



Group Process Framework - Group Process Facilitator Handbook

Approved by: Academic Board

Date: 30th June 2026

Metanoia Institute
Draft: Group Process Facilitator Handbook
For Counselling, Psychotherapy and Counselling Psychology Programmes

Version: 1.0 (Draft)

Owners: Academic Board / Project Leads Group Process WG

1. Purpose of This Handbook

This handbook provides a shared, professional framework for all staff facilitating group process within Metanoia Institute's counselling and psychotherapy education programmes.

It supports facilitators to:

- Hold groups as educational spaces, not therapeutic substitutes
- Maintain ethical, professional and institutional boundaries
- Work competently with uncertainty, emotional intensity and difference
- Embed equity, inclusion and neurodiversity-aware practice
- Align facilitation with professional standards and regulatory expectations

This handbook seeks to complement:

- Academic Regulations and Student Charter
- Professional Conduct Code
- BACP, UKCP, BPS and HCPC ethical frameworks
- QAA Subject Benchmark Statement for Counselling and Psychotherapy (2022)

Trauma-Informed Facilitation

Facilitators are expected to hold group process in ways that are trauma informed. This means recognising that many students may have experiences of trauma (whether known or not) and that group settings can sometimes activate strong emotional or relational responses.

A trauma-informed approach does not mean that group process becomes therapy. Rather, it involves creating conditions that support safety, choice and reflective learning, while maintaining the educational purpose of the group.

In practice, this includes:

- **Prioritising psychological and emotional safety**
Attending to pacing, intensity and the overall emotional climate of the group
- **Supporting autonomy and choice**
Reinforcing that students can pass, pause, or step back without pressure to disclose or explain

- **Working with regulation**
Noticing signs of overwhelm (e.g. shutdown, dissociation, escalation) and intervening appropriately to slow or contain the process
- **Using transparency and clarity**
Explaining the purpose of interventions where helpful and maintaining clear boundaries about the role of group process
- **Avoiding re-traumatisation**
Not encouraging disclosure beyond what is appropriate for an educational setting and being mindful of power dynamics and relational impact
- **Supporting repair where possible**
Attending to ruptures or misunderstandings in ways that model safe and reflective relational practice

Facilitators should balance challenge with support, enabling students to remain, where possible, within a manageable “stretch zone” for learning, rather than becoming overwhelmed.

Where significant distress or safeguarding concerns arise, facilitators should follow Metanoia procedures and signpost students to appropriate support, rather than attempting to hold therapeutic work within the group.

2. The Educational Purpose of Group Process

Group process is a core pedagogic method in psychological therapies education. Its purpose is to support students to develop:

- Reflexive self-awareness
- Emotional regulation and tolerance of uncertainty
- Relational awareness and boundary management
- Capacity to think about power, difference and systemic context
- Professional curiosity rather than reactive action

What Is Group Process?

Group process is a facilitated learning space, not a therapy group.

Its purpose is to support students to:

- Notice how they relate to others
- Understand and reflect on their emotional responses

- Notice patterns in how they relate that may also appear in other relationships
- Develop awareness of group dynamics, including power, hierarchy, inclusion/exclusion and inequality
- Recognise common group phenomena (e.g. avoidance of difficulty, bystander dynamics, collusion, private support alongside public silence)
- Develop professional awareness, responsibility and boundaries
- Learn how to give and receive feedback
- Build capacity to navigate and tolerate relational risk, difference and rupture

Facilitators should support students to recognise that feelings, expectations and responses within the group may connect to experiences from other relationships (past and present). This can include responses to authority, disagreement, belonging, or expressing oneself.

Noticing and reflecting on these patterns is a central part of professional development. The group provides a space where this can be explored with curiosity, appropriate challenge and support, within clear educational boundaries.

Facilitators should also reinforce that:

- Students are not required to disclose personal material
- Learning can occur through observing, reflecting and engaging with group dynamics, not only through personal sharing

Group process provides opportunities for students to practice core professional capacities, including:

- Listening
- Speaking with awareness and intention
- Tolerating uncertainty
- Enquiry, exploration and reflection rather than immediate reaction

What Group Process Is Not

Facilitators should be clear and consistent in maintaining that group process is not:

- Personal therapy
- A space to “fix” oneself or others
- A forum for resolving formal complaints
- A debate to win or persuade others

Where students require personal therapeutic support or wish to raise formal concerns, facilitators should appropriately signpost to tutors, wellbeing services or formal Metanoia processes. This shared understanding should be communicated consistently to students to support clarity of purpose, appropriate expectations and psychological safety within the group.

3. Core Facilitation Values

All facilitators are expected to model:

- **Professional Boundaries:** Clarity of role as educator, not clinician.
- **Neutrality:** Be mindful of facilitator bias towards/against individual group members
- **Curiosity Over Certainty:** Encouraging reflection rather than resolution
- **Plurality:** Respect for multiple frames of reference
- **Containment:** Supporting emotional intensity without escalating or suppressing
- **Equity and Inclusion:** Awareness of power, positionality and access
- **Balance:** between group leadership and facilitation

4. Contracting and Ground Rules

4.1 Purpose of Contracting

Contracting establishes the conditions for learning, not guarantees of comfort. It supports predictability, trust and ethical clarity and is specific to group process as an educational space. While it draws on principles also used in therapeutic settings (e.g. confidentiality, boundaries, safety), its primary purpose is to support reflective learning, professional development and ethical group participation rather than therapeutic work.

4.2 Core Elements (Mandatory)

Facilitators must ensure all groups include agreement on:

- Confidentiality and its limits
- Right to speak and right to pass
- One-speaker-at-a-time / no cross-talk
- Distinction between unsafe and uncomfortable
- Use of group material outside the group
- Pathways for concerns, support and escalation
- **Respectful feedback and engagement**
- **Respect for individual differences**

These agreements are held in service of group process as a learning environment. They are not intended to create or replicate a therapeutic contract, but to support safe, ethical and reflective participation in a professional training context.

4.3 Annual Re-Contracting

Groups should revisit and revise their contract annually or at key transition points.

5. Working with Discomfort, Conflict and Uncertainty

Facilitators play a central role in holding discomfort, difference and uncertainty as part of the learning process, while maintaining psychological safety and professional boundaries.

5.1 Normalising and Framing Discomfort

Facilitators should explicitly support students to distinguish between emotional discomfort (which is expected and often necessary for learning) and being unsafe (which requires intervention).

In practice, this includes:

- Normalising experiences such as disagreement, silence, uncertainty, emotional activation and fear of judgement
- Reinforcing that discomfort does not in itself indicate harm or failure
- Clarifying that unsafe dynamics (e.g. harassment, discrimination, intimidation, persistent boundary violations, or 'mob mentality') require active facilitator response

Facilitators are responsible for maintaining a learning environment that is challenging but not harmful, supporting students to remain, where possible, within a manageable "stretch zone."

5.2 Working with Emotional Activation and Regulation

Facilitators should remain attentive to signs of overwhelm, withdrawal, or escalation within the group.

This may include:

- Naming and slowing down emotionally charged moments
- Supporting pacing and containment where needed
- Encouraging students to take pauses, reflect, or step back without pressure
- Reinforcing autonomy and choice in participation

Facilitators should avoid pushing for disclosure or intensity beyond what is appropriate for an educational setting.

5.3 Facilitating Reflection Rather Than Resolution

Facilitators are expected to:

- Slow down moments of conflict to support reflection
- Resist pressure to resolve, adjudicate, or moralise
- Maintain focus on process (what is happening between people) rather than only content (what is being discussed)

- Support exploration of multiple perspectives

Useful prompts may include:

- “What is this moment like for you right now?”
- “What do you notice in yourself as this is being said?”
- “How might different people in the room be experiencing this?”

5.4 Working with Common Group Experiences

Facilitators should anticipate and normalise common student experiences, including:

- Uncertainty about role or expectations
- Anxiety about saying the “wrong” thing
- Differences in participation (speaking more/less)
- Feelings of connection, distance, inclusion or exclusion
- Strong reactions to individuals or group dynamics

These experiences should be framed as part of relational learning and explored with curiosity rather than judgement.

Facilitators should also actively challenge common misconceptions where they arise (e.g. that participation requires frequent speaking, that silence indicates failure, or that disagreement is problematic).

5.5 Working with Silence

Facilitators should recognise silence as a potentially meaningful part of group process, rather than a problem to immediately resolve.

This may involve:

- Allowing space for reflection without prematurely filling silence
- Supporting the group to notice and reflect on what silence represents
- Being attentive to when silence may indicate avoidance, disengagement, or overwhelm, and responding appropriately

5.6 Supporting Tolerance of Uncertainty and Difficulty

A core facilitator task is to support students to remain present with uncertainty, complexity and emotional difficulty, rather than moving quickly to resolution or certainty.

This includes:

- Modelling curiosity and reflective stance
- Supporting students to stay with not knowing, confusion, or mixed feelings
- Linking this capacity to therapeutic practice, where similar experiences arise with clients

Facilitators should balance support and challenge, enabling learning without overwhelming participants.

5.7 Attending to Group Dynamics and Relational Learning

Facilitators should actively support learning from what is happening between people in the room, including:

- Patterns of participation (e.g. who speaks, who does not)
- Responses to difference, disagreement and challenge
- Experiences of inclusion, exclusion and belonging
- Roles that individuals may take up or be assigned within the group (e.g. challenger, mediator, scapegoat)
- Group-level dynamics such as avoidance, collusion or bystander behaviour

Interventions should aim to make these dynamics visible and thinkable, in service of professional development.

5.8 Facilitating the Development of the Group Over Time

Facilitators should understand that groups typically evolve over time, and support students through different phases, including:

- Early uncertainty and cautious participation
- Increasing expression of difference and stronger affect
- Development of trust, openness and reflective capacity

Facilitators should:

- Normalise these developmental processes
- Avoid imposing a fixed model of how a group “should” progress
- Support the group to reflect on its own development

5.9 Upholding Shared Values and Group Agreements

Facilitators are responsible for modelling and reinforcing core group values, including:

- Respect and dignity
- Curiosity about difference

- Responsibility for relational impact
- Honesty and reflective engagement
- Care for the shared learning space

This includes maintaining agreed ground rules (e.g. one speaker at a time, consent-based feedback, confidentiality) and intervening where these are not upheld.

5.10 The Facilitator's Observational Role

Facilitators should maintain an active observational stance, attending to how students:

- Reflect on their own internal experience
- Respond to challenge or discomfort without retaliating
- Listen and engage with others
- Take responsibility for relational impact
- Engage with feedback and difference

These observations are used to:

- Support individual and group learning
- Maintain safety and ethical boundaries
- Identify opportunities for reflection and development

Facilitators are not assessing performance within the group moment but supporting ongoing professional development through reflective engagement.

5.11 Use of Intervention and Non-Intervention

Facilitators should use interventions purposefully, including:

- Pacing, prompting and inviting reflection
- Containing emotional intensity
- Naming group dynamics
- Offering psychoeducation where helpful

Facilitators may also choose not to intervene immediately, allowing the group to develop its own awareness and capacity for reflection.

Where ruptures occur:

- Facilitators should support movement towards understanding or repair where possible
- Recognise that not all ruptures will be resolved within a session
- Frame unresolved material as part of ongoing learning

Facilitators are expected to:

- Normalise discomfort as part of professional growth
- Slow down moments of conflict to support reflection
- Resist pressure to resolve, adjudicate or moralise
- Invite participants to explore what is happening in the room, not just what is being argued

Example Reflective Prompts

- “What is this moment like for you right now?”
- “What do you notice in yourself as this is being said?”
- “How might different people in the room be experiencing this?”

6. Sociopolitical, Systemic and Relational Dynamics

Group process is a space where wider social, cultural and institutional dynamics are often present within relationships, not separate from them. Facilitators should expect material relating to identity, power and context to emerge as part of group process.

This may include:

- Identity, belonging and difference
- Race, gender, class, disability, sexuality
- Power, privilege, marginalisation and normativity
- Institutional, cultural and social dynamics

6.1 Facilitation Approach

Facilitators should:

- Treat sociopolitical material as relational process, not as abstract debate or content to resolve
- Attend to both impact and intent, supporting students to reflect on how experiences affect others in the room
- Work with power and positionality explicitly, including their own, recognising how these shape participation and voice
- Avoid placing individuals in representative roles (e.g. asking marginalised students to educate others)
- Invite multiple perspectives, while ensuring no voice is marginalised, dismissed or over-relied upon
- Use accessible, relational language that acknowledges difference without pathologising or polarising

This reflects a whole-relational approach, where group dynamics are understood as shaped by intersecting contexts (e.g. identity, culture, embodiment, lived experience) rather than individual behaviour alone.

6.2 Facilitator Responsibilities

Facilitators are responsible for:

- Recognising and responding to power dynamics in the room, including silence, dominance, exclusion or discomfort
- Creating conditions where diverse perspectives can be expressed safely, without coercion
- Avoiding neutrality that colludes with harm, while also avoiding ideological positioning
- Supporting reflective exploration of difference, rather than moving quickly to agreement or resolution

Facilitators should remain aware that:

- All participants (including facilitators) bring positionality and bias into the group
- Experiences of inclusion, exclusion, safety and voice are not evenly distributed
- Normative perspectives can be unintentionally centred unless actively broadened

6.3 Good Practice in the Moment

Facilitators may:

- Name dynamics such as imbalance, exclusion or tension in a non-blaming, exploratory way
- Reframe questions directed at individuals into group-wide reflection
- Invite quieter voices without pressure
- Slow down moments where harm, misunderstanding or intensity is emerging
- Link individual experiences to wider relational or systemic patterns, where appropriate

7. Neurodiversity, Accessibility and Inclusive Practice

Facilitators should assume that all groups include diverse cognitive, sensory, emotional and communication styles, whether disclosed or not.

Inclusive practice is not an “adjustment” but a standard expectation of group facilitation, embedded in design and delivery.

7.1 Core Principles

Facilitators should:

- Treat access, accessibility and adjustments as standard practice, not exceptions
- Recognise that differences in participation (e.g. silence, pacing, communication style) may reflect processing needs, not disengagement
- Understand that inclusion requires ongoing adaptation, not one-time planning
- Maintain a balance between challenge and accessibility, without lowering learning expectations

7.2 Practical Facilitation Strategies

Good practice includes:

- Clear structure and predictability
 - Signposting session flow, transitions and expectations
- Flexible participation options
 - Verbal, written, reflective or observational engagement
 - Allowing time to think before responding
- Accessible communication
 - Clear, plain language
 - Summarising complex discussions
 - Checking shared understanding
- Pacing and regulation
 - Allowing pauses and breaks
 - Monitoring group intensity and cognitive load
- Ongoing adjustment
 - Inviting and responding to feedback about pace, format and needs
 - Adapting in real time where possible

These approaches align with guidance to continually monitor and adapt accessibility needs during delivery, rather than relying only on pre-identified adjustments.

7.3 Facilitating Inclusion in the Group

Facilitators should:

- Actively invite a range of participation styles, including quieter or less immediate contributions
- Avoid equating confidence or verbal fluency with competence
- Recognise that some students may:
 - Need more time to process
 - Prefer reflection over immediate response
 - Experience sensory or relational overwhelm

Facilitators should also:

- Avoid making assumptions about students' needs or experiences
- Avoid requiring explanation or disclosure of those needs in the group
- Support the group to respect different ways of participating

7.4 Relational and Ethical Considerations

Facilitators should remain aware that:

- Group norms (e.g. pace, communication style, expectations of participation) may unintentionally privilege certain ways of being
- Accessibility is both practical (e.g. pacing, format) and relational (e.g. feeling able to participate safely)
- Inclusion involves attending to who is not speaking, who is adapting, and who may be excluded

Key Practice Orientation

Facilitators are expected to:

- Work with context, identity and power as integral to group process
- Embed inclusion, accessibility and relational awareness into every aspect of facilitation
- Maintain a reflective, responsive and ethically grounded stance

8. Boundaries, Ethics and Role Clarity

8.1 Educational Role and Group Process Facilitation

Within Metanoia Institute, Group Process is typically facilitated by a member of the teaching team who also holds wider educational responsibilities within the programme, such as tutoring, assessment and student support.

Group Process facilitation is understood as part of the tutor's overall educational role rather than a separate or independent function. This approach reflects the Institute's commitment to integrating relational, experiential and academic learning throughout professional training.

The model offers a number of educational benefits, including:

- Continuity of learning relationships over time
- Deeper understanding of students' developmental and professional learning processes
- Integration between Group Process learning and the wider curriculum
- Greater coherence across different aspects of professional training
- Opportunities to support learning across multiple educational contexts

This combination of educational responsibilities requires ongoing awareness of how authority, assessment and facilitation are experienced within the group.

Particular attention is given to:

- The influence of tutor authority within the group
- Students' perceptions of evaluation or assessment
- The impact of power dynamics on participation and openness

- The balance between support, challenge and accountability
- The facilitator's capacity to remain reflective and responsive within group dynamics

Alternative models may utilise facilitators who have no wider involvement in teaching or assessment. Such approaches may increase perceptions of neutrality and reduce concerns about evaluation. However, they may also reduce opportunities for continuity and integration of learning across the programme.

The overall integrated educational approach seeks to maximise the educational benefits of continuity whilst maintaining transparency and appropriate professional boundaries.

This is supported through:

- Clear explanation of the facilitator's educational responsibilities
- Explicit communication regarding what is and is not assessed
- Transparency about the purpose and scope of Group Process within the programme
- Regular supervision, consultation and reflective practice for facilitators
- Ongoing attention to issues of power, authority and participation
- Opportunities for students to discuss concerns relating to the facilitator's role

Where Group Process contributes to assessment, the criteria, expectations and purpose of assessment should be:

- Clearly communicated to students
- Explicitly linked to programme learning outcomes
- Transparent in scope and application
- Documented within programme materials
- Subject to normal programme oversight and quality assurance processes

Facilitators are expected to work with ongoing awareness of the complexities inherent in educational authority and relational learning, supporting a group environment that remains ethical, reflective, inclusive and focused on professional development.

8.2 Appropriate Disclosure

Facilitators should use professional judgement in relation to self-disclosure, ensuring that any sharing is in service of the group's learning rather than personal expression.

Facilitators should avoid sharing personal material that:

- Blurs educator–therapist boundaries
- Creates dependency, alignment, or perceived favouritism
- Introduces the facilitator's own unresolved material, preoccupations, or positionality in ways that shift focus away from the group

Any disclosure should be purposeful, contained and aligned with the educational aims of group process.

9. Safeguarding and Escalation Pathways

Immediate Risk

If a student expresses:

- Risk of harm to self or others
- Experience of abuse or serious misconduct

Follow the Institute Safeguarding Policy immediately and inform the Head of Programme.

Ongoing Concern

For repeated distress, withdrawal or disruption:

- Consult your programme team, HoP / Wellbeing Services
- Document concerns factually
- Maintain confidentiality

10. Managing Complaints and Concerns

Group process is not the forum for formal complaints.

Facilitators should:

- Acknowledge the concern
- Clarify the appropriate institutional route
- Offer to support access to formal processes outside of group process time.

11. Documentation and Record-Keeping

Facilitators are expected to:

- Keep brief, factual session notes (themes, not personal detail)
- Record any safeguarding or escalation actions
- Submit annual reflective summaries if/as necessary to Head of Programme

12. Reflective Practice and Supervision

Facilitators are encouraged to engage in:

- Programme-based peer supervision

- Cross-programme facilitated supervision group
- Ongoing CPD in inclusion, ethics and group dynamics

13. Professional Development Pathway

Core Training (Mandatory)

- Institute Group Process Framework
- Ethics and boundaries
- Trauma-informed facilitation
- Conflict resolution and Mediation
- Neurodiversity awareness
- EDI and systemic power

Advanced Practice

- Mentoring new facilitators
- Peer observation and feedback
- Contribution to Institute policy development

14. Quality Assurance and Evaluation

Facilitators contribute to quality through:

- Student feedback surveys
- Peer observation
- Annual self-review
- External examiner engagement (where relevant)

15. Common Scenarios and Guidance

Facilitators should respond to common group scenarios in ways that prioritise safety, reflection and learning, while maintaining appropriate boundaries and professional roles.

Example Scenario: Group Polarisation

(Strongly opposing views, “sides” forming, increased tension)

Facilitator approach:

- Pause the discussion and name the dynamic neutrally (e.g. “It feels like the group may be becoming divided here”)

- Shift focus from positions to process and impact
- Invite reflection on emotional and relational experience, not just opinions
- Encourage curiosity about difference, assumptions and reactions
- Avoid taking sides or moving to resolution too quickly

Aim:

To move the group from debate to relational understanding and reflective dialogue.

Example Scenario: Student Distress

(Visible overwhelm, withdrawal, heightened emotional response)

Facilitator approach:

- Slow the pace and acknowledge what is being observed
- Offer grounding or a pause (e.g. stepping out, taking a break)
- Reinforce choice and autonomy (no pressure to continue or disclose)
- Maintain appropriate containment of the group space
- Signpost to appropriate support (e.g. tutor, wellbeing services) where needed

Aim:

To support regulation and safety, without shifting into a therapeutic role.

Example Scenario: Boundary Challenge

(Challenges to facilitator role, expectations of therapy, inappropriate disclosure, or group norms being tested)

Facilitator approach:

- Calmly restate the purpose and boundaries of group process
- Clarify the facilitator role (educational, not therapeutic)
- Bring focus back to learning and group process
- Address any impact on the group
- Seek consultation with peers or Head of Programme where needed

Aim:

To maintain ethical clarity and consistency, while supporting learning.

Example Scenario: Silence or Low Participation

(Prolonged silence, hesitation, uncertainty about speaking)

Facilitator approach:

- Allow space without rushing to fill it
- Gently name and explore the silence (e.g. “What is the silence like for people right now?”)
- Normalise uncertainty and different participation styles
- Invite, but do not pressure, contributions

Aim:

To support reflection and inclusion, recognising silence as meaningful.

Example Scenario: Dominant or Repeated Contributions

(One or more participants speaking frequently or taking up space)

Facilitator approach:

- Acknowledge contributions while broadening the space to others
- Invite reflection on group balance and impact
- Support awareness of participation patterns without shaming

Aim:

To maintain equitable participation and group awareness.

Example Scenario: Perceived Harm or Microaggression

(Comments experienced as hurtful, excluding, or inappropriate)

Facilitator approach:

- Pause and acknowledge the impact
- Support exploration of both impact and intent
- Maintain a non-shaming, accountable space
- Reinforce group agreements and respectful communication
- Avoid placing responsibility on individuals to educate others

Aim:

To support learning, accountability and relational repair.

Example Scenario: 'Rescuing' or Over-Supporting Dynamics

(Group members moving quickly to comfort, reassure or “fix” others)

Facilitator approach:

- Gently name the dynamic
- Invite reflection on what is being avoided or managed
- Encourage tolerance of emotion without immediate resolution

Aim:

To deepen relational awareness and emotional tolerance.

Example Scenario: Unresolved Rupture at End of Session

(Tension or difficulty remains as the group ends)

Facilitator approach:

- Acknowledge that something remains open or unfinished
- Offer brief containment and reflection
- Reinforce that not all issues are resolved immediately
- Indicate how the group may return to this in future sessions

Aim:

To model containment and tolerance of uncertainty, without forcing closure.

Overall Practice Orientation

Across all scenarios, facilitators should:

- Prioritise process over content
- Balance support and challenge
- Maintain clear boundaries and role clarity
- Use intervention purposefully and proportionately
- Support the group to develop its own reflective capacity over time

Modality, Approach and Group Process

Group process is a shared element across all programmes. However, each training modality may bring its own emphasis, language and ways of understanding what happens in the group.

For example, some approaches may place more focus on here-and-now relational experience, while others may draw more explicitly on theory, structure or patterns of communication. This means that while the overall aims of group process remain consistent, your experience may vary slightly depending on your programme.

What remains consistent across all groups is the core purpose:
to support self-awareness, relational learning, reflection and the development of safe and ethical professional practice.

There is also recognition that facilitators may draw, where appropriate, on a range of perspectives to support learning. This can include thoughtful integration of ideas from different modalities (for example, person-centred, psychodynamic, transactional analysis, or integrative approaches), while remaining grounded in the overall aims of the training.

This does not mean that group process becomes group therapy or a space for delivering specific interventions. Rather, any use of different perspectives is in service of helping the group reflect, make sense of experience and deepen learning.

Students are not expected to have prior knowledge of different modalities. However, over time you may notice how different approaches shape the way group interactions are understood and facilitated.

If you are ever unsure about how group process is being facilitated within your programme, you are encouraged to ask your facilitator, as this can form a valuable part of your learning.

Examples of Modality Perspectives in Group Process

Modality	What it may emphasise in group process
Gestalt	Awareness of the here-and-now experience, including body language, emotions, and what is happening in the moment between people
Transactional Analysis (TA)	Patterns of communication and interaction (e.g. roles, scripts, and “transactions” between people)
Person-Centred	Empathy, acceptance and creating a safe, non-judgemental space where individuals can explore at their own pace
Humanistic	Personal growth, authenticity and the whole person (feelings, values, meaning and potential)
Integrative	Drawing on a range of approaches to understand experience from multiple perspectives, adapting to what may be most helpful in the moment

16. Support and Contacts

- **Head of Programme:** _____
- **Wellbeing Services:** _____
- **Safeguarding Lead:** _____

- **EDI Committee:** _____

17. Review and Governance

Owner: Academic Board

Review Cycle: Annual or following any serious incident or regulatory change

This handbook is a living document. Facilitators are encouraged to contribute to its ongoing development through reflective feedback and professional dialogue.