

Psychosynthesis Foundations

This programme is only offered at: **Psychosynthesis and Education Trust**. This programme is no longer recruiting.

Final award	Graduate Certificate
Intermediate awards available	None
UCAS code	N/A
Details of professional body accreditation	The Psychosynthesis and Education Trust is an Organisational Member of the British Association for Counselling and Psychotherapy (BACP), The United Kingdom Association of Therapeutic Counsellors (UKATC) and The United Kingdom Council for Psychotherapy (UKCP)
Relevant QAA Benchmark statements	Psychology
Date specification last up-dated	May 2013

Profile

The summary - UCAS programme profile

BANNER BOX:

An opportunity for a life-changing experience.

ENTRY REQUIREMENTS

Admission to the Psychosynthesis Foundations programme requires:

- completion of the Essentials of Psychosynthesis or equivalent
- supply of two referees who know them professionally/personally.

Applicants are assessed by the Essentials training staff, who make a recommendation, and applicants may additionally be called to interview. As part of the application process, feedback reports from the Essentials training staff are also considered. Applicants may additionally be called for interview.

ABOUT THE PROGRAMME

What is Psychosynthesis?

A transpersonal psychology of growth based on the work of Dr Roberto Assagioli, and Italian psychoanalyst. It takes in the creative and spiritual potential of all human beings, within a depth psychology approach.

After completion of this programme, UEL offers students a Postgraduate Diploma in Psychosynthesis Counselling taught by PET.

Psychosynthesis at UEL

- The Psychosynthesis and Education Trust, which runs this UEL-validated programme, is the oldest psychosynthesis centre in the UK .
- The Post Graduate Diploma, which is the next stage on from the Graduate Certificate, has been BACP accredited since 1989, and was the second programme to be accredited in the country.
- The PG Dip leads on eventually to the MA in Psychosynthesis Psychotherapy, which enables the student to be on the UKCP National Register of Psychotherapists subject to clinical experience.
- Core staff are senior psychosynthesis tutors, as well as senior practitioners and supervisors in psychosynthesis therapy. In addition, leading experts in specialised fields such as Gestalt therapy, contribute to the programme.

Programme structure

The Introductory Foundation Year is a part-time one year, part-time programme delivered in 11 weekends. We have two course intakes each calendar year; February and September. The Our academic year runs from September to July, and is split into two semesters. Some intakes run February - January. consists of two semesters with breaks during August and the Christmas holiday period. There are Students have two possible modes of attendance: Bblock format (long weekends only Friday - Monday) or Iinter-month format (shorter weekends plus regular mid-week evening attendance Friday – Sunday plus 2 weekday evenings a month). Each format is subject to sufficient numbers.

Learning environment

Experiential seminars, discussions, lectures, structured experiences, practicums, group and individual tutorials, theoretical essay writing, small group work, live and video demonstrations, role play and other spontaneous techniques, individual therapy, relational dynamics groups, journal writing, and process groups.

Assessment

Assessment is based entirely on coursework and clinical placement. This comprises:

- Written personal essay
- Counselling Skills leader assessment and report
- Study Tutor assessments and report

Students are also required to complete presentations, therapy hours, workbooks, and receive satisfactory trainer feedback.

All components of assessment must be passed in order to be awarded and be eligible for the Postgraduate Diploma in Psychosynthesis Counselling.

Project work

This is undertaken throughout the programme and consists of group and individual tutorials, relational dynamics groups, practicum and practice, live demonstrations, individual therapy, individual reading and study, essay writing and psychological journal-writing and autobiography.

Added value

Is the first stage towards professional training as a counsellor on a programme accredited by the British Association for Counselling and Psychotherapy.

IS THIS THE PROGRAMME FOR ME?

If you are interested in...

Personal growth, psychology, spirituality, and a career in counselling or psychotherapy, or work in applied settings such as coaching, the arts, social change and education.

If you enjoy...

Self-exploration in the company of interesting people

If you want...

An opportunity to examine your life, learn about your past and the choices facing you in the future

Your future career

The Trust's professional programmes are fully recognized by the British Association for Counselling and Psychotherapy (for counselors) and the United Kingdom Council for Psychotherapy (for psychotherapists). Including this Foundation year, a typical student would be eligible for UKCP registration after 4-5 years.

Graduates of the Diploma, which follows this year, will have fulfilled the BACP training component for individual counsellor accreditation, though will need to accrue more clinical hours before being able to apply for individual accreditation.

Those wishing to progress on to study for a UKCP-recognised psychotherapy qualification may apply to do the one-year UEL-validated MA in Psychosynthesis Psychotherapy upon completion of PET's Atrium Year, which follows the Post Graduate Diploma. Subject to satisfactory completion of all clinical requirements and a qualifying case study, graduates will be eligible for UKCP registration.

Graduates are also members of the European Association for Psychotherapy via the European Federation for Psychosynthesis Psychotherapy.

How we support you

Each student has an individual pastoral Study Tutor for personal and individualised support with their academic work and training development.

Students are also assigned to tutorial groups, where they will give and receive peer support.

On a practical level:

- The Trust has its own library, and students are also provided with original reading material and may purchase additional articles and resources .
- Students have access to UEL's Stratford campus library, which houses the School of Psychology collection.
- Books required for the programme are on sale from the Trust office, and can also be sent to students for a small fee.
- There is a Common Room equipped with a microwave etc for the use of students.
- A Meditation Room is available for students needing a quiet place.

Bonus factors

- The Trust building has recently undergone a major programme of renovation and redecoration, providing a fresh and creative learning environment.
- Situated at London Bridge, we are well sited for those who wish to enjoy historic London or simply to walk by the Thames.
- There are numerous eating and shopping amenities in the immediate vicinity.
- We are easily reached by train, bus and tube.
- We have our own Student Placement Service and Low-Cost Counselling Service
- We have built up a good relationship with many counselling agencies and charities, who provide us with many diverse placement opportunities for later clinical work.

Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- To provide students with a solid grounding in Psychosynthesis as a core model.
- To provide a self-exploratory life learning experience.
- To prepare for making a future career choice.

What will you learn?

Knowledge

- Psychosynthesis as a core theoretical model of psychology.
- The interdependency of individual, interpersonal, cultural, social and global contexts for mental health, and its place in individual therapy.
- Contemporary approaches to therapy, and the contribution made by research to the understanding and practice of therapy.

Thinking skills

- To think contextually
- Envision purpose and value in your life and the lives of others.
- Identification of creative elements in crises and human development.

Subject-Based Practical skills

- Learn to relate to oneself and others in group settings.

Skills for life and work (general skills)

- Learn to assess safe working boundaries.
- Deepen psychospiritual and creative development.
- Self-exploration, which promotes self-understanding and personal responsibility.

Structure

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this programme is 40 Credits at Level 3

Typical duration

One year, part-time.

How the teaching year is divided

The teaching year is divided into two semesters of roughly equal length. The programme normally begins twice each year, in September and March.

What you will study when

YEAR	TITLE	CREDITS	STATUS SINGLE
1	Double Module 1: Psychosynthesis Foundations	40	Core

Requirements for gaining an award

- The Graduate Certificate gains you 40 credits at level 3.
- In order to gain a Postgraduate Certificate, you will need to obtain 60 credits at Level M.
- In order to gain a Postgraduate Diploma, you will need to obtain 120 credits at Level M
- In order to obtain a Masters, you will need to obtain 180 credits at Level M. These credits will include a 60 credit level M core module of advanced independent research.

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Requirements for gaining an award

In order to gain an honours degree you will need to obtain 360 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 120 credits at level three or higher

In order to gain an ordinary degree you will need to obtain a minimum of 320 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 80 credits at level three or higher

In order to gain a Diploma of Higher Education you will need to obtain at least 240 credits including a minimum of 120 credits at level one or higher and 120 credits at level two or higher

In order to gain a Certificate of Higher Education you will need to obtain 120 credits at level one or higher.

In order to gain a Foundation Degree you will need to obtain a minimum of 240 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher

(A foundation degree is linked to a named Honours degree onto which a student may progress after successful completion of the Foundation degree.)

Degree Classification

Where a student is eligible for an Honours degree, and has gained a minimum of 240 UEL credits at level 2 or level 3 on the programme, including a minimum of 120 UEL credits at level 3, the award classification is determined by calculating:

The arithmetic mean of the best 100 credits at level 3 $\times 2/3$ + The arithmetic mean of the next best 100 credits at levels 2 and/or 3 $\times 1/3$

and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

- 70% - 100% First Class Honours
- 60% - 69% Second Class Honours, First Division
- 50% - 59% Second Class Honours, Second Division
- 40% - 49% Third Class Honours
- 0% - 39% Not passed

Assessment

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through

- Experiential seminars
- Lectures
- Group & individual tutorials
- Individual study

Thinking skills are developed through

- Structured experiences
- Discussions
- Theoretical essay writing

Practical skills are developed through

- Practicums & practice
- Live demonstrations

Skills for life and work (general skills) are developed through

- Individual therapy
- Relational dynamics groups
- Psychological journal

Assessment

Knowledge is assessed by

- Theoretical essays
- Tutor & trainer assessment

Thinking skills are assessed by

- Theoretical essays
- Self & peer assessment
- Tutor & training assessment
- Training Workbook

Practical skills are assessed by

- Self & peer assessment
- Training workbook

Skills for life and work (general skills) are assessed by

- Demonstration of psychological journal
- Tutor & trainer assessment

Quality

How we assure the quality of this programme

Before this programme started

Before the programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;

- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the University's Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the University's quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme
- To ensure that justice is done to individual students

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments
- Attending assessment boards
- Reviewing samples of student work and moderating marks
- Ensuring that regulations are followed
- Providing feedback to UEL through an annual report that enables us to make improvements for the future

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

- Programme completion and programme evaluation forms.
- Student representatives meet every semester with the Staff Team.
- End of Year Assessment Interview.
- Informal methods, such as during tutorials.
- Anonymous Feedback may also be given.

Students are notified of the action taken through:

- Circulating the minutes of the relevant meetings.
- Feedback from Student representatives
- Regular written updates from Senior Training Staff.
- Verbally, during tutorials and other meetings.

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- Questionnaires to former students: Every five years, the Trust tracks its graduates through a questionnaire to gain information on how graduates are using their psychosynthesis qualification in their lives. Graduates are kept in touch with Continuing Professional Development Programmes offered by the Trust, through its Psychosynthesis Professional Association, and the Trust offers a bi-annual Newsletter to stay in touch with interested parties.
- BACP & UKCP Programmes Recognition Committees: The Trust is subject to the re-accreditation procedures of these bodies; Trust representatives are members of working parties for UKCP and BACP.

Further Information

Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
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Where you can find further information

Further information about this programme is available from:

- The UEL web site
- The student handbook
- UEL Manual of Regulations and Policies <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- The Psychosynthesis and Education Trust's website <http://www.psychosynthesis.edu>

- Email: enquiries@petrust.org.uk
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