

Professional Development Foundation educate.

Developmental Transactional Analysis
.....developing people



Psychological Intelligence Foundation CIC

prospectus

Welcome

On behalf of the Psychological Intelligence Foundation CIC, I welcome you to this prospectus.

Our aim is to contribute to your professional, and personal, development through the sharing of transactional analysis concepts and approaches.

We work with you to apply the TA ideas to your own professional context, whether that be in management, coaching, consulting, teaching, human resources or any of the other ways in which a professional has responsibility for the development of others.

Our faculty are all internationally endorsed to teach and supervise others to apply TA professionally, and together we have created worldwide TA qualification options that sit alongside and extend those run by the European and International TA associations.

We have all experienced the growth that comes from undertaking professional training and supervision within the TA community and look forward to welcoming and supporting you in your own TA journey, whichever option you choose.

Professor Julie Hay

Teaching & Supervising Transactional Analyst
(Organisational, Psychotherapy & Educational)
M Phil, PG Dipl Mgt Studies

CFCIPD, FRSA, C Mgr MCMI, MBACP



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The Professional Development Foundation have developed, delivered and assessed programmes in professional development which are awarded by and quality assured by Middlesex University. This includes MSc Professional Development with negotiated titles to reflect content.

Psychological Intelligence Foundation CIC have developed programmes in conjunction with the Professional Development Foundation; these are run under the auspices of the Professional Development Foundation which follow their pathways leading to Middlesex University awards. This prospectus indicates some of the negotiated titles that are possible.

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Caveat: The information in this document is for guidance only and should not be relied upon when decisions are made – the original documents should be consulted before any contracts are signed. Note also that requirements are subject to change.

Who We Are

We are Psychological Intelligence Foundation CIC in association with the Professional Development Foundation

The Professional Development Foundation has been developing professionals for the last 35 years. They share the PIF CIC focus on profession-based learning. Through them, and their connection with Middlesex University, we are able to provide academic recognition of the standards of practice attained.

Psychological Intelligence Foundation CIC is a non-profit organisation (community interest company) set up to make developmental transactional analysis more widely available and applicable.

We comprise an international team who have all been endorsed internationally by the European and International TA Associations (EATA and ITAA) to provide teaching and supervision to professionals who wish to apply TA in their own professional contexts, with a view to developing individuals, teams, families, organisations and institutions.

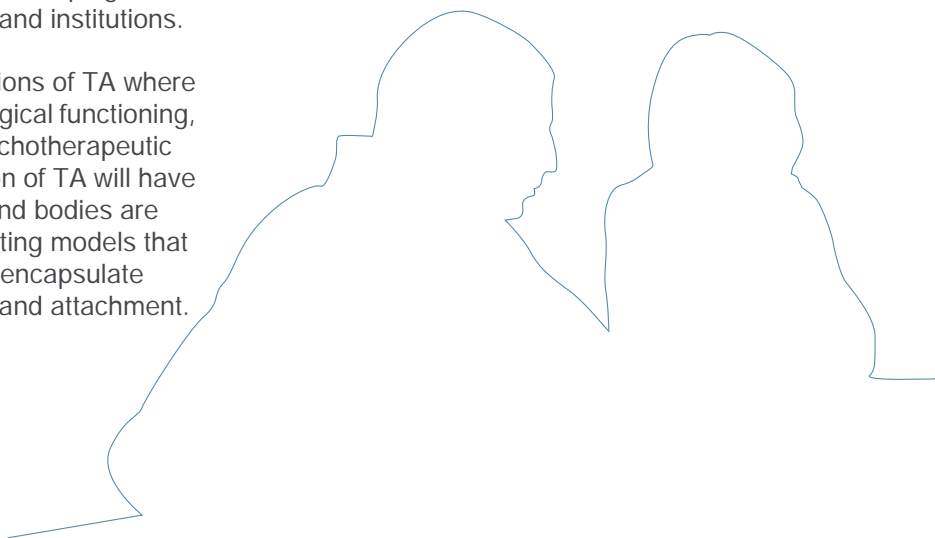
Developmental TA refers to those applications of TA where the focus is on increasing healthy psychological functioning, rather than the traditional emphasis of psychotherapeutic TA on pathology. Of course, any application of TA will have a therapeutic impact because our brains and bodies are inextricably linked; we specialise in converting models that explain human pathology into models that encapsulate human propensities for growth, autonomy and attachment.

We have been providing TA training and supervision for many years and in several countries. Our principal began with the provision of organisational TA as a practitioner in the 1970's and as a trainer / supervisor from 1992, adding educational TA in 2000 and introducing the term 'developmental TA' in 1995.

Our current faculty are based in the UK, Romania and Switzerland and travel widely, running programmes in the UK, Romania, Russia, Switzerland, Turkey, Armenia, Poland and the Ukraine (so far!). We present regularly at International Conferences and serve as examiners within the international TA community.

Our principal was one of the original founders of the EMCC – European Mentoring & Coaching Council - and served as the first EMCC President of the pan-European Board.

Julie is also a past president of both the European and the International TA Associations.



What We Offer

Over the years we have developed a range of awards and qualifications under the auspices of the International Centre for Developmental Transactional Analysis (ICDTA). These have been recognised by the Institute of Developmental Transactional Analysis (IDTA) and are reflected in the IDTA membership categories.

Much of what we offer is also recognised by the International and European TA Associations (ITAA and EATA) as contributing to their accreditations of Certified Transactional Analyst, CTA Trainer and Teaching & Supervising Transactional Analyst.

Working with the Professional Development Foundation, we can also offer a PDF programme validated by Middlesex University.

Our agreement with the Professional Development Foundation means that we have been able to extend these to encompass additional options, the Chartered Management Institute (CMI), the Institute of Leadership and Management (ILM) and the European Mentoring & Coaching Council (EMCC).

We offer a comprehensive range of awards and qualifications: each is described briefly on the next page and in more detail in later pages.

Introductory Level Awards

Students may, if they wish, begin at the introductory level before moving on to the more advanced professional studies described in the following pages.

TAPDA – TA Personal Development Award - This is an introductory level award, for those who have learned some TA and would like confirmation of how they have applied it in their life generally. TAPDA, and Advanced TAPDA, are awarded by the ICDTA on production of a portfolio of evidence.

DTAVA – DTA Vocational Award - For people who want to apply the DTA as part of the way they do their jobs, especially in terms of their relationships with colleagues, customers, members of the public, etc – so DTAVA and Advanced DTAVA are suitable for managers, customer care agents, police officers, nursing staff, and similar roles where the main purpose of the job is not directly aimed at developing other people but where people skills are critical.

TAPA – TA Proficiency Award - Our faculty are voluntarily involved with the IDTA in the running of international TA Proficiency Awards for Children & Young People (TAPACY), Caregivers & Parents (TAPACP) and Teachers & Educators (TAPATE).

There are no requirements about how candidates acquire their knowledge for these introductory level awards – they may be obtained via self-study or taught by TA students.

What We Offer (Cont'd)

DTAMA – Manager Awards

These are designed for experienced managers, consultants, coaches, etc who wish to apply DTA within their professional activities. We offer several options, in association with ILM and CMI.

[ILM – Institute of Leadership and Management](#) – Level 5 Diploma in Leadership & Management.

[CMI – Chartered Management Institute](#) – we offer a Strategic Leadership, Management of Coaching & Mentoring or Management Consultancy qualification that equates to a postgraduate certificate and can be combined with 3 years' experience to achieve Chartered Manager status in CMI.

DTAPA - Practitioner Awards

These are designed for those already qualified as 'helping professionals' in something other than TA, who want to check out how well they are incorporating DTA into their professional practice. They might be coaches, consultants, educators, mediators, HR professionals – any role where the primary focus is on helping other people, or families, teams or organisations, to develop themselves.

DTAPQ – DTA Professional Qualifications

These are a Certificate and Diploma in DTA, awarded by ICDTA, in which a specialisation is an optional extra. They can also be undertaken as PDF postgraduate Certificate and Diploma awarded by Middlesex University. They are intended for those who wish to make DTA a major element of their professional approach.

Coach Awards – EMCC & ICF

Please contact us to discuss options for these.

MSc Professional Development (Developmental Transactional Analysis #)

a specialism may be added if appropriate e.g. Coaching, Counselling, OD)

In association with PDF, awarded by Middlesex University, this qualification requires that helping professionals demonstrate their competent application of DTA, accompanied by a series of critical reflective essays. Those who wish can opt for Postgraduate Certificate or Diploma instead of MSc.

MSc Professional Development (TA Trainer / Supervisor)

Designed for those who already hold international accreditation as CTA or have an MSc in Transactional Analysis (developmental or psychotherapy), this programme equips candidates to teach and supervise others to acquire their own TA qualifications. This qualification equates to the international qualification of CTA Trainer, which is an optional extra.

Master TA / Trainer / Supervisor

Designed for those who have completed the MSc for TA Trainer / Supervisor, this qualification is for those who wish to supervise others seeking the TA Trainer / Supervisor qualification. It equates to the international qualification as TSTA, which is an optional extra.

Note: CTA – Certified Transactional Analyst, CTA Trainer, TSTA

These are the international qualifications, run by the training bodies of the European and International TA Associations in ways that ensure the standards are consistent internationally. All training provided by PIF CIC faculty can also be credited towards EATA / ITAA accreditation.



Overview of Options

Title	Intended for / prerequisites	Requirements #
DTA Manager Awards (DTAMA)		As for ILM below
ILM Level 5 Diploma in Leadership & Management	Managers, consultants, coaches etc who wish to demonstrate their professional work-based application of DTA	12 days training / supervision, 50 hrs application, 2 portfolios aligned to modules, reflective learning log covering 6 months
PG Certificate Strategic Leadership, Management Consultancy or Mgt of Coaching & Mentoring	CMI Chartered Manager status requires 3 years managerial experience	20 days training / supervision, 100 hrs application, 4 portfolios aligned to modules (may substitute 4000 word theoretical essay for one portfolio) Reflective learning log covering 8 months
Developmental TA Practitioner Award (DTAPA)	Qualified helping professionals such as coaches, teachers, counsellors, etc who decide to add TA to their major approach Pre-requisite is prior qualification to include 200 hrs practice, 40 hrs supervision, 150 hrs training plus competence-based assessment in their major approach	50 hrs training, 10 hrs supervision, 40 hrs application of TA within practice, annotated portfolio of evidence of application of 10 TA concepts Critical commentary / learning log over 6 months
Certificate in Developmental TA (option to specify field) Post graduate Certificate through addition of reflective essays	Those seeking formal qualification as transactional analysis coaches, consultants, educators, trainers, etc	250 hrs overall study time comprising: <ul style="list-style-type: none"> • 75 hrs training, 10 hrs supervision, 100 hrs application, 65 hrs professional development • 4 portfolios aligned to modules (may substitute 4000 word theoretical essay for one portfolio) • reflective learning log covering 8 months • for PG Certificate – reflective essays
Diploma in Developmental TA Professional Qualification Post graduate Diploma through addition of reflective essays	Those seeking formal qualification as transactional analysis coaches, consultants, educators, trainers, etc Certificate is pre-requisite for Diploma although study for both may overlap	250 hrs overall study time comprising: <ul style="list-style-type: none"> • 75 hrs training, 10 hrs supervision, 100 hrs application, 65 hrs professional development • 4 portfolios aligned to modules • for PG Diploma – reflective essays
MSc Professional Development (Developmental Transactional Analysis – with option to specify application) Developmental Transactional Analyst (DTA)	Those seeking formal qualification as transactional analysis coaches, consultants, educators, trainers, etc	PG Certificate & Diploma requirements PLUS <ul style="list-style-type: none"> • 500 hrs overall study time comprising: • 150 hrs training, 20 hrs supervision, 200 hrs application, 130 hrs professional development • research project, theoretical essays, reflective essay + viva voce
(TA Trainer / Supervisor) (negotiated title as MSc) TA Trainer / Supervisor (TATS)	Those already qualified as CTA or having MSc in DTA, who wish to train and supervise others seeking their own TA qualifications	27 days workshops over 3 years, 300 hrs supervision of others' teaching given and 50 hrs supervision of this received, 300 hrs supervision of others' supervision given and 50 hrs supervision of this received Portfolios to include research project (may be case study) with reflective essay + viva voce
Master TA Trainer / Supervisor (MTATS)	Those who are TA Trainer / Supervisors or CTA Trainers, who wish to supervise those seeking MSc as TA Trainer / Supervisor	Provide 200 hrs supervision of TA Trainer / Supervisors and receive 20 hrs supervision of that Final viva voce

Requirements – because these are competence-based qualifications, all requirements stated are minimum requirements; some students may need more to develop their skills to an appropriate level.

Our modular format – DTA Professional Qualifications

Certificate in Developmental TA – also Year 1 of MSc – plus appropriate selection for ILM, CMI, DTAPA	
Professional Intervention #	Importance of contracting, boundaries and groundrules, ethics & professional practices
Core Themes in TA #	Overview of all concepts, how they link, history & development of TA
Individual Development	Structural analysis, script matrix and related concepts, life positions, cycles of development, discounting, racket system, autonomy
Interactions & Relationships	Functional analysis, diagnosis of ego states, transactional analysis proper, strokes, time structuring, games and rackets, symbiosis
Group Processes	Group imagoes, leadership and followership, time structuring, games, stroking patterns and cycles of development in groups
Organisations and Institutions	TA organisational diagrams and models, systemic TA approaches, games, stroking and ego state patterns in organisations
Diploma in Developmental TA - – also Year 2 of MSc – plus appropriate selection for ILM, CMI, DTAPA	
Process Skills #	Analysing self, others, groups and organisations, interventions, transference and countertransference, projection, models and processes of supervision, parallel process
Research #	Research methods, qualitative and quantitative research, process and outcome research, critical reviews, research within TA and comparable research elsewhere, establishing and conducting research studies
Applying TA in Context	Diagnosing, selecting, planning and implementing appropriate range of TA concepts in a specific context e.g. organisational, family, educational; combining TA and other approaches, critiquing the process
Practitioner Skills -Consulting, Coaching & Facilitating	How change occurs at individual, group and organisational levels, contrasting TA with other approaches
Practitioner Skills -Learning, Teaching & Training	Learning by children and adults, philosophies of education and training, principles of learning, contrasting TA with other approaches
Developing Skills in Others	Work skills such as leadership, parenting, time management, problem solving and decision making, creativity and innovation, contrasting TA with other approaches
MSc Professional Development (Developmental TA) - Year 3	
As agreed with faculty	Certificate and Diploma levels are as above, with additional requirement to produce reflective essays. Masters level requires attendance at a selection of Certificate and Diploma modules but with learning now directed towards development of professional competence and design and implementation of research-based case study that is also a professional application of DTA.

Core modules for some qualifications; students agree with faculty about selection of modules that fit with the qualification and the work they are doing – there is no requirement to undertake projects simply to obtain the qualification.

Our modular format – TA Trainer / Supervisor Qualifications

Certificate in TA Training / Supervision – also Year 1 of MSc	
Core Skills in Training & Supervision	Introduction to Supervision – theory and practice Introduction to Training – theory and practice Introduction to Programme Design – theory and practice
Professional Practices for Trainer / Supervisors	The TA International Community, History, Current Developments Research Ethics and Professional Practices
Theories of Training & Supervision	Theories of Supervision Theories of Teaching / Training
Advanced TA Theories (1)	Advanced TA theory (areas of interest)
Diploma in TA Training / Supervision – also Year 2 of MSc	
Research	Research Methods Review of existing research
Research Proposals	Presentation and review of student research proposals
Theories & Practices of Training & Supervision	Theories and Practices of Supervision Theories and Practices of Training
Advanced TA Theories (2)	Advanced TA Theory (areas of interest)
MSc Professional Development (TA Trainer / Supervisor) - Year 3	
Research Presentations	Presentation and review of student research projects
Exam Preparation	Exam preparation
Advanced TA Theories (3)	Advanced TA theory (areas of interest)
Additional requirements to attain Master TA Trainer / Supervisor	
Students provide further hours of supervision and receive supervision of this, either through attendance at workshops or one-to-one.	

DTAMA – Manager Awards – ILM or CMI

These are designed for experienced managers, consultants, coaches, etc who wish to apply DTA within their professional activities. We offer several options, in association with ILM and CMI.

ILM – Institute of Leadership and Management – Level 5 Diploma in Leadership & Management.

This requires attendance at 12 days of training workshops and is supplemented by coaching tutorials (DTA supervision of practice development). Candidates produce evidence of their application of DTA to their personal and professional development.

In consultation with a faculty member, students select two of the modules on page 8 in order to demonstrate evidence of at least 50 hours of DTA application within their work. They are also expected to produce a learning log covering at least 6 months.

CMI – Chartered Management Institute – Chartered Manager

We offer a Strategic Leadership, Management of Coaching & Mentoring, or Management Consultancy qualification that can be combined with 3 years' managerial experience to achieve Chartered Manager status in CMI. Those without enough managerial experience may still be awarded a postgraduate certificate provided they demonstrate acquisition of the competencies.

This requires attendance at 20 days of training workshops and is supplemented by coaching tutorials (DTA supervision of practice development). Candidates produce evidence of their application of DTA to their personal and professional development, in line with their chosen CMI focus.

In consultation with a faculty member, students select 4 of the modules on page 8 in order to demonstrate evidence of at least 100 hours of DTA application within their work. They are also expected to produce a learning log covering at least 8 months.





DTAPA - Practitioner Awards

These are designed for those already qualified as 'helping professionals' in an approach other than TA, who want to check out how well they are incorporating DTA into their professional practice. They might be coaches, consultants, educators, mediators, HR professionals – any role where the primary focus is on helping other people, or families, teams or organisations, to develop themselves.

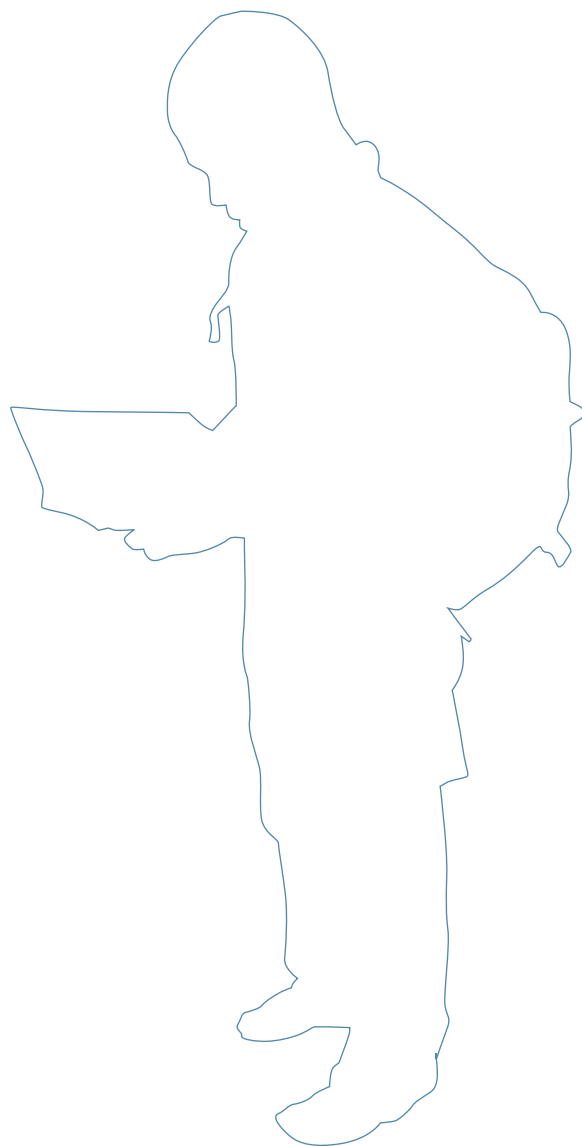
Candidates must already hold a competence-based qualification that has involved at least 150 hours of training, 40 hours of supervision, and 200 hours of professional practice.

They are required to attend 50 hours of training workshops and receive at least 10 hours of supervision of their practice – totalling 10 days of attendance. Supervision may also be obtained in small groups or one-to-one.

Candidates produce evidence of their application of DTA to their personal and professional development, by providing an annotated portfolio of evidence that covers the competent professional application of at least 10 TA concepts.

They are also required to produce a critical commentary / learning log that covers at least 6 months and demonstrates how DTA fits with their own approach.

DTAPAs are awarded by the ICDTA – the International Centre for DTA, which is an independent body of internationally-accredited TA trainers. Hours attained for the DTAPA can be carried forward if students opt to continue to Certificate, Diploma or MSc.



DTAPQ – DTA Professional Qualifications

These are a Certificate and Diploma in DTA. Each represents approximately 25% each of the requirements set for the international TA qualifications. They can also form the basis for the MSc Professional Development (DTA).

They are intended for those already in practice or about to start as helping professionals, who wish to make DTA a major element of their professional approach and want a formal qualification to confirm their professional status.

The requirement for each level is for 250 hours overall study time, comprising 75 hours training, 10 hours supervision, 100 hours professional application, and 65 hours professional development.

Candidates will usually attend for 20 days of training / supervision workshops (possibly including some webinars) across a year for each level, although they can spread training and application over a longer period.

They are required to produce 4 annotated portfolios of evidence (or 3 portfolios and 1 x 4000 word essay). These must cover the 2 core modules shown at page 8 for each level, with 2 optional modules chosen to match their professional application. Students are also expected to produce a learning log covering 8 months.

For the postgraduate option, some portfolios and the learning log are then combined and accompanied by 2000 word critical reflective essays.

A final competence-based assessment for each level is conducted by a small panel, at which the candidate is invited to demonstrate their skills in discussion and through short recordings of their practice.

The Certificate and Diploma are awarded by the ICDTA – the International Centre for DTA that comprises internationally-accredited DTA professionals. The PDF Postgraduate Certificate and Diploma are awarded by Middlesex University.

a specialism may be added if appropriate e.g. Coaching, Counselling, OD

MSc Professional Development (Developmental Transactional Analysis #)

This has been developed to add academic rigour and recognition to the international qualification of Certified Transactional Analyst, and to avoid the need for candidates to artificially restrict their developmental transactional analysis application to match just four pre-determined fields. Successful students will have the option to add the international examination process on the basis that attaining the MSc will also meet the international requirements.

The programme is designed for those already in practice or about to start as helping professionals, who wish to make DTA the major element of their professional approach. There is a strong emphasis on applying the TA concepts to self, with the consequent increase in self-awareness making a significant contribution to professional competence; there is also a focus on developing skills for analysing the dynamics of individuals, groups, teams, families, institutions and organisations.

The requirements for the postgraduate Certificate and Diploma must be met before students continue into the MSc; the additional requirements for the 3rd/4th years are 500 hours overall study time, comprising 150 hours training (which may include exam preparation workshops and attendance at conferences), 20 hours supervision, 200 hours professional application, and 130 hours professional development (which may include self-study and non-TA related activities).

Candidates will usually attend 20 days of training / supervision workshops (possibly including some webinars) across a year or more.

They are required to devise and conduct a research study, which may be a case study of their professional practice. They also submit some theoretical essays and a reflective essay.

A final competence-based assessment is conducted by a small panel, at which the candidate is invited to demonstrate their skills in discussion and through short recordings of their practice.

The PDF MSc is awarded by Middlesex University.

Candidates may opt to submit a variation of their submissions towards the international written and oral examinations as CTA, subject to some additional hours requirements that they may already have met.

a specialism may be added if appropriate e.g. Coaching, Counselling, OD

TA Trainer / Supervisor and Master TA Trainer / Supervisor

MSc Professional Development (Negotiated Title)

Designed for those who already hold an MSc in Transactional Analysis (developmental or psychotherapy), this programme equips students to teach and supervise others to acquire their own TA qualifications. Content includes teaching and training theory and practice, supervision theory and practice, advanced theoretical knowledge of TA, and of a range of non-TA theories and techniques.

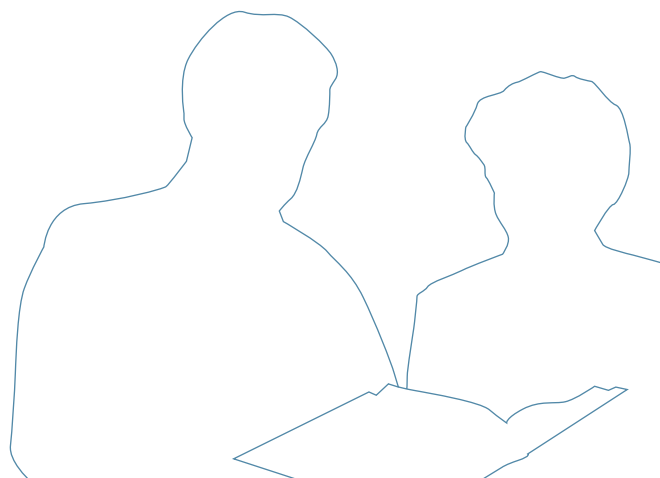
Candidates attend workshops, are supervised on their teaching / training and the supervision they provide, produce portfolios of evidence and critical reflections, and engage in work-based research.

Candidates are required to have provided at least 300 hours of teaching and 300 hours of supervision, and to have received at least 50 hours of supervision of each, alongside attendance at 27 days of workshops over a typical 3 year period. A final competence-based assessment is conducted by a small panel, at which the candidate is invited to demonstrate their skills in discussion and through short recordings and live demonstrations of their practice.

Master TA / Trainer / Supervisor

Designed for those who have completed the MSc for TA Trainer / Supervisor, this qualification requires candidates to provide at least another 200 hours of supervision (of supervision and / or teaching) of those who are undertaking the MSc for TA Trainer / Supervisor or those in contract as PTSTA with EATA / ITAA, and to receive an appropriate level of supervision of the supervision they give.

A final competence-based assessment is conducted by a small panel, at which the candidate is invited to demonstrate their skills in discussion and through short recordings and live demonstrations of their practice



International TA Qualifications that may be obtained alongside our programmes

CTA – Certified Transactional Analyst, CTA Trainer,
TSTA – Teaching & Supervising Transactional Analyst

These are the international qualifications, run by the training bodies of the European and International TA Associations in ways that ensure the standards are consistent internationally. Candidates are required to opt for one of four fields of application: psychotherapy, educational, organisational, and counselling (which also equates to coaching).

For CTA, students must attend at least 300 hours of TA training and 75 hours of supervision, complete at least 500 hours of TA application, plus other professional development and practice activities that bring the total hours to at least 2000. They produce a 24000 word written examination and attend a 4-person panel examination. On the basis of 16-20 days attendance at workshops each year, most students take 4-5 years to reach CTA status.

CTA Trainer and TSTA are further qualifications after achieving CTA and are anticipated to take another 5-7 years. Currently the requirements are similar, in that candidates must provide 300 hours of teaching of TA and 500 hours of supervision of those studying TA, and receive 50 hours supervision of their teaching and 50 hours supervision of their supervision.

For CTA Trainer, candidates return to a workshop at which their competencies are assessed over 2 or 3 days.

For TSTA, there are three examinations, each with panels of 4 qualified professionals. The first consists of discussion of advanced theory, ethics and the TA community and must be passed before proceeding. There are then two further examinations which are assessed separately: for supervision, in which the candidate supervises two volunteers for 20 minutes each and then analyses the process; and for teaching, in which the candidate teaches a prepared topic for 30 minutes and a topic allocated at random for 10 minutes, to an audience of volunteers.

There are no set hours of attendance at workshops required and no set assignments; however candidates for CTA Trainer and TSTA typically attend a number of exam preparation workshops. PIF CIC is leading the profession in providing specifically-designed workshops that address the relevant learning requirements.

All training provided by PIF CIC faculty can also be credited towards EATA / ITAA accreditation at the corresponding levels.

Recognition of Prior Learning & Practice

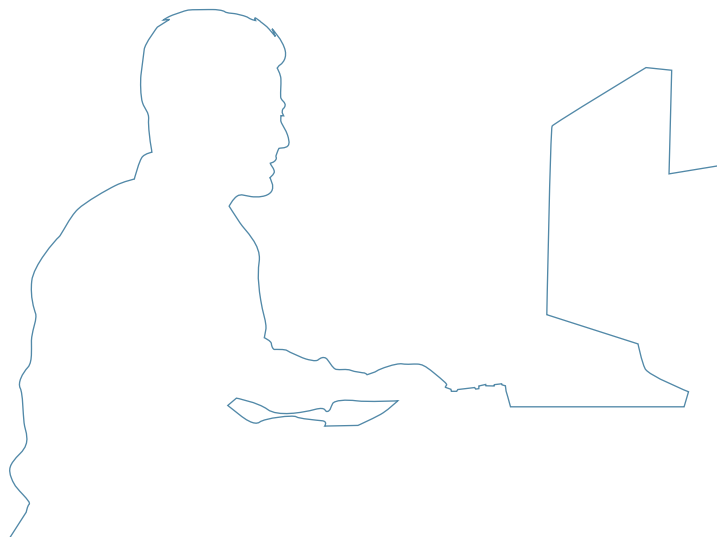
Due to the nature of our programmes, accreditation of learning (APL) in the traditional sense is not applicable because we offer new professional qualifications.

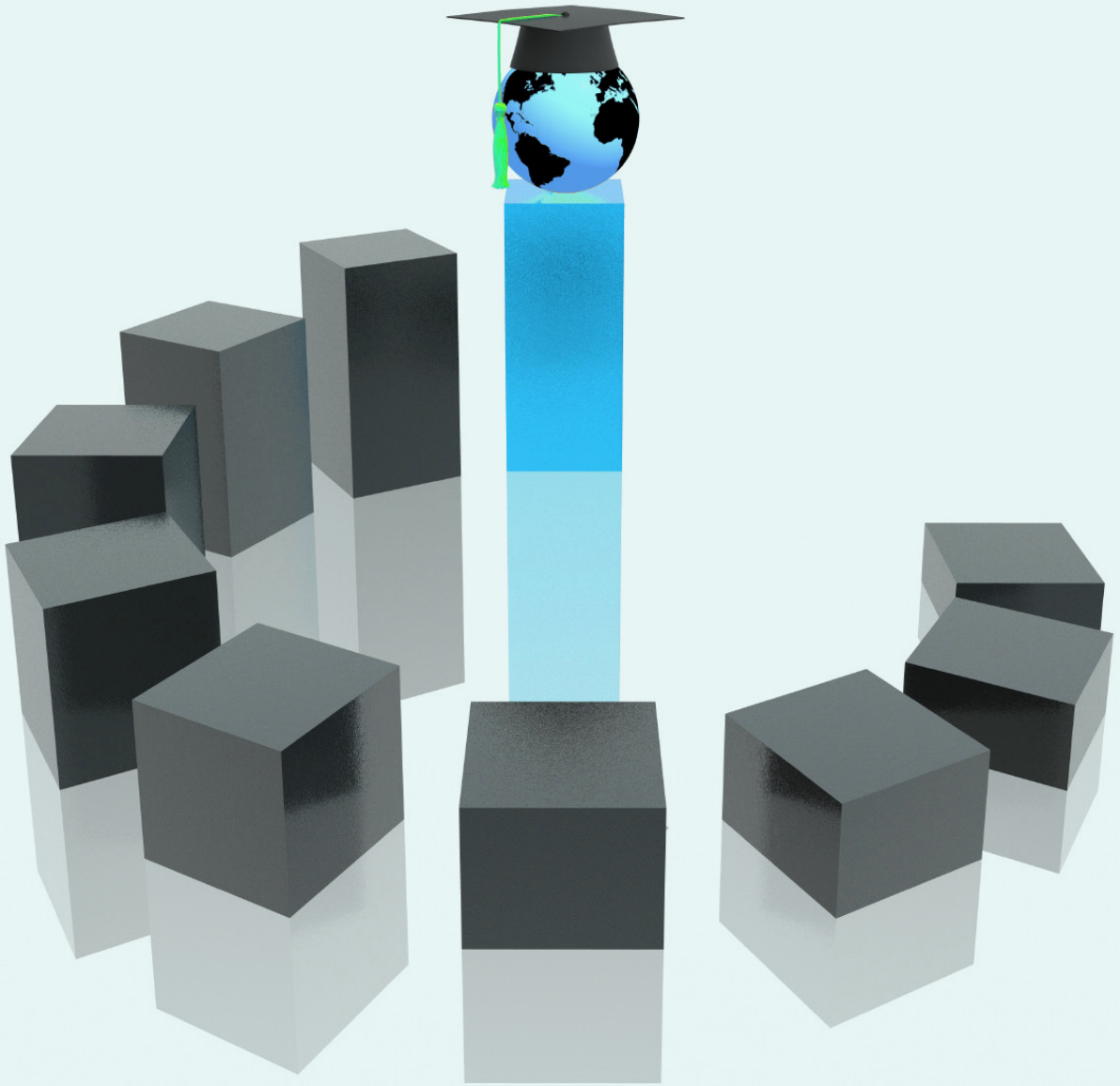
However, we will recognise previous TA training and supervision subject to it having been provided by a suitably qualified TA professional. At this stage, suitably qualified means an EATA/ITAA endorsement as (P)TSTA although in time it will include those who complete the MSc with us as TA Trainer / Supervisor.

There are limitations on what can be accepted depending on factors such as recency and whether the previous tutor / supervisor was developmental or a psychotherapist.

We will also accept prior hours of professional practice, again depending on recency and relevance.

Candidates are invited to contact us on +44 (0)1992 550246 or pifcic@pifcic.org to clarify what can be recognised.





How We Function

Our faculty all have advanced international qualifications in transactional analysis. This is significant because TA is a humanistic approach to understanding human functioning that emphasises the attainment of individual autonomy within a framework of attachment (OKness).

Originally initiated during the 1960's by Dr Eric Berne, TA has continued to develop and is now used extensively, in many languages and with TA associations in most areas of the world. In addition to its early psychotherapeutic applications, it is now well established within fields such as organisational consultancy, coaching, teaching, parenting, management, HR, etc - anywhere that 'people skills' and human development are significant considerations.

Lest this sound too parochial, those who qualify in TA are also expected to have knowledge of related non-TA theories and techniques. We include some of this within our programmes but also make a point of incorporating the specialist knowledge and skills of our students. The non-TA requirement is that candidates are familiar with those approaches that apply within the contexts of their own TA application.

Developmental TA is the term we use for the non-psychotherapy applications of TA. It is concerned with applying TA to the processes of change and growth at the personal, professional, group and organisational levels. These developmental specialisms have much in common. They focus on using TA in a way that involves sharing (teaching) the models and concepts with clients and working with (facilitating) them to increase their self-understanding and hence their behavioural options. Clients are also encouraged to apply TA concepts to increase their understanding of the structures and processes that operate within their own groups, teams, organisations or institutions.

Our 'Teaching' Processes

TA training has been undertaken on an international basis over many years. Originally focussed on the training of therapists, it includes some extremely rigorous processes for ensuring that students 'live' what they learn.

Analysts are required to develop a high level of self-awareness so that their own issues do not interfere with the needs of the client. They also spend time learning to analyse individual, group and organisational dynamics so they can do this whilst maintaining the focus of their interventions.

Students are expected to:

- study, contrast and critique the various TA models
- generate hypotheses related to potential interventions (i.e. form an initial diagnosis)
- record their interactions with clients and subsequently analyse the recordings
- relate analyses to hypotheses in meaningful ways
- present cases to a TA Supervisor (and often to peers) and engage in critical reviews of their own performance

These qualifications have been designed to utilise these robust international learning processes, whilst at the same time ensuring adequate attention to academic considerations.

Communities of Learning Practice

Wenger (Wenger, E, 1998 *Communities of Practice* Cambridge, UK: Cambridge University Press) points out that learning is often designed on the assumption that it is an individual process, which takes place in a classroom away from the distraction of the world outside. He proposes instead a social theory of learning, in which learning takes place within communities of practice – social configurations within which learners have identities and within which they are active participants.

Wenger thus provides a theoretical explanation of the way TA training operates. Students do much of their learning within their own range of communities of practice. These may, for example, be the organisations they work within, the classes they teach, the teams they facilitate, the clients they coach or counsel.

At the same time, the student group will also be a community of practice as students take on an identity as a member through their engagement and participation. These particular communities will also mirror their professional communities in two ways:

- they will contain students with diverse backgrounds and with varying degrees of prior exposure to personal and professional development and to TA
- they may have changing memberships, particularly at more advanced levels of training
- they may include different identity levels as they bring together those studying for different levels of qualification (and some not seeking academic qualification)

These factors will ensure that the circumstances of the taught elements of the programme will allow both tutors and students to identify any unhelpful reactions that might indicate potential issues within their professional communities of practice.

Learning Approaches

We use all the approaches to running programmes that you would expect – taught workshops, individual and group supervision / coaching sessions, self-study, maintaining a reflective learning journal, webinars and individual online consultations, and whatever else may be invented in the future.

However, there is an important caveat about our webinars. We prefer to run these for groups. We offer some ‘traditional’ webinars where each person sits alone at their computer but we require that most of the learning is done in groups. This is because we are developing ‘people skills’, and to do this, students need to be interacting with people. Hence, our webinars are generally organised on the basis that a group meets at some convenient location and engages online with the tutor. They thus form a community of learning practice.

The group sees the tutor on the screen (not just a PowerPoint presentation) and the tutor sees the group (albeit as rather small figures). Questions can be asked just as in a face-to-face workshop, so that everyone hears the question and the response. Activities such as small group or pairs working, and supervision in the group setting, are also used just as in face-to-face.

We have been using this ‘group webinar’ approach for some time and it works well, is ecologically friendly because of the reduction in travel, and we often do it with interpreters, who can even be in a different place (and country) to the group and the tutor.

Fees

There are three elements to the costs: institution fees, assessment fees, and the fees for attending training and receiving supervision. At August 2013, costs are:

Institution Fees

Postgraduate / MSc Award - £1350

CPD - £200 to register

ILM – £100 to register

CMI - £300 to register

Assessment fees

DTA Manager Award – £75 per portfolio or learning log

DTA Practitioner Award – £75 per portfolio or reflective log

ICDTA Certificate or Diploma – £500 each

Postgraduate Certificate, Diploma, MSc - £750 per level

There will be additional fees charged to assess any re-submissions.

Training and Supervision fees

Hours of attendance at workshops and supervision stated in this prospectus are the minimum requirements. Some students may require more in order to reach appropriate levels of competence.

Current fees for workshops run in the UK by PIF CIC faculty are in the region of £80 per 6 hour day. Fees vary outside the UK, as do fees for webinars, to allow for different professional and national economic situations.

Please note that there are likely to be additional costs for one-to-one or small group supervision required outside workshop hours. PIF CIC faculty charge for this as 20% uplift on the student's own professional fees, to allow for different professional and national economic situations.

Fees for workshops and supervision by appropriately qualified non PIF CIC trainers may be different.

Other costs

Students will have costs for books, journals, attendance at conferences and events (which may count towards hours requirements depending on speakers).

Although there is no formal requirement to undergo psychotherapy as part of PIF CIC programmes, some students may need to pay for psychotherapy or counselling if they have personal issues that interfere with the way they function as professionals.

Students are expected to join appropriate professional associations, including the Institute of Developmental Transactional Analysis. Current fees for IDTA Student members are £30 p.a.; this includes automatic membership of the European Association of Transactional Analysis.

They may also wish to join the International Transactional Analysis Association in order to receive online access to the Transactional Analysis Journal. Current ITAA Regular member fee, which gives access to the full current and backlist issues, is USD 160 – we are in process of requesting a part-time Student member option at USD 110.

The International Journal for Transactional Analysis Research is available online free at www.ijtar.org.

Support and Resources

Sponsor / Coach / Mentor

Students will be allocated a member of PIF CIC faculty who will act their sponsor, coach or mentor, discuss their training plans, review submissions before these are sent for assessment, and generally support and guide throughout the process.

Your sponsor will be allocated taking into account factors such as professional experience, context of professional practice, any special interests, geographical location, and any previous contact.

Workbooks

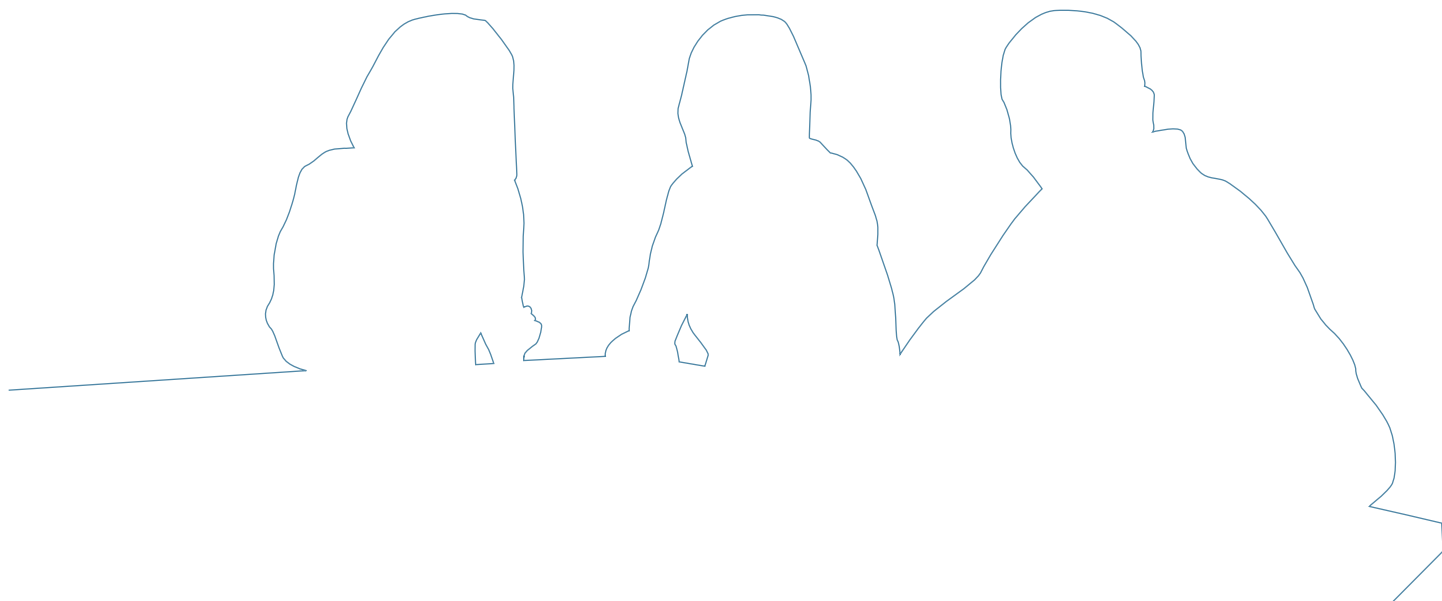
We provide comprehensive workbooks for each module, with theoretical summaries and thorough referencing.

These are regularly updated to incorporate new developments and research findings.

Online Resources

Students opting for ILM, CMI or University registration will have online access via PDF.net to all workbooks and to Athens searchable database of articles.

Those opting for CMI will be given access to the CMI ManagementDirect website containing extensive learning resources related to management.



Frequently Asked Questions

What do all those initials stand for?

CTA	Certified Transactional Analyst
DTA	Developmental Transactional Analysis
EATA	European Association of Transactional Analysis
ICDSV	International Centre for Developmental Supervision
ICDTA	International Centre for Developmental Transactional Analysis
IDTA	Institute of Developmental Transactional Analysis
ITAA	International Transactional Analysis Association
PDF	Professional Development Foundation
PIF CIC	Psychological Intelligence Foundation Community Interest Company
TSTA	Teaching & Supervising Transactional Analyst

How long do the qualifications take?

The qualifications and awards are competence based, so the time taken to reach the appropriate level of skills varies, depending on factors such as previous experience, opportunities to apply what you are learning, and your own intrapersonal and interpersonal skills and self-awareness when you begin the training. It is not unusual for students to experience considerable personal and professional change as they progress through the training.

That said, typical times are:

- A few weeks for the foundation level awards
- A year for the Practitioner Award
- A year or just over for the Certificate
- Another year or just over for the Diploma
- 4 years for the MS in DTA, which includes the years spent on Certificate and Diploma first
- 4 years for the MSc as TA Trainer / Supervisor, with maybe another year to reach Master Trainer / Supervisor

University requirements are that an MSc in completed in no more than 5 years – however, this applies to the formal study period and students may be able to incorporate prior experience and learning.

I've done a lot of training (and / or practice) in TA psychotherapy – what can I count towards developmental TA qualifications?

We do not count psychotherapy practice towards the developmental TA qualifications because that would be like qualifying someone as an electrician based on their experience as a carpenter.

We limit the amount of TA psychotherapy training hours that can be counted because the methods of application are significantly different. However, we do recognise that the theories are the same and therefore allow credit hours for some 'foundation' level training. The actual credit hours are determined on an individual basis, taking into account our knowledge of the particular psychotherapy trainer and the syllabus covered.

Can I study online instead of attending workshops?

Some of our workshops are made available as webinars and we provide supervision online. However, transactional analysis is about people and self-awareness so we expect you to learn as you interact with our faculty and with other students. Our webinars are therefore run for students to attend in groups, so you can engage in various learning activities that require interaction with other people.

We run webinars for groups in different countries, sometimes with online interactions across countries, and when necessary with interpreters. If there is no suitable group already existing, we will work with you to devise appropriate options.

What academic qualifications do I need to enter the programmes?

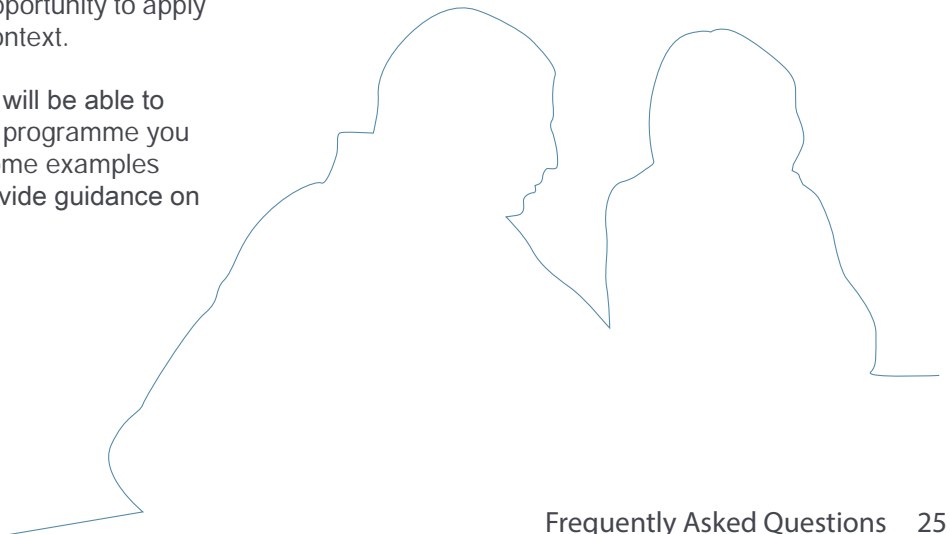
The qualifications are all awarded against evidence of competence in the professional application of transactional analysis so prior academic qualifications are not required. It is more important that you will have the opportunity to apply what you are learning in a professional context.

You will, however, need to show that you will be able to handle the academic requirements of the programme you choose so we may ask you to produce some examples of reflective or critical essays. We will provide guidance on what is expected.

Do I have to do a big research project and lots of statistics to get the MSc?

There are many different types of research. You can indeed conduct some form of quantitative research with statistical analysis if this would fit your professional practice. However, you can also conduct case study research – much professional practice is already a form of research known as critical ethnography, where you form a hypothesis (about what your client needs), initiate some activity, evaluate outcomes, initiate again, evaluate again, and so on until the client attains a suitable outcome.

If you want to know more about another way that case-study research works, have a look at an example by Mark Widdowson in the International Journal of Transactional Analysis Research Vol 3 Issue 1, which you can access free at www.ijtar.org





Faculty Members

Professor Julie Hay
Academic Dean, Programme Director

Julie Hay had almost 30 years' experience as employee, staff representative, manager, trainer and consultant before launching her freelance career and adding another 20 years' experience as CEO of consultancy and publishing companies. She is a past president of both the International and European Transactional Analysis Associations, and was co-founder, Company Secretary and then President of the European Mentoring & Coaching Council.



Her experience spans the public and private sectors, including banking and insurance, engineering and construction, research, advertising, computer manufacturing and IT, major retail chains, pharmaceutical multinationals, local government, police, probation, prison, court, customs and taxation services, and the armed forces; she has also trained managers and consultants in many areas of the world – current involvement is with Eastern Europe, Turkey and China.

Julie is author of numerous articles, books and packs on management competences and assessment, action learning, group dynamics, counselling and mentoring, and corporate culture change; she is Editor of the International Journal of Transactional Analysis Research and received the EATA Gold Medal for her services to the TA community.

Julie is a Chartered Fellow of the Chartered Institute of Personnel Development (formerly FIPD, FIPM and FITD),

Chartered Manager of the Chartered Management Institute (CMgrMCMI), Fellow Royal Society of Arts, and Member British Association for Counselling & Psychotherapy.

In addition to her international accreditation as a Teaching & Supervising Transactional Analyst (Organisational & Educational), Julie is internationally licensed as a Trainer in Neuro-Linguistic Programming, has an MPhil for research into managerial characteristics, and is currently completing an MSc in Transactional Analysis Psychotherapy as part of her commitment to lifelong learning.

Lynda Tongue
Deputy Programme Director

Lynda specialises in the areas of individual and organisational development. She has been consulting with all levels of management and staff, across public and private sectors, since 1991. She believes that the skills and talents of many people lie untapped and finds enormous satisfaction in working with individuals to unlock their true potential.



Lynda is a BA (Hons) graduate, and holds a Diploma in Training Management. She is a Fellow of the Chartered Institute of Personnel and Development and Chairperson of the Training Standards Committee of the Institute of Developmental Transactional Analysis.

Lynda is a Teaching and Supervising Transactional Analyst (Organisational) and runs a TA training academy in south-west England. As well as running programmes in the UK, she has enjoyed delivering TA workshops in the Ukraine, Russia, Romania, Poland and Turkey, plus Prague and Nashville, USA.

Anne Tucker

Based in New Zealand, Anne provides training and coaching to individuals, professionals and work groups who want skills and knowledge to work more effectively with others. She enjoys the depth as well as the simplicity of concepts of TA to understand the complexities of human interactions and the dynamics of relationships.



Anne is a Provisional Teaching & and Supervising Transactional Analyst (Organisational) and has provided TA training in Croatia and the Ukraine in addition to her ongoing programmes in New Zealand.

Anne is qualified as a Comprehensive Nurse and her early career was in occupational health, including work with the New Zealand Alcohol Advisory Council to assist businesses in setting up support systems to tackle deteriorating work performance. In 1991 she founded Stratos Ltd and, by the time she sold the business in 2006, she was managing over 200 counsellors and consultants engaged in the provision of employee assistance programs, conflict resolution, critical incident management and health & resilience services to public and private organisations across Australasia.

Madeline Laugeri

Based in Switzerland, Madeleine was originally a European Language Training Manager for an international IT company and discovered the impact of dialogue on organizational performance. Since then her activity has been devoted to helping individuals and groups adjust their communications for optimum comfort and success.



She is a Teaching and Supervising Transactional Analyst (Organisational).

Her activities in Switzerland, England, the Eastern countries, Greece and the Middle East, involve developing seminars for companies and universities, training and coaching individuals and groups to promote and develop proactive professional collaboration. She developed "The Emerging Change", an OD tool which she trains in her own TA school in Nyon, Switzerland, at the Swiss Western University in a MAS Programme (Master of Advanced Studies) called "Human Systems Engineering" and at the Goethe Management Institute of Frankfurt University in Post Graduate programs.

Sandra Wilson

Sandra is an organisation development specialist with 30 years successful consultancy experience in working with large organisations. Specialising in the systemic introduction of coaching, coach training, leadership and team development, she works with individuals and teams to promote change, increase competence and improve performance in the workplace. She has a wide and diverse client base in both the public and private sectors and she works both nationally and internationally.



Sandra trained in systems-psychodynamic group relations, has conducted systematic study of applied group technique, and understands individual and group process which adds to her strength as a teacher and facilitator.

Sandra is a Teaching and Supervising Transactional Analyst (Organisational) and Director of The International Centre for Business Coaching. She holds MProf (Coaching), MA (Psych); BA (Psych) and is an ICF (International Coach Federation) Master Certified Coach.

Dr Bogdan Serbanescu

Based in Romania, Bogdan Serbanescu has over 30 years' experience of working in organizations, including governmental (as UNESCO expert and Parliamentary counsellor) and multinationals (as training coordinator for Erste Bank-Romania).



This practical experience combines with Doctor's degree in sciences of education, Master's degree in conflict mediation, and, postgraduate qualifications from UNESCO Paris in educational management. Bogdan is currently completing his training as a Teaching and Supervising Transactional Analyst (Organisational); he is also an ICF Certified Coach.

He combines coaching and consulting elements from TA, NLP, organizational behaviour, management theory, information theory, and communication theory, and believes that organisations differ less by what they offer but more in the way they provide what they have to offer. He is convinced that efficient and effective operation of any organization is a function of individual development growth and transformation, of the way employees relate – both horizontally and vertically – between themselves and with clients / customers.

For the last 4 years, Bogdan has run Mentis Professional, providing training, coaching and consultancy to individuals. He leads a TA group in Bucharest and also trains in Ukraine, Poland and Turkey.

Bill Heasman

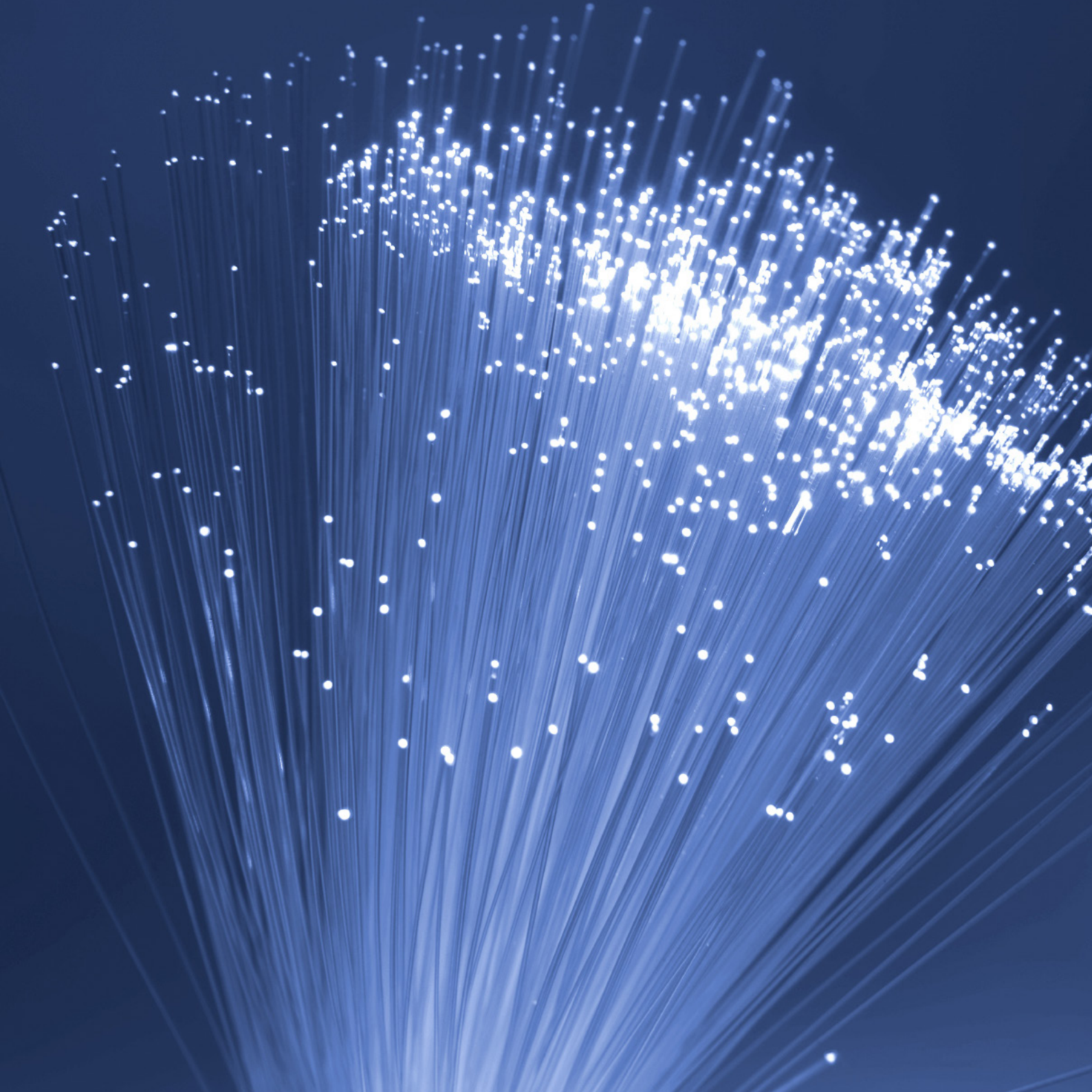
Bill Heasman's early career was in management and social work. He qualified as a Social Worker in 1978. Twenty years ago, to develop new skills, he began working as a trainer, first of social care workers and then of managers in the public sector.

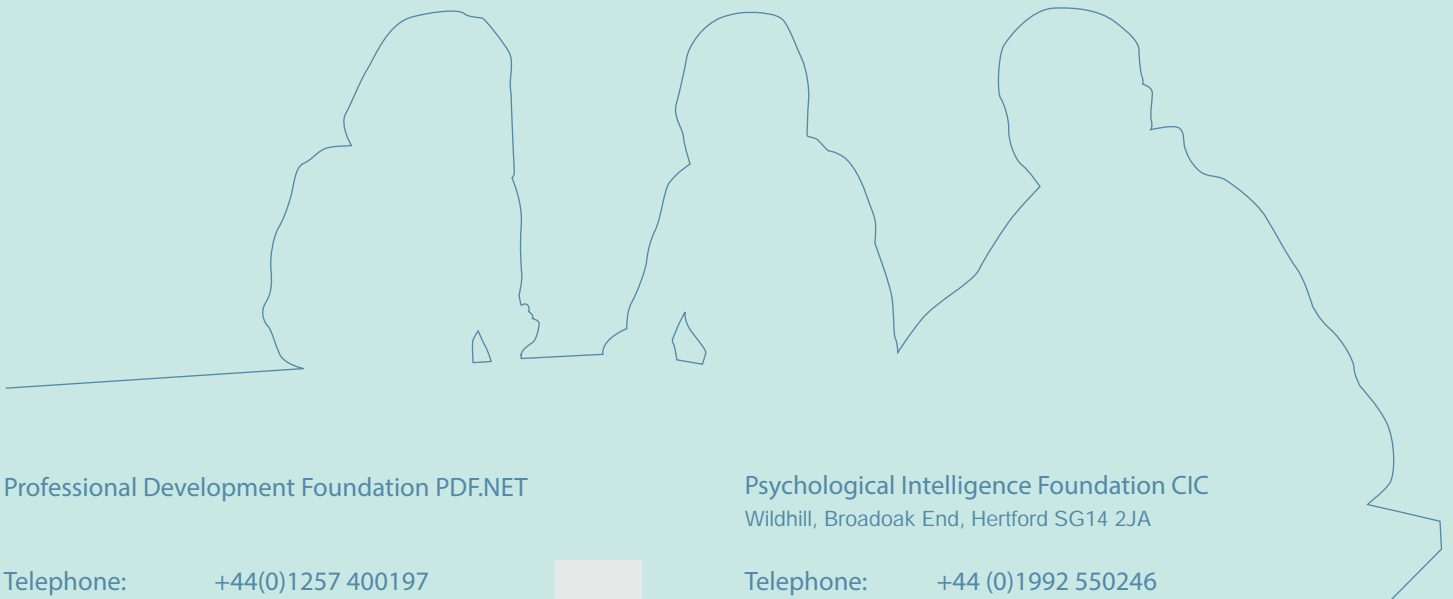


Bill is currently completing his training as a Teaching and Supervising Transactional Analyst (Organisational).

Working in a Public Sector organisation, Bill leads a team of Leadership and Management trainers. He continues to practice Organisational and Management Development and his recent experience has included the following:

- implementing competence based appraisal schemes;
- developing policies to promote fairness and diversity in the workplace;
- running leaderships and management courses both as one-off events and as part of a qualification programme;
- Facilitating the development of high performing teams at all levels of the organisation.





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