module requirements and the academic standards set out in Part 3 of this guidance handbook.

Invoicing and Payment

Fees are paid gross upon receipt of a valid invoice from you and in accordance with the relevant contract. It is your responsibility to account for any tax, National Insurance, pension contributions, insurance or other liabilities arising from your self-employed status. Please submit invoices in line with the applicable payment arrangements.

NB: Invoices should be submitted within six months after the term in which the relevant teaching or related services were delivered. Invoices submitted after this period may not be processed unless NSPC agrees otherwise.

PART 3: STUDY MODES, TEACHING FORMATS, AND TUTOR DELIVERY GUIDANCE

Overview of Study Modes

NSPC uses a variety of teaching formats. Each unit/module is delivered in one of the following modes, and tutor delivery arrangements will vary accordingly. Below you will find the details of each different teaching format. If you are unsure of the format of teaching for a unit/module you have signed a contract to teach, please review the contract because the teaching format is specified within each contract you have signed.

There are five main teaching formats at the NSPC:

1. Moodle Fully Online.
2. In Person Teaching Onsite (London).
3. Live (Face-To-Face) Teaching on Zoom.
4. Flipped Classroom with In Person Teaching (London).
5. Flipped Classroom with Zoom Live Teaching.

1) Moodle Fully Online

- In this teaching format, the core syllabus is delivered through our Virtual Learning Environment (Moodle) which is accessed via MyNSPC.
- Students work through the material, complete activities, and post in the weekly online forums.
- Details of forum posting requirements can be found in the introduction section on Moodle for each module. Ensure you are familiar with the requirements for each module you are teaching because there may be minor differences.
- This online asynchronous learning is supplemented with weekly Zoom tutorials and while student attendance is encouraged, it is not mandatory because we have students all over the world and it is very difficult to find a day/time that works for all students. While the weekly online Zoom tutorials are optional for students, they are NOT optional for tutors and are a core part of the role.
- Zoom/MS Teams tutorials are recorded (where possible) so that students can revisit them, and that students who cannot attend can watch the discussions.
- Most Moodle units/modules run over 10 weeks, starting on a Wednesday (week runs until Tuesday).
- Some Moodle modules are offered on an intensive basis (e.g. one week or five weeks) – this will be specified in your module contract.

Tutor delivery guidance for Moodle Fully Online modules/units

Send a welcome email normally at least two weeks before the start of teaching to introduce yourself and set out the expectations for engagement on the module.

- This email should usually be blind copied to all students initially to protect students' email addresses in line with GDPR requirements.

- A template introductory email is included in the appendices of this guidance handbook.

Arrange tutorial times for the optional Zoom/MS Teams tutorials with students before the start of teaching (at least two weeks before the start of term).

- Where your tutor group has 8 students or fewer, NSPC's usual model is to offer one tutorial a week.
- Where your tutor group has 9 students or more, NSPC's usual model is to offer two tutorials a week, ideally with one later in the day/evening and one during the day.
- You are advised to set up a poll (or similar) and offer students a selection of possible days/times during the week for tutorials to run.

Create an introductory forum post on the Moodle module to introduce yourself, welcome the students onto the module, and reiterate expectations in terms of engagement

- A detailed introduction to yourself.
- Your approach to teaching – collaborative, inclusive, promoting dialogue.
- What students can expect of you: how often you will check forums, when you are available.
- What you expect from students: active participation, minimum posting requirements – this will be detailed in the introductory section of the Moodle module, and you should specify that here as well.
- The assessment strategy and assignment details – where the students can find details of the assignment on Moodle, and when you will hold a session to discuss it in more detail (usually in week 5 or 6 of the module).
- An invitation for students to introduce themselves
- This post sets the tone for the entire module - if you are open, friendly, and welcoming, you model this behaviour for your students.

Keep advice to students aligned with the instructions on the Moodle module with respect to posting on forums and attending Zoom tutorials.

Set up all of the forum posting threads in advance.

- In each week of the module, on each page of content, tasks are set to help students reflect on their learning and deepen their understanding.
- Tutors would normally create discussion threads on the weekly forums for each of these tasks so that students can post their thoughts in the appropriate place on the forum.
- These discussion threads should normally be set up at least two weeks ahead for each of the weeks in the module.

Engage regularly with the online forums responding to student posts, encouraging discussion among students, and engaging with discussions in accordance with the agreed module arrangements. You are usually expected to spend 4-5 hours per week on the forums and facilitating the one hour weekly online tutorial.

- During the first few weeks, your involvement is especially critical.
- Be actively and frequently engaged in the forum: respond to posts, make connections, summarise, question, and wonder.

- Model the attitude you want to see - be open about your own experiences, give voice to uncertainty, and ask questions.
- Remind students that every post does not have to be a carefully constructed mini essay.
- There is a 'How to Post on Moodle Forums' video in the introductory section of the Moodle module – ensure you have watched this and encourage your students to do the same so that you share an understanding of what is required.
- Foster a relaxed atmosphere of engaged dialogue.
- Encourage questions, half-formed ideas, reflection on personal experience, and curiosity.
- Establishing a clear routine of when you will be online will help both you and your students.

Carry out the weekly Zoom/MS Teams tutorials in line with the agreed module arrangements.

- Once you have agreed the weekly tutorial time/s with your students, please make sure a Zoom or MS Teams link is set up for the relevant tutorial period – you can use NSPC Zoom if you do not have your own MS Teams or Zoom account. Please contact Hanan Al-Khulaqi (hanan@nspc.org.uk) (please do this as early as possible).
- Zoom/MS Teams tutorials should provide students with opportunities for reflection and discussion of the material they have been learning – they are open spaces for open discussion, and your role is to guide that discussion, to be part of it, and to ensure that the tone is appropriate.
- Zoom/MS Teams tutorials are not intended to be lectures. They should normally provide space for discussion of the weekly learning material, and any tutor presentation should usually be brief and proportionate to the tutorial aims.
- In the first tutorial, it is helpful to agree expectations as to how the tutorials will run, what their purpose is, and a shared understanding of respect and generosity of spirit
- Tutorials are normally recorded (if it is possible to do so), with a link to the recordings made available to students where appropriate (this should be discussed and agreed with your students at the start of the module in your first tutorial with them).
- If you are recording Zoom/MS Teams tutorials, you should seek the consent of the students at the start of each tutorial. If the students are not happy to have the tutorial recorded, please do not record the tutorial.
- If you do record tutorials, please ensure that the link for tutorials is provided to the students in your tutor group each week. Ensure that you delete the recordings as soon as possible after the module has ended – it is customary to agree a deadline by which the students will no longer be able to access the recordings so that they can plan accordingly. For GDPR reasons, recordings should not be stored indefinitely and must be deleted on the date agreed.

Provide guidance about the assignment/s for the unit/module

- Please familiarise yourself with the assignment guidance on Moodle and the marking rubrics for the assignments.
- It is also helpful to be familiar with the formatting rules for assignments and with the submission rules and deadlines. These are generally outlined on Moodle in the 'Assignments' section of the module – ensure you are familiar with these rules.

- You are advised to discuss the assignment/s for your unit/module in detail in one of your tutorials – usually in week 5 or 6 of the module. Prepare a short presentation outlining the assignments and how the students might approach them. Students are often very anxious about how to approach answering a specific question, so this is your opportunity to break the question down for them and to help them understand how they might approach answering it. It is helpful to include details about formatting requirements, submission requirements and the consequences for late submission.
- Where the session is recorded, email students with access to the recording as soon as reasonably possible. You may also consider attaching a PDF of the presentation so that students can refer to it.
- If you are unsure about the requirements for the assignment/s on your module, please contact the relevant course leader.

Endings

- Around Week 8, begin anticipating and articulating the approaching end of the module, ask the group how they are feeling.
- Acknowledge anxieties about the assignment, sadness about the group ending, or worries about next steps.
- You may also share your own feelings about the impending ending.
- This is also a useful time to remind students about the assignment, check whether everyone understands what is expected, and offer support such as signposting to helpful resources.
- In the final week of the module, please remind students to complete the online feedback survey about their experience. This is such an important tool for us to use to understand the student experience, and where we can improve.

Mark the assignment/s and provide useful feedback

- You will know the assignment deadline, and it is helpful to keep that in mind and begin marking as soon as reasonably possible once the deadline has passed.
- **NB:** There may be students in your tutor group who have extensions for their coursework – Peter Behek (peter.behek@nspc.org.uk) will let you know when late assignments arrive, but you are advised to check Moodle periodically to pick these up and mark them as soon as possible.
- Feedback should be provided in line with NSPC's marking and feedback guidance (see Part 6 in this guidance handbook).

Record weekly attendance on Moodle

- Attendance should normally be recorded weekly on Moodle. If you are unsure how to do this, contact Hanan Al-Khulaqi (hanan@nspc.org.uk).
- Students are expected to post regularly on the forum, ideally each week of the module so that they can engage with their peers.
- However, some students do find this more challenging because of their natural thinking and learning style, so it is advisable to demonstrate some flexibility if students are falling behind a little.
- It is helpful to set clear expectations at the start of the module that students are expected to post regularly, that attendance/participation is monitored and reported, and that they should contact you if they have any concerns.

- If a student does not post on the forum for a week, give them a few days grace (until Thursday) in case they are just late posting, and then email them to check they are okay and that they understand the posting requirements.
- If they are non-responsive to your email and do not post for a second week, email them again, this time copying in the relevant course leader.
- **Very importantly:** If a student falls two weeks (or more) behind and is not responsive to your emails enquiring about the reasons and offering support, please email the course leader so that appropriate follow-up can be considered. If the student does not post as required, they may be ineligible to submit the coursework for the module and may have to retake it at a later date.
- **NB:** Students must post on all 10 weeks of the module to be eligible to submit the assignments for the module. If a student is falling behind, please contact the course leader so that a plan can be agreed. Full details about monitoring attendance can be found in Part 5 of this guidance handbook. Please ensure you read this closely.

2) In Person Teaching Onsite (London)

- In this teaching format, the core syllabus is delivered face-to-face at the Existential Academy in London.
- Essential readings, presentation guidance, and assignment guidance, are made available on Moodle (accessed via MyNSPC), but the primary vehicle for teaching is the live, in-person session.
- There is **no** requirement for students to post on Moodle forums in this format.
- Session dates and times are scheduled by the registry and may only be changed where NSPC agrees that this is compatible with student, room booking and academic requirements.
- Assignment submission takes place through Moodle.

Tutor delivery guidance for In Person Teaching Onsite (London) modules/units

- **Send a welcome email** normally at least two weeks before the start of teaching to introduce yourself, confirm the dates, times and location of your sessions, and set out expectations for the module.
- **Align planned teaching** with the unit syllabus. Any substantive departure from the syllabus should be agreed in advance with the course leader.
- **Upload your PowerPoint slides** to Moodle in good time before each session, **normally at least three days in advance**, so that students can prepare. You should upload your slides to the relevant session space on Moodle for the module. If you are unsure how to do this, please contact Hanan Al-Khulaqi (hanan@nspc.org.uk).
    - **NB:** if you have materials other than your slides which you think the students might find interesting, for example, journal articles or other readings, please upload those to the 'Recommended Reading forum' and ensure you title them with the relevant session topic so students can link them to your session. If you are unsure where to upload such materials, contact Hanan Al-Khulaqi (hanan@nspc.org.uk).

- **Deliver the agreed in-person sessions** at the Existential Academy on the dates and times specified in your contract, unless a change is agreed with NSPC.
- **Provide guidance about the assignment/s for the unit/module**
    - Please familiarise yourself with the assignment/s guidance and marking rubric/s on Moodle.
    - Discuss the assignment/s with students in one of the early sessions.
    - Discuss the assignment/s in more depth with students approximately halfway through the module. Prepare a short presentation outlining the assignments and possible approaches. Students are often anxious about how to approach a specific question, so this is an opportunity to clarify expectations and explain how the question may be addressed. Include details about formatting, submission requirements and the consequences of late submission. Email students with a PDF of the presentation for reference.
    - It is also helpful to be familiar with the formatting rules for assignments and with the submission rules and deadlines.
- **Provide formative feedback** to each student who is assigned a presentation, either verbally or as a brief written response.
- **Mark the assignment/s and provide useful feedback** in line with NSPC's marking and feedback guidance (see Part 6 of this guidance handbook).
- **Complete an attendance register** after every session and submit it to the office (see Part 5 of this guidance handbook).
- **Follow the classroom conduct, electronic device and room booking guidance** set out later in this Part, and leave the teaching room as you found it, where reasonably practicable.

3) Live (Face-to-Face) Teaching on Zoom

- In this teaching format, the core syllabus is delivered live over Zoom - in the same way as In Person Teaching Onsite, but with the whole session conducted online.
- Supporting materials, including assignment guidance, are made available on Moodle (accessed via MyNSPC).
- There is **no** requirement for students to post on Moodle forums in this format.
- Session dates and times are scheduled by the registry and may only be changed where NSPC agrees that this is compatible with student, Zoom and academic requirements.
- Assignment submission takes place through Moodle.

Tutor delivery guidance for In Person Teaching Online (Zoom) modules/units

- **Send a welcome email** normally at least two weeks before the start of teaching to introduce yourself, confirm the dates and times of your sessions, and share the Zoom link.
- **Be comfortable with the Zoom technology** before your first session (see Part 4 in this guidance handbook).

- **Deliver the agreed live session on Zoom**
    - The teaching dates and times are detailed in your contract and may only be changed where this is agreed with NSPC.
    - NSPC will post the Zoom link for students on the Moodle page, and you will receive the host key and link separately by email.
- **Align planned teaching** with the unit syllabus. Any substantive departure from the syllabus should be agreed in advance with the course leader.
- **Upload your PowerPoint slides** to Moodle in good time before each session, **normally at least three days in advance**, so that students can prepare. You should upload your slides to the relevant session space on Moodle for the module. If you are unsure how to do this, please contact Hanan Al-Khulaqi (hanan@nspc.org.uk).
    - **NB:** if you have materials other than your slides which you think the students might find interesting, for example, journal articles or other readings, please upload those to the 'Recommended Reading forum' and ensure you title them with the relevant session topic so students can link them to your session. If you are unsure where to upload such materials, contact Hanan Al-Khulaqi (hanan@nspc.org.uk).
- **Establish ground rules** with your group in the first session (see Part 4 in this guidance handbook).
- **Provide guidance about the assignment/s for the unit/module**
    - Please familiarise yourself with the assignment guidance and marking rubrics on Moodle.
    - Introduce the assignment/s with students in one of the early sessions.
    - Discuss the assignment/s in more depth with students approximately halfway through the module. Prepare a short presentation outlining the assignments and possible approaches. Students are often anxious about how to approach a specific question, so this is an opportunity to clarify expectations and explain how the question may be addressed. Include details about formatting, submission requirements and the consequences of late submission. Email students with a PDF of the presentation for reference.
    - It is also helpful to be familiar with the formatting rules for assignments and with the submission rules and deadlines.
- **Provide formative feedback** to each student who is assigned a presentation, either verbally or as a brief written response.
- **Mark the assignment/s and provide useful feedback** in line with NSPC's marking and feedback guidance (see Part 6 in this guidance handbook).
- **Record weekly attendance on Moodle**
    - Attendance should normally be recorded weekly on Moodle. If you are unsure how to do this, contact Hanan Al-Khulaqi (hanan@nspc.org.uk).
    - If a student falls two weeks (or more) behind and is not responsive to your emails enquiring about the reasons and offering support, please email the course leader so that appropriate follow-up can be considered.

4) Flipped Classroom with In Person Teaching (London)

- In this teaching format, learning materials are housed on Moodle (accessed via MyNSPC), and students are expected to engage with them ahead of live, in-person teaching sessions at the Existential Academy in London.
- Think of Moodle as the textbook, and the live session as the opportunity to apply, discuss, and deepen understanding of that material together.
- There is **no** requirement for students to post on Moodle forums in this format.
- Session dates and times are scheduled by the registry and may only be changed where NSPC agrees that this is compatible with student, room booking and academic requirements.
- Assignment submission takes place through Moodle.

Tutor delivery guidance for Flipped Classroom with Onsite Live Learning (London) modules/units

- **Send a welcome email** normally at least two weeks before the start of teaching, directing students to the Moodle materials for the module and explaining how the live sessions will build on them.
- **Design your live sessions to foster experiential understanding** of the topics already covered on Moodle - for example through small group discussion or experiential exercises - rather than re-delivering the Moodle content as a lecture.
- **Align materials** with the topics covered on Moodle for the module and with the unit syllabus. Any substantive departure from the syllabus should be agreed in advance with the course leader.
- **Familiarise yourself with the relevant learning materials on Moodle** – they will form the foundation for the session/s you run with the students.
- **Deliver the agreed in-person sessions** at the Existential Academy on the dates and times specified in your contract, unless a change is agreed with NSPC.
- **Provide guidance about the assignment/s** for the unit/module in one of the early sessions, including formatting, submission rules and deadlines
    - Discuss the assignment/s in more depth with students approximately halfway through the module. Prepare a short presentation outlining the assignments and possible approaches. Students are often anxious about how to approach a specific question, so this is an opportunity to clarify expectations and explain how the question may be addressed. Include details about formatting, submission requirements and the consequences of late submission. Email students with a PDF of the presentation for reference.
    - Please familiarise yourself with the assignment guidance on Moodle and the marking rubrics for the assignment/s.
    - It is also helpful to be familiar with the formatting rules for assignments and with the submission rules and deadlines.
- **Mark the assignment/s and provide useful feedback** in line with NSPC's marking and feedback guidance (see Part 6 in this guidance handbook).
- **Complete an attendance register** after every session and submit it to the office.

5) Flipped Classroom with Zoom Live Teaching

- This format mirrors Flipped Classroom with In Person Teaching (London), except that the live sessions are delivered over Zoom rather than in person.
- Learning materials are housed on Moodle (accessed via MyNSPC), and students are expected to engage with them ahead of each live Zoom session.
- There is **no** requirement for students to post on Moodle forums in this format.
- Session dates and times are scheduled by the registry and may only be changed where NSPC agrees that this is compatible with student, Zoom and academic requirements. Assignment submission takes place through Moodle.

Tutor delivery guidance for Flipped Classroom with Zoom Live Learning modules/units

- **Send a welcome email** normally at least two weeks before the start of teaching, directing students to the Moodle materials for the module, explaining how the live Zoom sessions will build on them, and sharing the Zoom link.
- **Be comfortable with the Zoom technology** before your first session (see Part 4 in this guidance handbook).
- **Design your live sessions to foster experiential understanding** of the topics already covered on Moodle, rather than re-delivering the Moodle content as a lecture.
- **Deliver the agreed live session on Zoom**
    - These dates and times are detailed in your contract and may only be changed where this is agreed with NSPC.
    - NSPC will post the Zoom link for students on the Moodle page, and you will receive the host key and link separately by email.
- **Provide guidance about the assignment/s** for the unit/module in one of the early sessions, including formatting, submission rules and deadlines
    - Discuss the assignment/s in more depth with students approximately halfway through the module. Prepare a short presentation outlining the assignments and possible approaches. Students are often anxious about how to approach a specific question, so this is an opportunity to clarify expectations and explain how the question may be addressed. Include details about formatting, submission requirements and the consequences of late submission. Email students with a PDF of the presentation for reference.
    - Please familiarise yourself with the assignment guidance on Moodle and the marking rubrics for the assignment/s.
    - It is also helpful to be familiar with the formatting rules for assignments and with the submission rules and deadlines.
- **Mark the assignment/s and provide useful feedback** in line with NSPC's marking and feedback guidance (see Part 6 in this guidance handbook).
- **Record weekly attendance on Moodle**
    - Attendance should normally be recorded weekly on Moodle. If you are unsure how to do this, contact Hanan Al-Khulaqi (hanan@nspc.org.uk).
    - If a student falls two weeks (or more) behind and is not responsive to your emails enquiring about the reasons and offering support, please email the course leader so that appropriate follow-up can be considered.

Classroom Conduct and Professional Boundaries

Tutors and students are expected to conduct themselves in a professional manner during all aspects of training. This includes starting and finishing at the agreed time, respecting others, maintaining appropriate professional boundaries, and supporting a respectful learning environment.

Food should not normally be eaten during live/in-person teaching sessions, although drinks are allowable provided their consumption is not disruptive. If conflicts arise, discuss them with the person concerned in the first instance. If you need support, speak to the Programme Leader.

Tutors should contribute to an inclusive learning environment, and respect students stated names and pronouns. Any concerns about equality, diversity or inclusion should be referred to the relevant course leader or NSPC contact rather than managed informally by the tutor alone.

For in-person teaching in the Existential Academy in London, please leave the room as you found it (where reasonably practicable), including returning furniture to its original state.

Electronic Devices

Mobile phones should normally be set to aeroplane mode and Wi-Fi connections to laptops or tablets should normally be turned off during teaching sessions unless needed for teaching or accessibility purposes. If students wish to use an electronic device to make notes or record the lecture, they should notify the lecturer and the class beforehand. If there is an objection to recording, it should be respected.

Room Booking and Equipment

For in-person teaching, room bookings are made by the NSPC administrative team based on expected student numbers. Contact the office well ahead of your start date if you have special requirements.

All classrooms are equipped with computers and monitors. HDMI and VGA connections are provided for laptops. If using a Mac, ensure you have a suitable adaptor.

Confidentiality, Data Protection, IT Support and Internet Access

Tutors are asked to treat all student, NSPC personnel and institutional information as confidential and to handle personal data in accordance with NSPC’s data protection requirements and any applicable contractual obligations. Student work, attendance information, assessment records, supervision material and correspondence should only be accessed, used, stored or shared for authorised NSPC purposes.

Tutors should use NSPC-approved systems wherever possible, take appropriate care when using personal devices, avoid sharing student personal data through unsecured channels,

and delete or return NSPC information when it is no longer required. Student assignments or identifiable student information should not be uploaded to external AI tools or other third-party platforms unless NSPC has expressly approved this and appropriate data protection safeguards are in place.

Wi-Fi access is available throughout NSPC. If you experience technical difficulties, consult the help files available on NSPC web pages or contact the appropriate NSPC contact for support.

PART 4: USING ZOOM FOR LIVE TEACHING SESSION AND/OR TUTORIALS

This Part provides detailed, practical guidance on delivering live teaching sessions over Zoom. It is directly relevant to tutors on In Person Teaching Online (Zoom) and Flipped Classroom with Zoom Live Learning modules/units. Much of this is also relevant for Moodle Fully Online tutorials.

Getting Comfortable with the Technology

Before your first session, it is helpful to make sure you are comfortable with Zoom. There are many tutorials available on Zoom's website. Take time to practise setting up and starting meetings, sharing your screen, using the whiteboard, managing breakout rooms, and recording sessions. You may wish to ask colleagues or friends to join practice sessions.

Establishing Ground Rules

Agreeing ground rules is arguably even more important on Zoom than in person. Encourage students to be involved in this discussion; you could ask them to put suggestions in the chat box which can then be saved and circulated. Consider the following areas:

- Whether video should remain on and microphones off when not speaking.
- How students should signal they wish to contribute (hand-raise function, chat, or physical hand).
- Whether students have caring responsibilities that might require sudden departures
- How to handle emergency departures.
- Whether to create informal meeting spaces for student socialising.
- How the chat box will be used (e.g. whether private chats between students are acceptable).

Think of contracting as an emergent process - check in regularly and adjust as needed.

Presence and the Virtual Environment

Be aware that students' ability to be fully present on Zoom may be affected by many factors including domestic situations, internet connectivity, shared spaces, or discomfort about their surroundings. You can help by modelling awareness of your own embodied self and considering how it might feel to have others in your living space.

Zoom's virtual backgrounds can help students who feel uncomfortable about their surroundings, though these may affect connection quality. Thinking about these contingencies provides an opportunity to encourage students to consider their developing professional identity; e.g., how would they manage client sessions via Zoom?

Supporting Diverse Learners

NSPC has a very diverse student group from around the world. Remember that, in addition to different learning styles (visual, auditory, kinaesthetic), students reflect a wide range of neurodiversity and ability. You may be teaching students whose first language is not English, students who are dyslexic, ADHD, autistic (and more), students with visual or hearing impairment, or mental or physical health issues.

For live taught sessions, upload slides and resources in good time, **normally at least three days before your session**, so that students who need more time to absorb material can prepare. If you are unsure where to upload relevant materials, please contact Hanan Al-Khulaqi (hanan@nspc.org.uk).

Keeping Sessions Active and Engaging

People learn best by doing. For live teaching sessions, incorporate as many activities, discussions and practical exercises as possible. Use breakout rooms for smaller group discussions, skills exercises, and role-play. Use the chat box to maintain engagement in larger groups.

Using Breakout Rooms

Zoom's breakout rooms allow you to divide students into smaller groups for exercises, discussions, or role-play. Students generally appreciate working in pairs and triads. You can drop in on rooms to observe and offer feedback. Key points:

- You can assign participants automatically (random) or manually.
- Set a time limit and give students notice before closing rooms.
- On closing, call on someone from each room to share insights.
- Schedule a longer breakout to start the afternoon session, when energy can be low.
- Practise with friends or colleagues before using breakout rooms with students.

Creating Informal Social Space

For live teaching sessions conducted online, one of the things students miss most about learning via Zoom is the opportunity to chat informally. You can help by opening the Zoom room half an hour before the official start, leaving it open during lunch, or keeping it open after the session. Turn off your video and microphone so students can socialise without you.

Managing Larger Groups

For live teaching sessions conducted online, for larger groups, use the chat function to increase engagement. This is also a great way to kick off the day with a reflective warm-up question. Chat comments display the contributor's name, which is useful for inviting people to expand on what they have written. You can also use Zoom's polling feature. Polls can be anonymous and are expected to be set up in advance. Save Zoom sessions as templates so the same polls are available again.

PART 5: MONITORING ATTENDANCE

Monitoring Student Participation

As part of the agreed teaching or supervision services, tutors support NSPC by recording student attendance and monitoring participation where this is required for the relevant module or programme. This is not simply about frequency but also quality of participation.

For in person teaching/supervision onsite at the Existential Academy (Teaching Formats 2 and 4):

- Please complete the student attendance register for each session you teach.
- The attendance register will be provided by the office. If it is not in the room you are teaching in, please visit the office on the first floor of the Existential Academy.
- If a student misses a teaching session, they will normally need to make this up in line with the requirements set out in the relevant programme guidance handbook. Please familiarise yourself with these requirements and if you are unsure, contact the relevant course leader.
- **NB:** Students are expected to attend all scheduled teaching and supervision sessions and are normally required to attend a minimum of 80% of sessions. If attendance falls below this level, the student may be required to retake the module. Please contact the course leader if you have any concerns about a student's attendance.

For in person teaching/supervision conducted via Zoom (Teaching formats 3 and 5):

- Please complete the attendance register on Moodle for each teaching session you teach. If you are unsure how to do this, contact Hanan Al-Khulaqi (hanan@nspc.org.uk).
- If a student misses a teaching session, they will normally need to make this up in line with the requirements set out in the relevant programme guidance handbook. Please familiarise yourself with these requirements and if you are unsure, contact the relevant course leader.
- **NB:** Students are expected to attend all scheduled teaching and supervision sessions and are normally required to attend a minimum of 80% of sessions. If attendance falls below this level, the student may be required to retake the module. Please contact the course leader if you have any concerns about a student's attendance.

For Moodle only online modules (Teaching Format 1):

- Please complete the attendance register on Moodle for each week of the module, in line with the module arrangements. If you are unsure how to do this, contact Hanan Al-Khulaqi (hanan@nspc.org.uk).
- In order for a student to be marked as attended, they will need to have completed the required forum postings as laid out on Moodle for that week for that module.
    - Students are expected to complete forum postings each week so that they remain eligible to submit their assignment for the module. If a student falls too far behind, we may not allow them to catch up and they may have to retake the module (at their own expense).

  - If a student has not posted for a week, or a student who normally posts regularly drops off for a week, check in with them by email - early intervention helps prevent students from falling too far behind.
  - If you email a student and they are non-responsive, and do not post on the forum for a second week, email them again offering support and reiterating the requirements, and ensure you copy the course leader.
  - The course leader can then follow-up formally with the student reiterating attendance requirements and outlining consequences of continued non-attendance and non-responsiveness to communications.
  - If you have concerns about a student's attendance, please contact the relevant course leader.
- **NB:** Students are expected to post in every week of the module – they are not allowed to miss any weeks because they will not have met the learning objectives for the module if they have not posted in every week. If a student falls behind, please contact the course leader. Decisions about a student's attendance requirements should be made by the course leader rather than by the tutor alone. Please ensure you liaise with the relevant course leader if you have concerns about any students on your module.

PART 6: ASSESSMENT, MARKING, AND FEEDBACK

Overview

Tutors engaged to mark assessments should apply the relevant assessment guidance. Guidance about assessment for each unit/module can be found on Moodle, along with instructions for formatting and submitting assignments.

Tutors should introduce the assignment in one of the early sessions and return to it in greater detail as the unit/module progresses, ideally mid-way through the module. Assessment requirements that tutors are asked to apply are set out in this guidance handbook and on Moodle for the relevant assignment.

The Middlesex University Grading Scale

NSPC uses the Middlesex University 1-20 grading scale, where 1 is the highest grade and 20 the lowest. Grade 16 is the minimum required to pass.

Grade	Classification	Description
1-4	Distinction	Extended abstract understanding; integration and generalisation beyond the topic
5-8	Merit	Relational understanding; coherent integration of multiple aspects
9-12	Good	Multi-structural understanding; several relevant elements understood
13-16	Pass	Uni-structural understanding; basic ideas and facts demonstrated
17	Fail - marginal	Compensation allowed
18	Fail	Compensation allowed
19	Fail	Compensation not allowed
20	Fail	Failure to participate in assessment; compensation not allowed

Tutors are encouraged to make full use of the range of marks available.

In some cases, particularly with reflective assignments, grading is on a pass/fail basis. If the assignment passes, award a grade of 2; if it fails, assign a grade of 1. Any rules around grading assignments will be specified on Moodle.

Marking Criteria

Each assignment has specific marking criteria aligned with the general marking guidelines. Rubrics can be found at the bottom of each module page. Criteria typically fall into three main areas (but check marking rubrics for each assignment for the criteria for that specific assignment):

1. Knowledge, understanding, and reflexivity.
2. Research.
3. General academic writing skills.

When marking theoretical essays, the following should be met:

- Addresses the question with a clear structure, good introduction, and clear conclusion.
- Demonstrates understanding of key theories and philosophical assumptions (if relevant to the question that has been set – please refer to the essay brief).
- Develops an argument based on evidence from the literature examining pros and cons.
- Critically evaluates key literature and research.
- Uses good evidence of current research and literature to support their thinking.
- Demonstrates reflective thinking and reflexive practice (if required in the essay – this will not be relevant for all programmes so please refer to the essay brief).
- Shows evidence of original thought.
- Translates theory into practice (where appropriate for the assignment).
- Uses clear signposting in structure.
- Correct formatting: word-processed, font size 11/12, double or 1.5 spaced, A4 format.
- Pages numbered with word count given.
- References cited using APA 7 style.
- For a 2,000-word essay: 10-15 references expected (in practice, may be more than this).
- Less than 10% of text should be quotations, all properly referenced and commented upon (students should always be encouraged to paraphrase content in their own words to demonstrate their own understanding).

Please apply the formatting requirements provided for the relevant assignment on Moodle and any requirements set out in this guidance handbook.

The Use of Negative Marking

NSPC does **not** support negative marking. Marks or fractions of marks should not be deducted for partial understanding or for not strictly adhering to referencing conventions. Markers should focus on evaluating how the assignment aligns with each category of the marking rubric for that specific assignment. The one exception is if the student has exceeded the word count.

Word Count Policy

Students will lose one mark for every 100 words over or under the word limit, applied after the ±10% allowance. For example, for a 2,000-word assignment, submissions between 1,800 and 2,200 words are acceptable. At 2,250 words, a 1-mark penalty applies; at 2,350 words, a 2-mark penalty, and so on.

For pass/fail assignments, if the word count is significantly over or under the limit (after the allowance), it is at the marker's discretion based on whether the student has met the learning outcomes.

NB: a student cannot fail an assignment for word count reasons alone, so if the mark you were going to award is 14, and the student were to technically lose three marks due to word count violations, they would be awarded 16, which is the minimum pass mark.

Use of First-Person Pronouns

For most assignments, the first-person pronoun is permitted, especially where examples from practice, personal reflection, or discussion of impact on practice are required. However, phrases like "I think" should be avoided, as any uncited statement is assumed to be the student's own ideas.

For some programmes at NSPC, including the autism and neurodivergence programmes, most essay/theory assignments are usually expected to be written predominantly in the third person. Tutors should always check the assignment briefing for any specific guidance and contact the course leader if there is any doubt.

Using Turnitin

The majority of assignments are submitted via Turnitin on Moodle, which automatically checks submissions against web-published documents and other student work. Tutors marking through Turnitin should be familiar with the system or access NSPC Turnitin training before marking. A similarity score which is higher than 20% should be investigated to ensure that the student has not engaged in plagiarism. If you have any concerns, contact your course leader.

NSPC has a policy of anonymous marking. Students are expected to remove their name from work before uploading; the Middlesex student number is used for identification.
If you suspect plagiarism, please make the programme leader aware and provide the basis for your concern.

Providing Effective Feedback

Turnitin's Feedback Studio can be used to mark assignments. Feedback usually includes both in-text comments and a feedback summary.

In-Text Comments

Focus on specific elements and ensure that you highlight areas of excellence, correct misunderstandings, or suggest additional resources for the student to explore.

Feedback Summary

Provide an overall evaluation addressing the key sections of the marking rubric for the specific assignment – ensure you are familiar with the rubric for the specific module you are marking – do not assume that all rubrics are the same across different modules. Your main

summary should be between 100-300 words. Feedback should be clear, encouraging, and use precise language. You should highlight what they have done well and what they can do in the future to elevate their grade.

The Feedback Sandwich

A useful model for structuring feedback:

1. **The good news:** Tell students what they have done well. Be clear, specific, personal, and honest.
2. **Areas for improvement:** Be constructive. Students need to understand what has not worked as well and what they can do to improve. Be specific, kind, and honest. Suggest one or two concrete actions for future coursework. The student should be able to track this back to in-text comments you have made on their assignment.
3. **End on encouragement:** Treat the student's work with respect, acknowledging the time and effort invested.

Promoting Meta-Cognitive Awareness

Where assignments involve reflective capacity, feedback should promote continuing awareness of the thought processes involved in learning. For example, comment on how the student identified challenges when integrating theory into practice and suggest how these insights might influence future work.

Audio Feedback

Turnitin offers the option to provide audio feedback. Students often find audio and video feedback motivating, as it helps them grasp nuances of meaning and build a productive relationship with their tutors. You are not expected to make use of this, but it can be helpful to students if you do.

Always Explain Why

Comments like "It would have been better to focus on fewer examples" lack sufficient explanation. Instead, provide context: "Focusing on fewer examples would have allowed you to explore each one in more depth." This helps students understand the reasoning and apply it to future work.

Use of AI

Use of AI in marking

Feedback to students should **not** be generated using AI. This would be considered inappropriate use of AI and may create data protection concerns because student assignments should not be uploaded to AI tools for the purpose of generating feedback.

Feedback should be written by the tutor. AI may only be used to support the clarity of the tutor's own thinking where this does not involve uploading student work or identifiable student data. If there are concerns that AI has been used inappropriately when marking coursework, NSPC may review the tutor's continued engagement in the teaching pool in line with the relevant contract and applicable policies.

PLEASE NOTE: If you are found to have used AI when generating feedback on student assignments, you will not be paid for the marking concerned.

AI in Student Assignments

The NSPC has a clear policy with respect to ethical use of AI when students are creating their assignments. As a tutor, you should be familiar with the guidance students must follow. It can be found in the Policies and Procedures handbook.

Submission and Return Deadlines

Tutors should make sure they are aware of the submission deadlines for the assignments on the units/modules they are teaching. Some students will have extenuating circumstances and/or qualify for an automatic two-week extension on their submission date due to disability or neurodivergence. As such, these students will submit later than the published deadline.

Tutors should normally begin marking as soon as reasonably possible after the deadline has passed. The assessments coordinator will email you when late submissions have been submitted so that these can also be marked, but you should also check the Turnitin link periodically so there is no delay in the marking process.

Tutors are normally asked to return marked work no more than two weeks after the submission date, or the date of receipt. NSPC aims to return all marked work within six weeks of the end of the module. After the tutor has marked the assignments, the work then goes through a moderation process to help ensure marking and feedback are in line with NSPC academic expectations.

Moderation

A proportion of all submitted assignments are moderated. The purpose of moderation is to ensure that the assignments which have been marked fit within the identified grade boundary and have appropriate levels of feedback from the first marker. The moderator does NOT mark the assignment again. If the process of moderation suggests there may be an issue with the marking, this might (very rarely) trigger a remarking of all of the assignments on the module. The Academic Registrar will provide details of assignments requiring review.

Marking Fees

Assignment Type	Fee*
Theoretical and practical assignments (2,000 words)	£16 per assignment
Two assignment modules (= total of 2500 words)	£20 per student
Case study (5,000 words)	£40 per case study
RP1 (15,000 words)	£120 per pilot study
MSc dissertation	£120 per dissertation
Doctoral Thesis (external/internal examiner fee)	£190 per thesis
Ethics applications	£50
Moderation	£16 per assignment moderated

*Fees were correct as of 1st October, 2026. If you have downloaded and saved this handbook locally, ensure you check you have the most up-to-date handbook in case these fees have changed.

Invoices for additional marking fees should be sent to the Bursar, stating the module and number of scripts marked, in line with guidance in the contract you signed for your module as a tutor.

Academic Misconduct

Plagiarism is the presentation by a person, as their own work, of a body of material which is wholly or partly the work of another. This includes re-use of one's own previously assessed or published work without proper referencing. The University and NSPC consider this a serious offence. If you suspect a student has plagiarised in their coursework, please make the assessments officer aware and provide the basis for your concern. If you have questions regarding plagiarism or academic misconduct, contact the Academic Registrar.

PART 7: SUPERVISION

Research Supervision

Primary Research Supervision (Doctoral)

- Agreeing to take on the role and signing the Research Supervisor Registration form.
- Make contact at the beginning of every term to agree aims and meeting frequency.
- Liaising with the second supervisor where appropriate.
- Sign off the Research Supervision Progress Report each term.
- Submitting invoices each term in line with the terms stipulated in your respective supervisor contract.
- Support the student through proposal, ethics, RP1, PAP viva, mock viva, and final viva.
- Take the lead (in consultation with the secondary supervisor) in identifying, contacting, and agreeing the external examiner for doctoral student VIVAs.
- Provide encouragement and pastoral care throughout the research journey.
- Actively track student engagement in the research process. Keep in contact with the student at least once every supervision term and notify the course leader if the student disengages from the research process, or become non-communicative.

Secondary Research Supervision (Doctoral)

- Agreeing to the role and signing the Research Supervisor Registration form
- Liaise with the primary supervisor as agreed.
- Receive a copy of the signed Progress Report each term.
- Provide feedback at set points: research proposal (2 hours), ethics (1 hour), pilot study (3 hours), final thesis (6 hours).
- Submit invoices for hours at each stage.
- Consult with the primary research supervisor with respect to the external examiner for the student's VIVA.

Masters Research Supervision

- Agreeing to the role and signing the Research Supervisor Registration form.
- Make contact at the beginning of every term.
- Sign off and submit the Progress Report each term.
- Submitting invoices each term in line with the terms stipulated in your respective supervisor contract.
- Support the student to write up and submit their research proposal. (NB, they cannot submit this for formal review unless you have signed it off - you must ensure that you have reviewed and approved their research proposal BEFORE they submit it.)
- Support the student through the ethics review process (if applicable for their study design. (NB, the student cannot submit their ethics application and supporting documents until you have approved it - you must ensure that you have reviewed and approved the ethics application BEFORE the student submits it.)
- Support the student through data collection, analysis and write up of their dissertation.
- Approve their dissertation for submission before they submit it for marking.

- Actively track student engagement in the research process. Keep in contact with the student at least once every supervision term and notify the course leader if the student disengages from the research process, or become non-communicative.

Where research supervision materials are made available on MyNSPC or Moodle, they are provided to support the academic context of the supervision. Tutors should follow the supervision requirements set out in this guidance handbook and should also ensure they are familiar with the relevant research handbook/s (links below) so that they are clear as to what the students are required to do.

Research Handbooks

- Doctoral Research Handbook
- Masters Research Handbook

Ethics Application Guidance

You can find information about the ethics process and deadlines for ethics committee submission on Moodle in: "Research Ethics Application Guidance". (NB: you will need to log into MyNSPC to access the module in Moodle.)

Dissertation and Thesis submission guidance

You can find out more information about the dissertation submission guidance given to masters students on Moodle in: "Final Submission Guidance (Masters Dissertations)" (NB: you will need to log into MyNSPC to access the module in Moodle.)

You can find out more information about the doctoral thesis submission guidance given to doctoral students on Moodle in: "Final Submission Guidance (Doctoral)". (NB: you will need to log into MyNSPC to access the module in Moodle.)

If you have any questions about research supervision, please contact the NSPC Research Coordinator, Lucy Leyland (lucy.leyland@nspc.org.uk).

Clinical Supervision: Good Practice

Clinical supervisors should foster a safe, challenging, and collaborative environment for students to learn and grow professionally.

Clinical supervision services may include:

- Contacting students at least two weeks before the start of term with written expectations for clinical supervision covering meeting times, attendance requirements, punctuality, professional conduct, verbatim presentation guidelines (if applicable), and administrative requirements.
- Maintaining an overview of each student's caseload to assess suitability of clients for the student's stage of training, risk, and presenting issues.
- Checking that the student is receiving supervision at the required ratio in their placement (please speak with the clinical coordinator if you are unsure).
- Monitoring fitness to practise and informing the student and, if necessary, the Clinical Coordinator of any concerns.

- Tracking attendance and informing the clinical coordinator of any concerns.
- Assess competence and skills throughout the term.
- Complete and discuss Termly Placement Reports at the end of each term.
- Confirm whether the student has passed the term of supervision.
- Check that students are in regular personal psychotherapy.
- Liaise with the Clinical Coordinator.
- Mark any work within the expected timeframe.

Most supervision groups are held online via Zoom, though some run in person. The Moodle page accompanying the supervision group will include the Zoom link and details of assignments.

If you have any questions about clinical supervision, please contact the Clinical Coordinator, Neil Gibson (neil.gibson@nspc.org.uk).

Coaching Supervision: Best Practice

Coaching supervisors need to be BPS Chartered Psychologists on the BPS Coaching Psychology and BPS RAPPS registers. In addition, a senior-level accreditation with EMCC, ICF or AC as a coach, mentor, coach mentor or supervisor is required.

Familiarity with evidence-based supervision approaches specific to supervising trainees is required, in addition to the demonstrated ability to support specific learning goals in the context of NSPC training.

Supervisors also need to demonstrate experience of more than one coaching mode (i.e. individual / group/ team) and several domains (i.e. personal / leadership / executive) in international context in a way which reflects the modern coaching practice and attends to the needs of the international student cohorts at NSPC.

All group- and individual- supervision sessions are held online via Zoom to accommodate students globally. The Moodle page accompanying the supervision group will include the Zoom link (if applicable) and details of assignments.

Coaching supervisors should foster a safe, challenging, and collaborative environment for students to learn and grow professionally.

Coaching supervision services may include:

- Contacting students at least two weeks before the start of coaching supervision with written expectations covering meeting times, attendance requirements, punctuality, professional conduct, verbatim presentation guidelines (if applicable), and administrative requirements
- Maintaining an overview of each student's caseload to assess suitability of clients for the student's stage of training, risk, and presenting issues
- Checking that the student is receiving supervision at the required ratio in their placement (if you are unsure, please contact the coaching Course Leader – details below)

- Monitoring fitness to practise and informing the student and, if necessary, the Course Leader of any concerns
- Tracking attendance and informing the Course Leader (details below) of any concerns.
- Complete and discuss Termly Placement Reports at the end of each term
- Confirm whether the student has passed the term of coaching supervision
- Liaise with the Course Leader
- Mark any work within the expected timeframe

If you have any questions about coaching supervision, please contact Xenia Angevin (xenia.angevin@nspc.org.uk).

Pastoral Care Supervision

Most pastoral care supervision groups are held online via Zoom, though some run in person. The Moodle page accompanying the supervision group will include the Zoom link (if applicable) and details of assignments.

Pastoral care supervisors should foster a safe, challenging, and collaborative environment for students to learn and grow professionally.

Pastoral care supervision services may include:

- Contacting students at least two weeks before the start of term with written expectations covering meeting times, attendance requirements, punctuality, professional conduct, verbatim presentation guidelines (if applicable), and administrative requirements.
- Maintaining an overview of each student's caseload to assess suitability of clients for the student's stage of training, risk, and presenting issues.
- Checking that the student is receiving supervision at the required ratio in their placement (check with the Course Leader if you are unsure – details below).
- Monitoring fitness to practise and informing the student and, if necessary, the Course Leader of any concerns.
- Tracking attendance and informing the course leader of any concerns.
- Complete and discuss Termly Placement Reports at the end of each term of supervision.
- Confirm whether the student has passed the term of supervision.
- Liaise with the Course Leader.
- Mark any work within the expected timeframe.

If you have any questions about pastoral care supervision, please contact Elizabeth Young (elizabeth.young@nspc.org.uk).

PART 8: SUPPORTING STUDENT

Extenuating Circumstances

Students may notify NSPC of health, cultural, psychological, or other factors requiring extensions to facilitate learning or assessments. If a student discusses a need for extenuating circumstances with you, please direct them to the course leader for their programme and they will arrange a meeting with the student to discuss what is appropriate.

Unexpected circumstances affecting attendance or assessment should be notified using the extenuating circumstances form. All students can use the EC process to request additional time if they experience mental or physical health difficulties affecting their studies. If you are in any doubt about how this process works, please liaise with the relevant course leader.

Supporting Students with Specific Learning Needs

NSPC is committed to supporting all neurodivergent students, students with a disability, and those with specific learning needs. The Equality Act 2010 requires education providers to make “reasonable adjustments” to support those with disabilities, health conditions, or specific learning difficulties.

What NSPC Provides

- Students can disclose specific learning needs at any point during their studies.
- The NSPC Disability Champion and Neurodivergence Support Lead, Dawn Querstret (SLN@nspc.org.uk) oversees support and awareness training.
- Tutors may access relevant awareness training on supporting students with specific learning needs where this is made available by NSPC.
- A neurodivergence support group is available for all neurodivergent students – they can contact Dawn Querstret (SLN@nspc.org.uk) if they are interested.
- Doctoral students can access the Middlesex Disability and Dyslexia Service (https://www.mdx.ac.uk/student-life/student-support/disability-and-inclusion/).

Assignment Support

Students with a diagnosed specific learning need affecting executive functioning and/or learning (e.g. dyslexia, dyspraxia, dyscalculia, ADHD, dysgraphia, autism, other neurodevelopmental conditions), or a sensory impairment requiring specialist equipment, receive an automatic additional two weeks for assignments. These students also have a coversheet to affix to the front of their assignments so that markers know the student has a specific learning difference or support need. If a student has questions related to this, please ask them to contact Dawn Querstret (SLN@nspc.org.uk).

Students with other specific learning needs, or who are having difficulties with their studies for other reasons, can request additional time through the Extenuating Circumstances process. If you are unsure about this process, please contact the assessments officer, Peter Behek (peter.behek@nspc.org.uk).

What to Do if a Student Discloses to You

Students can disclose at any time to any appropriate NSPC contact or tutor. If a student speaks to you about a learning need:

1. Check whether they have already spoken to their course leader or the disability champion and neurodivergence support lead (Dawn Querstret).
2. If they have not formally disclosed, explain how they can access more support.
3. Some students may not want to formally disclose - this is their choice; you can still discuss general support available.
4. Any disclosure should be handled as sensitive information under the Data Protection Act and should not be shared without the student's permission, unless there is a legal, safeguarding or serious welfare reason to do so.
5. If you have concerns, speak to your course leader or the disability champion and neurodivergence support lead - Dawn Querstret (SLC@nspc.org.uk).

Dual Roles

Professional bodies generally advise tutors, trainers and supervisors to avoid dual roles with students where this could create a conflict of interest, affect professional boundaries, or compromise the student experience. As part of providing teaching, supervision or marking services for NSPC, tutors should maintain appropriate professional boundaries with students.

Where a tutor has, or has previously had, a therapeutic, coaching, supervisory, personal or other professional relationship with a student, they should let the relevant course leader know as soon as reasonably practicable so that appropriate arrangements can be considered. This may include the tutor not teaching, supervising or marking that student where there is a real or perceived conflict of interest.

Tutors should not normally take on current students as private clients (across all psychotherapy, coaching and pastoral care programmes). Where a potential conflict or boundary issue arises, the tutor should seek guidance from the relevant course leader before proceeding.

PART 9: QUALITY, DEVELOPMENT, AND GOVERNANCE

Teaching Quality and Student Feedback

NSPC asks students to complete feedback forms at the end of teaching sessions, whether live taught online or in person at the Existential Academy, or at the end of online modules. Tutors will be provided with feedback where appropriate from the teaching quality assurance team.

Please encourage students to complete feedback forms. NSPC may arrange an early review of teaching for new teaching consultants in the first term after joining the teaching pool.

Peer Review of Teaching

NSPC may arrange periodic peer review of teaching by another tutor or academic colleague as part of its academic quality assurance arrangements. This is not an employment appraisal, but a collaborative process for sharing good practice and supporting academic quality. Where a peer review is arranged, the teaching quality assurance team will contact the tutor to agree the practical arrangements.

A record may be kept of each peer review. If concerns arise about teaching or practice, NSPC will raise these with the tutor in line with the relevant contract and academic quality arrangements.

Tutor Development and CPD

NSPC may provide workshops covering topics such as marking, supporting students with specific learning needs, and other teaching topics. Contact Harriet Roots for more information about tutor training plans (harriet.roots@nspc.org.uk).

NSPC encourages tutors to maintain appropriate continuing professional development as teachers, practitioners and educators, in line with their professional responsibilities and areas of practice. Tutors teaching on psychotherapy, counselling or coaching-related masters and doctoral programmes may wish to consider joining the Society of Psychotherapists (SoP) and the Society for Existential Analysis (SEA), where relevant to their professional practice. You may also wish to consider taking workshops offered through the Existential Academy (EA), and to attending NSPC research days where student research is showcased. We often have conferences through the EA and Existential Movement so there are further opportunities for development here also. You can find more information on the EA website (www.existentialacademy.org.uk).

Tutor Representative

Tutor Voice Groups are held twice a year for each programme, where student representatives provide feedback. Tutor representatives may also convey the experience of tutors. If you would like to be a tutor representative, please contact Harriet Roots (harriet.roots@nspc.org.uk).

Health and Safety

Tutors should take reasonable care of their own health and safety and that of students while teaching.

Key health and safety points include:

- Check for obvious hazards, such as broken furniture, trailing leads, blocked exits or propped-open fire doors, and notify the office manager, Agnieszka Lecka-Wuni (agnieszka@nspc.org.uk) of any issues as soon as possible.
- If bringing your own computer, ensure it is working properly with the correct plug
- Do not cover hot equipment such as projectors.
- Encourage students to respond promptly to fire alarms and make sure they are aware of the assembly points.
- Please report any accidents fully. A first aid box is available in the office, and a defibrillator is available at reception.

Please report any health and safety hazards to the office manager, Agnieszka Lecka-Wuni (agnieszka@nspc.org.uk).

Emergency and Inability to Teach

If you or someone in your household is suffering from a notifiable infectious disease, please inform NSPC. If you are unable to deliver agreed teaching due to illness or emergency, notify NSPC as soon as possible so that alternative arrangements can be considered. Please contact admin@nspc.org.uk, office@nspc.org.uk, or Harriet Roots (harriet.roots@nspc.org.uk).

Safeguarding, Prevent and Student Welfare Concerns

Safeguarding and Student Welfare Concerns

Tutors should follow the safeguarding and student welfare escalation requirements set out in this guidance handbook, as these relate to legal, regulatory and student safety obligations. If a tutor becomes aware of a safeguarding, fitness to practise, serious welfare or risk concern, they should **not** attempt to manage the matter alone and should escalate it promptly to the relevant course leader (if specified in the handbook as such) or to the NSPC safeguarding contact, Jo Molle (jo.molle@nspc.org.uk).

The Prevent Duty

As a response to the 7/7 London bombings, the government developed an anti-terrorism and anti-radicalisation strategy in 2008 which was further developed in 2011 and then formed a key part of the Counter-Terrorism and Security Act passed in 2015.

As such what were previously guidelines for education establishments have now become law. As a ‘Relevant Higher Education Body’ (RHEB) we have a statutory duty ‘to have due regard to prevent people being drawn into terrorism.’ This is known as the Prevent Duty.

Prevent has three key objectives:

1. To respond to the ideological challenge of terrorism and the threat we face from those who promote it.
2. To prevent people being drawn to terrorism by offering help and support to people who give cause for concern.
3. Work with sectors and organisations where there are risks of radicalisation to address as early as possible.

If the tutor has a concern about a student with respect to the Prevent Duty, they should contact the NSPC safeguarding contact, Jo Molle (jo.molle@nspc.org.uk).

Links to other Relevant Handbooks

Sub-contractor tutors are not required to follow NSPC's internal employee handbooks, employee policies or separate internal procedures that apply only to employees. The requirements that apply to tutors are those set out in this guidance handbook and in the relevant signed consultancy or teaching contract. Any additional programme handbooks, research handbooks, forms, policies or guidance documents provided to tutors are for reference and service-delivery purposes only and do not form part of the tutor's contract unless expressly stated. These requirements are included to support academic quality, student safety, legal compliance and the agreed delivery of services.

The following is a list of handbooks you may need to access for information. Do NOT save copies of these handbooks locally because they are continually updated and it is important you have access to the most up-to-date information at all times. Always access the handbooks through these links on MyNSPC:

- Policies and Procedures Handbook
- **Programme Handbooks**
  - Coaching Handbook (MSc/ PGCert)
  - DCPsych Handbook
  - DProf Handbook
  - EPT Handbook
  - Foundation Handbook
  - MSc Autism and Neurodivergence Handbook (also PGDip Autism and Neurodivergence, PGCert ADHD, PGCert Autism)
  - MSc Psychotherapy Studies Handbook (also PGDip Psychotherapy Studies, PGCert Psychotherapy Studies)
  - Pastoral Care: Existential and Humanist Practice Handbook (MSc/PGCert)
  - PGCert Adult Autism Assessment Handbook

- **Research Handbooks**
  - Doctoral Research Handbook
  - Masters Research Handbook

If you are unsure which handbook/s are relevant for you, please contact your course leader in the first instance.

Other Useful Links and Resources

- NSPC website: www.nspc.org.uk
- MyNSPC: my.nspc.org.uk
- NSPC Moodle: https://moodle.nspc.org.uk/my/
- Downloadable resources (including handbooks, policies and relevant forms): www.nspc.org.uk/about-the-school/browse-files/
- Zoom tutorials: https://learn-zoom.us/show-me
- Middlesex University regulations/policies: https://www.mdx.ac.uk/about-us/policies/
- Middlesex University partners: https://www.mdx.ac.uk/business-partnerships/academic-partnerships/

APPENDICES

Appendix A: Example Introductory Email for Students

Dear All,

This email is to introduce myself as your tutor and confirm dates and timings for the [Module title] Module which starts on [date].

I am aware that some of you may be new to your programme of study and possibly new to NSPC online learning, so here is a brief overview of the way the module will be taught and the information you need to access the e-learning. For more seasoned online students, a reminder rarely goes amiss.

- The teaching weeks run from Wednesday to Tuesday.
- You will all automatically be enrolled on the module (usually the week before the start of the term).
- Please make sure you can access the NSPC site ahead of the start date. If you have any technical problems, contact hanan@nspc.org.uk.
- Once in the site you will see 10 weeks of e-learning material. We focus on one week's topic at a time in the discussion forums and (optional) weekly Zoom seminar.
- Learning online is a collaborative experience through your engagement with the module material, forums, and seminars. I will address minimum requirements at the start of the first teaching week.
- To help us develop our online connection, I will start a thread of greeting where we can share information about ourselves and our expectations for the module.

I would also like to organise a time and day for our (optional) weekly Zoom seminar, so I will send you a separate email with potential days/time. Please identify all slots you are free to attend.

If you have any specific learning needs or require any adjustments, do let me know.
I am delighted to be working with you this term. Please get in touch if anything is not clear.

Thanks very much.

Appendix B: Suggested Feedback Structure

1. Offer a general assessment of the essay in a couple of sentences
2. Comment on the good points
3. Comment on how the essay meets the assessment criteria for the assignment
4. Comment on general academic quality: structure, spelling and grammar, academic tone, referencing, reasoning
5. Consider any special circumstances such as dyslexia (check for a coversheet)
6. Include recommendations for future essays: referencing software (Mendeley, EndNote, RefWorks), Middlesex academic skills resources (for doctoral students)
7. Add specific in-text comments highlighting what was done well and what could be improved