

Programme Specification and Curriculum Map for MSc in Transactional Analysis Psychotherapy



**Middlesex
University**

1. Programme title	MSc in Transactional Analysis Psychotherapy, Post Graduate Clinical Diploma in Transactional Analysis Counselling
2. Awarding institution	Middlesex University
3. Teaching institution	The Berne Institute
4. Programme accredited by	Humanistic and Integrative Psychotherapy College (HIPC) of the United Kingdom Council for Psychotherapy (UKCP), the European Association for Transactional Analysis (EATA) and the International Transactional Analysis Association (ITAA). The Berne Institute is an Organisational Member of UKCP-HIPC.
5. Final qualification	MSc with Post Graduate Clinical Diploma option
6. Academic year	2011/12
7. Language of study	English
8. Mode of study	Part-Time
9. Criteria for admission to the programme	
<p>As a prerequisite for entry to the programme, students must have completed a Foundation Year in transactional analysis (120 hours of training) plus a further 200 hours of advanced clinical training in Transactional Analysis, either at The Berne Institute or at another EATA-accredited centre, and must have passed the "TA 101" written examination prescribed by EATA.</p> <p>Students will normally be expected to be in clinical practice, either on their own behalf or through an agency or employer.</p> <p>Students also need to have a degree or equivalent learning or experience.</p>	
10. Aims of the programme	
<p>This programme complements the aims of the professional qualification training which leads to the opportunity for successful graduates to register with UKCP (or other equivalent body) as a psychotherapist. The aims of this combined programme are to:</p> <ul style="list-style-type: none"> • Facilitate the trainee therapist acquiring the knowledge, skills, attitudes and experience that will allow her/him to invite personal change in others ethically, competently and elegantly. • Enable the psychotherapist to perform the moment-by-moment practice of psychotherapy, which is a multi-faceted skill. It entails reference to philosophy, theory and practice; application of research and analytic skills; the use of both scientific knowledge and intuitive knowledge; the ability to experience in the moment of the therapeutic encounter and at the same time to observe this experience. The effective therapist will be curative through his/her relationship with the client, and at the same time will be fluent in the use of directed therapeutic techniques and treatment planning. 	

11. Programme outcomes	
<p>A. Knowledge and understanding On completion of this programme the successful student will be able to :</p> <ol style="list-style-type: none"> 1. Critically debate, reflect upon and appraise the philosophical principles of Transactional Analysis 2. Integrate and critically evaluate all main areas of TA theory and its application in complex clinical situations and use theory fluently to inform clinical practice 3. Critically evaluate in-depth knowledge of psychotherapy informed by research 4. Critically debate, justify and synthesise comparative theories from within TA and the wider psychotherapy field and integrate these into clinical practice 	<p>Teaching/learning methods Students gain knowledge and understanding through attendance at lectures, seminars, workshops, personal therapy, supervision, the critical analysis of taped samples of actual work with clients, and through a variety of other directed and self-directed learning activities</p> <p>Assessment Students' knowledge and understanding is assessed by clinical supervision, assessment of taped samples of actual work with clients using assessment criteria specific to knowledge and understanding, assessment of written assignments and presentations, oral examination and report writing</p>
<p>B. Cognitive (thinking) skills On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Analyse, synthesise and evaluate presenting clinical problems 2. Plan and conduct a significant investigation into the subject area by case analysis 3. Critically appraise psychotherapy research and inquiry approaches to develop clinical practice 4. Critically analyse, compare, contrast and evaluate current debates within the psychotherapy field 5. Critically reflect upon and appraise psychotherapy practice and evaluate evidence of effectiveness 6. Integrate a range of diagnostic models and techniques, move flexibly between models and critically reflect upon and justify their clinical thinking 7. Formulate and justify contracts and treatment planning and critically evaluate these flexibly 	<p>Teaching/learning methods Students learn cognitive skills through attendance at lectures, seminars, workshops, personal therapy, supervision, the critical analysis of taped samples of actual work with clients, and through a variety of other directed and self-directed learning activities</p> <p>Assessment Students' cognitive skills are assessed by clinical supervision, assessment of taped samples of actual work with clients using assessment criteria specific to cognitive skills, assessment of written assignments and presentations, oral examination and report writing</p>

11. Programme outcomes (Cont)	
<p>C. Practical skills On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Integrate the use of the main skills and techniques of TA psychotherapy at the level of script cure 2. Formulate, implement and critically evaluate interventions to refine effectiveness in clinical practice 3. Demonstrate creativity in problem solving and intervention implementation in a range of clinical situations 4. Integrate self-reflective evaluation and critique of clinical practice skills 5. Critically evaluate the therapeutic relationship and adjust its implementation for flexible and growthful therapeutic relationships 6. Critically reflect on and creatively use supervision as a resource to support on-going clinical practice 	<p>Teaching/learning methods Students learn practical skills through attendance at personal therapy, supervision, the critical analysis of taped samples of actual work with clients, and through a variety of other directed and self-directed learning activities</p> <p>Assessment Students' practical skills are assessed by: clinical supervision, assessment of taped samples of actual work with clients using assessment criteria specific to practical skills, assessment of written assignments and presentations, oral examination and report writing</p>
<p>D. Graduate Skills On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Critically reflect upon and integrate a range of self-evaluation techniques to be used creatively and flexibly as a tool for life-long learning 2. Integrate self-reflective practice as an ongoing part of professional development 3. Critically reflect and appraise practice management skills as a competent and independent professional 4. Participate in groups for ongoing personal and professional development and contribute to the learning of others 5. Participate in and contribute to the professional community of TA and psychotherapy 6. Communicate with professionals from other disciplines (or other approaches to psychotherapy) 7. Integrate ethical and professional principles into all aspects of his/her work and critically reflect and evaluate these in complex situations 8. Demonstrate flexibility and adaptability of communication and relating style and adjust these in a range of situations 9. Demonstrate effective use of a range of IT resources 	<p>Teaching/learning methods Students acquire graduate skills through personal therapy, supervision, critical reflection upon the methods and outcomes of their actual work with clients, and through participation in the multi-level groups</p> <p>Assessment Students' graduate skills are assessed by: clinical supervision, assessment of taped samples of actual work with clients using assessment criteria specific to graduate skills, assessment of written assignments and presentations, oral examination and report writing</p>

12. Programme structure (levels, modules, credits and progression requirements)

12.1 Overall structure of the programme

Just as it is the right of the client/patient to be treated as a person of worth, by a professional and ethical psychotherapist or counsellor, so too does the student have the right to such respect. Trainees are offered by all members of staff the opportunity of experiencing just such a respectful relationship, as an essential element of the educative process.

At The Berne Institute we recognise that people come into TA psychotherapy training with widely differing experience of clinical practice, theoretical knowledge and formal academic learning, and that they differ widely also in their current personal resources and skills. The course therefore honours the uniqueness of each individual's learning and experience and their different learning styles, pace and areas of competence.

The strategy for teaching and learning for this programme is founded on two distinctive and interlinked principles. They are:

- use of an *organic model* of personal learning;
- *multi-level structure* of training groups;

The MSc/PGCD course is closely integrated with an existing training course in TA psychotherapy which has operated successfully since 1984. In developing the modular structure for the MSc/PGCD programme, our basic philosophy has been to keep intact the well-established teaching and assessment methods already used on the psychotherapy training course, as well as the existing structure of the training groups. The TA Programme in full is specified in the separate Berne Institute Guide to Professional Qualification and Registration.

The two-year taught course is identical for MSc and PGCD students and integrates with years 3 and 4 of the professional programme. The PGCD is available as an exit point for students if they choose. This is explained in more detail below.

MSc students proceed to a finals module which provides a focus on the continuing development of their professional practice, production of their dissertation for the written examination and preparations for the oral examination. These externally marked examinations provide the final 60 credits towards the award.

There is an additional mechanism for experienced practitioners who are already qualified to the same (or higher) level by EATA to achieve a MSc. Award. This is a formalised process of APL plus additional demonstrations of their compliance with the academic standards required.

12.2 Levels and modules		
All Modules are Level 7 (previously Level 4)		
Module 1 – Issues in Diagnosis and Treatment Planning		
COMPULSORY	DESIGNATED	PROGRESSION REQUIREMENTS
<p>Students must:</p> <ol style="list-style-type: none"> Attend at least 80% of the teaching sessions. If, in exceptional circumstances, student are unable to meet this requirement they will be required to evidence equivalent directed learning Pass a 3000 word written assignment related to this subject area. (summative assessment - 70% weighting) 	<p>Students must also:</p> <ol style="list-style-type: none"> Lead a clinical case discussion; or undertake an individual presentation on a relevant topic; (summative assessment 30% weighting). Submit a supervisor's report on their professional practice (formative assessment). Produce a reflective learning journal (formative assessment). Participate in ongoing group process and group discussion (formative assessment). 	<p>The student must successfully pass all components to meet both academic and professional requirements. Due to the professional nature of the course, and assessments based on "fitness to practise", the module operates on a pass/fail base only.</p> <p>Completion of the module achieves 30 credits at level 7.</p> <p>See below for criteria related to PGCD awards and progression to MSc. Dissertation year.</p>

Module 2 – Issues in Clinical Practice		
COMPULSORY	DESIGNATED	PROGRESSION REQUIREMENTS
<p>Students must:</p> <ol style="list-style-type: none"> Attend at least 80% of the teaching sessions. If, in exceptional circumstances, student are unable to meet this requirement they will be required to evidence equivalent directed learning Pass a 3000 word written assignment related to this subject area. (summative assessment - 70% weighting) 	<p>Students must also:</p> <ol style="list-style-type: none"> Lead a clinical case discussion; or undertake an individual presentation on a relevant topic; (summative assessment 30% weighting). Submit a supervisor's report on their professional practice (formative assessment). Produce a reflective learning journal (formative assessment). Participate in ongoing group process and group discussion (formative assessment). 	<p>The student must successfully pass all components to meet both academic and professional requirements. Due to the professional nature of the course, and assessments based on "fitness to practise", the module operates on a pass/fail base only.</p> <p>Completion of the module achieves 30 credits at level 7.</p> <p>See below for criteria related to PGCD awards and progression to MSc. Dissertation year.</p>

Module 3 – Comparative Schools and Approaches in TA

COMPULSORY	DESIGNATED	PROGRESSION REQUIREMENTS
<p>Students must:</p> <ol style="list-style-type: none"> Attend at least 80% of the teaching sessions. If, in exceptional circumstances, student are unable to meet this requirement they will be required to evidence equivalent directed learning Pass a 3000 word written assignment related to this subject area. (summative assessment - 70% weighting) 	<p>Students must also:</p> <ol style="list-style-type: none"> Lead a clinical case discussion; or undertake an individual presentation on a relevant topic; (summative assessment 30% weighting). Submit a supervisor's report on their professional practice (formative assessment). Produce a reflective learning journal (formative assessment). Participate in ongoing group process and group discussion (formative assessment). 	<p>The student must successfully pass all components to meet both academic and professional requirements. Due to the professional nature of the course, and assessments based on "fitness to practise", the module operates on a pass/fail base only.</p> <p>Completion of the module achieves 30 credits at level 7.</p> <p>See below for criteria related to PGCD awards and progression to MSc. Dissertation year.</p>

Module 4 – Comparative Approaches to Therapeutic Intervention

COMPULSORY	DESIGNATED	PROGRESSION REQUIREMENTS
<p>Students must:</p> <ol style="list-style-type: none"> Attend at least 80% of the teaching sessions. If, in exceptional circumstances, student are unable to meet this requirement they will be required to evidence equivalent directed learning Pass a 3000 word written assignment related to this subject area. (summative assessment - 70% weighting) 	<p>Students must also:</p> <ol style="list-style-type: none"> Lead a clinical case discussion; or undertake an individual presentation on a relevant topic; (summative assessment 30% weighting). Submit a supervisor's report on their professional practice (formative assessment). Produce a reflective learning journal (formative assessment). Participate in ongoing group process and group discussion (formative assessment). 	<p>The student must successfully pass all components to meet both academic and professional requirements. Due to the professional nature of the course, and assessments based on "fitness to practise", the module operates on a pass/fail base only.</p> <p>Completion of the module achieves 30 credits at level 7.</p> <p>See below for criteria related to PGCD awards and progression to MSc. Dissertation year.</p>

MSc Award (taught route)	
COMPULSORY	PROGRESSION REQUIREMENTS
<p>Students must:</p> <ol style="list-style-type: none"> 1. Have successfully achieved 30 credits for each taught module. (120 credits). 2. Finals Module: Complete and pass the externally set and managed professional (EATA-COC) written (24000 words) and oral examinations for the award of 60 credits at Level 7. 	<p>At the end of each year a student must have completed and passed in two modules.</p> <p>For entry to the finals module students must have achieved 120 credits at level 7.</p>

PGCD Award	
COMPULSORY	PROGRESSION REQUIREMENTS
<p>Students must:</p> <ol style="list-style-type: none"> 1. Have successfully achieved 30 credits for each taught module. (120 credits) 	<p>At the end of each year a student must have completed and passed in two modules.</p> <p>Students who wish to exit the programme at this point will also be required to demonstrate fitness to practise through an internal viva process.</p>

MSc Award (APL route)	
COMPULSORY	PROGRESSION REQUIREMENTS
<p>Students must:</p> <ol style="list-style-type: none"> 1 Already be qualified to a minimum of CTA. On presentation of their CTA documentation they will be allocated 120 (Level 7) Credits. 2. Attend a 3-day Professional Development Workshop and present a paper which is suitable for publication in a professional journal, (or make a presentation that is the basis of such an article). In addition produce a critical commentary as directed by the assessors highlighting: <ul style="list-style-type: none"> • the research issues in the article • the significance of the article • how it relates to the student's training and the PDW • how it relates to current professional practice. 3. Complete one of the following: <ol style="list-style-type: none"> a. A second PDW and critical commentary as described above. b. Attend four days of Applied Topics in TA workshops at The Berne Institute and then submit an essay (2000-3000 words) critically considering how one topic relates to their practice of TA. c. Write a long essay of 5000 words. <p>Successful completion of items 2 and 3 will achieve the remaining 60 (Level 7) Credits.</p>	<p>Options (item 3) should be completed within 17 months of the mandatory PDW.</p> <p>Note: the option (chosen from 3a-c) may be completed before the Core PDW.</p>

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	Module code
Level 7	All Modules

13. A curriculum map relating learning outcomes to modules

See Curriculum Map attached.

14. Information about assessment regulations

Assessment regulations are derived from a two sources.

- Professional Regulations: These focus on “Fitness to Practise” and “Ethics and Professional Practice” driven by the relevant statutory bodies. The professional qualification - Certified Transactional Analyst (CTA) – is subject to worldwide standardisation and recognition. Individuals will also be regulated by their own National Regulatory Bodies – UKCP for UK practitioners.
- University Regulations: These govern the quality of the programme and its relation to national qualification standards, matters of academic misconduct and appeals processes related to academic standards.

15. Placement opportunities, requirements and support (if applicable)

Students will normally already have experience and/or practices as counsellors. These may be their own private practice, as part of the Health or Social Services Sectors, or through agencies.

The students are dispersed throughout the UK and therefore will need to resource their own opportunities where they live. Students can gain support and guidance through peer support, referrals and shared learning experiences. Additionally through the professional organisation (ITA), of which all students must be members, there is a network of professionals, not associated with the programme, that can provide local support.

There is an extra-curricular requirement for students to undertake a *Psychiatric placement (ITA/UKCP requirement)* This placement will typically entail attachment to an acute psychiatric unit and for the student to attend ward rounds, and/or supervision from psychiatric staff as appropriate. This attachment will typically last for 120 hours; some of the required learning can also be achieved by attending relevant training events. The attendance requirement may be satisfied by relevant previous or current experience if the student is already working in a psychiatric setting. Similar support is available to assist students to find and evaluate appropriate opportunities.

16. Future careers (if applicable)

The students, by the final year, will have established private practices, or be a part of a team within the helping professions, working as therapists or counsellors. A number will intend to develop their own careers into clinical supervision and/or teaching in the field of psychotherapy or counselling.

The CTA and associated requirements are an essential component of the graduates’ standing to enable them to register as practitioners with the UKCP. Whilst this registration is not currently a statutory requirement, it is widely recognised as a certification of competence to practise.

17. Particular support for learning (if applicable)

- Comprehensive library at The Berne Institute, including reference case studies
- Computer facility at The Berne Institute, giving students access to Internet resources and to several on-disk literature-search databases
- Multi-level tuition groups providing peer and cohort support
- Specialist supervision
- Clinical Development Group
- Therapy “Marathons” (i.e. extended experiential practice in group therapy)
- Advanced Topic Training
- Professional Excellence Workshops
- Certificate Courses

18. JACS code (or other relevant coding system)	None
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19. Relevant QAA subject benchmark group(s)	There is currently no Benchmark Statement for Psychotherapy at Masters level.
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20. Reference points	
The following reference points were used in designing the programme:	
European Association for Transactional Analysis (2008) <i>Training and Examination Handbook</i> (5 th edition). Geneva: EATA.	
UKCP and Institute of Transactional Analysis Policy Statements, e.g. Equal Opportunities and Non-discrimination Policies, Training Codes, and Ethics and Professional Practice Guidelines. (Dates and full references available from UKCP and ITA web sites).	
Loevinger, J. (1977) "Ego Maturity and Human Development", <i>Pupil Personnel Services Journal</i> , 19, 129-36.	
Stoltenberg, C. and U. Delworth (1987) <i>Supervising Counsellors and Therapists</i> . San Francisco: Jossey-Bass.	

21. Other information	
The Masters/Diploma programme is closely integrated with the professional training leading to international recognition and national registration. The key focus of the professional training is "fitness to practise", which therefore also underpins the academic qualifications.	

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the student programme handbook and the University Regulations.

Curriculum map for MSc in Transactional Analysis Psychotherapy.

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	Critically debate, reflect upon and appraise the philosophical principles of Transactional Analysis	C1	Integrate the use of the main skills and techniques of TA psychotherapy at the level of script cure
A2	Integrate and critically evaluate all main areas of TA theory and its application in complex clinical situations and use theory fluently to inform clinical practice	C2	Formulate, implement and critically evaluate interventions to refine effectiveness in clinical practice
A3	Critically evaluate in-depth knowledge of psychotherapy informed by research	C3	Demonstrate creativity in problem solving and intervention implementation in a range of clinical situations
A4	Critically debate, justify and synthesise comparative theories from within TA and the wider psychotherapy field and integrate these into clinical practice	C4	Integrate self-reflective evaluation and critique of clinical practice skills
		C5	Critically evaluate the therapeutic relationship and adjust its implementation for flexible and growthful therapeutic relationships
		C6	Critically reflect on and creatively use supervision as a resource to support on-going clinical practice

Cognitive skills		Graduate Skills	
B1	Analyse, synthesise and evaluate presenting clinical problems	D1	Critically reflect upon and integrate a range of self-evaluation techniques to be used creatively and flexibly as a tool for life-long learning
B2	Plan and conduct a significant investigation into the subject area by case analysis	D2	Integrate self-reflective practice as an ongoing part of professional development
B3	Critically appraise psychotherapy research and inquiry approaches to develop clinical practice	D3	Critically reflect and appraise practice management skills as a competent and independent professional
B4	Critically analyse, compare contrast and evaluate current debates within the psychotherapy field.	D4	Participate in groups for ongoing personal and professional development and can contribute to the learning of others
B5	Critically reflect upon and appraise psychotherapy practice and evaluate evidence of effectiveness	D5	Participate in and contribute to the professional community of TA and psychotherapy
B6	Integrate a range of diagnostic models and techniques, move flexibly between models and critically reflect upon and justify their clinical thinking	D6	Communicate with professionals from other disciplines (or other approaches to psychotherapy)
B7	Formulate and justify contracts and treatment planning and critically evaluate these flexibly	D7	Integrate ethical and professional principles into all aspects of his/her work and critically reflect and evaluate these in complex situations
		D8	Demonstrate flexibility and adaptability of communication and relating style and adjust these in a range of situations
		D9	Demonstrate effective use of a range of IT resources

Module Title	Module Code by Level	Programme outcomes																									
		A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8	D9
Module 1. Issues in Diagnosis and Treatment Planning	IDTP			X		X	X				X	X		X	X	X	X	X	X			X		X	X	X	X
Module 2. Issues in Clinical Practice	ICP		X	X		X	X		X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X
Module 3. Comparative Schools and Approaches	CSA	X	X					X	X		X		X	X			X			X		X	X		X	X	X
Module 4. Comparative Approaches to Therapeutic Intervention	CATI	X		X	X			X	X	X		X	X	X					X	X	X	X		X	X	X	X
Finals Module	FIN	X	X		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X		X	X	X	X