

Psychosynthesis Studies

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

Final award	Postgraduate Certificate
Intermediate awards available	N/A
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 of the one-year programme are to:

- enable students with substantive experience in other psychologically-based modalities to acquire a depth knowledge and understanding of the theoretical models, principles and practice of psychosynthesis.
- relate these to clinical counselling settings to undertake and participate in a process of self-exploration and personal/professional development in ways that supplement the psychosynthesis curriculum.
- prepare students for further study in Psychosynthesis Psychotherapy.

This programme covers the theoretical models, principles and practice of psychosynthesis, so that these can be related to clinical practice.

Psychosynthesis Studies at UEL

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

Admission requirements

- Completion of Essentials of Psychosynthesis or equivalent;
- Recognised qualification in a psychologically-based modality demonstrating substantial process-oriented clinical experience (e.g qualified counsellors, therapists, psychologists) representing a minimum of 60M Level credits or equivalent.

Programme structure

This is a one year, part-time programme composed of 10 training weekends. There are two course intakes each calendar year; February and September. The 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

Thematic experiential and discursive seminars, lectures, group and individual tutorials, relational dynamics groups, practicums and supervised clinical or applied practice, live demonstrations, individual therapy, individual reading and study, essay writing and psychological journal-writing.

Assessment

- Written Theoretical Essay
- Systems Analysis Project
- Full Clinical Case Study
- Autobiographical and Philosophical Essay
- Supervisor Assessment and Report
- Study Tutor Assessment and Report

Students are also required to complete clinical practice hours and presentations, therapy hours, Training Workbook and an autobiography

Relevance to work/profession

Completion of this programme would enable practitioners to include psychosynthesis in their practice, and attract a wider client group.

Thesis/Dissertation/project work

Opportunity to develop own ideas/work in groups, research specific topics.

Added value

Completion provides an eligible route into the MA in Psychosynthesis Psychotherapy. Completion of clinical component is constituent to UKCP registration.

Your future career

Graduates of the programme could practise as psychosynthesis counsellors, or use psychosynthesis techniques in applied settings. There might also be opportunities for teaching and lecturing available.

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:

- Acquire an in depth knowledge and understanding of the theoretical models, principles and practice of psychosynthesis, so that these can be related either to clinical counselling settings, or applied settings;
- Prepare for the MA in Psychosynthesis Psychotherapy and subsequent UKCP registration.

What will you learn?

At the end of the programme, students will have:

Knowledge

- Gained an overall knowledge of the psychosynthesis model core themes and developmental tasks, and their application to clinical or applied practice, and how the psychosynthesis model interfaces with other models, particularly of their original training;
- Examined the impact of psychosynthesis theory on social context variables, on their framing of the needs of clients, and to individual development;
- Acquired the capacity to perceive an overview of the journey of Self Realisation and its accompanying developmental tasks with clients.

Thinking skills

- Evaluated their own view and that of the core model perspective for their implications for counselling, in terms of race/culture, gender, sexual orientation and social class;
- Demonstrated a capacity to think contextually, envision emerging purpose and to hypothesise creative elements in crises and human development.

Subject-Based Practical skills

- Learned to discriminate between psychopathology and spiritual crisis, and be competent in knowing when to refer clients to other types of therapeutic, medical or other care;
- Presented in supervision, their own counselling or applied client work, framed within the psychosynthesis model, and contributed by feedback and discussion to the learning process of their peers;
- Developed safe working boundaries within the practice of psychosynthesis counselling or consultancy, through awareness of personal limitations and the influence of biographical life experiences on practice.

Skills for life and work (general skills)

- Demonstrated an awareness of ethical considerations and personal values, which affect professional boundaries and other issues;
- Presented in individual therapy, any issues from their childhood that may have been re-stimulated by the course work, and that may have interfered with their effectiveness as a counsellor, and identified challenges and obstacles to competent therapeutic practice;
- Been able to reflect on significant aspects of their personal and professional life, and applied psychosynthesis to their own psychospiritual journey.

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 60 M Level credits.

Typical duration

The typical duration of this programme is one year, 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 year covers two semesters. The semesters run as follows:

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

What you will study when

Year	Module title	Credit status
1	Psychosynthesis Studies (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 experiential and discursive seminars
- Lectures
- Group and individual tutorials
- Individual reading and study

Thinking skills are developed through

- Structured experiences
- Discussions
- Essay writing
- Case study writing
- Written analysis of audiotapes

Practical skills are developed through

- Practicums
- Supervision of clinical or applied practice
- Live demonstrations
- Observation of sessions

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

- Individual therapy
- Relational dynamics groups
- Psychological journal

Assessment

Knowledge is assessed by

- Training workbook
- Tutor and trainer feedback

Thinking skills are assessed by

- Autobiography
- Personal essay
- Tutor and training feedback
- Self and peer assessment

Practical skills are assessed by

- Training workbook
- Clinical case study
- Clinical supervisor assessment
- Self and peer assessment

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

- Demonstration of psychological journal
- Tutor and trainer feedback

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 Standing 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, and the Trust offers workshops and free lectures 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 (<http://www.uel.ac.uk>)
- The student handbook
- Module study guides
- UEL Manual of General 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>
- UEL's School of Psychology's website <http://www.uel.ac.uk/psychology/>

- Email: enquiries@petrust.org.uk
- Tel: 020 7403 2100
- Fax: 020 7403 5562