

# The Guild of Analytical Psychologists

Training Handbook  
2025 v.1

This Handbook supersedes all previous versions.



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## ETHOS AND HISTORY OF THE GUILD OF ANALYTICAL PSYCHOLOGISTS

The Guild of Analytical Psychologists (G.A.P.) was founded in 1987 by Baroness Vera von der Heydt. Originally known as the Institute of Religious Psychotherapy (IRP), it later changed its name to the Institute of Analytical Psychology and Spirituality (IAPS) and then the Guild of Analytical Psychology and Spirituality (GAPS). In its application to join the International Association of Analytical Psychology (IAAP) in 2013, the Guild changed its name to the Guild of Analytical Psychologists.

G.A.P. is unique, at least in the European context, in having been founded on the approach and vision of a woman. Vera von der Heydt was an eminent Jungian in her own right, with a strong European connection, and a respected member of the Jungian community in the U.K. from the earliest times. She maintained a close relationship with Jung until his death, and constantly emphasised how much her analysis with him changed her life, particularly in relation to the religious dimension of the psyche.

Once the organisation decided to offer a training, its aims included providing a training for Jungian analysts, and providing a symbolic 'home' for those working in the Jungian analytic setting. The development of a rigorous not-for-profit training programme in Jungian theory and practice, led by the individual's personal analysis, has always been of paramount importance. The initial focus was to provide a training which respected and valued a specific religious background. This focus remains and gives the organisation a sense of depth which continues in its practice today.

Jung frequently referred to the significance in analysis of the 'religious attitude' and 'the spirit' as a psychological aspect of analysis. The key point is not about the source, nature or expression of a particular spirituality or religious belief, but how it interacts, confronts, stimulates and is integrated by psyche as the individual works towards individuation. The context, experience, understanding and expression of spirituality, from both the psychological and the religious perspective, has, on the whole, become wider and more inclusive than in those founding decades of analytical psychology. Similarly, there has been a reciprocal openness towards depth psychology by many faith-based communities.

While there are no restrictions on the background, origins, or beliefs of any student, trainee, or Member, there are academic requirements for acceptance onto the training programme and an emphasis on the individual's willingness to engage in the learning process and a personal commitment to the analytic journey. Constrained finance has been a major hindrance in encouraging some students to apply and train in analytical psychology and G.A.P. does its best to keep the costs of the training down within the demands of running a training recognised by UKCP and IAAP.

The London-based Jungian heritage is a particular source of respect and deeply valued by G.A.P. It has been the source of much of its learning and our hope is to contribute to this experience through membership of both the International Association of Analytical Psychology (IAAP) and of the United Kingdom Council for Psychotherapy (UKCP). G.A.P. provides a rigorous training programme, and continually refines and adapts the programme in the light of on-going research. This training complements the other Jungian trainings in London, as it offers an alternative learning

experience and therefore enables those within the UK to select a training which best suits their physical and psychological needs.

G.A.P. is an organisational member of the UKCP, specifically through being a member of the Council for Psychoanalysis and Jungian Analysis (CPJA). The UKCP is the main professional body for psychotherapists in the UK, and our training is revalidated every five years by CPJA on behalf of UKCP. The UKCP also, as a member of the Professional Standards Authority, oversees, for example, the Continuing Professional Development and Re-accreditation of our members.

In this light, G.A.P. training focuses on all aspects of Jungian theory such as childhood, transference, complexes, the archetypes, as well as all aspects that refer to the interface with religion and spirituality. G.A.P. endeavours to maintain and develop the highest professional, scientific and ethical standards in accordance with the purposes of the IAAP and the UKCP.

## **1. INTRODUCTION TO THE HANDBOOK**

The purpose of this Guide is to help students and trainees through the Training Programme. Any training to become a psychotherapist/analyst is both difficult and complex. The personal analysis and the programme itself are extremely challenging, and so it is the purpose of this Guide to make the details and requirements as clear as possible.

The Guide begins with entry to the programme followed by a brief overview of the training programme. It continues by setting out those components of the training that continue throughout the training, before moving on to the specific Stages of the course. It concludes with the Final Application to become a member of G.A.P. Specifics of learning, teaching and assessment are included under each section following an initial general guide.

## **2. ENTRY TO THE PROGRAMME**

The training actually begins when you are accepted into the Training Programme. This becomes possible once you have completed the Introductory Course of Seminars, or the equivalent, and have fulfilled the other requirements for entry to the programme.

At the start of your training, you will have a minimum of 150 hours of analysis with a member of G.A.P./IAAP. The requirements for personal analysis during the training are detailed on p. 14. The continuing work of analysis is to enable you to gain further psychological understanding of the relationship to the unconscious. This is a lifelong relationship and admission to the training is seen as part of the development and preparation to becoming psychologically aware.

The training is, in line with UKCP requirements, at Masters level. The requirements for Masters level are given in Appendix 1 (p. 44). This is why the admission process emphasises a postgraduate level of competence, together with other requirements demonstrated through your experience or equivalent (as shown through the Accreditation of Prior and Experiential Learning (APEL) process) that indicate your fitness to enter the training. The admission process also includes an assessment of you having the emotional competence and internal resources to engage with the rigorous demands of the training and the work of psychotherapy.

However, as stated above, G.A.P. recognises that any training is often challenging for many reasons including, for example, changing personal circumstances and possible struggles with the academic or clinical components. Entry to the training is not the last word on proceeding through the programme. You are encouraged to seek the sources of support and guidance that are available to you during the training. For example, as set out below, your Review Committee plays a vital role and is always available to offer advice and guidance. This advice and guidance can also come from Student Liaison Officer or the Coordinator, especially in regard to the practical details on how to proceed.

### **3. OVERVIEW OF THE TRAINING**

The curriculum is designed to give you knowledge about the theory and practice of analytical psychology. The process of training incorporates the exploration and understanding of the religious/spiritual dimension in the psychotherapeutic process.

The following subjects are explored through personal and group reading, seminars and workshops:

- the ancestry and emergence of analytical psychology
- fundamental concepts of Jungian psychology
- analytic methods and approaches
- the Jungian view of psychotherapy
- the Jungian view of psychopathology
- the individuation process
- dream interpretation
- myth and symbolism
- fairy tales and their interpretation
- transference, counter-transference and the therapeutic relationship
- Jung's view of religion and spirituality and the religious dimension in the psychotherapeutic process
- trauma with particular reference to childhood trauma
- psychodynamic theories and analytical psychology
- fundamental concepts of other therapies and psychological modalities
- an understanding of the basic techniques and models of research
- establishing an analytic practice
- professional and ethical attitudes in therapy

When you have received a good grounding in the theoretical concepts and their practical application (Stage 1 or from 2016 'Certificate in Jungian Studies'), and you have undertaken a Psychiatric Placement, you may proceed to clinical work (Stage 2 or from 2016 'Diploma in Analytical Psychology'). Seminars continue in Stage 2/Diploma Course alongside group and personal clinical supervision. The general Learning Outcomes for the Diploma in Analytical Psychology are given below. The seminar programme, together with learning outcomes for each seminar is available as a separate document.



The course is delivered through seminars on Wednesdays, in which students/trainees give presentations; reading Jung sessions in which specific parts of Jung's writing are read and discussed; day workshops held at weekends where a particular subject on the course is taught; and a termly student/trainee meeting. You may be asked to attend other relevant seminars, lectures or workshops occasionally.

For the duration of the Stage 1/Certificate Course those in training are designated as 'students'. To mark the transition to the Stage 2/Diploma Course the designation of 'trainee' is used. This is a way of clarifying the initiation from the theoretical to the clinical component of the training.

## **4. REGULATIONS GOVERNING THE TRAINING PROGRAMME**

As a student/trainee, you are allowed to continue with the initial set of regulations and requirements which were in force at the time you entered the training programme. Generally, you may opt for any changes that subsequently come into force. However, this does not apply to administrative and general procedural changes, nor to any changes that are required by our registering bodies, i.e. IAAP and UKCP. Changes required by our registering bodies are mandatory and will apply to all students/trainees currently in training.

## **5. G.A.P. STAFF AND STRUCTURES THAT ACCOMPANY YOU THROUGH THE TRAINING**

This section contains all the information that applies throughout your training. It includes:

- G.A.P. staff and structures which accompany you through the training;
- personal analysis during the training
- fees
- G.A.P. Learning Outcomes
- an overview of Learning, teaching and assessment (this includes the grade descriptors required for marking of assignments)
- seminars and seminar essays
- reading Jung workshops
- student/trainee meetings
- G.A.P. Absence Policy

### **5.1. TRAINING AND FINANCE ADMINISTRATOR**

The G.A.P. Administrator of Training and Finance is currently Rachael Seabrooke. The G.A.P. Administrator of Training is employed on a part-time basis and is best contacted by email on [rachael@analyticalpsychology.org](mailto:rachael@analyticalpsychology.org). The Administrator of Training supplies copies of all necessary documentation and forms related to the training and payment of training-related fees. The Administrator's office is closed during the month of August as well as for brief periods at Christmas and Easter.

Rachael should be the first point of contact for members of the public and all students and trainees – as well as for members of the Applications Committee, Review Committees and Training Committee, for example – regarding all Certificate and Diploma course matters. All forms that you are asked to fill in are available from the Administrator for Training and are in Dropbox.

## **5.2. MEMBERSHIP ADMINISTRATOR**

The G.A.P. Membership Administrator is currently Kate Scott. The Membership Administrator is employed on a part-time basis and is best contacted by email on [kate@analyticalpsychology.org](mailto:kate@analyticalpsychology.org). The Membership Administrator deals with non-training, membership and trustee-related matters – as well as the Introductory Course – and supplies copies of all necessary documentation and forms related to non-training needs. The Administrator's office is closed during the month of August as well as for brief periods at Christmas and Easter.

Kate should be the first point of contact for members for all administrative matters.

## **5.3. G.A.P. COORDINATOR**

The Coordinator of the Guild acts on behalf of the Guild membership to oversee the day-to-day running of G.A.P. They chair the Coordinating Committee (CC) which holds the brief of coordinating and overseeing Guild structures and events. If a student or trainee has a concern about their training experience, or finds an aspect of their training experience unsatisfactory, they should contact the Coordinator in the first instance. The Coordinator works with the Training Committee to ensure training standards are followed.

## **5.4. DIVERSITY OFFICER**

In line with our Ethos and Ethics, G.A.P. recognises and embraces equality, diversity and inclusion (EDI). Organisationally, the role of the Diversity Officer is intended to keep abreast of policies and developments related to EDI as regards the UKCP/CPJA and to communicate these developments to the relevant colleagues and committees, both at Members' meetings and annually in writing to the AGM. The Diversity Officer's role also includes assisting in developing workshops and other CDP events for members and students and trainees to develop understanding and good practice. Finally, the role encompasses the development of ways to communicate with groups and communities who are currently not engaged with Jungian Psychotherapy, and disseminate information about our Introductory and Certificate Trainings.

## **5.5. TRAINING COMMITTEE (TC) AND APPLICATIONS COMMITTEE (AC)**

The Training Committee acts on behalf of the Guild membership to oversee and coordinate the G.A.P. Training Programme and the Introductory Course. The Applications Committee oversees all applications processes.

## **5.6. STUDENT LIAISON OFFICER**

The function of the Student Liaison Officer is to guide you through the training and to advise and support you as you progress through the training programme. They can give you advice on the practical aspects of your progression and pick up any difficulties you may be having. This Student Liaison Officer function is shared with the Review Committee (see below) and you are advised to consult them in addition to your Reviewers when you are finding particular aspects difficult or if you seek clarification on any aspect of the training.

## **5.7. REVIEW COMMITTEES**

### **5.7.1. Purpose of the Review Committees**

Your Review Committee, which is appointed at the point of your application to the training, plays an important role in your progress throughout the programme, because they advise and make recommendations to the Training Committee who manages the decision-making process, allowing you to proceed through your training. While they are involved continuously, they have particular importance on three occasions which are:

- During the certificate Course (Stage 1) including entry to the training.
- During the diploma Course (Stage 2) including entry to the clinical component of the programme.
- At the time of the Final Application for Membership of G.A.P.

There are three G.A.P. Reviewers involved in your Review Committee. They are appointed on your application to the training. One of them is designated as the Convenor of the Review Committee. Additionally, an External Reviewer is appointed for each of the three stages mentioned above: entry to the Certificate Course (stage 1), entry to the Diploma Course (Stage 2) and your Final Application. The External Reviewer is a different person for each stage. The initial three remain as your Reviewers until the training programme is completed. Any of these three Reviewers may also be used as a Supervisor for Case Supervision as well as an Essay Advisor.

If you wish a Reviewer to become your personal analyst, they cannot remain as a Reviewer, and a new Reviewer will be appointed. This is in line with the UKCP policy on dual relationships which precludes an analyst being involved in your training. Students/trainees may ask their Student Liaison Officer or the Training Committee (see below) for a change of Reviewer. Such a request needs to be substantiated in writing with coherent reasons for the change. After considerable discussion and negotiation, permission may be granted exceptionally, and a new Reviewer appointed.

Copies of all reports (each Review Committee member's review reports, attendance at seminars, hours of analysis, essay reports, interim supervision reports, and any communications from the Training Committee, Student Liaison Officer Reports) are automatically available to the three G.A.P. members of the Review Committee. It is expected that your Review Committee will liaise among themselves at least once a year to discuss your progress.

### **5.7.2. Function and purpose of Reviewers**

The function of the Review Committee is to help you explore whether you have the appropriate knowledge, attitudes and skills at each point of your training to enable you to become a Jungian analyst. This requires reflection with you on questions like: What is a Jungian analyst and what is the role of such an analyst? Can you envisage yourself in this role? What do you need to develop in yourself? They are also expected to discuss your progress through the Certificate Course, including whether you have presented your essays on time and received a pass on the essays, whether you have been able to present satisfactorily at the seminars as requested, your absence record and any question or difficulty you may encounter during the psychiatric placement. At the Diploma Course/Stage 2, the role of reviewers remains similar but also enlarges to include reviewing your progress regarding your clinical practice, case studies and the long essay.

Please note that issues relating to aspects of the training should be addressed to the relevant staff above, e.g., the G.A.P. Administrator of Training and Finance, Student Liaison Officer, Coordinator, Training Committee or Review Committee.

## **6. ONGOING ASPECTS OF THE TRAINING**

### **6.1. VISITS TO THE STUDENT LIAISON OFFICER (FOR STUDENTS STARTING IN OR AFTER SEPTEMBER 2016)**

You are required to visit your Student Liaison Officer once a year in the Spring term (between February and March) and this needs to be arranged by you in liaison with your Student Liaison Officer. You are required to email them your End of Term Reports, Review Meeting Reports, Annual Hours of Analysis Form and Annual Report on Supervision Form for the previous three terms ahead of this meeting. The following will be checked:

#### **a) In Stage 1/Certificate and Stage 2/Diploma:**

- Attendance at Seminars, Workshops, Reading Jung;
- The total of 'missed' sessions in each term;
- How absences from Seminars, Workshops or Reading Jung have been made up;
- Attendance at Student/Trainee Meetings;
- Essays and Essay Reports sent to the Administrator of Training;

- Hours of Analysis sent to the Administrator of Training (Copy of the form is required);
- Names and the dates of visits to Review Committee Members.

**b) In Stage 2/Diploma only, in addition to the relevant items above:**

- Number of Training Clients registered with G.A.P.;
- Number of other clients either registered with G.A.P. or with another registering body (NB All clients have to be registered);
- Client Supervision Hours including the ratio of hours with clients and hours of supervision.

At this meeting, questions relating to the requirements of the particular Stage you have reached (e.g. Application to Diploma Stage 2 and Final Application) will be discussed together with any other questions about procedure.

## **6.2. VISITS TO THE REVIEW COMMITTEE MEMBERS**

Students/trainees often ask how often they should visit their Review Committee. The answer is as often as necessary. If a student/trainee finds a rapport with a particular Reviewer, it is most likely that the student/trainee will consult that Reviewer more often. However, it is a training requirement that all students/trainees visit each member of their Review Committee each year: this means visiting one Reviewer each term. It is also a training requirement that all Reviewers are visited at on the three occasions delineated above. Additionally, a Reviewer has the right to request a visit from a student/trainee at any stage in the programme. Payment of a fee fixed by G.A.P. is required on all occasions of a visit to a Reviewer during the training programme. The fee for the termly visit is factored into the termly student fees and is paid by the Guild. Any extra visits will need to be paid for directly by arrangement with the Review Committee member.

The purpose of visiting a Review Committee member is to discuss your progress through the training programme. It also affords an opportunity to raise any problems that may arise. Each student/trainee during all stages of the training programme, even if on leave of absence (see below), is required to visit a different member of the Review Committee each term so that all members are seen in the course of the year. The visit is to take place during the actual term. The student/trainee provides a Review Committee Report for the Reviewer to fill in. The Reviewer sends the completed Report form to the student/trainee who then sends it to the Administrator of Training. It may be submitted electronically. These reports are then seen by all other members of the Review Committee.

### **6.3. REVIEW COMMITTEE REPORTS ON FIRST APPLICATION, APPLICATION FOR DIPLOMA COURSE (STAGE 2) AND AT THE FINAL APPLICATION STAGE OF THE TRAINING PROGRAMME**

After the application interviews, Reviewers are asked to submit a report and give a recommendation of one of four possibilities:

- acceptance
- acceptance with reservations
- serious doubts expressed about progressing in the training
- rejection of the application to proceed

Each of these recommendations needs to be substantiated by evidence in the Report from the Review Committee member. Each of the Reviewers submits a report to the Convener of the Review Committee, via the Administrator of Training, on these three occasions. The Convener then submits a composite recommendation to the Training Committee via the Administrator of Training.

### **6.4. PERSONAL ANALYSIS DURING THE TRAINING PROGRAMME**

During the training period you are expected to complete a minimum of 350 hours of twice weekly personal analysis so that a minimum of 500 hours are completed by the end of the training. It is recommended that some work is done with a male and female analyst during this time.

The recommendations listed here are minimum requirements and this must be kept in mind all through the training programme. The regulations are complex and need to be discussed carefully with the Review Committee as well as one's own personal analyst. The guiding principle is that the student/trainee's personal analysis is of prime importance and has to be respected in every way possible. However, once a person enters the training programme the analysis is both a personal analysis and a training analysis. While precedence is given to the personal analysis, consideration has to be given to the fact that the student/trainee is also in training, and is required to meet certain standards required by G.A.P. (and our regulatory bodies i.e. UKCP and IAAP). It is for these reasons that the overall programme is staged to accommodate the personal style and psyche of the individual. G.A.P. reserves the right to determine how to accommodate this style and is always seeking the best ways to improve psychologically this area of interaction between the personal and the training analysis. The regulations were born in that spirit.

#### **6.4.1. Personal analysis**

The following regulations govern personal analysis during the programme:

- The total number of hours to be completed by the end of the training programme must not be less than 500 hours (those prior to training (150) and those included in the course of the training).

- The minimum frequency of personal analysis during training is twice weekly on different days for a minimum of 70 hours per annum, and this pattern normally prevails throughout the training even if the requirement of a minimum of 500 hours is already fulfilled. Review Committees may recommend a higher frequency of analysis, but they cannot reduce the minimum total hours required.
- Exceptions: unforeseen problems with the process of analysis during any stage of the training must be reported to the Training Committee via your Convenor. The issue will be discussed and decided upon by all concerned, without prejudice to the provisions and requirements of the minimum total number of hours and the minimum frequency of personal analysis above.
- At the end of each year, you must report on the number of hours of personal analysis. This must be confirmed by your analyst.
- Please note, from Sept 2023, a minimum of 50% of your personal analysis hours for the training must be from in-person, face-to-face analysis. A maximum of 50% can be accrued online. The number of online sessions must not exceed 50% of the analytical sessions and the hours must be recorded on the Annual Hours of Analysis Return Form and reported to the Review Committee. Any individual exemptions to these minimum requirements for in-person personal analysis hours, due to mitigating circumstances, need to be discussed and agreed with your Review Committee as well as agreed with and reported to the Training Committee.
- From Sept 2025, once you have met the minimum overall in-person requirements for personal analysis (i.e. 250 hours), the requirement for 50% in-person analysis on an annual basis no longer applies.

#### **6.4.2. Personal analyst**

Throughout the entire programme, the personal analyst is available only for personal analysis and cannot be used for any other aspects of the training. Confidentiality between analyst and training student/trainee is primary to all other considerations. Other than simple statements of hours, no other communication of any kind between the student/trainee's analyst and G.A.P. that relate to that student should occur. This applies equally to past personal analysts.

Your personal analyst must be a member of the IAAP and ideally a member of G.A.P. It is recommended that work should be done with a male and female analyst, either before or during your training. The analytic process is central to the training and any change of analyst during your training must be done in consultation with your Review Committee.

## 6.5. FEES

The setting of the following fees is the responsibility of the Coordinating Committee to propose to the Members and Trustees of the Guild. As of September 2025, the following fees apply:

- The **term fee**: this is payable in advance each term and the Administrator sends you an invoice. Fees are:
  - Students (Certificate Course) £860;
  - Trainees (Stage 2/Diploma) £685;
  - Trainees (Non-practising) £455;
  - Reading Jung £105, when applicable in the term.
- **Diploma Application fee**: This is payable on application to the Diploma Course and should be sent to the Administrator/s with your application. The fee is £350 which includes the extra review meetings required.
- **Final Application fee**: This fee is payable at the time of the final application and should be sent to the Administrator/s with your application. This fee is £800 which includes the extra review meetings required.
- **Fees for Leave of Absence** (not Leave of Absence to Write): This is 33% of the term fee.
- **Compassionate fees** can be applied for on a termly basis in times of financial hardship and is 33% off the usual term fee. Eligibility for compassionate fees is assessed by the Training Committee/Coordinator per individual termly application (via your Convenor).
- **Fees for Review Meetings** are £60 per term which are added in addition to the term fees.
- **Fees for SLO Meetings** are £60 per year and are added in addition to the Spring term fees.
- **Fees for Clinical Supervision and Academic Supervision** (supervision of extended essay): these fees are paid directly to the clinical supervisors and academic supervisors. G.A.P. recommends that the fee for supervision is £55. G.A.P. sets or recommends the individual fees to be paid per hour to ensure fairness. However, some supervisors reserve the right to charge more.

**Fees relating to personal analysis** are a matter between the student/trainee and the analyst concerned. Difficulties in payment and disputes regarding G.A.P. fees relating to the different areas indicated should be referred in writing to the GAP Coordinator.

Please note that all fees given throughout this handbook may be revised on a yearly basis.

## 6.6. LEARNING OUTCOMES FOR THE DIPLOMA IN ANALYTICAL PSYCHOLOGY

The following summarises the Learning Outcomes that students/trainees are expected to achieve at the end of their training on award of the G.A.P. Diploma in Analytical Psychology. These are divided into relevant sections. Each seminar has specific learning outcomes which contribute to their achievement.



On completion of the course it is expected that trainees will be able, in each of the areas listed below, to:

**a) Theoretical Knowledge**

- formulate a Jungian model of human functioning, including the approach to individual development and to therapeutic change;
- demonstrate an advanced and detailed level of understanding of the theoretical and clinical principles of analytical psychology and psychotherapy;
- understand other relevant major approaches of psychotherapy and their relationship to analytical psychology;
- critique the Jungian model of psychotherapy, assess its limitations and compare it with alternative approaches;
- demonstrate research awareness, and the ability to understand and evaluate research methods and approaches applicable to the research of analytical psychology and psychotherapy;
- analyse complex situations and conceptualise a range of therapeutic interventions;
- demonstrate their own personal integration of Jungian theory and clinical practice.

**b) Clinical Practice**

- assess clients/patients for suitability for Jungian psychotherapy, and refer on appropriately;
- assess and evaluate risk in the clinical context;
- be able to engage in a therapeutic relationship congruent with analytical psychology and psychotherapy;
- be able to go beyond set techniques in order to engage with the client and use an advanced level of theoretical knowledge to generate therapeutic responses to clinical situations;
- demonstrate creativity and openness to change as a therapist when required by the therapeutic process;
- use critical reflection and ongoing supervision to assess and report on their own and others' work with clients;
- demonstrate an awareness of the importance of diversity issues, i.e. age, culture, disability, ethnicity, gender, religion and sexual orientation, in psychotherapy generally, and also in relation to conscious and unconscious processes in their own client work;
- make appropriate therapeutic interventions and manage breaks, boundaries and endings appropriately;
- demonstrate autonomy in clinical practice and its relationship with the need for continuing supervision;
- show awareness of the setting in which psychotherapy takes place, and have the ability to adapt analytical psychology to the setting in which it is to be applied;
- demonstrate an awareness of conscious and unconscious processes, and the impact of resistance, transference and countertransference in client work;

- understand the significance of archetypal material and its importance in the therapeutic process.

#### c) **Ethics**

- demonstrate awareness of the ethical and professional responsibilities of being a psychotherapist and analytical psychologist;
- be able to manage the implications of ethical issues and dilemmas;
- engage confidently and respectfully in professional communication with others;
- negotiate and handle conflict confidently and respectfully both with colleagues and clients;
- work co-operatively with others;
- work effectively with colleagues and peers;
- demonstrate awareness of boundary issues, including confidentiality, in general and in specific settings;
- be able to handle complex, unpredictable and specialised situations, including knowing when to ask for help.

#### d) **Continuing Professional Development**

- engage with their own therapeutic process and individuation;
- engage in activities for personal growth and development congruent with analytical psychology, spirituality and psychotherapy;
- autonomously use resources for learning.

## 6.7. LEARNING, TEACHING AND ASSESSMENT – AN OVERVIEW

### 6.7.1. **G.A.P. approaches to Learning, Teaching and Assessment**

G.A.P. approaches to learning, teaching and assessment will encourage you to be actively involved in your learning and to co-operate with other students/trainees. We aim to give you feedback as appropriate at each stage of your training and opportunities to reflect upon and learn from that feedback. G.A.P. operates a continuing process of assessment, combining both formal and informal elements. In addition to the submission of essays, and ultimately case studies and the extended essay, this includes both self-assessment elements and assessments from G.A.P. members involved in your training. Assessment is an integral part of learning, and you will be part of two kinds of assessment:

- **Formative assessment** – this is primarily intended to enable you to develop by giving you feedback on aspects of your performance and its strengths and weaknesses. This kind of assessment occurs, for example, in relation to your presentations at seminars and case supervision. Formative assessment is defined by it not being given a formal mark (i.e., you are not marked with a formal “Pass” or “Fail”). However, issues that need attention may be raised in this form of assessment and referred to your Review Committee.

- **Summative assessment** – this kind of assessment is primarily designed to measure the extent to which you have achieved the learning outcomes of particular components of the course. This is a more formal type of assessment evidenced by your passing essays, and later the case studies and long essay presented for your final application to become a member of G.A.P. Seminar essays and case studies are graded Pass, Fail or Rewrite. The Extended Essay is assessed as Distinction, Merit, Pass, Fail or Rewrite.

### 6.7.2. Assessment in General

You will be assessed on your personal development, capacity to practice professionally, and your ability to meet the academic requirements of the training. The submission of written work is only part of the assessment process. More information on the overall assessment process is given later under each specific component of the course. Specific detail of each assessment including the guidance given for assessors/markers is also given below (p. 23). The focus within this Guide is on summative assessment primarily but the formative aspects are also covered under the Seminar Presentations and Review Committee.

PLEASE NOTE: All written submissions to the Guild during your training must be accompanied by a signed GAP Declaration of Original Work Form which is found in Appendix 4 (p. 57).

For all summative assessment, i.e. written pieces of work that are marked, the External Examiner oversees the standard of marking and makes recommendations to G.A.P. about consistency of marking and areas that need to be improved. The External sees all the work that is marked as Fail or Rewrite and all work that is marked as Distinction together with a random sample of other submissions. This is to ensure that the assessment criteria have been fairly applied. Feedback on your assessments will be given on the assessment sheets attached below under each appropriate section.

In line with general academic procedures, appeals can be made on the process of assessment and not because you disagree with the mark awarded. Any appeal therefore needs to be made on the process of marking, for example that the marker has not marked according to the criteria given for the relevant assessment.

It is expected that any marker of G.A.P. written work will give you detailed feedback on the assessment sheet, to include what you need to do to pass the assessment should a rewrite or fail be their mark. They will detail the aspects of the assessment that you have not met, if a fail or rewrite is their decision and indicate clearly what you need to do to resubmit the work.

All final application work is double marked, i.e. marked by two markers who have not seen each other's feedback prior to marking. If there is a disagreement between the two markers, they will

liaise to decide on one final mark. Where they cannot agree, the work will be marked by a third independent marker whose decision will be final.

If the marker/s decides on a fail or rewrite, then you may resubmit the work once according to their guidelines which indicate whether the rewrite is to be submitted within 3 or 6 months, as indicated on the relevant assessment sheet. If a resubmission is marked as fail or rewrite, then the Training Committee will decide the next course of action which may include, for example, undertaking the relevant part of the training again or undertaking further work before presenting the written assignment again.

## **6.8. SEMINARS AND ESSAYS**

### **6.8.1. The Seminar Structure**

Seminars are an integral part of the Training Programme. The content of Seminars 1 to 20, which form the Introductory Course, should be familiar to all students on the training programme. Prospective students undertake these seminars before embarking on the training programme, unless they can demonstrate prior experiential learning (APEL), for example on an equivalent course.

### **6.8.2. Presentations at Seminars**

G.A.P. requires each student to undertake presentations at seminars, as allocated by the Administrator of Training who oversees the timing and subject of presentations at each seminar in liaison with the Seminar Leader. All students are expected to do some preparatory reading and/or other work for each seminar, as designated in the Seminar syllabus reading list or by the Seminar Leader, even though you may not be invited to give a presentation on a particular topic. It is expected that you will come to each seminar having done some background reading from the reading list provided for that seminar.

The purpose of a presentation is to provide a brief summary of an important aspect of the seminar. Presentation topics are announced well in advance. No more than two presentations take place at each seminar. It is expected that each presentation will last between 10 and 15 minutes to give adequate time for discussion. Your aim in the presentation therefore is to summarise reading relevant to the topic you have been allocated, to critique the reading briefly and/or answer the question set in the allocation and to relate it to your own personal experience. The content of your presentations is guided by the reading list/material for that seminar in the light of the presentation topic you have been set. The Seminar Leader may introduce you to further literature (e.g. a paper written about the subject) in the seminar itself or occasionally may request that you read further material provided but the backbone of the reading is the reading list for the specific seminar. Some year groups have found it very helpful to share the written presentations with each other so that

they can hand it out to other seminar members. While this is not compulsory, it does foster a collegial approach.

You are particularly reminded that an absence from the seminar does not excuse you from preparing an allocated presentation. If you cannot be present, you have to make provision to have a written presentation delivered at the seminar by either sending a copy to the Seminar Leader or asking another student to present it on your behalf. The general absence policy is given below (p.24).

## **6.9. FORMATIVE ASSESSMENT OF SEMINARS**

Seminar Leaders are asked to provide relevant comments about a student's participation and presentation at the seminar. If a negative comment is made about your participation or presentation, this will be communicated to the Training Committee for further investigation.

## **6.10. SUMMATIVE ASSESSMENT OF SEMINARS**

### **6.10.1. Seminar Essays**

You are required to write two essays of between 1500 and 1800 words each term except for the Year 3 Spring and Autumn terms (see 3<sup>rd</sup> and 4<sup>th</sup> bullet points below). For seminars marked with a double asterisk\*\* in the Seminar Programme, an essay for that seminar is a requirement, as one of the two essays for that term. In one of these seminars (Seminar 105) the subject for the essay is prescribed, because G.A.P. feels that this subject must be addressed, and in the other (Seminar 305) the prescription is only that an essay must be written for this seminar.

The relevant Seminars are:

- Seminar 105: the required Essay subject/title is "Discuss your understanding of Jung's concept of the shadow and its significance in analysis and in the individuation process. Please use your own examples to illustrate".
- Seminar 305: An essay has to be submitted on some aspect of Individuation.
- Symbol essay: in the Spring term of Year 3, you are required to write a paper of up to 3000 words to demonstrate the importance and significance of working with symbols in analytical psychology and to show your ability to relate to, research, amplify and interpret a symbol. This is the only essay that is required this term (n.b. this is one of two termly essays due in the Summer Term).
- In the Autumn term of Year 3 there are no essays, but you are required to prepare a short presentation (up to 10 minutes) for the final review seminar using any media that help to share something of your own experience (your discoveries, your feelings, your thoughts and insights) of being on the certificate course.

Essays are presented to the seminar leader of the particular subject. It is preferable to present the essay as soon as possible after the seminar takes place. Please advise the seminar leader that you intend to write an essay on their seminar. You must agree the topic of your essay with them before writing the essay. In cases where your analyst is the seminar leader, you must agree with another seminar leader for them to read the essay for you.

There is a prize for the best student essay each year – please see Appendix 12 for details (p. 86).

### **6.10.2. Choosing your Essay Topic**

An essay may be written on any topic related to the relevant Seminar. The topic should be related to one or more of the Learning Outcomes for that seminar and should meet the generic marking criteria for essays delineated below. G.A.P. encourages students to develop their own perspective and does not prescribe the topics for the essay. As indicated above, you must inform the relevant Seminar Leader that you intend to do an essay on the seminar, notify them of your chosen topic and agree with them the essay title.

Please see the G.A.P. Reference Guide, included as Appendix 3 (p. 50), for information on how to present your references. Also please take note of the criteria for an essay to be marked as a Fail given on the Term Essay Assessment form under Guidance for Readers and Students.

The use of footnotes is discouraged as students are required to present their views in the body of the essay rather than in footnotes.

### **6.10.3. Essays and Essay Reports**

Essay reports and electronic copies of the essays must be submitted to the Administrator of Training no later than one month after the end of the previous term (that is by 01 February, 01 May, 01 September). If the student is unable to do this, they are required to contact the seminar leader who may allow extra time. As it can take time for the report to be returned by the seminar leader, it is advisable to submit the essay to the seminar leader during the term. You are requested to submit a copy of the essay to the Administrator of Training at the same time as you send it to the Seminar Leader for marking, and then also to send the Administrator of Training the completed Essay Assessment Form when the marker has completed it. The form to accompany the essay, which you send to the Seminar Leader with your essay, is included as Appendix 5 (p. 59).

The following guidance for Readers is given on the form. This is included here to assist you in writing your essay:

#### 6.10.4. Guidance on Essay Marking for Readers

It is not G.A.P. policy to grade essays. However, an indication of the criteria for the assessment of Pass and Fail are given here as a guide. Comments on the essays should include these aspects:

Pass	
1	Analysis of, or reflection on, the subject using relevant, substantiated arguments
2	Awareness, understanding and exposition of the relevant issues
3	Structured and logically developed arguments
4	Awareness of nuances and complexities
5	Evidence of independent reading in the literature
6	Evidence of critique and synthesis of the source material
7	Use of relevant data/examples, where appropriate. This should, for example, include the student's own experience
8	Proper use of references within a well-presented grammatically correct essay
Fail	
1	Weak standard of analysis of, or reflection on, the subject using irrelevant, unsubstantiated arguments
2	Weak awareness, understanding and exposition of relevant issues
3	Poorly structured and poorly developed arguments
4	Little awareness of nuances and complexities; many errors and omissions
5	Little evidence of critique and synthesis of the source material
6	Poor use of relevant data/examples, including the student's own experience and reflections
7	Poorly referenced and presented work
8	Inappropriate use of footnotes
9	Plagiarism or AI generated text (or AI translations of another language into English)

The first reader of the essay is normally the Seminar Leader of the appropriate seminar. All essays marked 'Fail' will be read by a second reader from within G.A.P. (allocated by the Training Committee). Where there is disagreement between the two readers, they will discuss the essay and attempt to come to an agreement. If this is not possible the essay will be read by the External Examiner, whose view will be final. Additionally, the External Examiner will read all essays marked fail by two readers.

The grade of 'Rewrite' is given where the Reader feels that the essay is not yet of an acceptable standard but where it is felt some additional work in specific areas will enable the essay to reach a passable standard. Only one rewrite is allowed. The date for resubmission of a rewrite will normally be one month.

### **6.11. READING JUNG GROUP**

All students/trainees in training are expected to attend one Reading Jung Group per year. These give you the opportunity to read and critique Jung's own writings on a particular subject, chosen by the Group Leader. Each group is a minimum of 7.5 hours and a maximum of 8 hours with session times and dates agreed by the Group Leader in consultation with the Administrator. No essays are required for these groups but your participation is formatively assessed by the Group Leader who is asked to provide relevant comments about a student/trainee's participation and presentation at the group.

### **6.12. STUDENT/TRAINEE MEETINGS**

There will be a termly training meeting. The purpose of the meetings is to provide a supportive forum for all those in training where any aspect of the training can be discussed with peers. It is also hoped that some creative input will be possible as well as some social time together. A representative from G.A.P., typically the Co-ordinator, will be at the meeting to facilitate and bring any matters from the meeting to the attention of the Training Committee.

### **6.13. G.A.P. ABSENCE POLICY**

#### **6.13.1. Absences from Seminars, Weekend Workshops, Reading Jung Groups**

It is the task of the Training Committee to oversee that all students/trainees meet the G.A.P. Training requirements in relation to attendance at all aspects of the Training Programme. It is your responsibility to fulfil the training requirements in relation to absences. All absences from Certificate seminars, Diploma seminars, workshops, reading Jung and case studies/group supervision will be addressed. The basic requirement is that absences are made up for.

#### **6.13.2. Immediate action in the case of absence**

If you are absent from any training event you must:

- inform the Administrator of Training.
- inform the Seminar, Workshop, Reading Jung or Case Studies/Group Supervision Leader.

In both cases it is not sufficient to register an absence; the reason for the absence needs to be logged.



### **6.13.3. How Absences are made up**

The overall guiding principle is: if a student/trainee is absent from any training event, the missing part will have to be made up. Most events, including a Diploma Seminar, will count as one absence. Workshops will be the equivalent of two absences. Any student/trainee who has more than three absences in any one term may be requested to repeat the term. Fewer than three absences will be considered by the Training Committee.

### **6.13.4. Absence from Certificate Seminars**

Certificate students who miss a whole seminar (both the two sessions) will be required to present a written paper covering the three aspects of the presentations for that particular seminar. This will be in addition to any term essays. Once the paper is written, the student will arrange to see the Seminar Leader to present and discuss their paper. The student will pay for this interview. A Report on the written paper is required from the Seminar Leader. If a student is allocated a presentation and is going to be absent, they have to give the Seminar Leader due notice, and make arrangements for another student either to read out their presentation or make one in their place.

### **6.13.5. Absence from Weekend Workshops**

A missed weekend workshop is counted as two absences. How a workshop is made up is at the discretion of the workshop leader in conversation with the Training Committee and/or Coordinator. This may, for example, likely involve an essay of not less than 2000 words; a visit to the Workshop Leader; payment for that visit; and a Report from the Workshop Leader. Special Seminars fall into the same category as Workshops.

### **6.13.6. Absence from Reading Jung Groups**

Absence from a Reading Jung group will be at the discretion of the Training Committee, and will be decided on an individual basis. It may involve either attending another term of Reading Jung (if available) or presenting a 2000-word paper on the topic studied in the Reading Jung term together with a Report which may entail a payment.

### **6.13.7. Absence from Student/Trainee meeting**

This counts as one absence.

Please note that if you have more than 3 absences of any kind in one term, if not completely made up, this may require you to repeat that term in its entirety.

## **6.14. LEAVE OF ABSENCE FROM THE PROGRAMME**

You may request leave of absence from the programme, due to your personal circumstances, and this may be granted for a minimum period of one term and for not longer than two years. **Written applications for Leave of Absence, detailing the reasons for your request, are submitted to your Convenor who will seek a recommendation from your Review Committee.** This may involve additional meetings with your Review Committee. When the permission is granted, the only provisions are that you remain in analysis while on leave of absence, visit your Student Liaison Officer for your annual meeting and visit a member of your Review Committee each term. You will be free to attend all student/trainee meetings and functions, and will also receive all student/trainee notices. All missed study and essays have to be made up and how this is done must be agreed with the Training Committee. The fee is 33% of the usual term fee while you are on Leave of Absence, plus the fee for your visit to your Review Committee member.

At the final stage of the programme 'Leave of Absence to Write' may be given, but only after you have stated your intention to complete, and can demonstrate that you have met the requirements of the Training, and this has been agreed with the Training Committee in conjunction with your Review Committee. This may involve additional meetings with your Review Committee. You must remain in analysis while on leave of absence to write, visit your Student Liaison Officer for your annual meeting and visit a member of your Review Committee each term. A trainee at this stage continues to pay the full G.A.P. termly fee.

Extenuating circumstances aside, you cannot be on a Leave of Absence for the term that you submit your final application; nor during the term/s of the final application process itself. The decision to grant a Leave of Absence is made by the Training Committee, as advised by your Convenor, who takes into account the view of your Review Committee. In this context, the Training Committee reserves the right to deny Leave of Absence and/or to make additional provisions.

## **7. CERTIFICATE IN JUNGIAN STUDIES: THE TRAINING REQUIREMENTS**

The Certificate Course is a three year programme. The main aim of the seminars is for you to develop a deeper understanding of Jungian, and other relevant psychotherapeutic, concepts as applied to analytic practice.

### **7.1. ASSESSMENT THROUGHOUT THE CERTIFICATE COURSE**

During this time you are assessed in part through the essays that you write (two per term as stated above). In addition:

- Through your termly visits to your Review Committee meeting, and with feedback from Seminar, Workshop and Reading Jung Leaders, a continuous assessment is made as to

whether you have the necessary knowledge, attitudes and skills, as appropriate at the Certificate Stage, to become a Jungian analyst trained by G.A.P.

- If, for example, you demonstrate any gaps in psychological knowledge, the Training Committee will assess whether these can be helped through supplementary reading, lectures, or occasionally by personal tutorials with relevant Seminar Leaders.
- You have the opportunity to read the work of C.G. Jung as well as other contemporary depth psychology writing, and the expectation is that you will do some of this through self-study guided by reading lists.
- You have the opportunity to get to know some of the members and other students/trainees of G.A.P. through the Training meetings and through G.A.P. events to which members and students/trainees are invited.

## **7.2. DOCUMENTATION REQUIREMENTS FOR EACH TERM**

In addition to your Essay Reports, the following further documents are required each term:

- Review Committee report – this is sent by the Reviewer to you and you then need to send this on to the Administrator of Training, please note that you need to give or email the Reviewer a form to complete before your meeting.
- End of term report – these reports will be looked at by the Student Liaison Officer and by the Training Committee. The End of Term Report is included as Appendix 7 (p. 67)
- Feedback forms – while these are not mandatory, they are very helpful for seminar leaders and other staff involved with your training. These are online with your registration of your attendance.

## **7.3. SPECIFIC ASPECT OF THE CERTIFICATE COURSE: PSYCHIATRIC PLACEMENT / MENTAL HEALTH FAMILIARISATION PLACEMENT**

Jungian analysis considers the client not only in relation to their personal history but in relation to their familial, cultural and wider collective history, and the client's responses to that history. This approach entails being curious about and respecting the client's individual and collective experience and the challenges the client faces within their current context, setting aside what is considered normative in the therapist's own experience and the wider collective.

It is important to appreciate that different cultural norms have implications for different models of mental health, mental illness and mental health care.

Students and trainees, through their own in-depth analysis and further training within G.A.P., should have sufficient knowledge and understanding of their own personal and cultural complexes to enable them to identify and work with those of the client. Further, the analyst needs to be able to consider the wider social justice issues that can emerge through lack of awareness or prejudice.

During the Certificate Course, you need to undertake a Psychiatric Placement (PP) or be able to show that you have met the G.A.P. learning outcomes, below, through your previous experience and learning. If you choose the latter course, you need to apply under the G.A.P. policy for APEL, obtainable from the Administrator of Training, and have agreement under that policy. Please note that if you wish to apply for APEL your prior experience/learning must have been obtained within the last five years or you should be able to evidence how you have kept your knowledge up to date since you acquired it. APEL may be granted in full, in part or refused if it is felt that you need to undertake the placement.

The PP is primarily intended to be an observational placement. However, this does not preclude you from making a contribution to the placement setting. At the end of the PP, it is intended that you will:

- have experienced a psychiatric environment with people suffering acute and/or enduring mental health problems;
- be familiar with the basic theory and practice of psychiatry, clinical psychology and multi-disciplinary teamwork, particularly within the NHS context;
- be able to recognise the difference between psychotic and neurotic illnesses and to recognise the common drugs prescribed;
- understand the usual referral pathways and have learnt basic skills in report writing and making referrals;
- observe and reflect on how the patients' access to and experience of service provision might be affected by their socioeconomic circumstances (e.g., poverty), class, sex, disability, age, culture, religion, race, gender identity and sexuality. Where two or more of the above are present (intersectionality), to consider the intensifying effect of this.

All students need to have this part of the training checked and agreed by the G.A.P. Placement Supervisor/Training Committee (See Appendix 6a p. 63). On completion of the placement you will need to make a written submission of a maximum of 2500 words, giving an account of your experience, what has been learnt, and an evaluation of the experience, including how Jungian theory relates to the clinical experiences you have observed. This should also include reflecting on how patients' individual, familial, cultural and national experiences affect access to high quality non-discriminatory service provision. This includes their mental health history, socioeconomic circumstances, class, sex, disability, age, culture, religion, race, gender identity and sexuality. This is formatively assessed by the above Supervisor. You also need to obtain confirmation from the psychiatrist or another person in charge of your placement that you have fulfilled the G.A.P. requirements in writing (Completion of Placement form, see Appendix 6b, p. 65).

You are expected to arrange your own placements. If required, the G.A.P. Training Committee will support your application by giving you a reference. G.A.P. recognises that it can be difficult to find PPs – consulting trainees about the process can be very helpful.

The PP needs to be for a minimum of half a day a week for at least six months.

The PP complements the following subjects which are covered in G.A.P. seminars or workshops:

- psychopathology
- schizophrenia, psychosis and religious experience
- psychiatry
- depression
- differential diagnosis
- the effect of psychological and psychophysical disorders on consciousness
- pharmacology and other forms of physical treatment
- other psychologies
- safeguarding

Successful completion of the Psychiatric Placement/Mental Health Familiarisation, in conjunction with the taught aspects of the Certificate and Diploma Course, enables a trainee to be in the position to show a demonstrable familiarity with and understanding of the UKCP Guidelines for Mental Health Familiarisation: <https://www.psychotherapy.org.uk/media/3dljzmcg/guidelines-for-mental-health-familiarisation-2017.pdf>

## **8. APPLICATION FOR THE DIPLOMA COURSE**

Before applying to enter the Diploma course, you need to have completed the Psychiatric Placement, all relevant assessed work (i.e. your essays) and made up any outstanding absences as agreed with the Training Committee.

In moving from the Certificate Course to the Diploma Course you need to assess whether you are ready to proceed in your own personal analysis. This is followed by discussions and further assessment by Reviewers, who will make a recommendation to the Training Committee who will decide if you can proceed to the second stage of the training. The following are the steps that need to be taken.

### **8.1. STEP 1**

Ensure that all the work listed above has been completed and, where relevant, marked and handed back. Consult your personal analyst about the appropriateness and timing of moving to the next stage of the training.

### **8.2. STEP 2**

Seek the agreement of the three members of your Review Committee. This can be done formally with the Review Committee member visited in the term before the application is made, and informally by telephone with the other two members.

### **8.3. STEP 3**

Check all the requirements have been met:

- All termly visits to Review Committee members have been made so far, during the Certificate Course, and their Reports have been received by the Administrator of Training;
- All the required essays for each term in the Certificate course have been completed, all the Essay Reports have been received, and have been returned to the Administrator of Training together with copies of the essays;
- A term's course in Reading Jung in each year prior to the application has been completed;
- Absences from Seminars or Workshops have been made up (normally by writing an extra essay);
- All G.A.P. fees have been paid up to the date of application for the Diploma Course;
- Evidence is available of your having completed the Psychiatric Placement.

### **8.4. STEP 4**

Prepare the following documents:

- An account of your Psychiatric Placement experience (see above) together with a statement from the psychiatrist or another person in charge of your placement confirming that you have fulfilled the G.A.P. requirements. These must be sent to the Administrator of Training who will send them on to the G.A.P. Placement Supervisor. If you had a previous clinical experience prior to joining G.A.P. evidence must be produced of an exemption granted by G.A.P. This must be done according to the APEL Policy obtainable from the Administrator of Training.
- An application for the Diploma Course form (see Appendix 8, p. 70).
- A self-assessment, of not more than 1,000 words, of your readiness to proceed to the Diploma Course. This can include your experience of the training so far, how you have developed through it and why you think you may now be ready to undertake work with clients.

### **8.5. STEP 5**

Send these documents to the Administrator of Training, along with a payment of £320 to cover the cost of the extra visits to your Review Committee members, the External Reviewer and the administration.

### **8.6. WHAT HAPPENS NEXT?**

The G.A.P. Coordinator, Applications Committee and Administrator of Training check the list of Requirements is complete (see Step 3) and send the Application Forms and the Self-Assessment to

the Review Committee Members and to an External Reviewer (selected by the Applications Committee).

The Administrator of Training then advises you that you can visit all four Reviewers. You may use the self-assessment as a basis for your discussion.

## **8.7. AIMS OF THE REVIEWER INTERVIEWS**

The aims of the interviews are to:

- evaluate your attitude about becoming a G.A.P. analyst, and your ability to proceed in the study of the basic concepts of analytical psychology;
- evaluate your sense of your development through your own analysis;
- establish that you have the necessary theoretical foundations to commence working with clients under supervision;
- establish that you have considered the logistical preparations for this stage, including the question of getting insurance (see below);
- establish that you are aware of the G.A.P. Code of Ethics.

Each of the Reviewers submits a report to the Convenor of the Review Committee, via the Administrator of Training. The Convenor then submits a composite recommendation to the Applications Committee and Training Committee via the Administrator of Training.

You will need to allow three months, from the time you submit your application to the Administrator of Training and you obtaining the outcome of your application from the Training Committee.

## **9. DIPLOMA COURSE: THE TRAINING REQUIREMENTS**

During this stage four important aspects of the training commence:

- Working analytically under supervision with clients.
- Attending the Seminar Programme and case discussion seminars.
- In due course, preparing three Case Presentations.
- Preparing an extended essay on a subject relevant to analytical psychology and spirituality.

### **9.1. CLIENT WORK UNDER SUPERVISION**

This may commence once you are accepted to the Diploma Stage of the training. It is the responsibility of the trainee to find suitable clients who wish to enter into psychotherapy. You may let the Low Cost Scheme Coordinator (currently Geraldine Healy) know that you are now in the

Diploma Stage and looking for training clients should you wish some help to begin with. All clients have to be in psychotherapy twice weekly to qualify as training clients. If that pattern changes they are no longer training clients, and so their hours from that point can no longer be counted toward the minimum required client hours.

## **9.2. PROFESSIONAL INSURANCE**

You are not permitted to work with clients until written evidence is submitted to the Administrator of Training that professional insurance has been taken out, with cover of at least £1,000,000. This is the responsibility of the trainee. Insurance can be obtained from any of the following (given in alphabetical order):

- Balens Insurance [www.balens.co.uk](http://www.balens.co.uk)
- Holistic Insurance Services [www.holisticinsurance.co.uk](http://www.holisticinsurance.co.uk)
- Howden Insurance [www.howdengroup.com/en](http://www.howdengroup.com/en)
- The Psychologists' Protection Society [www.ppsweb.info](http://www.ppsweb.info)
- Torgate Insurance [www.torgateinsurance.co.uk](http://www.torgateinsurance.co.uk)

## **9.3. PROFESSIONAL CONDUCT**

All students/trainees in the Training Programme are subject to the G.A.P. Code of Ethics (see Appendix 13, p. 87). In particular, you are expected not to advertise or represent yourself publicly as a trained psychotherapist / analyst until you have been formally notified that you have successfully completed all the requirements of the training.

## **9.4. FEES PAID BY CLIENTS**

All fees negotiated with clients are a matter between the trainee and the client. However, you may wish to offer therapy at a reduced rate, explicitly as it is part of your professional training.

## **9.5. PROFESSIONAL RESPONSIBILITY TOWARDS CLIENTS**

You are expected to retain clients until the therapy draws to a natural conclusion. This may happen at a stage long after the training has concluded. You will need to obtain each client's permission to use their material as part of your studies, assuring them that it will be anonymised (any relevant factors such as name, location, etc changed), and will only be used within the bounds of confidentiality.

## **9.6. HOURS OF CLIENT WORK REQUIRED IN THE TRAINING**

- A minimum of at least 450 hours of training client work under supervision.



- At least four clients must be seen no less than twice weekly on different days (only twice weekly sessions will be recognised).
- These hours should include work with at least one man and one woman.
- For hours to be recognized, a minimum of 40 hours with a client is required. One of the four cases needs to exceed at least 150 hours.
- A minimum of 50% of the required training client hours must be obtained from face-to-face, in-person sessions. A maximum of 50% of the required training client hours can be accrued online. The use of online work needs to be monitored by the Training Committee and the Reviewers and recorded on the Annual Report on Supervision and the Final Application Forms.
- From Sept 2025, once you have met the minimum overall in-person requirements for training client hours (i.e., 225 hours), the requirement for 50% in-person training client hours on an annual basis no longer applies.
- All training clients must be registered with the Administrator of Training (see Appendix 9a for the Client Registration form, p. 72). Any non-training clients must be also registered with G.A.P. and supervised either by a G.A.P. Supervisor or a supervisor from another recognised body (where applicable). If you are already a registered mental health practitioner with an active non-Jungian practice, any non-training clients you start to work with in a Jungian way must then be registered with G.A.P. and supervised by a G.A.P. supervisor (and you must also still meet any non-Jungian supervision requirements you have for any of your non-Jungian client work).
- None of this work can be undertaken until you have acquired professional insurance, covering you for a minimum of £1 million, and have sent written evidence of this to the Administrator of Training.
- When the requirements of the training are fulfilled you are expected to continue working with the client until the therapy comes to a natural conclusion.
- As stated above, client fees are a matter of negotiation between you and the client. It is advisable to consult with the case supervisor on this matter.
- Termination Reports (see Appendix 9b for the Client Termination form, p. 74) are required for each registered client who has completed therapy or ended analysis during the period of training. If a client wants a break from psychotherapy then a termination report is still required and a new registration form will be needed if and when the client resumes therapy.

### **9.6.1. Privacy Statement**

The G.A.P. Client Privacy Statement template (see Appendix 9c, p. 75) is for use with the Client Registration form and should be personalised with your own name and contact details. This should be given to a new client to read when you start work with them and you need to ask them to sign the Client Registration form to signify their agreement to you holding their data and potentially

writing some account of the work carried out in the analytical setting, always anonymised. The completed and signed forms are then sent to the Administrator of Training.

### **9.6.2. Data Protection**

You must adhere to the principles of the General Data Protection Regulation (GDPR) in the way that you store and process a client's data. Please see the **Guidelines for GDPR and ICO**.

## **9.7. COUNTING HOURS MISSED BY CLIENTS**

Trainees often work more client hours than are strictly required, so missed hours are often not an issue. However:

- You must keep a record of hours your clients miss.
- If, for the sake of having the right number of hours to satisfy G.A.P. requirements, you wish to count missed hours, you need to discuss them with your supervisor. As part of the discussion with your supervisor, you will need to include the psychological meaning of the missed hours, as you see it, and how you spent the missed hour.
- Hours missed because a client is genuinely sick, on holiday, or is prevented by the sickness of their children, etc, will not be counted. Counted as "missed hours" could be unexplained, unexpected absence from a session or sessions which may have a psychological meaning (e.g. resistance).

## **9.8. SUPERVISION OF CLIENT WORK**

The following are the requirements for supervision of client work:

- A minimum of 150 hours of supervision is required for your four cases and these hours should be spent with at least two Supervisors selected from members of the G.A.P. Supervision Panel. It is strongly recommended that you work with at least one male supervisor and one female supervisor.
- Personal analysts are not allowed to be supervisors, but members of your Review Committee can be supervisors.
- Supervision in a group: aspects of a case can be discussed at the group supervision meetings that you attend in Stage Two/Diploma Course. (Although 25 hours of G.A.P. group supervision hours can now be counted towards the 150 hours of overall required supervision, none of these 25 hours can be used as substitute for the required individual supervision hours needed to meet the ongoing, termly individual supervision to client hours ratio (1:4) explained below).

- Supervision should normally be divided out in the minimum proportion of one supervision hour to four client hours until the overall minimum number of client hours under supervision is reached (450) and the minimum number of hours of supervision (150<sup>1</sup>) is also reached. At times you may wish, or need, to work a 1:2 ratio (i.e. one supervision hour to two client hours), at times 1:3, or remain at the minimum ratio of 1:4.
- The ratio of supervision to client hours for non-training clients must start at 1:4 but may be reduced to 1:6 in discussion with your supervisor.
- Trainees are required to consult the Training Committee (via their Convenor or the Coordinator) before changing supervisors once a case has begun. In any case, you must retain your initial supervisor through the first 40 hours of therapy with a client.
- A minimum of 50% of the required supervision hours must be obtained from face-to-face, in-person meetings. A maximum of 50% of the required supervision hours can be accrued online. The use of online work needs to be monitored by the Training Committee and the Reviewers and recorded on the Annual Report on Supervision and the Final Application Forms.
- From Sept 2025, once you have met the minimum overall in-person requirements for supervision (i.e. 75 hours), the requirement for 50% in-person supervision on an annual basis no longer applies.

## 9.9. ANNUAL REPORT ON CASE SUPERVISION

Once you have started working with clients, supervision reports are required at the beginning of every subsequent calendar year, i.e., annually in January. The purpose of these reports is to monitor the progress of your case work and the supervision of your cases. The following two reports are required.

### 9.9.1. Trainee's report

This will take the form of supplying the current hours of clients and supervision details on the Interim Case Supervision form (see Appendix 10, p. 76) submitted by you to the Administrator of Training (one per supervisor). These details will indicate if you are progressing in the correct manner and ensure that the training experience of not less than twice weekly sessions on different days with clients is met and that the correct ratio of client to supervision hours is maintained.

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<sup>1</sup> Please note, 25 hours of G.A.P. group supervision/case studies hours and 10 hours of supervision with non-training clients can be counted towards the 150 hours of required supervision. These 35 hours, however, cannot be used as substitute for the required individual supervision hours needed to meet the termly individual supervision to training client hours ratio (1:4) stated above)

### **9.9.2. Supervisors' reports**

Brief reports will be sought from your supervisors.

## **10. PREPARING FOR FINAL APPLICATION AND SUBMISSION OF CASE STUDIES AND EXTENDED ESSAY**

During this stage of the training, you will be working on your extended essay and, as your client work progresses, you will begin writing up your case studies.

### **10.1. CASE STUDIES**

You will need to send an electronic copy of three of your case studies to G.A.P. in the application for membership, including the cover page found in Appendix 11b (see p. 84). Because of the confidential nature of the material, the readers will destroy all copies once you have qualified. Each case study will be examined by two readers, chosen by the Applications Committee. A reader cannot be one of your supervisors or your personal analyst. All three case studies have to be completed and submitted together before the examination process can begin.

One case study must be on the client who has completed 150 hours with you. The others will be of clients who have completed 40 hours or upwards. You may therefore present a case study on a client who is continuing in therapy with you.

### **10.2. CONTENT AND FORMAT OF THE CASE STUDIES**

All case studies should be presented on A4 double space typescript and be of between 4,000 to 5,000 words not including references and any relevant appendices. However, please note that an Appendix should not contain information that belongs in the main body of the work. The presentation will include cover and summary pages. Headers in the text could be helpful.

The content of a presentation should include the following:

- a broad outline of the case;
- a brief introduction including presentation of the client, their presenting symptoms and a brief personal life story;
- initial dreams and suggested diagnosis;
- how the therapy progressed, illustrated by interpretation of dreams, transference and counter-transference, and patient/therapist interaction;
- evidence of knowledge of Jungian concepts as related to the case;
- evidence of ability to interpret material both symbolically and psychologically;

- references and footnotes (please note that footnotes should be kept to a minimum and should not contain information that rightly belongs in the text).

You are advised to look at the guidance for readers of the case studies, included below and on the forms for assessment when preparing your case study. These detail what you need to do to pass the case study:

<b>PASS</b>	
1	The case study must be at least 4,000 and not more than 5,000 words.
2	The case study must include a broad outline of the case.
3	The case study must include a brief introduction and presentation of the case.
4	The work should be reasonably free of spelling and grammatical errors.
5	The work must include references to relevant clinical and theoretical material, using the recognised referencing system.
6	The work must not contain plagiarised material or AI generated text (or AI translations of another language into English).
7	The case study must include an analysis of initial dreams and presenting symptoms together with relevant diagnostic comments.
8	The case study must include a discussion of how the therapy progressed. This will include interpretation of dreams.
9	The case study must include evidence of the ability to work with transference and counter-transference, and a general discussion of the therapeutic relationship as evidenced by client/therapist interaction.
10	The case study must evidence the ability to recognise and understand psychologically the contents of the unconscious and relate this to Jung's concepts and theories.
11	The case study must illustrate the trainee's ability to research, develop and reach conclusions about the conscious and unconscious contents of the work.
12	The case study must include evidence of the ability to interpret material both symbolically and psychologically.
13	The case should use references and footnotes appropriately (footnotes should be kept to a minimum and should not contain information that rightly belongs in the text)
<b>REWRITE/FAIL</b>	

	<p>A grade of Rewrite is given where the Reader feels that the case study is not yet of an acceptable standard but where it is felt some additional work in specific areas will enable it to reach a passable standard. Only one rewrite is allowed and the date for resubmission of a rewrite will be either three or six months.</p> <p>A grade of Fail is given where the Reader feels that the case study is of an unacceptable standard or where plagiarism or the use of AI generated text is detected.</p>
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Any disagreement between Readers should be resolved, if possible, between themselves. This will lead them to write a composite report which will provide one single grade (pass or rewrite) and a composite of their individual comments. However, should this not be possible, the case study will be referred for final marking by the External Examiner, whose decision is final. Where both readers mark the case study as a Fail, a new case study must be written.

### 10.3. CONTENT AND FORMAT OF THE EXTENDED ESSAY

You will need to send an electronic copy of your extended essay to G.A.P. in the application for membership, including the cover page found in Appendix 11c (see p. 85).

The extended essay should be presented on A4 double space typescript and be of between 10,000 to 15,000 words not including references and any relevant appendices. However, please note that an Appendix should not contain information that belongs in the main body of the work. The presentation will include cover and summary pages. Headers in the text could be helpful. The style and format of the references and bibliography must follow the G.A.P. Referencing Guidelines (see Appendix 3, p. 50).

The subject of the Extended Essay must be an aspect of analytical psychology and spirituality. This must show an element of originality i.e. it must be new work, and you must be careful not to plagiarise other work (or to use AI generated text or AI translations of another language into English). This means, for example, careful attention to referencing your sources.

In particular, the essay needs to address the following and show evidence of your ability to:

- work with symbolic material and the symbolic approach;
- recognise and understand psychologically the contents of the unconscious and its relationship to Jung's psychological theories;
- research and develop insights relative to conscious and unconscious material;
- translate such psychological experience into the written word, and to relate unconscious material to specific clinical examples. These examples may be taken from cases worked on by the trainee, or from case histories mentioned in psychological works.

## 10.4. ADVISOR FOR THE EXTENDED ESSAY

You must select an advisor from the members of the G.A.P. Supervision Panel, although not your personal analyst. Should a specialist advisor be required, permission has to be sought from your convenor to go outside the group. You must have the title and subject matter of the essay discussed and approved by the advisor before proceeding with the essay. You will work with the support of the advisor on your essay and will need his or her approval before you present the essay for examination.

## 10.5. CRITERIA FOR EXTENDED ESSAY ASSESSMENT

You are advised to look at the guidance for markers of the Extended Essay given on the Extended Essay Assessment Form (see Appendix 2, p. 45). A summary is included below and details how your mark will be awarded:

Criteria for Assessment	
1	The essay must focus on a subject that is demonstrably relevant to Jungian analytical theory and/or practice as well as spirituality.
2	The essay must be at least 10,000 and not more than 15,000 words in length.
3	The appendices should not be more than 5000 words in length.
4	The work should be reasonably free of spelling and grammatical errors, and use the recognized referencing system.
5	The work must not contain plagiarised material or AI generated text (or AI translations of another language into English).
6	There must be a clear statement of the subject being investigated, and a logically structured approach to the investigation, including a consideration of support from existing literature and/or published research.
7	The essay must include evidence of the ability to deal with symbolic material and the symbolic approach.
8	The essay must include evidence of the ability to recognise and understand psychologically the contents of the unconscious and its relationship to Jung's psychological theories.
9	The essay must include evidence of the ability to translate such psychological experience into the written word, and to relate unconscious material to specific clinical examples whether drawn from the trainee's own cases or from case histories mentioned in relevant psychological texts.

1 0	The essay must demonstrate the ability to research and develop insights relevant to conscious and unconscious material. Research may be either purely conceptual (understood as meaning in-depth critique of relevant textual sources) or research on human subjects that adheres to relevant professional ethical guidelines, e.g. UKCP, BACP and BPS.
1 1	The essay must include a rationale for the research strategy chosen within it and how that strategy answers the research question posed.
1 2	The essay must include understanding of the therapeutic relationship as it relates to the subject of the essay and the ability to situate that understanding within a Jungian framework through e.g. the concepts of transference and counter-transference as applied within Jungian work.
1 3	The essay must include evidence of evaluation and synthesis of the material.
1 4	The essay should include a reflexive component that includes how the trainee's own experience within their own societal/cultural context may have influenced the work undertaken.
1 5	The essay should significantly advance the discourse of Jungian analytical work in psychotherapy either through discursive analysis or novel research, or a combination of both.
1 6	The essay should use references and footnotes appropriately (footnotes should be kept to a minimum and should not contain information that rightly belongs in the text).

If a grade of 'Rewrite' is given the date for resubmission of the essay will be either within three or six months. Only one rewrite is allowed. A grade of Fail is given where the Reader feels that the essay is of an unacceptable standard or where plagiarism/the use of AI generated text is detected.

Any disagreement between Readers should be resolved, if possible between themselves. This will lead them to write a composite report which will provide one single grade (pass or rewrite) and a composite of their individual comments. However, should this not be possible, the essay will be referred for final marking by the External Examiner. Where both readers mark the case study as a Fail, a new case study must be written.

## 11. APPLICATION FOR MEMBERSHIP

The following is a brief outline of the process for making your Final Application but please also refer to the G.A.P. Final Applications Procedure in the Policies and Procedures document, which sets out the process in full.

Before commencing this procedure, you must have completed all the Training Programme requirements. These include a minimum of 500 hours (in total) of personal analysis; a minimum of 450 hours of client work and 150 hours of supervision; you must have completed three case



studies and your extended essay. In addition, you must write a self-assessment indicating your readiness to become a fully qualified Jungian psychotherapist/analyst and a Member of G.A.P. Appendix 11a has guidelines on what you should include in your self-assessment (see p. 83).

### **11.1. HOW TO APPLY**

You must complete the Application for Membership Form (Appendix 11, p. 78). Please contact the Administrator for Training for your trainee number. This number is to be used on the Case Studies and Extended Essay in order to anonymise your written work for readers.

These must all be sent together with your Application fee of £650 to the Administrator for Training who will log the date of receipt of these papers.

### **11.2. THE APPLICATION PROCEDURE**

The Administrator for Training will:

- request your Supervisors for their final reports;
- request your Student Liaison Officer to write a comprehensive report on your progress through the various stages of the training. This Report will confirm that your records are up to date and that all the academic requirements have been met. The Student Liaison Officer may add any other relevant comment;
- send your Application and Self-Assessment, together with the record of your completed hours of analysis, client work and supervision, to the Applications Committee.

The Application Committee, having reviewed that all documents are complete and you have fulfilled all the requirements of the training, including having paid the fee for the application process, will guide your Final Application process and will:

- appoint an External Reviewer;
- appoint a panel of eight Readers (two Readers for each submitted written work).

The Administrator for Training will send your anonymised Case Studies and Extended Essay to the appointed readers.

### **11.3. FINAL INTERVIEWS FOR MEMBERSHIP OF G.A.P.**

Once the above steps have been completed, you will be given the name of the External Reviewer and asked to visit all four Reviewers (i.e. your Review Committee and the External Reviewer) to discuss your application for membership.

The purpose of the interviews is to assess whether you are ready for membership of G.A.P. and for registration with the UKCP. This entails ascertaining whether you have fulfilled the training criteria

and are psychologically ready to proceed, and it requires making an assessment about whether you are ready to practice as a qualified analyst.

The Review Committee can reach one of three decisions:

- unreserved recommendation for membership of G.A.P.;
- recommendation for delayed membership of G.A.P. giving their reservations and a detailed plan of how the candidate may progress to membership in the future;
- recommendation that the candidate is not accepted together with exact details according to the G.A.P. criteria for why the candidate is not acceptable.

The Reviewers, including the Convenor of the Review Committee, will send their individual reports to the Administrator for Training. Once they are all in, the Administrator for Training will then send them to the Convenor to write the Composite Report. When all the necessary documentation and reports are returned, the Administrator for Training sends them to the Applications Committee.

You will need to allow four months, from the time the Applications Committee approve your application, and you obtaining the outcome of your application from the Training Committee. Please note that any rewrites of your papers, and term break times (e.g. the month of August, Christmas) as well as readers break times are not included in this 4-month time frame. Therefore, applications submitted between May and July and between October and December will require a longer time to be processed. If for any reason, there are delays, e.g. sickness, periods of absence etc. you will be notified.

## **12. THE FINAL RESULTS**

When a trainee has successfully completed the G.A.P. Training Course they are immediately informed of this and that they have completed the requirements for registration with the UKCP and IAAP. It is the responsibility of the newly qualified psychotherapist/analyst to contact UKCP to change their membership category. However, the newly qualified psychotherapist/analyst should contact the Training Administrator to become a member of IAAP.

## **13. FINAL RECOMMENDATION FOR MEMBERSHIP OF G.A.P.**

The acceptance as a Member of G.A.P takes place in two stages.

- At a Members' meeting: the final recommendation for membership of G.A.P. is made as soon as possible by the Convenor of the Review Committee to the Members of G.A.P.. Once the Members' vote has taken place at the meeting, the trainee is then informed of the outcome of the vote.

- The graduation: at which the trainee will present one of their cases to members and students/trainees. The trainee is then presented with their Diploma. The trainee is informed as soon as possible of a suitable date for the graduation.

It is your choice regarding which paper is presented to the members and students/trainees. The presentation will be no longer than 25 minutes and there will be a discussion for up to 25 minutes. Professional secrecy is to be observed by all who are privy to the case presentation and any breaches of this will be dealt with under the G.A.P. Code of Ethics.

## Appendix 1: MASTERS LEVEL REQUIREMENTS

**FROM: Quality Assurance Agency (2008) The Framework for Higher Education Qualifications in England, Wales and Northern Ireland. Mansfield: QAA, p.21-22.**

### **Descriptor for a higher education qualification at level 7: Master's degree**

The descriptor provided for this level of the framework is for any Master's degree which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 7 qualifications, including postgraduate certificates and postgraduate diplomas.

#### **Master's degrees are awarded to students who have demonstrated:**

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
  - a. **to evaluate critically current research and advanced scholarship in the discipline**
  - b. **to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.**

#### **Typically, holders of the qualification will be able to:**

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level.

#### **And holders will have the qualities and transferable skills necessary for employment requiring:**

- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable situations
- the independent learning ability required for continuing professional development

# Appendix 2: G.A.P. GRADE DESCRIPTORS for Extended Essays

Markers will assign one of the following grades to each piece of assessed work. Seminar essays and case studies are marked only Pass, Fail or Rewrite. Extended Essays may be given any one of the grades below.

Please note that individual pieces of work are graded in order to provide trainees with feedback on the standard of their work, however, your overall qualification (Diploma in Analytical Psychology) will be unclassified.

Below is a table containing generic grade descriptors. Additional information on any additional criteria for assessment is set out later under each specific assignment.

Grade	Criteria for the Mark Awarded
Distinction (70% or above)	<p>To achieve this grade a trainee must:</p> <ul style="list-style-type: none"> <li>• meet all the specific criteria for the assessment at a very high level.</li> <li>• demonstrate a very high standard throughout the work which includes having a clear structure to the essay that guides the reader through the essay.</li> <li>• demonstrate an excellent understanding and exposition of relevant Jungian concepts and analytical work.</li> <li>• show significant originality in their application of Jungian concepts to their chosen subject.</li> <li>• present logical and cogent arguments which support their critique of relevant Jungian work including an understanding of different perspectives.</li> <li>• demonstrate good awareness of nuances and complexities.</li> <li>• provide substantial evidence of well-executed independent research in the relevant literature.</li> <li>• provide an excellent evaluation and synthesis of source material.</li> <li>• demonstrate an excellent level of self-reflexivity and application to clinical practice.</li> <li>• demonstrate a good awareness of ethical issues and issues of diversity/difference, as appropriate.</li> <li>• present an essay that is properly referenced and written with due attention to other presentational aspects including grammar and spelling.</li> </ul>

Grade	Criteria for the Mark Awarded
Merit (60-69%)	<p>To achieve this grade a trainee must:</p> <ul style="list-style-type: none"> <li>• meet all the specific criteria for the assessment at a high level.</li> <li>• demonstrate a high standard throughout the work which includes having a clear structure to the essay that guides the reader through the essay.</li> <li>• demonstrate a very good understanding and exposition of relevant Jungian concepts and analytical work.</li> <li>• show elements of originality in their application of Jungian concepts to their chosen subject.</li> <li>• present logical and cogent arguments which support their critique of relevant Jungian work including an understanding of different perspectives.</li> <li>• demonstrate awareness of nuances and complexities.</li> <li>• provide evidence of well-executed independent research in the relevant literature.</li> <li>• provide a good evaluation and synthesis of source material.</li> <li>• demonstrate a good level of self-reflexivity and application to clinical practice.</li> <li>• demonstrate an awareness of ethical issues and issues of diversity/difference, as appropriate.</li> <li>• present an essay that is properly referenced and written with due attention to other presentational aspects including grammar and spelling.</li> </ul>

Grade	Criteria for the Mark Awarded
Pass (50-59%)	<p>To achieve this grade a trainee must:</p> <ul style="list-style-type: none"> <li>• present a competent submission that addresses the specific assessment criteria for the relevant assignment (and, for the Extended Essay only, which may not fully have addressed all relevant issues).</li> <li>• meet the specific criteria for the assessment at a passable level.</li> <li>• have a structure to the assignment that guides the reader through the work.</li> <li>• demonstrate an understanding and exposition of relevant Jungian concepts and analytical work.</li> <li>• present logical and cogent arguments which support their critique of relevant Jungian work including an understanding of different perspectives.</li> <li>• demonstrate awareness of nuances and complexities.</li> <li>• provide evidence of independent research in the relevant literature.</li> <li>• provide an evaluation and synthesis of source material.</li> <li>• demonstrate a level of self-reflexivity and application to clinical practice.</li> <li>• demonstrate an awareness of ethical issues, and issues of diversity/difference, as appropriate.</li> <li>• present an essay that is properly referenced and written with due attention to other presentational aspects including grammar and spelling.</li> </ul>
Rewrite (40-49%)	<p>The grade of 'Rewrite' is given where the marker feels that the assignment is not yet of an acceptable standard but where it is felt some additional work in specific areas will enable it to reach a passable standard. This may be in relation to any of the criteria delineated above. The marker will indicate which of the specific criteria have not been appropriately met on the relevant assessment form and indicate what needs to be done to meet them.</p>



Grade	Criteria for the Mark Awarded
<p>Fail (39% and below)</p>	<p>When a trainee is awarded this grade it is because a significant number of the assessment criteria indicated above about the Pass grade have not been met. This will include two or more of the following:</p> <ul style="list-style-type: none"> <li>• the submission does not fully address the specific assessment criteria for the relevant assignment and there are significant gaps in addressing the assessment criteria.</li> <li>• the assignment clearly does not meet the specific criteria for the assessment at a passable level.</li> <li>• there is no coherent structure to the assignment and therefore a marker is not guided through the work.</li> <li>• the trainee has not demonstrated an understanding and exposition of relevant Jungian concepts and analytical work.</li> <li>• there is no demonstration of logical and cogent arguments which support their critique of relevant Jungian work.</li> <li>• there is no awareness of nuances and complexities.</li> <li>• there is no evidence of independent research in the relevant literature.</li> <li>• there is no evaluation and synthesis of source material.</li> <li>• there is no demonstration of a level of self-reflexivity and application to clinical practice.</li> <li>• there is no demonstrated appropriate awareness of ethical issues, and issues of diversity/difference.</li> <li>• the assignment is not properly referenced and written with due attention to other presentational aspects including grammar and spelling.</li> <li>• plagiarism or the use of AI generated text (or AI translations of another language into English) is detected.</li> </ul>

## Appendix 3: G.A.P. GUIDELINES ON REFERENCING

### INTRODUCTION

Books, journal articles and other sources used in the preparation of essays and the final paper must be acknowledged. Quotations, and ideas and pieces of information that are not obvious pieces of fact require a reference. There are several referencing systems available, and because students/trainees can find use of them difficult, G.A.P. has prepared this full guide to assist you in the system that G.A.P. uses, which is based on the Harvard system.

References are details of the sources, which were consulted in the course of your work or are cited or referred to in the text of your work. The main requirement of a citation/referencing system is to provide the details that will enable the reader to locate the information you have used. It also acknowledges other people's ideas, opinions, and research to avoid plagiarism.

Citations/references must be provided for all information/ ideas used. This includes all sources found in electronic formats as well as paper-based information found in books, journals etc. There are no exact rules on how many references to use. However, you should support all the major arguments and points you make, and you must always reference direct quotes and ideas that come directly from someone else's work.

A **Reference List** is a list of all the citations/references you have cited/used in your work. This is sufficient for essay presentations.

A **Bibliography** is a list of all the reading matter you found to be useful in formulating your ideas, including items which were not referred to in the text of your work. The final paper needs to include both a Reference List and a Bibliography.

### HOW TO INCLUDE REFERENCES IN THE BODY OF THE TEXT

(Examples of Layout out guides are given for each situation below)

#### A SIMPLE REFERENCE

The name of the author and the date of publication of the book can be included in the sentence or be put at the end.

- **One author**

Jung (1960) talks about the dream as having a dramatic structure.

OR

The dream has a dramatic structure (Jung, 1960).

- **Two or three authors**

N.B. Exactly how these references appear will depend on the way you have structured your sentence:

Jung and Kerenyi (2002) considered the science of mythology and particularly.....

OR

..... The underlying approach to mythology in Jung and Kerenyi (2002) is...

- **Four or more authors**

You use the first only, followed by 'et al.' , to mean 'and others'. So (Barnes, Griffiths, Ord, and Wells 1998) may be shortened to (Barnes et al., 1998) in the text of your work but must be written in full in the reference list or bibliography.

- **If the author has written two or more items in a year**

A lower-case letter follows the year, e.g. Jung (1960a) talks about... and Jung (1960b) developed this further...

- **If you cite a number of authors who have said or discussed the same thing**

All authors (in date order) should be indicated in the body of your text:

The dramatic structure of the dream is a very useful clinical tool (Jung, 1960; Hall, 1963; Whitmont and Perera, 1991).

NB: In the bibliography and/or reference list, all of the authors should be written in full with details of their books/Articles.

## **A DIRECT QUOTATION**

- If a writer's work is directly quoted in an essay, and the **quote is more than 30 words long**, the quote should be indented in block format, without quotation marks, in a one size smaller font on the page. This is known as a block quotation. The writer's name, date of publication of the work and the page numbers of the quote must be clearly stated. Because Jung's work has paragraph citation, this must also be included.

Critics have sometimes accused me outright of 'philosophical' or even 'theological' tendencies, in the belief that I want to explain everything 'philosophically' and that my psychological views are 'metaphysical'. But I use certain philosophical, religious and historical material for the exclusive purpose of *illustrating* the psychological facts (Jung, 1960, p. 278, para. 528).

**Where page numbers for references from Jung's Collected Works cannot be identified**, due to the use of certain digital editions of the Collected Works, then please use the words '[no pagination]' within your in-text citation in place of 'p.' or 'pp.' For example: (Jung, 1960, [no pagination], para. 528). You must then reference the digital edition of the Collected Works in your bibliography and references pages. Please see ebook referencing guidelines further below.

**A shorter quote** is included in the text and placed in quotation marks.

Jung responded to the accusation that he had philosophical or even theological tendencies by stating "...I use certain philosophical, religious and historical material for the exclusive purpose of *illustrating* the psychological facts" (Jung, 1960, p. 278, para. 528).

## SECONDARY SOURCES

Secondary sources are works that have been referred to in something you've read, but where you haven't seen the original. These are generally best avoided because it is important, if possible, to go back to the original source. However, if it is not possible, use "cited by" and the name of the author and date of publication of the text where you found the reference.

Jung and Pauli (1955) argued that.....(cited by Jacobi, 1942)

OR

Jung and Pauli (1955), cited by Jacobi (1942),.....

NB In this example only details of the publication by Jacobi appear in the reference list at the end of the essay/paper.

## EDITED BOOKS

Some books consist of collections of chapters by various authors and the person(s) named on the title page are the editors. If reference is made to such a chapter, then the author of the chapter is named in your essay/paper. It is referenced alphabetically by that author in the reference list.

- **One editor**

In your text you might write: "Ulanov (1994) discusses this aspect...."

In your reference list this would appear as:

Ulanov, A.B. (1994) Jung and prayer. In: Ryce-Menuhin, J. (ed.) (1994) *Jung and the monotheisms: Judaism, Christianity and Islam*. London: Routledge, pp. 91-110.

Sometimes the editor of the book is also the author of the chapter. The same convention as above is followed.

- **Two or more editors**

In your text you might write: "Kirsch (1986) comments that...."

In your reference list this would appear as:

Kirsch, J. (1986) Reflections at age eighty-four. In Spiegelman, J.M. and Jacobson, A. (eds.) (1986) *A modern Jew in search of a soul*. Phoenix: Falcon Press, pp. 147-155.

## DOUBLE NAMES

**Double names without a hyphen** are alphabetically listed by the last element. So Ann Belford Ulanov becomes Ulanov, A.B.

**Double names with a hyphen**, the double name remains intact, so Joel Ryce-Menuhin stays as Ryce-Menuhin, J.

## HOW TO COMPILE YOUR REFERENCE LIST AND BIBLIOGRAPHY

Remember that there is a difference between a reference list and a bibliography. See above. It is important to pay attention to punctuation. The information needed and how to write it out is detailed below.

### AUTHORED BOOKS

The details you need are usually found on the front and back of the title page. This is normally the first or second unnumbered page inside the book.

- **One author**

Author, Initials. (Year) *Title (in italics and in sentence case)*. Edition (if it is later than the first). Place of Publication: Publisher.

Jung, C.G. (1960) *The structure and dynamics of the psyche. Collected Works Volume 8*. New York: Pantheon Books Inc.

- **Two authors**

Author, Initials. and Author, Initials. (Date) *Title (in italics and in sentence case)*. Edition (if it is later than the first) Place of Publication: Publisher.

Jung, C.G. and Kerenyi, C. (2002) *The science of mythology*. 3rd English ed. London: Routledge.

- **Three or more authors**

Author, Initials., (repeat for rest of authors to last one) and Author, Initials. (Date) *Title (in Italics and in sentence case)*. Edition (if later than the first). Place of Publication: Publisher.

Nolan, M., Lundh, U., Grant, G. and Keady, J. (2003) *Partnerships in family care: Understanding the caregiving career*. Maidenhead: Open University Press.

### EDITED BOOKS

- **One editor**

Surname, Initials. (ed.) (Date) *Title (in Italics and in sentence case)*. Place of Publication: Publisher.

Ryce-Menuhin, J. (ed.) (1994) *Jung and the monotheisms: Judaism, Christianity and Islam*. London: Routledge

- **Two editors**

Surname, Initials. and Surname, Initials. (eds.) (Date) *Title (in Italics and in sentence case)* Place of Publication: Publisher.

Spiegelman, J.M. and Jacobson, A. (eds.) (1986) *A modern Jew in search of a soul*. Phoenix: Falcon Press

- **Three or more editors**

Surname, Initials., (repeat for rest of editors to last one) and Surname, Initials. (eds.) (Date) *Title (in italics and in sentence case)*. Place of Publication: Publisher.

Chamberlayne, P., Bornat, J. and Wengraf, T. (eds.) (2000) *The turn to biographical methods in social science: comparative issues and examples*. London: Routledge.

## **ADDITIONAL NOTES**

- You don't need to include an edition statement if it is the 1st edition, only include this information for subsequent editions.
- If you don't include an edition statement the reader will assume it is the 1st edition, do not be tempted to leave this information out, you must check.
- Be very careful not to confuse the date of the edition with any reprint dates. Publishers sometimes reprint titles when they have run out of copies; this could be years after the date that edition was issued. Reprinting does not involve amending the text so the date of the first edition is the correct one.
- Include edition statements for edited books in the same way that you would for all other books.
- The place of publication is the city or town. Sometimes, if the Place of Publication is very obscure you can put in some additional detail to assist with identification. e.g. Upper Saddle River, New Jersey: Prentice Hall.
- You should not use an ampersand, i.e., '&' between names, always write "and".

## **JOURNAL ARTICLES**

The details you need are usually found in the contents list, the cover of the journal or on the pages where the article appears in the journal.

- **One author**

Author, Initials. (Year) Title of article. *Journal Title (in Italics)*. Volume number (Issue number) Date of Issue (where given): First and last page.

Black, D. (1979) An attitude towards tradition: The magician and the psychologist. *Harvest*. 25;37-44.

- **Two or more authors**

Author, Initials. and Author, initials., (Year) Title of article. *Journal Title (in Italics)*. Volume number (Issue number) Date of Issue (where given): First and last page.

For multiple authors follow the same principles for listing the names as given under multiple authors in referencing books and edited books, and the layout guide just above in relation to the rest of the reference.

- **Additional notes**

- Remember the Journal title must be italicised.
- Do not abbreviate Journal titles unless the short title is on the cover
- Page numbers: Include the first and last including the references or appendix but if there are intervening advertisements or other matter they must be excluded by a comma. e.g. 78-80, 82, 84-5 shows pages 81 and 83 are not part of the paper.

## **ELECTRONIC SOURCES**

Finding the information you need to reference an electronic source can be difficult. The main thing to remember is to describe the item as clearly and as fully as you possibly can and to be consistent in the way you reference them. The aim is to give the information someone else would need to locate the item. If you are referencing electronic resources, you may not be able to provide a page number. However, your reference list must provide the URL or other means of locating the resource.

## **MINIMUM REFERENCING**

The following should be provided as a minimum when referencing electronic sources;

- Author's name and initials, or responsible body (if there is more than one, list them).
- Year of publication.
- Title of the document being cited, the title of a web page will normally be the main heading on the page, or in the blue strip at the top of the screen.
- The title is followed by the electronic medium in square brackets e.g. [online] or [CD-ROM], [disc][Videocassette].
- Place of Publication - URL, ftp address, etc – This is the information necessary to locate the document.
- Date accessed and date of last update for web pages.
- If the title or author or publisher or are not known put a phrase such as [publisher unknown] in square brackets. (Use sparingly).
- If you cite temporary sources, it is in your interest to print a copy in case you need to prove a source after it has changed or moved.

## WWW. PAGE

Title (in italics) URL: <http://internet address/remote path>. Date Visited [in square brackets]

*BBC-BBCi-Homepage- The home of the BBC on the internet*. <http://www.bbc.co.uk>. [9 April 2024]

## E-BOOKS

### E-book online

Family name, INITIAL(S). (Year) Title. [Online]. Edition (if not first edition). Place of publication: Publisher. [Date accessed]. Available from: DOI (or URL if no DOI available)

Hollensen, S. (2011) *Global marketing: a decision oriented approach*. [Online]. 5th ed. Harlow: Financial Times Prentice Hall. [Accessed 4 September 2024]. Available from: <https://www.vlebooks.com/Product/Index/1999706>

### E-book with editor(s)

If you are referencing an e-book with an editor rather than an author, this should be indicated in the reference.

Family name, INITIAL(S) (of editor(s)). (ed/s) (Year) Title. [Online]. Edition (if not first edition). Place of publication: Publisher. [Date accessed]. Available from: DOI (or URL if no DOI available)

Andersson Cederholm, E., Lindqvist, K., de Wit Sandström, I. and Warkander, P. (eds.) (2024) *Creative work: conditions, contexts and practices*. Oxford: Taylor & Francis. [Accessed 4 September 2024]. Available from: <https://doi.org/10.4324/9781003402688>

### E-book reader format, e.g., Kindle

Family name, INITIAL(S). (Year) Title. Edition (if not first edition). [Name of e-book reader]. Place of publication: Publisher.

Wu, T. (2010) *The master switch: the rise and fall of information empires*. [Kindle DX e-book]. London: Atlantic Books.

### Translated e-book

Include the details of the author(s) or editor(s) of the work and also the details of the translator(s).

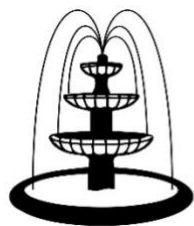
Family name, INITIAL(S). (Year) Title. [Online]. Edition (if not first edition). Translated by INITIAL(S) Family name. Place of publication: Publisher. [Date accessed]. Available from: DOI (or URL if no DOI available)

Kafka, F. (2017) *The metamorphosis and other stories*. [Online]. Translated by C. Moncrieff. Surrey: Alma Classics. [Accessed 03 September 2024]. Available from: <https://ebookcentral.proquest.com/lib/leeds/detail.action?docID=6069065>

The in-text citation should only include details of the author/s' name and year of publication in brackets and NOT the translator's details.



## Appendix 4: DECLARATION OF ORIGINAL WORK FORM



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### Declaration of Original Work

Student/Trainee's details			
Student/Trainee Name			
Year Group		Term	
Title of Written Submission			
Reader's Name (just enter 'Anonymous' here if this is a Final Application paper)			
Date submitted by student/trainee		Title and Date of missed seminar or workshop if this written submission is make-up work	

**Declaration of Original Work**

I declare that this written submission is all my own work, that it contains no material already used for a comparable purpose, and that it gives full references to all materials used, both for primary sources and secondary literature, including scholarship accessed online. I am aware that if plagiarism or the use of AI generated text (or AI translations of another language into English) is detected then the paper will immediately fail and my training with the Guild will also be reviewed and reconsidered.

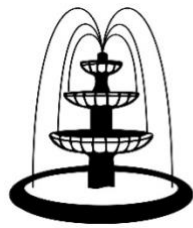
I confirm that the word count of this work is:

<b>Student/Trainee's Signature</b>		<b>Date</b>	
--	--	-------------	--

**PLEASE PUT THIS FORM, SIGNED, AS THE FIRST PAGE(S) OF ANY WRITTEN  
SUBMISSION**

E.g., a Termly Certificate Seminar Essay, an emailed Seminar Presentation, a Make-up Essay for a Missed Seminar/Workshop or any Final Paper (i.e., a Case Study or Long Essay) etc.

## Appendix 5: TERM ESSAY ASSESSMENT FORM



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Psychologists

### Term Essay Assessment

Student's details			
Student			
Year Group		Term	
Title of essay			
Reader			
Date submitted by student		Date for return by reader	

Reader's comments	Pass/Fail/Rewrite		Date for resubmission, if requested	

--

Reviewer's signature		Date	
----------------------	--	------	--

**PLEASE RETURN THE ESSAY AND FORM TO THE STUDENT**

- ☐ I wish to submit this essay for the Vera von der Heydt Memorial Prize. Student: please tick box
- ☐ Essay approved by Reader for the Vera von der Heydt Memorial Prize. Reader: please tick box

**The essay has to be submitted separately to the Administrator of Training with the appropriate cover page**

## Accompanying Notes for Readers and Students

It is not G.A.P. policy to grade essays. However, an indication of the criteria for the assessment of pass and fail are given here as a guide. Comments on the essays should include these aspects:

Pass	
1	Analysis of, or reflection on, the subject using relevant, substantiated arguments
2	Awareness, understanding and exposition of the relevant issues
3	Structured and logically developed arguments
4	Awareness of nuances and complexities
5	Evidence of independent reading in the literature
6	Evidence of evaluation and synthesis of the source material
7	Use of relevant data/examples, where appropriate. This may, for example, include the student's own experience
8	Proper use of references
Fail	
1	Weak standard of analysis of, or reflection on, the subject using irrelevant, unsubstantiated arguments
2	Weak awareness, understanding and exposition of relevant issues
3	Poorly structured and poorly developed arguments
4	Little awareness of nuances and complexities; many errors and omissions
5	Little evidence of evaluation and synthesis of the source material
6	Poor use of relevant data/examples, and poorly referenced
7	Poorly referenced and presented work
8	Inappropriate use of footnotes
9	Plagiarism or AI generated text (or AI translations of another language into English)

The first reader of the essay is normally the Seminar Leader of the appropriate seminar. All essays marked 'Fail' will be read by a second reader from within G.A.P. (allocated by the Training Committee). Where there is disagreement between the two readers they will discuss the essay and attempt to come to an agreement. If this is not possible the essay will be read by the External Examiner, whose view will be final. Additionally, the External Examiner will read all essays marked fail by two readers.

The grade of 'Rewrite' is given where the Reader feels that the essay is not yet of an acceptable standard but where it is felt some additional work in specific areas will enable the essay to reach a passable standard. Only one rewrite is allowed. Should the essay then fail, the procedure above will be followed. The date for resubmission of a rewrite will normally be one month.

## **Appendix 6a: AGREEMENT FORM for PSYCHIATRIC PLACEMENTS / MENTAL HEALTH FAMILIARISATION**

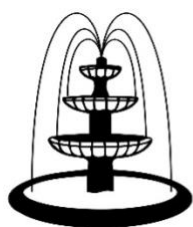
Students should initially consult the current Training Handbook (section 7.3 above) for an overview of the requirements of a psychiatric training. When contacting a possible placement organisation it is important that the student makes clear the training requirements as set out in the Training Handbook.

It is recommended that the placement is undertaken during the third year of the Certificate Course as this enables the student to relate their theoretical knowledge to the placement experience. The placement must be for a minimum of half a day a week for 6 months.

Students should inform the G.A.P. Psychiatric Placement Supervisor (via the Administrator of Training) when their placement is arranged by sending the Psychiatric Placement form to the administrator.

Students will be required to write a reflection of not more than 2500 words on their placement experience which needs to be submitted to the G.A.P. Placement Supervisor for assessment at the end of the placement along with the Completion of Placement Form signed by the placement lead clinician. The reflection needs to include the following : brief description of the placement and what was learned about psychiatric care, the student's felt experience of the placement (e.g. what was the impact of observing people with severe mental illness), and two case examples relating Jungian theory to the clinical experiences the student has observed on placement.

Any further questions concerning the psychiatric placement should be directed to the G.A.P. Psychiatric Placement Supervisor via the Administrator of Training.



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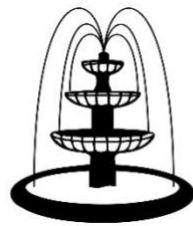
## Psychiatric Placement Agreement

<b>Personal details</b>	
<b>Student</b>	
<b>Year Group</b>	
<b>Psychiatric Placement Details</b>	
<b>Placement to be undertaken at</b>	
<b>Start date</b>	
<b>Lead clinician supervising placement</b>	
<b>Agreed schedule for placement (give day(s) &amp; anticipated number of hours per day)</b>	
<b>Signed</b>	
<b>Student</b>	
<b>Date</b>	
<b>Psychiatric placement supervisor</b>	
<b>Date</b>	

**Please return to the G.A.P. Administrator of Training**



## Appendix 6b: COMPLETION FORM for PSYCHIATRIC PLACEMENTS / MENTAL HEALTH FAMILIARISATION



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### Psychiatric Placement Completion

Personal details	
Student	
Year Group	

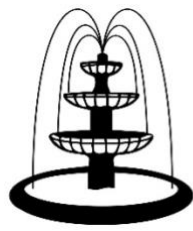
Psychiatric placement details	
Clinical placement supervisor	
Placement location	
Hours undertaken	
Brief description of placement tasks/what you did	
Brief reflection (one paragraph) on your experience of the placement	

<b>Clinical supervisor's report</b>	

<b>Signed</b>	
<b>Student</b>	
<b>Date</b>	
<b>Psychiatric placement supervisor</b>	
<b>Date</b>	

**Please return to the G.A.P. Administrator of Training**

## Appendix 7: END OF TERM REPORT



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### End of Term Report

Personal details			
Name			
Year Group		Term (Spring/Summer/Autumn)	
Current Year		Date	

Please note your absences during the term including the reason	
Seminars/Case Studies (seminar no & date)	
Workshops (name and date)	
Reading Jung (date)	
Student/trainee meeting (date)	

<b>Essays</b>	
<b>N.B. Essays and reports are due by 01 February (for Autumn Term), 01 May (for Spring Term) and 01 September (for Summer Term)</b>	
<b>1st Essay Title and seminar no.</b>	
<b>1st Seminar Leader</b>	
<b>2nd Essay Title and seminar no.</b>	
<b>2nd Seminar Leader</b>	

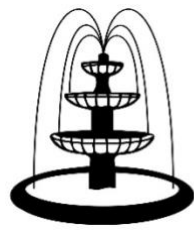
<b>Outstanding Essays</b>			
<b>Please give details of any essays from previous terms not yet submitted or awaiting assessment</b>			
<b>Seminar no</b>	<b>Seminar leader</b>	<b>Current status (not yet completed/submitted/awaiting assessment)</b>	<b>Reason for delay</b>

<b>For Trainees in Stage 2/Diploma course</b>			
<b>How many training clients do you have?</b>		<b>Are they all registered with G.A.P?</b>	
<b>Do you have any others?</b>		<b>If yes, how many?</b>	
<b>Are they all registered with G.A.P?</b>		<b>If no, who are they registered with?</b>	
<b>What is the ratio of hours with your clients and your supervision hours?</b>			

<b>Please enter details of any non-G.A.P. seminars, workshops, lectures etc attended during the term</b>

<b>Review Committee</b>	
<b>Name of Review Committee member visited</b>	
<b>Date of Visit</b>	

## Appendix 8: APPLICATION for DIPLOMA COURSE



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### Application for the Diploma Course

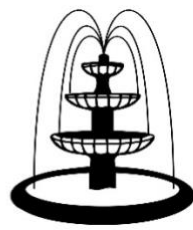
Please refer to the Training Handbook Section 8 Application for the Diploma Course before completing this form

Student	
Name	

Declaration				
Have you consulted your personal analyst about proceeding to the Diploma Course?	YES		NO	
Have you consulted at least one member of your Review Committee about making the Application?	YES		NO	
Are all your Review Committee visits up to date?	YES		NO	
Have all your Essay Reports been completed and submitted?	YES		NO	
Is payment of Term Fees up to date?	YES		NO	
Are you requesting exemption from Psychiatric Experience?	YES		NO	
If YES to the above, have you consulted the Mental Health Familiarisation/Psychiatric Placement Supervisor or the Training Committee via your Convenor?	YES		NO	
If your placement is still ONGOING have you let your Review Committee convenor know that you are applying before completing the placement?	YES		NO	
Do you have any questions about this application?				

<b>Signed</b>	
<b>Signature</b>	
<b>Date</b>	

## Appendix 9a: REGISTRATION OF A CLIENT FOR CASE SUPERVISION



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### Registration of a Client for Case Supervision

The following information must be registered with G.A.P. within two weeks of commencement of work with a client. (Please print)

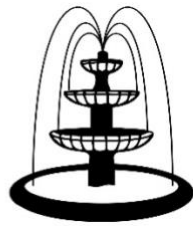
Client's Details			
Name			
Address			
Telephone No		Age	
Name & Address of client's GP			
How was the client referred to you?		Intended weekly frequency to analyse this client	
Fee		Start date	
I agree with the terms and conditions of the G.A.P. Client Privacy Statement.			
Client Signature		Date	



Trainee's Details	
Name	
Signature	

Supervisor's Details			
Name		How often do you meet with the trainee?	
Signature		Date	

## Appendix 9b: TERMINATION/COMPLETION OF A CLIENT FOR CASE SUPERVISION



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### Termination/Completion of a Client for Case Supervision

Please complete this form on termination of a client or when applying for G.A.P. membership.  
(Please print)

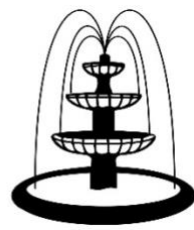
Client's Details			
Name			
Date analysis began		Date analysis ended	
Frequency			
Hours to date			
Is the analysis completed or ongoing?			

Trainee's Details	
Name	
Signature	

Supervisor's Details			
Name			
Signature		Date	

**Please return to G.A.P. Administrator of Training**

## Appendix 9c: PRIVACY STATEMENT TEMPLATE



The  
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Analytical  
Psychologists

### G.A.P. Client Privacy Statement

<b>Name</b>	
<b>Trainee Analytical Psychologist/Psychotherapist</b>	
<b>Address</b>	
<b>Telephone/Mobile</b>	

For the duration of your therapy/analysis, it is necessary for me to store some basic information about you.

I will hold your personal details (name, telephone number(s) and/or email address) securely in accordance with the General Data Protection Regulations under the Data Protection Act (2018), and for the sole purpose of contacting you (whether by phone, text, or email). This information will not be accessible to any third party nor used without your permission other than in circumstances of risk to yourself or others in accordance with my duty of confidentiality.

It is a condition of my training with The Guild of Analytical Psychologists (G.A.P.) and its Code of Ethics that your contact details are also held by G.A.P. who is equally bound by a duty of confidentiality and the General Data Protection Regulations (2018) and will only access this information to contact you in the event of an emergency where I am unable to do this myself.

As a requirement of my training, I may be required, at times, to write an account of the therapeutic work we carry out together in the analytical setting. Written accounts are always anonymised.

You may revoke your permission for me to hold these details at any time.

**Please note that if this statement changes you will be notified and the new Privacy Statement will apply.**

## Appendix 10: INTERIM REPORT ON CASE SUPERVISION



The  
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Analytical  
Psychologists

### Annual Report on Case Supervision

Please refer to The Training Handbook, section 9.8 (p. [34](#)) before completing this form.

Personal details			
Name		Date entered Stage 2/Diploma Course	

Supervisor	
Supervisor's Name	

Date:

Name of Client	Start Date	End Date	Total Clients Hours to date (please specify no of hours online)	Weekly Frequency	Total Supervision Hours (please specify no of hours online)	Comments

## Appendix 11: APPLICATION FOR MEMBERSHIP



The  
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Psychologists

### Application for Membership

Personal details	
Name	
Date of admission to the G.A.P. training programme	
Date of admission to Stage 2/Diploma Stage	

Number of hours of analysis pre-training	
In person	
Online	
Frequency	

Number of hours of analysis during training	
In person	
Online	
Frequency	

Name(s) of Personal Analyst(s)	
1.	
2.	
3.	

Names of G.A.P. Review Committee			
1.		2.	
3.		4.	

Names of External Reviewers	
Initial application	
Stage 2/Diploma Stage	

Name(s) of Student Liaison Officer(s)	
1.	
2.	

Names of Supervisors (i.e., all supervisors seen during your training)			
1.		3.	
2.		4.	

<b>Title of extended essay</b>	
<b>Extended essay advisor</b>	

Hours of Training Clients and Supervision	
<p><b>The minimum required hours are 450 of training clients and 150 of supervision hours.</b></p> <p><b>The ratio must be of no less than:</b></p> <ul style="list-style-type: none"> <li>• For hours counted from before 01/04/2021, one supervision hour to three client hours.</li> <li>• For hours counted as of 01/04/2021 onwards, one supervision hour to four client hours.</li> </ul>	
Number of client hours	
Number of Supervision hours	
Before 01/04/2021	
From 01/04/2021 onwards	
Ratio	
If you are including 25 hours of G.A.P. group supervision/case studies towards the minimum requirement 150 supervision hours, please enter the dates of your relevant G.A.P. group supervision/case studies hours here	
Are you including 10 hours of supervision for non-training clients towards the minimum requirement of 150 supervision hours?	
For your long client of 150+ hours, please confirm that you fulfilled the minimum requirement ratio of supervision/client hours for the first 150 hours (even if you reached 450 overall training client hours and 150 supervision hours before your long client completed their first 150 hours with you).	



Signed			
Trainee		Date	

**Please fill in the form on last pages with details of your training clients.**

**Please include details for specific non-training clients only if you are counting 10 supervision hours for non-training clients towards your 150 qualifying hours.**

Please enter details of your training clients (one page per supervisor)

(Include details for specific non-training client/s only if you are counting 10 supervision hours of those specific client/s toward your 150 qualifying hours)

•

Supervisor:

Name of Client	Start Date	End Date	Total Client Hours (please specify number of hours online)	Supervision Hours (please specify number of hours online)	Comments

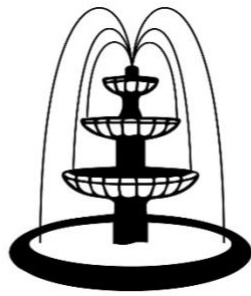
## **Appendix 11a: GUIDANCE NOTES ON SELF-ASSESSMENT**

You are required to write a 2000-word statement on why you think you are ready for membership.

The following areas should be covered:

- a. Your learning during the course, both academically and personally.**
- b. Your understanding of Jungian theory and how this relates to practice**
- c. How you see your practice as a qualified psychotherapist developing.**
- d. How you see your ongoing relationship with G.A.P. as an organisation.**
- e. What contribution might you make to G.A.P. and to the wider therapeutic community as a member of G.A.P.?**
- f. Any difficulties you have encountered in the training and how they have been worked through.**
- g. How your spirituality has informed your training and practice.**
- h. How an understanding of the G.A.P. Code of Ethics informs your practice.**

## **Appendix 11b: FINAL CASE STUDY COVER PAGE**



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### **Final Case Study Cover Page**

**Trainee Number:**

**Case Number:**

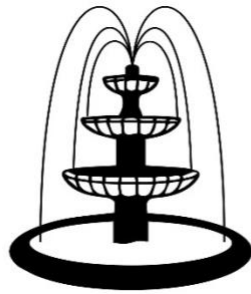
**Training Client Hours:**

**Supervision Hours:**

**Word Count:**

**Date Submitted:**

## **Appendix 11c: EXTENDED ESSAY COVER PAGE**



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Final Extended Essay Cover Page

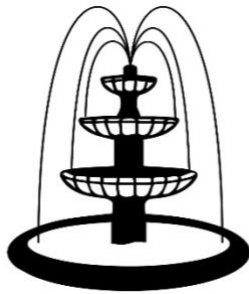
**Trainee Number:**

**Essay Title:**

**Word Count:**

**Date Submitted:**

## Appendix 12: VERA VON DER HEYDT MEMORIAL PRIZE



The  
Guild of  
Analytical  
Psychologists

### The Vera von der Heydt Memorial Prize for Student Essay

A £100 prize has been set aside yearly for the best essay presented by a student in the Training Programme. Essays from the previous 3 terms will be considered and need to be submitted to the Administrator of Training by 20<sup>th</sup> October, along with confirmation from the Seminar Leader that they are happy for the essay to be considered. The winner will be announced and presented with their prize at the annual Christmas party.

#### Conditions for entry:

- 1 All entries must be from essays written in the last three terms.
- 2 The student has to seek permission of the Seminar leader who reads the essay that it is worth submitting for the prize.
- 3 All entries have to meet the deadline for the normal submission of term essays ((that is by 01 February for the Autumn term, 01 May for the Spring term and 01 September for the Summer term). This will be determined by the Administrator for Training who normally receives copies of the essays and the reports.
- 4 It is important that the essay meets the training requirement of between 1500 and 1800 words. Essays in excess of this requirement may not be considered.
- 5 The essays will be examined by a reader who is under no pressure to award the prize every year.
- 6 The decision of the reader is final.
- 7 The deadline for submission of entries is 20<sup>th</sup> October each year.

## **Appendix 13: CODE OF ETHICS 2025**

The Guild of Analytical Psychologists (G.A.P.) is a charitable company formed by a group of Jungian analysts in 1987. Formerly known as the 'Guild of Analytical Psychology and Spirituality' (G.A.P.), the name was changed in July 2012.

G.A.P. is a member organisation of the Council for Psychoanalysis and Jungian Analysis (CPJA), one of the Colleges of the United Kingdom Council for Psychotherapy (UKCP), and a member organisation of the International Association of Analytical Psychology (IAAP).

### **Enquiries to:**

The Guild of Analytical Psychologists (G.A.P.)

27 Chandos Avenue

London W5 4EP

UK

Telephone: +44 (0)118 922 2993

Email: [admin@analyticalpsychology.org](mailto:admin@analyticalpsychology.org)

Web site: [www.analyticalpsychology.org](http://www.analyticalpsychology.org)

### **Equal Opportunities Statement**

Members of the Guild of Analytical Psychologists are committed to an informed awareness of discrimination on any grounds, including age, disability, gender, marital or civil partnership status, pregnancy or maternity, race, colour, ethnic or national origin, religion or belief, sex or sexual orientation, and to addressing such discrimination.

This Code has been revised to bring it into line with the UKCP Code of Ethics and Professional Practice (2019) and Guidelines for Minimal Standards in Codes of Ethics for Group Members of the IAAP ([www.iaap.org](http://www.iaap.org)). Please note that new or updated Policies and Procedures cannot be applied retrospectively.

Registered Charity No 1058818

Registered as a Company Limited by Guarantee No 3252741

© The Guild of Analytical Psychologists (G.A.P.)

## INTRODUCTION

This Code provides the ethical standards required by the Guild of Analytical Psychologists (G.A.P). It begins with a general introduction. G.A.P.'s Code of Ethics cannot be seen independently of the UKCP Code of Ethics and Professional Practice (October 2019), nor of the IAAP Guidelines for Minimal Standards in Codes of Ethics for Group Members. As an organisational member of the UKCP, clinical practice cases are judged against the UKCP standards since formal complaints about registered practitioners' clinical practice are referred to the UKCP Central Complaints and Conduct Process. Further detail is given below.

### ***Application of the Code***

This Code applies to all 'Relevant Persons'. That is:

- all Members of G.A.P.
- all G.A.P. Students and Trainees
- where relevant, any person whilst engaged in activities connected with the supply of services to G.A.P. (e.g. administration, seminars, interviews, reviews, marking, hearing complaints, moderating)
- where relevant, all G.A.P. Trustees whilst acting in that capacity
- where relevant, Clinical Executors whilst acting in that capacity

The term “practitioner” is used to apply to G.A.P. students, trainees and qualified members practising psychotherapy unless otherwise stated.

### ***Purpose of Code***

The purpose of this Code is to:

- maintain high standards of ethical practice for Members, Students and Trainees of G.A.P. when practicing Psychotherapy
- protect and inform Members of the public seeking and using their service
- ensure high ethical principles, values and standards in the provision of G.A.P. training in analytical psychology and to safeguard the wellbeing of Students and Trainees
- ensure that ethical principles are adhered to in the management and governance of G.A.P.
- ensure that relationships between colleagues including members, students and trainees are conducted within a sound ethical framework
- assist Relevant Persons with ethical decision making

### ***Knowledge of Code***

It is mandatory that all Relevant Persons be acquainted with the most recent version of the Code. As such:

- new Members shall be provided with a copy of the Code on being accepted as a Member.



- all Students and Trainees shall be provided with a copy of the Code on the commencement of training.
- the Training shall include familiarising Students and Trainees with the terms of the Code and its importance in their professional life and the life of G.A.P.
- Trustees shall receive a copy of the Code as part of their induction package.
- Persons supplying administrative services shall receive a copy of the Code when they first start to provide the service and whenever the Code is amended.
- Psychotherapists shall ensure that Clinical Executors are advised of the requirement to comply with the Code and how a current copy may be obtained.
- Persons providing occasional services to G.A.P. shall be reminded of the need to comply with its Code and be advised as to from where a copy may be found.

### ***Availability of the Code***

This Code and copies of the Complaints Procedure, Disciplinary Procedure and Grievance Procedures and other relevant ethical procedures shall be made available to anyone on request.

### ***Breach of the Code***

A breach of any of the articles of this Code may constitute professional misconduct which may give rise to a complaint under the G.A.P. Complaints Procedure/UKCP Complaints and Conduct Process. This, in turn, may lead to the imposition of sanctions including, in the case of serious breaches, expulsion from G.A.P.

### ***Common areas of complaint***

Practitioners' attention is drawn to the common areas of complaint across the psychological and psychotherapeutic professions. These include issues relating to:

- Dual relationships where the practitioner or other relevant person has a dual or multiple relationship with a client or other relevant person. Examples include being the analyst and having a supervisory or training relationship alongside this.
- Conflict of interest where the practitioner owes an allegiance to more than one person or organisation and where there is a conflict of interest between the allegiances. An example would be a commercial relationship between a practitioner and client.
- Personal relationships - where the practitioner infringes or violates the trust of a client or others.
- Unclear or inadequate standards of practice – where the practitioner is unaware of, or disregards current best practice as used by peers in a particular line of work.
- Breaches of confidentiality – where rules are broken or the position not clarified in advance.

- Competence – where excessive or misleading claims are made; or where inadequate safeguards and supervision are put in place by those working in an area that is new to them.
- Research issues including falsifying data, failing to obtain informed consent, plagiarism or otherwise failing to acknowledge another's work or contribution.
- Health problems affecting performance or conduct.
- Bringing the profession or organisation into disrepute through for example engagement with social media.

### ***Basic principles***

G.A.P. is committed to core principles of integrity, respect, competence, and responsibility.

### ***Diversity and Equality***

G.A.P. aims to be an organisation that is welcoming and inclusive of all in the creation of a mutually beneficial, diverse community in which we can all thrive.

Members of the Guild of Analytical Psychologists are committed to an informed awareness of discrimination on any grounds, including age, disability, gender, marital or civil partnership status, pregnancy or maternity, race, colour, ethnic or national origin, religion or belief, sex or sexual orientation, and to addressing such discrimination.

Therefore relevant persons shall not engage in practices that are unfair towards or discriminate against others, whether they be clients, students, trainees or colleagues.

## **CODE of ETHICS and PROFESSIONAL PRACTICE**

This Code contains the standards of ethics, practice and conduct expected of all practitioners, and which must be followed whether you meet clients in person, online or otherwise. It is consonant with the minimal standards set out by IAAP.

Should a concern arise about a UKCP registered practitioner's practice, both members and registered trainees, it is against the UKCP standards that it will be judged, under the UKCP Central Complaints and Conduct Process. All formal clinical complaints are handled by UKCP. Therefore this Code follows their standards very closely so there can be no confusion in any complaints proceedings. Any additional recommendations by G.A.P. are signalled as such. Students and Trainees, not registered with UKCP, will also be judged against these standards if a fitness to practice complaint is brought against them, although G.A.P. will handle the complaint (see Fitness to Practice Procedure).

The term 'practitioner' means qualified practitioners, and trainees in clinical practice.

The term 'client' includes individuals, couples, families or groups who engage in psychotherapy or psychotherapeutic counselling, and in training activities. While 'analysand' is more commonly used by Jungian analysts, 'client' is used to cover the wide range of activities in which members engage, accepting that Jungian analysis is the primary activity.

The practitioner commits to engage with the challenge of striving for ethical practice and conduct, even when doing so involves making difficult decisions.

In the numbered points below, we set out the things we regard as key to ethical practice and have grouped them under these headings:

- Best interests of clients
- Professionalism
- Communication and consent
- Records and confidentiality
- Professional knowledge, skills and experience
- Social responsibility
- Trust and confidence

**As a practitioner you must:**

***Best interests of clients***

- Act in your client's best interests
- Treat clients with respect
- Respect your client's autonomy
- Not have sexual contact or sexual relationships with clients
- Not exploit or abuse your relationship with clients (current or past) for any purpose including your emotional, sexual or financial gain
- Not harm or collude in the harming of your client or the clients of others

***Professionalism***

- Decline any gifts, favours, money or hospitality that might be interpreted as exploitative
- Be aware of the power imbalance between the practitioner and client, and avoid dual or multiple relationships. Such relationships could be social or commercial relationships between practitioner and client, or a supervisory or training relationship running alongside the therapeutic one, which risk confusing an existing relationship and may impact adversely on a client. If a dual or multiple relationship is unavoidable, for example in a small community, take responsibility for clarifying and managing boundaries and protecting confidentiality. G.A.P. emphasises this: Give consideration to transference issues and the analytic container in your dealings with clients and exercise appropriate restraint with regard to social contacts during therapy
- G.A.P. notes with regard to dual relationships: When a student or trainee is in analysis with a member of G.A.P. that member shall ensure that nothing pertaining to the student or trainee relating to their analysis is shared with any other member or

committee of G.A.P. To maintain the boundaries between analysis and a trainee's progression through the G.A.P. training, analysts, for example, will leave a meeting when their analysis and in training is being discussed. Written communication from a student or trainee must be kept confidential to the individual or Committee for whom it was intended unless the student or trainee gives their written permission for it to be shared with another Committee or individual.

- Exercise all reasonable care before entering into a personal or business relationship with former clients, taking into account the time that has elapsed since therapy ended. Should such a relationship prove to be detrimental to the former client, you may be called to answer an allegation of misusing your former position.
- Recognise that your behaviour outside your professional life may have an effect on your relationship with clients and take responsibility for critically examining these potential negative or positive effects to the benefit of the client.

### ***Communication and consent***

- Provide in your advertising, and on request, a clear and honest statement of your relevant qualifications and your UKCP & IAAP registration and advertise your services accurately and in a responsible and professional manner, without exaggeration. Students and trainees must also state clearly that they are in training.
- Ensure that the use of title such as "Doctor/DR" and post nominal initials after a name in communications are: accurate; indicate whether it is a medical or academic qualification; and reasonably informs the public of their relevance to the practice of psychotherapy.
- Not make any claims which you cannot demonstrate to be true or include testimonials from clients in any advertising.
- Explain to a client, or prospective client, your terms, fees and conditions and, have information readily available to clarify other related questions such as likely length of therapy, methods of practice to be used if any in addition to Jungian analysis, complaints processes and how to make a complaint, as well as arrangements for referral and termination of therapy.
- Confirm each client's consent to the specifics of the service you will offer (e.g. frequency of sessions), through a clear contract at the outset of therapy. We do not specify a written contract but in the case of any conflict a clear written contract supports both the client and yourself. Help clients to understand the nature of any proposed therapy and its implications, what to expect, the risks involved, what is and is not being offered, and relevant alternative options.
  - G.A.P. recognises that, while you need to do your best to adhere to the initial terms and conditions, the need to change them subsequently may arise. If so, renegotiate any changes and obtain mutual agreement. Where no agreement may be reached, you may terminate the psychotherapy subject to an appropriate notice period.

- Do not intentionally mislead a client about the type or nature of psychotherapy practised.
- Only participate in research about clients with clients' verifiable and informed consent before the commencement of therapy and research, clarifying the nature, purpose and conditions of any research in which clients are involved and in accordance with relevant codes and guidance. Pay particular attention to any additional guidance or special considerations which may apply to specific groups, such as children and young people.

### ***Records and confidentiality***

- Respect, protect and preserve clients' confidentiality. You must protect sensitive and personally identifiable information obtained in the course of your professional work.
- Safeguard the welfare and anonymity of clients when any form of publication of clinical material is being considered and always obtain your client's verifiable consent in any case where the welfare or anonymity of a client may be compromised. This includes situations where a client or former client might recognise themselves in case material despite the changing of names or actual circumstances.
- Make notes appropriate to the modality of therapy (here usually Jungian analysis) being practised, and keep records which are accurate, legible and timely. Keep clients' information confidential, subject to legal and ethical requirements, and discuss it only within appropriate professional settings.
- Notify clients, when appropriate or on request, that there are legal and ethical limits to confidentiality, and circumstances under which confidential information might be disclosed to a third party. (Please see G.A.P. Safeguarding Policy). GAP requests that, if possible, you obtain the contact details of the client's General Practitioner at the start of analysis, making it clear to the analysand that the GP will not be contacted without their agreement except if a safeguarding issue arises, and, except in extremis, they will be notified that their GP is being contacted.
- Consider obtaining legal and ethical advice in relation to providing information for judicial or administrative proceedings, and as to the potential impact that this could have on the commitment of confidentiality to the client, even when client consent is given.
- General GDPR note: All relevant persons named in the preamble to this Code need to comply with the G.A.P. Data Protection Policy, and Privacy Policy obtainable from the Administrator. UK Practitioners who store client information electronically are required to comply with any statutory regulations within the Data Protection Act 2018, or the equivalent for members who practise in other countries. You are advised to consult the Information Commissioners' Office about whether you need to register with them.

### ***Professional knowledge, skills and experience***

- Offer only the forms of therapy in which you have had adequate training or experience.
- Understand the limits of your competence and stay within them in all your professional activity, referring clients to another professional when appropriate. This includes recognising that particular client groups, such as children and families, have needs which not all practitioners are equipped to address.
- Ensure continuing ability to practise by securing supervision and ongoing professional education and development sufficient to meet the requirements of UKCP, CPJA and G.A.P.
- Ensure that you do not work with clients if you are not able to do so for physical or mental health reasons, or when impaired by the effects of drugs, alcohol or medication.
- Make considered and timely arrangements for the termination of a therapeutic relationship, or if you are unable to continue to practise, ensuring that clients are informed and alternative practitioners are identified where possible.
- Have arrangements in place for informing clients and, where appropriate, providing them with support in the event of your illness or death.

### ***Social responsibility***

- Actively consider issues of diversity and equalities as these affect all aspects of your work and acknowledge the need for a continuing process of self-enquiry and professional development.
- Do not allow prejudice about a client's sex, age, colour, race, disability, communication skills, sexuality, lifestyle, religious, cultural or political beliefs, social economic or immigration status to adversely affect the way you relate to them.
- Avoid behaviour that can be perceived as abusive or detrimental to any client or colleague based on the above factors.
- 

### ***Trust and confidence***

- Act in a way which upholds the profession's reputation and promotes public confidence in the profession and its members, including outside of your professional life as a G.A.P practitioner.
- Maintain an awareness of, and comply with, all legal and professional obligations and G.A.P and UKCP policies which apply to your practice.
- Ensure that any communication in which you take part, and in particular your participation in social media, is carried out in a manner consistent with this Code (see G.A.P. Social Media Code).

- Safeguard children and vulnerable adults, recognising your legal responsibilities concerning their rights and taking appropriate action should you consider any such person is at risk of harm.
- Ensure that you are familiar with and understand G.A.P. and UKCP's published policies and guidance, in particular those on Safeguarding and on the Memorandum of Understanding on Conversion Therapy.
- Challenge questionable practice in yourself or others, reporting to G.A.P. potential breaches of this Code, and activating formal complaints procedures especially where there may be ongoing harm to clients or you have significant grounds for believing clients to be at risk of harm.
- Ensure that your professional work is adequately covered by appropriate indemnity insurance or by your employer's indemnity arrangements.
- Co-operate with any lawful investigation or inquiry relating to your psychotherapeutic practice. Inform G.A.P. and UKCP if you are:
  - Charged with a criminal offence;
  - convicted of a criminal offence, receive a conditional discharge for an offence, or accept a police caution;
  - disciplined by any professional body or membership organisation responsible for regulating or licensing a health or social care profession; or
  - suspended or placed under a practice restriction by an employer or similar organisation because of concerns relating to your competence, health or practice of psychotherapy.

**N.B. Please note new or updated Policies and Procedures cannot be applied retrospectively.**

## DOCUMENT CHANGE RECORD

Date	Version	Change Details
September 2021	Version 1.0	New version for 2021. Fees for 2021-22. Changed Training Coordinator to Training Committee. Other minor changes
December 2023	Version 1.0	Various changes to reflect the new role of Student Liaison Officer and transfer of other responsibilities as well as clarifying the supervision ratio and the required in-person hours for supervision and personal analysis and training clients etc. Fees updated.
November 2024	Version 2.0	Adding the new roles of G.A.P. Administrator of Training and Finance, Membership Administrator, Student Liaison Officer and Diversity Officer. Clarifying the Leave of Absence rules around final applications and the final application process. Updating the wording around the timing of Annual Reports on Supervision. Updating the Final Application forms in the Appendix and adding the GAP Declaration of Original Work Form, Case Study Cover Page and Extended Essay Cover Page. General layout changes. Clarifying application process for membership of the Guild.
July 2025	Version 1.0	Adding Code of Ethics to the Appendices and updating Psychiatric Placement/Mental Health Familiarisation Placement information. Updating Fees. Referencing Guidelines in Appendix and clarifying the time frame for the Final Applications process. Removing all references to Personal Tutor. Clarifying in-person hours requirements annually once overall minimum hours of in-person hours have been met for personal analysis, supervision and training client hours.