

## **The Dr. Margaret Lowenfeld Trust**

Brudenell House, Quainton, Aylesbury HP22 4AW

### **Mission Statement**

The Dr Margaret Lowenfeld Trust was set up after her death in 1973. The general aims and objectives are, the maintenance, development and dissemination of the ideas and work of the late Dr. Margaret Lowenfeld, a pioneer of child psychotherapy. To these ends the Trust firstly ensures that Dr Lowenfeld's books are kept in print, and that the tools she invented for non- verbal communication and for experiential learning continue to be commercially available. Secondly, the Trust aims to ensure the existence of professional practitioners trained to employ Dr. Lowenfeld's methods in their work with children and their families. Thirdly, the Trust supports research into the application of Lowenfeld's ideas and methods in the contemporary world. Dr. Lowenfeld's ethos which underlies all these aims is that each individual whether child or adult, has a singular view of the world based upon the constitution and personal experience. The Lowenfeld approach is one of facilitating people's, particularly children's understanding of themselves in their own terms. Change needs to be effected through a solution that makes sense to the child/adult and which they see as possible given their circumstances.

### **Trustees**

Dr H. Beric Wright (Chairman)

Professor E. Newson

Mrs A.S. Parente

Dr M, Richards

Registered Number: 270287

## **Equal opportunities policy.**

It is the policy of the Dr Margaret Lowenfeld Trust to deal fairly and equitably with all students, tutors, supervisors and staff. Recognition and support are given to the recommendations of the Equal Opportunities Commission.

The course in Lowenfeld Projective Play Therapy. is open to all people regardless of age, gender, sexual orientation, race, marital status, religion or disability", provided that they meet the required qualifications and subject to availability.

## **Quality assurance procedures.**

External Examiners can see all pieces of coursework and all final essays. Normally, they will receive samples of coursework and a sample of final essays for each year. They will give particular attention to any borderline or fail work and any work at the upper end of the marking range. External examiners will be monitoring the range of marks, the equity of the marking and the comparability with work on similar courses. They will attend the Assessment Board and write reports on their observations about the fairness of marking, the overall standard of the students, comparability and the way the Assessment board is conducted.

There is a **Course Board** held twice a year where teaching staff and the student representatives discuss the course structure, course delivery issues and feedback from students. In future years we intend to appoint a student representatives for each year group though all students have the right to attend the Course Board. There are written minutes of the meeting and these will be circulated to all members of the Board, all student reps and the chairman of the Trust

The day to day running of the course is done by the Course Management Committee which is comprised of the Course Director and the Course Administrator. They meet monthly or more often if necessary and following these meetings communicate with the Chairman of the Trust if there are policy matters to deal with. The members of the Management Committee both attend the annual meeting of the

Lowenfeld Trustees where the Course Administrator presents a report on the work done in the year and plans for the future. These are then discussed by the Trustees and comments, recommendations and actions to be taken are minuted and acted upon by the Management Committee.

### **Student Input**

There will be a student rep for each year group, and they can communicate on behalf of the group to the Course Administrator or Course Director (Course Management Committee). Student reps will have access to the Course Management Committee at any time, but formal meetings will be scheduled each semester.

At meetings with the Academic Tutor, students are given an opportunity to give oral feedback on the course. This feedback is discussed with the Course Director at Management Committee Meetings. Students are asked for written feedback at the end of the course this is reviewed and discussed by the Management Committee and Course Board.

### **Complaints.**

After discussion with the Academic Tutor any issues not addressed by the Course Board could be forwarded as a complaint to the Management Committee, who would discuss them with the student concerned and try to reach a satisfactory outcome. If it was not possible to reach a satisfactory outcome a written complaint would be sent by the student to the Management Committee who would discuss it by convening a meeting within a week of receiving the complaint. A proposed solution would be sent in writing to the student within 2 weeks. The Management Committee could consult with others in the course of arriving at a proposal including members of the Course Board. The matter would be reported to the next meeting of the Course Board who would receive copies of the written complaint and proposed solution.

## **Physical and Learning resources**

There is a Lowenfeld Room at Brookside Family Consultation Clinic in Cambridge. This is operated by Lifespan Healthcare NHS Trust (Cambridge). The building of this room was paid for by the Dr Margaret Lowenfeld Trust which has an arrangement with Lifespan, (Chief Executive Richard Taylor), to teach the first and second modules of the course in that room. We are able to book occasional other space by negotiation. The Lowenfeld Room is of reasonable size to hold ten students plus teaching staff and permit the use of Lowenfeld Equipment, (sand trays, toy cabinets and Lowenfeld Mosaics). The Lowenfeld equipment is stored in a large lockable storeroom which opens off the Lowenfeld room. This storeroom also contains a lockable filing cabinet where files can be stored. Within the room there is a locked metal cupboard containing supplies of Lowenfeld books and Lowenfeld Mosaics' which may be purchased by students. The room has an overhead projector, slide protector' and video playback facilities.

The Lowenfeld Archives and Library are housed at the Centre for Family Research in Cambridge, Professor Martin Richards, one of the Lowenfeld Trustees is head of this department. Study days where students can have access to the archive materials and Library are booked for a number of sessions each year and accessible by appointment at other times. There is an archivist who works within the Centre for Family Research who looks after the archive and the catalogue.

## **Student Support and Guidance**

The first session of the course will include an introduction to Academic and Personal Tutors and an overview of the Module and the further Modules that follow.

Students meet with the Academic Tutor twice during each year of the course to discuss their progress and any difficulties they are having. Students can make appointments to see the Academic Tutor at other times if they wish. The function of the Academic Tutor is to oversee both personal welfare and academic and clinical concerns. Each student has a meeting with the Personal Tutor in the first year to

address any issues which may be raised by the experiential sessions. The session with the Personal Tutor is confidential and there is no feedback to members of staff about the content of personal tutorials. The students can make private arrangements for further sessions.

### **Consistency with University's Academic Framework**

Our course aims to develop and add to clinical skills in people who are already working in a clinical setting and who already have clinical qualifications. This fits with the University's vision for lifelong learning.

All students on the course will be engaged in work based learning and the course provides opportunities to those in work to achieve higher qualifications. Modules 3 and 4 give students an opportunity to consider clinical effectiveness in a structured way.

The teaching contains a considerable amount of experiential work and there is a strong emphasis on student centred learning.

The research element of the course will help to build a greater body of research in this field and thus support student learning and extend the body of research based knowledge in this field, leading to further improved clinical practice.

### **Insurance arrangements**

Lifespan Healthcare NHS Trust (Cambridge) insures its premises. Students are also employees undertaking work based learning and be covered in their workplace by their employer's insurance. Anyone working in 'practice would have to demonstrate to the Course Director that they had adequate insurance cover.

## **Staff**

At present Thérèse Woodcock and Susie Summers are the only staff members who have contracts with the Trust, one day per week in both cases. Other teaching staff are paid a fee for a day or half day of teaching or supervision.

Thérèse Woodcock, PGCE, BA(Hons) Dip. ICP. Grade B Child Psychotherapist with over 25 years' experience.

Christine Heath, PhD. BSc.(Hons) Dip. ICP. Cert. in Teaching and Practice of Family Therapy, Grade B Child Psychotherapist with over 25 years' experience.

Susie Summers, MA. RegMRCSLT, Lowenfeld Course Certificate. Specialist Speech and Language Therapist, with 24 years' experience.

Shona Comben, Dip. Occupational Therapy. Dip. Play Therapy, Lowenfeld Course Certificate, Senior Child Therapist in Child & Family Centre in NHS Trust. over 25 years' experience.

Barbara Hales, Psychotherapist, member of British Association of Counselling and Member of National Council of Psychotherapists, Lowenfeld Course Certificate, working as a Psychotherapist in private practice with adults.

Sue Barnard Secretary to the course, runs her own secretarial services business and works for us and Homerton College amongst others.

## **Staff development**

### *Teaching*

Shona Comben has attended some of the sessions of Module One of the course this year so that she can take on some of the teaching and supervision in Module Two.

Susie Summers has attended Module One this year in order to prepare for taking on

some of the theoretical teaching next year.

### *Supervision*

Thérèse Woodcock is beginning to train a former student of the course to take on some of the clinical supervision in future years.

### *Research*

Susie Summers is involved in some clinical research looking at the responses of children and their parents to Lowenfeld Projective Play Therapy.

There is a newly emerging group of people who have done the Lowenfeld course. The Lowenfeld Group meets three times a year and is in the process of developing a formal constitution. It serves as a forum for exchanging ideas and also encourages members to undertake research and presentations to promote the work they are doing using Lowenfeld Projective Play Therapy. This group has been invited to run a workshop or seminar at the conference run by the Association of Child Psychology and Psychiatry entitled All to Play For, to be held in Birmingham in June 2000.

## **WHO IS WHO**

**Chairman of the Dr Margaret Lowenfeld Trust** Registered Charity Number 270287  
Dr Beric Wright

### **Trustees**

Professor Martin Richards, Centre for Family Research, University of Cambridge.  
Professor Elizabeth Newson, Emeritus Professor of Child Development University of Nottingham, Mrs Alison Parente, Child Psychotherapist and Trustee of the Women's Therapy Centre

## **Lowenfeld Course**

### **Course Director**

Therese Woodcock

### **Course Administrator**

Susie Summers

### **Secretary to the Course**

Sue Barnard

### **Academic Tutor**

Susie Summers

### **Personal Tutor**

Barbara Hales

### **Teaching Staff**

Thérèse Woodcock

Christine Heath

Susie Summers

Shona Comben

## **Membership of Committees**

### **Assessment Board**

Therese Woodcock, Course Director and assessor

Susie Summers Academic Tutor & Course Administrator

Christine Heath Course Tutor

Shona Comben Course Tutor

Elizabeth Newson External Examiner

John Henderson External Examiner

Middlesex Link Tutor

## **Course Board**

Thérèse Woodcock  
Susie Summers  
Shona Comben  
Christine Heath  
Barbara Hales  
Student member  
Middlesex Link Tutor

## **Management Committee**

Thérèse Woodcock  
Susie Summers

## **People attending the meeting:-**

|                         |  |
|-------------------------|--|
| Dr Beric Wright -       | Chair of the Dr Margaret Lowenfeld Trust     |
| Thérèse Woodcock -      | Course Director and Tutor                    |
| Jasper Woodcock -       | Adviser to the Lowenfeld Trust               |
| Susie Summers -         | Course Administrator, Academic Tutor         |
| Christine Heath -       | Tutor on course, especially Module Two       |
| Barbara Hales -         | Personal Tutor                               |
| Marion Polichroniades - | Student 1999 course                          |
| Tricia Dear -           | Student 1999 course                          |
| Mandy Danahay -         | Student 1999 course                          |
| John Cousins -          | Student 1995/6; Chair of the Lowenfeld Group |
| Sue Barnard -           | Secretary to the course                      |

## Diagram of Internal Structure

