

# Transpersonal and Integrative Supervision

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

|   |  |
|---|--|
| <b>Final award</b>                                | PGCert   |
| <b>Intermediate awards available</b>              | -  |
| <b>UCAS code</b>                                  | -  |
| <b>Details of professional body accreditation</b> | 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) |
| <b>Relevant QAA Benchmark statements</b>          | -  |
| <b>Date specification last up-dated</b>           | May 2013   |

## Profile

### The summary - programme advertising leaflet

#### Programme content

The programme provides training in the theory, skills and practice of supervision from an integrative and transpersonal perspective.

#### Transpersonal and Integrative Supervision at UEL

- This programme is one of the few supervision programmes from a transpersonal and integrative perspective in the country;
- This programme offers the opportunity to study at the country's oldest psychosynthesis institution.

#### Admission requirements

- Graduate or equivalent
- 450 hours of supervised counselling / psychotherapy practice, or BACP accreditation, or UKCP registration, or BPS chartered status and a recognised counselling or psychotherapy qualification

#### Programme structure

This is a one year, part-time programme. We have 10 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 and lectures, structured experiences, student presentations, practicum training and practice, small group work, live demonstration and observation of sessions, essay writing and written analysis of submitted tapes and logs.

### **Assessment**

Assessment is based on completion of written assignments and clinical work

- Philosophy essay
- Transcribed clinical case study
- supervision logbook;
- Tutor / trainer feedback assessing: (a) engagement with the training and the learning process, (b) proficiency in mastering principles, models and skills, and (c) maturity in the development of emotional, psychological, moral and spiritual capacities
- Group presentation and live supervision demonstration
- Self-assessment and consultant supervisor report

### **Relevance to work/profession**

Completion of this programme would enable already practising counsellors to include supervision to their portfolio of skills, and thus attract a wider client group.

### **Thesis/Dissertation/project work**

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

### **Added value**

Contributes to BACP Supervisor accreditation scheme

### **Your future career**

Graduates of the programme can practise as supervisors. 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:

Learn the theory, skills and practice of supervision from an integrative and transpersonal perspective, whether you have prior psychosynthesis training, or are trained and qualified in other modalities.

#### **What will you learn?**

At the end of the programme, students will have:

#### **Knowledge**

- Demonstrated an understanding of the development and good practice of supervision;
- Demonstrated an understanding of the learning process, and how to use this to maximise the educational function of supervision;
- Demonstrated awareness of ethical considerations and personal values affecting boundaries, and how these impact client work;
- Been able to bring an integrative and transpersonal perspective to their own theoretical model;
- Been able to discriminate between psychopathology and spiritual crisis in clinical work;

- Been able to assess the developmental level of the supervisee.

### **Thinking skills**

- Recognised the different stages of supervisee development, and planned appropriate strategies;
- Been able to reflect upon and evaluate their own responses to supervisory material;
- Been able to move between the various foci of supervisory process;
- Made use of peer feedback and consultative supervision to reflect on professional practice.

### **Subject-Based Practical skills**

- Worked with supervisees under consultative guidance, and presented work;
- Been able to observe and work with complex issues of power in the supervisory relationship;
- Devised effective ethical contracts, and been able assess good practice in endings;
- Been able to facilitate safe spaces for supervisees;
- Been able to facilitate the development of 'internal supervisor'.

### **Skills for life and work (general skills)**

- Made appropriate use of appropriate technology as learning tool;
- Been able to record work, write reports and references;
- Become aware of own self-development, identified obstacles, and set learning goals.

## **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 180 M level Credits.

## **Typical duration**

The typical duration of this programme is 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 once each year, either in September or in February.

## **What you will study when**

-

| <b>Year</b> | <b>Module title</b>                                       | <b>Credit Status</b> |
|-------------|---|----------------------|
| 1           | Transpersonal and Integrative Supervision (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**

- Experiential seminars
- Lectures
- Individual reading and study

### **Thinking skills are developed through**

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

### **Practical skills are developed through**

- Practicum training and practice
- Live demonstrations
- Observation of sessions

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

- Small group work
- Student presentations

### **Assessment**

#### **Knowledge is assessed by**

- Philosophy essay
- Group presentation
- Tutor and trainer feedback

#### **Thinking skills are assessed by**

- Tape analysis
- Tutor and trainer feedback
- Self assessment
- Consultant supervisor report

#### **Practical skills are assessed by**

- Clinical case study
- Supervision logbook
- Group presentation
- Live supervision demonstration
- Tutor and trainer feedback
- Self assessment
- Consultant supervisor report

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

- Group presentation
- Live supervision demonstration
- Tutor and trainer feedback
- Self assessment
- Consultant supervisor report

## **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 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 (<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 [www.psychosynthesis.edu](http://www.psychosynthesis.edu)
- UEL's School of Psychology's website <http://www.uel.ac.uk/psychology/>
- Email: [enquiries@petrust.org.uk](mailto:enquiries@petrust.org.uk)
- Tel: 020 7403 2100
- Fax: 020 7403 5562