Applied Psychosynthesis

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

Final award	Postgraduate Diploma
Intermediate awards available	Postgraduate Certificate where not fully completed
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	N/A
Date specification last up-dated	May 2013

Profile

The summary - programme advertising leaflet

Programme content

The aims two-year of the programme are to:

- Deepen students' understanding of psychosynthesis as a core model of theory and practice
- Train reflective psychosynthesis consultants, change agents and practitioners working in fields such as the creative arts and education who work at a high level of competency
- Prepare students for further study

Students will study the theory of Psychosynthesis; and undertake their own therapy and other types of personal development.

Applied Psychosynthesis at UEL

- This programme offers the opportunity to study applied psychosynthesis at the country's oldest psychosynthesis institution;
- This innovative, new programme one of the few of its kind in the country.

Admission requirements

Completion of the Graduate Certificate in Psychosynthesis Foundations or equivalent.

Programme structure

The Postgraduate Diploma is a two year, part-time programme. We have 11 training weekends each year. We have two course intakes each calendar year; February and September. Our academic year –consists of two semesters with breaks during August and the Christmas holiday period. Students have 2 modes of attendance: block format (Friday - Monday), or intermonth format (Friday - Sunday plus 4 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 and case study writing, small group work, live and video demonstrations, observation of sessions, reflections on applied practice, applied supervision, presentations, role play and other spontaneous techniques, individual therapy, relational dynamics groups, journal writing, and process groups.

Assessment

Assessment is based entirely on coursework and applied placement. Over the two years, this comprises:

- Two Written Theoretical Essays
- One Written Systems Analysis Project
- Two Written Applied Case Studies
- Applied Supervisor Assessment and Report
- Study Tutor Assessment and Report

Students are also required to complete thematic experiential and discursive seminars, lectures, group and individual tutorials, practicums and supervised applied practice, live demonstrations, individual therapy, individual reading and study, essay writing and psychological journal-writing.

To progress to Year 2, all written coursework requirements must be completed.

Relevance to work/profession

Graduates will be able to practice applied psychosynthesis to a very high level, with a secure academic and practical foundation. There might also be opportunities for teaching and lecturing available.

Dissertation/project work

Many assessed items are based on project work, such as the training work book. The training workbook is at the heart of the Postgraduate Diploma, and is seen as of primary value to the trainee. It would normally consist of the following sections: Personal Development work, Conceptual and Thematic work, Supervised work and Observations. It is the opportunity for the trainee to record progress at all levels throughout the training, and is assessed annually by the designated tutor.

An Applied Case Study, which integrates the theory and practice of applied psychosynthesis is submitted in both the first and second years, the first being 2,500 words, and the second 5,000 words.

Two theoretical essays are to be written over the two-year programme, to explore more deeply some part of the core teaching. In addition, students undertake a Systems Analysis project.

Added value

Enhances professional standing for those working in coaching or consultancy.

Your future career

Graduates of this programme will be able to work in many areas of the public sector, education and the private sector.

How we support you

- Each student has an individual pastoral Student Tutor for personal and individualised support with their academic work;
- 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 the students;
- A Meditation room is available for students requiring a quiet space.

Bonus factors

- We have our own Student Placement Service and Low-Cost Counselling Service
- We have built up a close relationship with many agencies and charities, who provide us with many diverse placement opportunities
- 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;

Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity:

Deepen and expand knowledge of psychosynthesis as a core theoretical model, and to apply it to work in contexts involved with social change, such as working organisations, educational and community settings, and the creative arts.

What will you learn?

At the end of the Programme, students will have:

Knowledge

- Started to analyse pathologies and defence mechanisms, in relation to the expression of the sublime;
- Explored, analysed and compared the seven Ways to Transpersonal Realisation model, learning to conceptualise their own and others' experience to facilitate appreciation of difference;
- Acquired understanding of families, systems and groups, from a psychosynthesis perspective;
- Been able to conceptualise and evaluate psychosynthesis theory and methodology of the process of development, differentiation and psychological maturity, comparing them critically with other developmental models of human nature;
- Learnt to differentiate mild and moderate neurotic conditions from severe psychological disturbance, as well as to differentiate between psychopathology and spiritual crisis;
- Acquired an understanding of organisations from a transpersonal perspective, with a framework for identifying and working with dysfunctionality in teams and systems.

Thinking skills

- Examined and analysed the various stages and types of use of the Will, to create a strategy for the development of their own and others' healthier autonomy;
- Demonstrated an increasing capacity to think contextually, hypothesise underlying themes, identify creative elements in crisis and struggle, and to envision emerging purpose;
- Learnt to relate developments and processes in individual therapy to critical reflection on being a change agent;
- Learnt to analyse and work creatively with intra-personal and inter-personal dynamics, becoming familiar with concepts of transference and countertransference;
- Developed the capacity to recognise, analyse and work with the inter-relationship between the individual and the greater whole, and the ability to hold a global context within which to offer individual consultancy;
- Analysed the impact of diversity and other 'social context variables', and assessed the implications for the application of psychosynthesis theory and practice;
- Demonstrated a mature capacity to think contextually about psychospiritual development;

- Acquired the ability to consider and evaluate complex applied and ethical situations from a variety of standpoints, and to arrive at solutions that synthesise different perspectives.

Subject-Based Practical skills

- Identified, analysed and devised strategies to work in individual therapy with issues that may interfere with effectiveness as a change agent in applied settings;
- Begun to assess if the needs of the applied setting are being met, and to acquire the skills to review this;
- Become familiar with the principles of working contractually within a recognised ethical framework, applying these to the creation and maintenance of safe applied practice
- Deepened the capacity to establish, analyse and work constructively to maintain and repair a consultancy relationship, within their own unique identity and style as a change agent;
- Enhanced their capacity to analyse, hypothesise and work creatively with issues of transference and Countertransference, working imaginatively with resistance, and evoking the will and motivation for change;
- Been able to make use of supervision collaboratively, taking responsibility for material chosen for presentation, and contributing to the supervision of their peers;
- Been able to apply insights from individual therapy to their own applied practice.

Skills for life and work (general skills)

- Learnt to relate in a sensory and physiological way to psychological process;
- Recognised and begun to explore the relevance of the body and sexuality to personal experience, and its impact on therapeutic work;
- Enhanced writing skills for essays and applied case studies
- Continued a personal, in-depth exploration by means of ongoing individual therapy, group process and reflective writing, so as to be able to integrate the personality and achieve a measure of personal synthesis;
- Identified, addressed and taken responsibility for the impact of personal issues and crises upon professional capability and effectiveness;
- Examined, analysed and reflected on their own values and influence on perception and applied practice, including their own attitudes to 'difference' in relation to race, religious and cultural identity, gender, sexual orientation, disability, age and social class.

Structure

The programme structure

Introduction

At the University of East London 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 120 M Level credits.

Typical duration

The typical duration of this programme is two years, part time.

How the teaching year is divided

Our academic year consists of two semesters with breaks during August and the Christmas holiday period. We have two course intakes each calendar year starting in February and in September.
The programme is divided into two years (also known as modules). Each academic year covers two semesters. The semesters run as follows:

- Spring: 1 Feb – 31 August
- Autumn: 1 Sept – 31 Jan

All components of assessment from Year One must be passed in order to progress to Year Two. If students complete Year One and do not wish to proceed to Year Two, they may be eligible for an intermediate award but cannot then rejoin the programme at a later date.

What you will study when

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The following are the core modules for this programme:

Year	Module title		Credit status
1	Applied Psychosynthesis (I) (Double Module)	60	Core
2	Applied Psychosynthesis (II) (Double Module)	60	Core

Requirements for gaining an award

- 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.

Masters Award Classification

Where a student is eligible for an Masters award, then the award classification is determined by calculating the arithmetic mean of all marks 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% Distinction
60% - 69%   Merit
50% - 59%   Pass
0% - 49%   Not Passed

Assessment

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through

- Thematic seminars
- Lectures
- Group and individual tutorials
- Individual study

Thinking skills are developed through

- Structured experiences
- Discussions
- Theoretical essay writing

Practical skills are developed through

- Practicums and practice
- Supervision of applied 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 and trainer assessment
- Research projects

Thinking skills are assessed by

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

Practical skills are assessed by

- Supervisor assessment
- Self and peer assessment
- Applied case study papers
- Training Workbook

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

- Demonstration of psychological journal
- Tutor and trainer assessment

Quality

How we assure the quality of this programme

Before this programme started

Before this programme started the University checked that:

- 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 the University undertakes an in-depth review of the whole field. This 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 the University 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;

- Community meetings every semester;
- 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 Director of Programmes;
- 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 and 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
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-

Where you can find further information

Further information about this programme is available from:

- The UEL web site
- The student handbook
- Module study guides
- UEL Manual of General Regulations and Policies
- UEL Quality Manual
- Regulations for the Academic Framework

- [The Psychosynthesis and Education Trust's website](#)
- [UEL's School of Psychology's website](#)
- Email: enquiries@petrust.org.uk
  - Tel: 020 7403 2100
  - Fax: 020 7403 5562