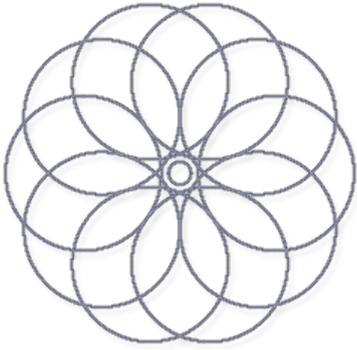


Institute of Psychosynthesis



**Post Graduate Certificate in Psychosynthesis
Leadership Coaching**

Programme Handbook 2019 -20

Validated by Middlesex University, London, UK

Programme Leader: Roger Evans

Student Name:

Institutional Link Tutor: Helen Windsor

Middlesex Link Tutor: David Henderson

PCL Directors: Aubyn Howard and Paul Elliott

Information in alternative formats

This handbook can be found online in FirstClass > student area> student docs

If you have a disability which makes reading this handbook or navigating our website difficult and you would like to receive information in an alternative format, please contact the administrative office.

We can supply sections from this publication as a Word document with enlarged font — sent by email.

Other formats may be possible. We will do our best to respond promptly. To help us, please be as specific as you can and include details of your disability.

Purpose and status of your student handbook

The purpose of this handbook is to provide you with information about your Programme of study and to direct you to other general information about studying at the Institute of Psychosynthesis and information about Middlesex University who validate this programme.

The material in this handbook is as accurate as possible at the date of production however you will be informed of any major changes to the information in this handbook in a timely manner.

If you have any queries about the content of this handbook, or comments on any improvements please email them to helenwindsor@psychosynthesis.org

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INTRODUCTION TO THE INSTITUTE OF PSYCHOSYNTHESIS

Learning philosophy

Psychosynthesis, in the words of Assagioli, is a synthesis of many traditions. At times, the bringing together of different theoretical biases from 'many traditions', both philosophical and psychological, also brings out their contradictions. Psychosynthesis as an integrative psychology provides a context for containing these differences as students engage in the study of psychosynthesis at the Institute. Different schools of thought and different methodologies are drawn on to illuminate the central thesis of psychosynthesis and to facilitate the unfolding and integration of the Self within a psychospiritual context.

The senior faculty at the Institute have developed different ways of thinking and 'being'; in the art of seeing as well as in training in a series of techniques. The courses are designed to build progressively towards a deeper understanding of the principles of psychosynthesis.

The ancient dictum of 'know thyself and to thine own self be true' is still valuable today. The 'Will to Be' is inherent in the philosophy of psychosynthesis along the continuum of Self-Realisation. At the same time, the 'Will to Become' is equally powerful and with that change and transformation occurs. Insight is not enough and the methodology of psychosynthesis as it is applied is a powerful model of change. Change too is not for its own sake, but is in the direction of and under the direction of the Self as it seeks to find itself in the world.

The call – the imperative to be at one with oneself, to be in right relations with the Self – and its concomitant existential dilemmas, is the ground out of which the future or emergent self-in-the-world is wrought. This needs a 'safe place', a sanctuary held by others who have travelled before. The training, through its programme of 'soul-making', is one whereby fellow students witness the inner struggle to be born anew and hold the individual to account as they respond more and more to the call of that Self.

Synthesis of two learning cultures

Over the years the Institute has developed a method of facilitating learning which integrates the excitement and stimulation of direct experience with the depth and direction that comes from a thorough understanding of ideas.

The major aspects of this method are:

- Use of the students' own experience and inner process as the guideline around which each course is designed. As students' inner development unfolds, they are able to relate this meaningfully to the course material
- Learning which involves the students actively participating in structured exercises so that they can explore ideas directly in relation to their own experience and not be merely passive recipients
- A method of creative thinking within a group setting which helps students actively consider how their thoughts and feelings condition their view of reality. This process allows for theoretical models to be built together in the group through individuals contributing their own ideas

This process of learning to think together engenders not only a cooperative attitude but also an ability to think both in general patterns and analytically. The training attempts to develop independent judgement in trainees beyond 'right and wrong' and beyond learned patterns of obedience to authority. Students are encouraged to think through the ideas presented to them and

to find their own meaning, through written assignments, case presentations in supervisions and in study groups.

Experiential learning

The training of psychosynthesis practitioners at the Institute centres around the principles of experiential learning. This takes place through a series of structured exercises to engender direct experience of the ideas within the models being taught. Through the examination of these experiences in the seminar setting, the principles of psychosynthesis are developed and a depth and direction for the practice of psychosynthesis leadership coaching is evolved.

Experience is a valuable indicator of the nature of reality and serves as an important reference point, although, in order to develop a plausible thesis, personal experience needs to be critically assessed within wider contexts – beyond the personal.

Academic learning

Traditionally, academic learning takes place within a different dimension of mind; rational thinking is primary and experience is secondary. It is important to bring our minds to bear on experience, to hone our critical thinking faculty, in order for psychosynthesis to take its place in the world with its theses strongly supported and open to discussion. With the step into the academic world within a research-based programme, students at the Institute have an opportunity to synthesise these two cultures.

Professional values

At the heart of the programme therefore is self-knowledge. Those who complete a training at the Institute go back into the world with validation from recognised professional bodies as well as having tools and skills for life-long ongoing being in the world.

Operating values

The following values are a set of guidelines which all employees of the Institute, including management, faculty, administrative staff, as well as visiting trainers and students, attempt to abide by while working together during their association with the Institute.

Honouring the integrity and value of oneself and others

Each individual is encouraged to respect and advocate their own needs and values and to do everything possible to realise their potential while at the same time being conscious and respectful of the needs and values of others. It is the intention of those working in the Institute to create a supportive environment for people learning and working together, to help one another where possible and to be tolerant in times of crisis and emotional turbulence.

Openness to and respect for individual difference

Within the context of difference, rather than making each other right or wrong, Institute members try to treat colleagues with respect and courtesy even when there is disagreement. They should seek to use one another and/or facilitators and relevant management structures to resolve differences openly and with clarity.

Harmlessness and Right Speech

It is essential that all trainees and staff adhere scrupulously to the Institute's Codes of Ethics and respect confidentiality. In particular, confidentiality of name, address and other significant information must be protected under all circumstances; on all clients, trainees and Institute staff. No one who is not bound by the Codes of Ethics and Practice should have access to these details. All

Institute staff must ensure that work is carried out in accordance with the Data Protection Act. Confidential information involving conversations about people should be restricted to a 'need to know basis'. Due care should be taken to ensure that these conversations take place in the appropriate environment and with the appropriate people present.

Right Human Relations

We believe that the basis for psychological health and well-being is a mature and balanced view of the interconnectedness of all things and particularly of all people. In this sense, even in our existential aloneness, we are still our brother's guardian and vice versa. This means that we expect all involved in the work of the Institute to be able to relate to one another with due respect whatever their gender, creed, race, sexual orientation, age and political bias.

Humility

In order to support a caring, pragmatic and realistic learning climate, individuals need to be able to be straightforward with one another in relation to individual and group strengths and weaknesses, as well as being able to ask for help when needed and to give it when asked for.

High quality communication

As well as ensuring and supporting clear advocacy between individuals and groups, the Institute also supports enquiry and in-depth listening wherever it can. Members should seek to create a climate of collaboration and to find common ground as a way of resolving disagreements and disputes.

Equal Opportunities

The Institute is committed to equal opportunities and intends not to discriminate because of race, colour, age, gender, sexual preference, religion, national origin, or disability in its admissions, educational programmes or employment policies. It is the policy of the Institute to deal in an equitable and fair manner with clients and all levels of staff: administrators, teachers and consultants. The policy and practice of the Institute determines that entry into employment and progression within the organisation will be determined only by personal merit. The Institute determines wherever possible to provide equal opportunities for advancement and development.

Relationships with professional bodies

CLCCA – CREATIVE LEADERSHIP CONSULTANTS COACHING ACCREDITATION

On completion of the Post Graduate Certificate in Psychosynthesis Leadership Coaching, graduates will automatically become members of CLCCA and part of the CLC coaching community.

APECS - The course is aligned to APECS (The Association for Professional Executive Coaching and Supervision). On completion of the Post Graduate Certificate, students have the option for fast track application for Associate Membership of APECS.

The Association for Psychospiritual Practitioners

In 1992, the Institute initiated the founding of the Association of Accredited Psychospiritual Practitioners (AAPP) as a professional association with other training and accrediting Institutes who shared a similar consciousness. This was dissolved in 2003 as UKCP required separate registration facilities of member organisations and in 2004, the Institute founded its own association, the Association for Psychospiritual Practitioners (APP), as a membership body for graduates. Since 2012, Institute students are automatically also registered with APP. For students, APP oversees their adherence to professional values and handles the complaints procedure should a client make

a formal complaint. The association supports further professional development of its practitioners, and monitors the Codes of Ethics and Practice.

International connections

Since 1973 the Institute has had close working relationships with many psychosynthesis centres throughout the USA and Europe and specifically has supported the founding of psychosynthesis training centres in Ireland and Holland, where it was involved for many years with the training of the founders of those centres. Other graduates of the Institute have founded Psychosynthesis Institutes in Britain, Sweden, France and New Zealand. The Institute is also a member of the European Association for Psychotherapy (EAP), the European Transpersonal Association (ETA) and the European Federation for Psychosynthesis (EFP). Towards the end of the 1997-8 academic year, the Institute came together with others in Europe to form the European Federation for Psychosynthesis Psychotherapy (EFPP) of which Joan Evans was its first chair.

Middlesex University and its links with the Institute of Psychosynthesis

In February 1996 the Institute sought from Middlesex University Masters level accreditation and validation for its original training in psychotherapeutic counselling and psychotherapy. This was granted in June 1996 for a programme launched in September 1996, meaning that students who successfully complete the relevant parts of the programme will receive the Middlesex University award of either: a PG Cert, a PG Dip or an MA. In June 2000 similar accreditation and validation were sought and granted for our training in Applied Psychosynthesis (no longer running). In 2006, the training validation was restructured, with the core of the training (without any clinical application) now being validated by the University as an MA Psychosynthesis Psychology. Alternatively, students could add to this a Clinical Application pathway, leading to an MA Psychosynthesis Psychology Applied to Psychotherapy (now called MA Psychosynthesis Psychotherapy), or newly, an MA Psychosynthesis Psychology Applied to Coaching (now called MA Psychosynthesis Coaching). Our most recent revalidation event was in 2012. Validation of two Post Graduate Certificates in Psychosynthesis Leadership Coaching and Psychosynthesis Leadership and Organisational Coaching Supervision were applied for in 2015.

The Institute's programmes were previously validated by Middlesex University supervised by the University's School of Health and Social Sciences; in September 2014 the University moved their Psychology Department under the umbrella of the School of Science and Technology, which now also becomes the School to which the Institute is linked.

WELCOME TO THE INSTITUTE OF PSYCHOSYNTHESIS

Programme Leader's welcome

On behalf of the faculty and staff, welcome to the Institute of Psychosynthesis and to the Psychosynthesis Leadership Coaching programme that you have chosen to study. We hope that you will find this journey we make together not only stimulating and creative from a professional point of view, but deeply meaningful from a personal perspective.

The core principles embodied in the programme are:

- Psychosynthesis holds that the Self is an ontological reality, which creates and 'appears' through different levels of manifestation.
- Psychosynthesis affirms that there is an ongoing process of Self-realisation (spiritual awakening) with a series of attendant psychological disturbances throughout our lives.
- Psychospiritual development describes the inner workings of the Self through a series of awakenings to the purposes of the Self and its 'intentionality'.
- The process of that development describes the calling of the Self to awaken through the confrontation with its existential dilemmas in our personal and professional lives.
- The resolution of narcissistic dilemmas is the 'stuff' of the psychological journey as history gives way to the Being becoming Self-directed; from the Will being bound in survival dynamics to being freed to choose a life whereby the Self is in service of the whole.
- The commitment to inner development serves to transform the ground (consciousness) towards becoming increasingly 'enlightened' as the mind is realigned with the Spiritual.

The training starts with and is contextualised by an in-depth exploration of the inner world of the individual and their existential and sacred journey towards the realisation of their Spiritual reality as well as the exploration of the psychological disturbances consequent to that realisation.

The programme holds to central tenets in psychosynthesis psychology. It provides a template for psychospiritual development and at the same time a practice for the application of that which is being taught.

We sincerely hope that your time spent with us will bring the depth of meaning, as well as helping you find a depth of Leadership coaching skills which will allow you to continue to unfold along the psychospiritual path which brought you to our door.

With warm wishes,

Roger Evans
(Programme Leader)

INTRODUCTION TO MIDDLESEX UNIVERSITY

Although you will enrol at and attend the Institute of Psychosynthesis this programme is validated by Middlesex University and therefore you are a student of both. Within Middlesex University the Institute's programmes are part of the School of Science and Technology.

Being a Middlesex student means, in brief, the following:

If you successfully complete the programme you will receive the Middlesex qualification of Post Graduate Certificate in Psychosynthesis Leadership Coaching

You may attend the appropriate [Middlesex graduation ceremony](#).

The Institute's programmes abide by [Middlesex University Regulations](#) which are available online at; <http://www.mdx.ac.uk/regulations>

You do not receive a Middlesex ID card.

You are not a member of the Middlesex University Students' Union.

This list is not exhaustive and therefore please contact Helen Windsor, the Institute's Link Tutor to Middlesex University, if you have any questions about your entitlements as a Middlesex student.

The Middlesex University regulations

The programme abides by both Institute of Psychosynthesis regulations and Middlesex University Regulations. Institute of Psychosynthesis regulations can be found in this handbook and in other documents available on line in the Institute intranet system, FirstClass.

Although it is not necessary to read the Middlesex University Regulations in their entirety you should know where you can find them and also be aware of the following key details:

Appeals

Please note that the Institute uses its own regulations for handling student appeals and therefore this section of the Middlesex University Regulations (section G) does not apply to you. More information about the appeal process is available from the Office.

Academic Misconduct

Please note that the Institute uses its own regulations for handling academic misconduct and therefore this section of the Middlesex University Regulations (section F) does not apply to you. More information about the appeal process is available from the Office.

The Memorandum of Co-operation is also an important document which relates to the academic relationship between the Institute of Psychosynthesis and Middlesex University:

The Memorandum of Co-operation.

This is the formal agreement between Middlesex University and the Institute of Psychosynthesis on the delivery of the Programme. The Memorandum, among other things, sets out the responsibilities of both the Institute of Psychosynthesis and Middlesex University. In brief these include:

- The Institute is responsible for the selection and admission of students, day-to-day direction of the programme, tuition, assessment and student support services and facilities, in line with the guidelines and requirements of the University. Therefore students are not entitled to access student support services at the University and do not receive University ID cards, but they are

recognised as members of the University and may apply to become Associate members of the Middlesex University Students Union

- The Institute's programmes are subject to the approval and published quality assurance monitoring and review procedures of Middlesex University. Assessment board meetings are chaired by the Associate Dean (or a nominated representative of the Associate Dean) and qualification certificates are issued by the University, with graduating students being entitled to attend University graduation ceremonies. The Institute and the University both appoint 'Link Tutors' who manage liaison between the Institutions.

If you wish to view this document then please contact Helen Windsor.

Quality Assurance Agency for Higher Education (QAA) UK Quality Code.

The QAA is an independent agency appointed by the UK Government to be responsible for upholding the academic quality and standards of all universities and colleges in the UK. The QAA produce the [UK Quality Code](#) which outlines the key expectations placed on all UK Higher Education providers. In particular there is a specific chapter on how institutions should manage partnership arrangements, such as the programme you are now enrolled on. This section is chapter [B10 'Managing higher education provision with others'](#).

The QAA also review higher education providers (including Middlesex) to ensure that it is operating in line with the Quality Code and providing the best academic experience for its students.

You can also learn more about Quality Assurance from watching two short [videos](#) designed specifically for students in Higher Education, which are available on line at: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/what-is-quality>

WELCOME TO THE SCHOOL OF SCIENCE AND TECHNOLOGY

The part of Middlesex University that your programme is based in is the School of Science and Technology. Welcome therefore to the School of Science and Technology. We are pleased that you have chosen to study with us and hope that you find your time at Middlesex enjoyable and stimulating.

The School offers a wide range of study opportunities at undergraduate and postgraduate level including diplomas, degrees, short courses and CPD opportunities. Many of the courses are designed and accredited in conjunction with the relevant professional bodies. A number of the programmes are developed with collaborative partners, either in the UK or overseas. This is one of those programmes.

Along with our diverse range of programmes and research opportunities, we offer various approaches to study and delivery to suit you and your commitments. We emphasise a flexible, lifelong learning approach to study - backed up by expertise gained through our pioneering developments in work-based learning.

The importance and usefulness of the Student Handbook

It is important that all students keep their copy of the handbook throughout their training and consult it in the first instance for any questions concerning the format, requirements and assessment processes of the programme. The handbook is reviewed yearly to ensure that it contains the most up-to-date information, and it reflects many years of editorial experience of the challenges encountered and the questions formed by our students. Its aim is to be as accessible and helpful as possible, and any constructive feedback from students is welcomed.

The following pages contain detailed and clearly laid-out information about all aspects of your course, including examples of Middlesex University's bibliographical and referencing style, and the grading scheme and criteria employed for the written assignments.

At the end of the handbook, are the Middlesex University Programme Specification, a curriculum map, and Module information in tabular format.

Regulations and procedures – their importance and where to find them

The Institute's Code of Ethics and Practice is available in hard copy in the Office, and is permanently on FirstClass, in 'Student Documents'. For coaching students this document has been validated by CLCCA and provides information on best practice and ethical requirements for all aspects of the Institute's training and for students as both trainees and practitioners. The procedures for complaints and appeals are outlined in a detailed step-by-step format. This Code of Ethics is *supported by the APECS Ethical Guidelines as a stand-alone document*.

The University regulations

The University Guide and Regulations for the current academic year are available for students to consult at any time on the Middlesex University website (www.mdx.ac.uk/regulations). Students and staff should be familiar in particular with Section G (Appeal Regulations and Procedures). The Institute has to act in accordance with these procedures in the case of student dishonesty or a student appeal. The Institute also has to act in accordance with Section F (Infringement Regulations – Academic Misconduct).

The value of student feedback to the Institute

To some extent the Institute's programme has been developed out of the response of students over the years to its interactive and experiential modes of teaching: it is the students' response which gives the teaching its value. In recent years the Institute has also specifically aimed increasingly to recognise and draw upon the wide range of professional and other life experiences and skills of its students.

Thus we consider that student feedback is not only welcome but vital to keep teaching and practice fresh, illuminative both of our changing times and of the deeper truths which underlie them, and sensitive to the unique subjectivity of each student in our training.

There are structures in place which not only allow for but encourage our students to provide feedback on all aspects of Institute life.

A key structure is the 'Student reps' system. Two students are elected from the programme cohort group to represent the whole group. If required they can meet with the Institute's link-tutor and act as a conduit for information and concerns to be relayed to the staff and the administration and back

to the student group. Notes from any meetings and responses to the issues they have raised are posted on FirstClass, on both the student and staff bulletin boards. The minutes are also one of the sources that we consider in writing our annual report to Middlesex University, and are included in full in the appendices to the report.

Additionally feedback forms of two kinds are available at all times in hard copy and on-line in 'Student docs', Institute of Psychosynthesis forms which focus more closely on individual weekend seminars and trainers, and Middlesex University forms which have a broader remit. The forms may be filled in anonymously and left at the office, or handed to the course tutor or administrative staff. Forms are then evaluated and opinions and information gleaned from them are passed on to the relevant people. All feedback is perused by the Programme Leader. The information from these forms is also written up and taken into consideration in the annual report to the University.

It is recognised that in a course such as this the challenging material presented in the teaching may surface for students in concrete symbols, then there can be great value in taking the time to explore the psychological significance and issues which may be being displaced into or expressed via the externalised difficulties, rather than immediately reacting to resolve them in the external sphere. Therefore, while effort is made to deal constructively with any criticisms or challenges which are presented by students, it is also important to recognise that staff may, after careful consideration, consider it valuable for the student's psychological learning, not to act immediately to 'remedy the problem' presented.

Sources of advice or help for students

This student handbook has been designed to answer as many student FAQs as possible, and to provide a comprehensive guide to all aspects of the training.

When personal matters arise which are not covered by this general text, course tutors should be the first point of reference. Students can discuss with their course tutor any personal issues which may impact on their training, and questions relating to tackling specific elements of the training, feedback or assessment or progression through the course.

The Administrative staff may be reached during office hours by phone or FirstClass if students need assistance beyond the remit of course tutors.

CONTACTS AND COMMUNICATION

Programme staff list and contact details

<p>Directors Joan and Roger Evans Institute of Psychosynthesis Telephone: +44 (0) 208 202 4525 Email: info@psychosynthesis.org</p>	<p>Programme Leader Roger Evans Institute of Psychosynthesis Telephone: +44 (0) 208 202 4525 Email: joanevans@psychosynthesis.org</p> <p>Student Affairs Mickey Kaufmann Institute of Psychosynthesis Telephone: +44 (0) 208 202 4525 Email: mickeykaufmann@psychosynthesis.org</p>
<p>Middlesex University Link Tutor David Henderson Middlesex University, Town Hall, The Burroughs, London NW4 4BT Telephone: +44(0)208 411 5674 Email: d.henderson@mdx.ac.uk</p>	<p>Institute of Psychosynthesis Link Tutor Helen Windsor Institute of Psychosynthesis Telephone: +44 (0) 208 202 4525 Email: helenwindsor@psychosynthesis.org</p>
<p>Administrative office +44 (0) 208 202 4525 lpladmin@psychosynthesis.org</p>	<p>Queries concerning intranet system Elliot Friedman +44 (0) 208 202 4525 Elliotfriedman@psychosynthesis.org</p>

Training and support staff

The organisational structure of the Institute consists of a number of staff groups serving the general public, the student and graduate body and each other.

The staff consists of three main groups: the Faculty (the directors, trainers –the weekend seminar teachers and facilitators); the Administrative Team and the Course Tutors. All staff can easily be reached through FirstClass. Their email addresses in this intranet system are obtained simply by entering their name in the 'To' field of the 'create a new message' window. Additionally, the Training Co-ordinator and administrative staff are normally available during office hours (10.00am-4.00pm) on +44 (0) 208 202 4525. If you contact any member of staff by email, you should expect to receive a response within seven working days, except during holidays periods when it may take longer.

The Directors and the Strategic Advisory Group

Directors: Joan Evans, Roger Evans

The Institute has a Strategic Advisory Group which is a group drawn from the most senior members of the faculty: Jarlath Benson, Debbie Friedman, Sue Fox, Sue Holland, Steve Simpson and Anne Welsh.

The directors meet with staff on a regular basis. This gives an opportunity to review the long-term strategic developments in the Institute which include the development and delivery of curriculum, competence and development of academic staff as well as the overview of academic policy.

Through the course tutors they track the progress of students through the training and maintain an overview of how the various aspects of the training work together; ensuring that students meet the academic and clinical standards set, and that appropriate and accurate means of assessment from the faculty are implemented.

The Coaching Training Director, Academic Panels

Coaching Director: Roger H Evans

The coaching training director is responsible, with the course tutors and faculty (trainers and supervisors) for the design and delivery of the training programmes, processes of assessment and coordination of learning outcomes in the student body.

Academic Panel (coaching)

The Coaching Academic panel is staffed from members of the faculty, course tutors and external professionals when required. The panel sits specifically to coordinate assessment processes and calibrate grades across a cohort group.

The Faculty

The faculty is organised in different teams who meet regularly to self-supervise in relation to the delivery of the various programmes. The core trainers for this programme are:

Roger Evans, Anne Welsh, Aubyn Howard, Paul Elliot

The Administration group

Mickey Kaufmann, Elliot Friedman (IT), Helen Windsor

The administrative team ensures that each operational group within the Institute is served by an effective administration within a context of high quality customer relations. They are also responsible for implementing all practical aspects of the training programme and caring for the environment in which the Institute operates. The Institute office is manned Monday-Friday from 10.00am-5.00pm.

Course Tutors

Aubyn Howard, Paul Elliott

Course tutors track students' progress through the training and maintain an overview of how the various aspects of the training are being handled both by the students and the faculty. They coordinate feedback from faculty to the students and ensure that learning edges are facilitated. They also arrange for individual tutorials if necessary.

Tutors linking with external professional bodies

The Middlesex University Link Tutor: David Henderson

The Middlesex University Link Tutor is responsible for all relationships between the Institute and Middlesex University.

The Institute Link Tutor: Helen Windsor

The Institute Link Tutor is responsible for all relationships between the Institute and Middlesex University.

The Ethics Officers: Jessica Nelson

The Ethics Officers are responsible for ensuring that appropriate Codes of Ethics and Practice are in place and that all aspects of the Institute's work are in line with these Codes. When appropriate, they would appoint a Complaints Committee which deals with professional complaints.

The Institute's intranet system

The Institute's primary method of communication with students is via FirstClass, the Intranet system. If personal, messages may be sent directly to students' inboxes. If messages concern a whole training group they may be sent to that group's area where they are accessible to all students in the group. Students may also communicate with individuals, members of their own groups and other whole groups, in the same way. There is a Leadership Coaching student bulletin board which is accessible to all students on this programme, and any student, administrator or trainer may post on it any news or item deemed to be of interest to other members of this programme. There is also an area called 'Reviews and Recommendations' where staff and students post references to resources in any media which they have found useful in the course of their personal research and want to share with the training body.

Course handouts, reading lists, the student handbook and other documents are to be found in the 'student docs' area of FirstClass.

The Psychosynthesis Leadership Coaching training calendar is also kept updated on FirstClass, in the 'Calendar' section.

E-mail

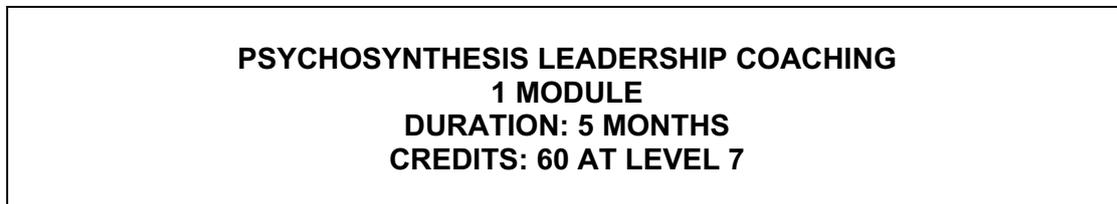
Students are very much encouraged to install and log on to FirstClass immediately since it is such a vital method of communication. They are also encouraged to check their personal and group email regularly as the Administrative team may need to contact them with information. FirstClass keeps on the server all sent emails. Students' personal emails held in their mailbox are confidential and password-protected. They are therefore not accessible to anyone else. For help with any aspect of FirstClass, please contact Elliot Friedman in the Administrative Office.

Your contact and personal details

Students should ensure that the Institute of Psychosynthesis is kept up to date with their contact details so that all important communications reach them. To update your contact details please inform Elliot Friedman or Chris Slater in the Administration office either in person, via FirstClass or in writing. Please also inform your course tutor of any changes.

YOUR PROGRAMME

Programme structure diagram



Training overview

Post Graduate Certificate in Psychosynthesis Leadership Coaching (60 credits, level 7)

Taught Components (Thematic Seminars and Skills Training)

Month 1: Foundations of Psychosynthesis Leadership Coaching – basics of psychosynthesis coaching; context, models and skills

Month 2: Agendas in Leadership Coaching – Performance, Behaviour, Change, Development, Purpose, Meaning and Crisis. Ongoing skill practice.

Month 3: Coaching Psychology and Human Development – foundations for working at a deeper level with the client. Ongoing skill practice.

Month 4: Practical, personal and organisational Challenges of Leadership Coaching. Ongoing skill practice.

Month 5: Five Dimensions of Leadership – our core model of development for leaders. Ongoing skill practice.

Skills Components

Ongoing Skills Training each weekend:

Personal Coaching Sessions throughout the 5 month programme

Reading, Research and Written Components

Reading, research and written work (self study)

Term Papers 1 x 2,500 words 1 x 5,000 words

Training weekend dates

These dates form a working calendar which is correct at the time of the issue of this handbook. However, circumstances may arise which necessitate changes, in which case students will be alerted to these as soon as they become known. Fixed calendars are set on an annual basis.

	PGCPLC Programme 6	PGCPLC Programme 7
Month 1	15 - 17 Feb 2019	19 - 21 Sept 2019
Month 2	15 - 17 Mar 2019	14 - 16 Oct 2019
Month 3	12 - 14 Apr 2019	17 - 19 Nov 2019
Month 4	17 -19 May 2019	12 - 14 Dec 2019
Month 5	14 - 16 Jun 2019	17 - 19 Jan 2020

Student surveys

IPL feedback forms are available every training weekend and are collected by the course tutor. Issue and collection of Middlesex University feedback forms take place in the final training weekend.

Students can arrange to meet with course tutors when required if they need to discuss any concerns they may have about the course as a group.

Assessment schedule and academic assignments due dates

Assessment is ongoing on participation in the taught elements of the training. See the 'Learning, Teaching and Assessment' section later in the Handbook for more details about assessment.

See the student area for your programme on FirstClass for the submission dates for the written papers.

Awards overview

Throughout this handbook 'Certificate' refers to the Institute-awarded certificate, and 'Post Graduate Certificate' refers to the Middlesex University-awarded qualification.

Upon successful completion of all the requirements of this course, students will receive:

**Institute of Psychosynthesis Certificate in Psychosynthesis Leadership Coaching
and
Post Graduate Certificate in Psychosynthesis Leadership Coaching**

Accreditation

- Registration with APP (Leadership Coach member)
- Accreditation and membership with CLCCA (Creative Leadership Consultants Coaching Accreditation – Leadership Coach member)

Institute award ceremonies and Middlesex University Graduation

Institute awards are conferred on the Friday evening of the December training weekend when applicable, and on the Friday evening of the July training weekend. Graduation ceremonies are held at Middlesex University, Hendon campus, in July.

Entry into and continuance on the Programme

Entry on to the course or a stage of it is essentially a joint decision between the Institute and the applicant. In arriving at this decision, the Institute undertakes to bring to bear its professional judgement about the capacities of the applicant and a proper regard for their personal wishes and well-being, and to take account of the Institute's capacity to train them. Although every effort is made to ensure that the applicant does not commit themselves to undertake a programme which they are unable to manage, the Institute can in no circumstances offer any guarantee that the applicant will achieve their objectives.

Continuance on any course is dependent on the student's satisfying the published assessment criteria, and on the ongoing well-being of the student. The Institute reserves the right to refuse entry on to the course, or ask the student to discontinue training if it is considered that the student's participation in the course may be harmful to them or others.

Student registration

Students officially register with payment of the registration fee. Ongoing registration depends on all requirements being met and financial agreements adhered to. Students enrolled with the Institute of Psychosynthesis are also automatically registered with Middlesex University, and with APP as student members.

Completion of training requirements and course duration

All requirements must be completed within twice the length of the course, which is when the Middlesex University registration period expires. If students fail to meet this deadline they will need to re-apply to re-enter the course. Extra course work or tutorials may be necessary.

Middlesex University registration and credit system

Students enrolled on the Institute of Psychosynthesis professional training programmes are automatically registered with Middlesex University. Students who successfully complete this programme, are entitled to the award of Post Graduate Certificate in Psychosynthesis Leadership Coaching, which is confirmed by a Middlesex Assessment Board.

This programme is worth 60 University credits at Masters level (level 7).

If a student does not complete the programme they will be given a transcript of individual elements of the programme successfully completed. If the student decides at a later date to complete the course, they will need to pay another registration fee.

Exit awards

There is no Middlesex University exit award available for students who do not complete this programme.

Transferring between programmes

The Institute recognises that it may sometimes emerge during the course of training that it would be appropriate for a student to transfer between programmes. Any student who does wish to transfer should approach their course tutor. It should not be assumed that a transfer will automatically be agreed to but if it is agreed then there is a process of assessment in which those training

components already undertaken are matched against the competencies required for the programme on to which the student wishes to transfer, so a transferring student may be required to take certain additional courses or write additional papers in order to be credited for the level at which they wish to join the new programme. In particular, credits for supervision are not transferable between programmes.

Course format

Training at the Institute is part-time and has been designed to meet the needs not only of those students who are London-based, but also of those who come from other regions of the UK and abroad.

The monthly Training Weekend – module workshops

Friday	
10.00am-12.00pm	A combination of thematic seminars and skills training
12.00pm-1.00pm	Lunch
1.00pm-6.00pm	A combination of thematic seminars and skills training
Saturday	
9.00am-12.30pm	A combination of thematic seminars and skills training
12.30pm-1.30pm	Lunch
1.30pm-5.00pm	A combination of thematic seminars and skills training
Sunday	
9.00am-12.00pm	A combination of thematic seminars and skills training
12.00pm-1.00pm	Lunch
1.00pm-4.00pm	A combination of thematic seminars and skills training

During training weekends there is one thematic seminar each weekend (through Saturday and Sunday) in addition to a skills training course.

Your timetable

Your timetable and training dates are also available on FirstClass. Room allocations are put up on notice boards at the Institute daily, whenever there are training groups.

Your assessment

See 'Learning, Teaching and Assessment' section in this handbook.

Assessment is an important aspect of your programme but you may find that at times personal circumstances can impact on your studies. Should you have circumstances that mean you need to defer your assessment you can contact your course tutor who will guide you through the process. In addition, your trainers, and course tutors will be happy to assist with any queries you may have about assessment of a particular component of the course.

IMPORTANT: Assessment deadlines do occasionally change and while every effort has been made to ensure dates are correct at the time of publishing you should check your email in FirstClass so you are aware of any changes.

Your learning resources

Library

The Institute's library holds classic books on psychosynthesis, books published by the Institute and most of the books on the essential reading list. The library is open for the loan of books during office hours. The reading list and a list of the books in the library are posted on FirstClass. Students are encouraged to order books via FirstClass to be collected during office hours. Given that students come from different parts of the country and Europe, they are also encouraged to ask their local libraries to provide relevant reading material.

Two books can be borrowed at any one time. Local students can borrow books for a period of two weeks. Books may be renewed a maximum of three times, provided they have not been reserved by another reader, after which the books must be returned to the library. For practical reasons regional students can borrow books for four weeks, usually from training weekend to training weekend, and one renewal is allowed. The lending period may be extended over the phone if this is done before the legitimate lending period expires; otherwise a penalty fee will apply. At present this penalty fee is 30p per book per day. Any fees collected go directly into the library budget.

The British Library

In order to make use of the British Library you need to apply for a Reader's Card. Students may request a letter from the Institute's office confirming academic status as a post graduate student at the Institute of Psychosynthesis.

Reading lists, handouts and podcasts

Reading lists, handouts and a growing number of podcasts can be found on FirstClass ('student area' – 'student year groups' – 'student docs' in the relevant module). The reading list is also included in the appendices to this Handbook.

Computer facilities

There is a computer available for students' use in the library area at Hendon. Students may use the computer to write assignments and to access the FirstClass intranet. Free wifi is available in the Institute premises.

Attendance requirements

It is compulsory for students to attend a minimum of 80% of the training input time. Students who are unable to attend a part of the training are required to notify course tutors in advance.

If students are unable to attend a particular session, they should make arrangements with their course tutor for a personal tutorial to catch up with the taught material, for which there will be an additional charge.

If for serious reason such as illness or personal crisis, students miss an entire training unit, they should talk to their course tutor as soon as possible. The preferred option is for them to arrange with the course tutor to attend the same unit in the following course intake; however, it might be possible to organise personal tutorials if that would be sufficient to enable the student to meet the learning

objectives. The decision is at the discretion of the Course Tutors, and there would be an additional charge for any extra individual tutorials.

Professional, statutory and/or regulatory body requirements

This course is accredited by CLCCA and is aligned to APECS.

Health and safety requirements

The Institute has a Health and Safety policy. Health and Safety Law is displayed in the office and Mickey Kaufmann is a Health and Safety officer. First Aid boxes are accessible to staff and students in two places which are central in the training areas –the common room and stairwell. There is a laminated list of local hospitals at the top of the stairs near the doors to the Institute rooms.

Prospective students are asked to identify on their initial application forms if they suffer from any disability, and efforts would be made to accommodate disabilities in any way possible (without detriment to academic standards) in order to facilitate the students' learning and progression. From each student the Institute requests details of her/his GP and a person or persons whom the student would wish the Institute to contact in case of an emergency. These are kept on file, and students are asked to inform the Administrative Office staff if there are any changes to these details.

Course Tutors may contact a student if they have felt concerned about him or her during an element of the training, and students likewise may contact their course tutor at any point.

How to help enhance your programme – giving feedback to the Institute

Student Representatives

Student representatives will be selected, either by election or self-nomination, by the end of the first training weekend of the programme. If you are elected as a student representative your role will be to gather the views and opinions of the students you represent, to present these at the meetings you attend and to feed back the results and information to other students following the meeting.

If you decide to become a student representative and are elected, this will give you the chance to make a real contribution to your programme and help create change at all levels which will benefit the experience you and your fellow students have at the Institute.

If you are interested in becoming a student representative please contact Helen Windsor. You can also find further information and training materials on the Middlesex University Student Union website: www.musu.mdx.ac.uk/student_representation

The Student Representatives' meeting

The purpose of this meeting is to provide a forum for discussion between your student representatives and staff involved in all aspects of your Programme. Student representatives' meetings are held regularly. The membership includes:

- Student representatives
- Institute Link Tutor
- The University Link Tutor attends at least one meeting per academic year
- Other members of staff may be invited

Students should ensure that they inform their representative of any matters of concern or suggestions for improvement in good time so that the matter can be taken to the meeting.

Minutes are made of the discussion and decisions of each meeting and these are then posted, with outcomes, on the Student and staff Bulletin Boards in FirstClass. The feedback you give via the student reps' meetings plays an important part in reviewing the programme during and at the end of each academic year. The minutes are included with the Programme Annual Monitoring Report which is considered by Middlesex University.

Programme feedback forms

Towards the end of your time at the Institute of Psychosynthesis you will be asked to give your feedback on the whole training by completing a Middlesex University Programme feedback form.

Institute of Psychosynthesis feedback forms (relating to individual components of the training) are also permanently available in the training rooms or from the administrative office.

Programme feedback forms are completely anonymous. The aim of this feedback process is to give you the opportunity to give your views on the quality of your programme of study. Completing the forms is important as they help your programme team and the Institute as a whole to determine what could be improved (as well as what is going well) and therefore please take the time to communicate your experience and opinions to us.

The whole feedback process is reviewed on a regular basis, to ensure that it is effective in helping provide a good quality experience for students. Any issues that have been identified are reported to the staff and Directors and also in the quality/annual monitoring process to Middlesex University. Responses are made available to students in the most appropriate way (via the general bulletin board or to particular student groups) and will also be reported in the quality/annual monitoring process. You can find out more about these surveys online from your Course Tutor or the Link Tutor, Helen Windsor.

If you have a suggestion or a complaint about any aspect of the training please raise it with the person concerned in the first instance. If you are not satisfied with the outcome you can speak to your Course Tutor.

The Institute has a Grievances and Complaints procedure (available on FirstClass> 'student docs' or from the Office). For more information, see 'Complaints' in this handbook.

Data protection and privacy

The information that you provide at enrolment is held on a computerised database and maintained in accordance with the Data Protection Act. We ensure that the data is held securely and not disclosed to third parties without your consent, unless we are obliged to do so by law.

Personal Development Planning (PDP)

Personal Development Planning is an opportunity to assess the value of the skills and knowledge you are developing and identify your future learning and development needs. It offers a structured way to reflect on what you are good at and what you need to develop further. You will learn to review your own skill levels and what you have learned from different situations and environments,

including your studies, work, voluntary work and other activities. You can record your reflections and use them to help you think about and plan your future development as part of your personal journal.

This is an important part of your personal development and reflects the working environment where employers encourage new graduates to assess their own continuous professional development (CPD) using a portfolio. You can also use your record of PDP as a valuable aid for marketing your skills to employers in recruitment and selection processes.

LEARNING, TEACHING AND ASSESSMENT

The learning, teaching and assessment approaches used throughout your programme will encourage you to be actively involved in your learning and to co-operate with other students. We aim to give you prompt feedback on your learning as well as opportunities to reflect upon and learn from that feedback.

Learning and teaching methods: the structure of the programme

The programme is structured on three levels: units, components and elements.

Units

The Psychosynthesis Leadership Coaching Programme is a single Module comprising 5 units, studied over 5 months.

Each monthly unit of training with all its component parts is compulsory and the completion of each unit is a pre-requisite for the next.

Components

Each unit is differentiated into three training components:

- 1 Taught component
- 2 Practice skills component
- 3 Reading, research and written work component

All training components must be completed within a period of double the programme length, starting from the date of registration.

Elements

Each component is delivered via specific elements of the training that are detailed below, together with a brief explanation of their place within the whole structure and the conditions attached to them.

- *Thematic seminars*

Each weekend seminar is spent with one or two trainers. To begin the seminar, the trainer(s) orient the student to the context and theme for the weekend and students usually share their personal or professional concerns regarding the subject matter. The next hour or so is usually spent in creating an experience through exercises both structured and unstructured, stories, myths, use of metaphor or through guided imagery. Different faculty members use these different forms in different ways to enable the student to evoke their own experience. Students then share their experiences in twos and threes; in twos to deepen the experience, and threes to think together and to build mental hypotheses. This allows the students the opportunity to articulate models based on their own experience that serve as inner reference points for comparative study. The whole group then comes together with the tutor where together they are exposed to and critically discuss and challenge both psychosynthesis theories and other relevant comparative models in the field.

Students are expected to take any psychological material that has been evoked in the training weekends to their coaching sessions so that they can further work through and understand the models being taught as they relate to their own process.

- *Skills Training*

From the outset of the training, part of each weekend is used for the development of the students' practice skills. Typically, these courses will involve a combination of taught models, plus interactive

practice exercises in small groups, to develop the 'presence' of the trainee practitioner and an awareness of the intra and interpersonal complexities of working psychologically with another person.

- *Personal coaching with a trained leadership coach*

In psychosynthesis, we have the concept of Anamcara or 'soul friend' who as a personal leadership coach acts as a guide or fellow traveller; someone who 'knows' the territory of the world inhabited by the psyche and the world of the professional coach. Therefore, to have travelled and to have explored that territory is central to the process of training. At the same time, the ability to handle or bypass one's own 'defences' in order to receive information from the psychological world of coachees is as important. To know oneself not only for oneself, but in order to be of service to others and to be able to separate one's own psychological processes from the information one receives is vital in the guiding role. This facility is available to students of this course but is not a requirement.

Aims and learning strategies for the programme overall

Psychosynthesis is not simply a model of pathology and treatment. It seeks to understand human life within the broad context of synthesis – the drive towards the harmonisation of all relationships – whether they be intrapersonal; interpersonal; between nations; or between humanity and the world which it inhabits. In this sense it describes an interdependent psychospiritual psychology.

The three aspects of the programme

The Programme has three aspects: the academic aspect, the coaching skills aspect and the 'soulmaking at work' aspect.

The academic aspect of the programme

Aims to:

- Provide a basic knowledge and understanding of psychosynthesis psychology and other relevant psychological theory and their application to leadership coaching so that students can analyse and articulate client-work within a psychospiritual framework
- Develop students' understanding of the coaching field and its professional ethics so that they have the professional underpinning they need to be able to practice as a Psychosynthesis Leadership coach
- Establish the foundations for the personal learning and development journey that will enable them to become successful leadership coaches working at a deeper level with clients
- Foster, through experiential learning methods and a collaborative learning environment, high levels of self-awareness, congruence and awareness of the relational field
- Develop students' basic core coaching competences to a sufficient level and develop higher level skills (such as self-assessment of their personal and professional competence, and psychological mindedness) that will help set them apart as psychosynthesis leadership coaches
- Teach students how to set up a coaching practice, build a coaching alliance, plan intervention strategies and manage the practical, personal and organisational challenges of Leadership Coaching.

The clinical skills aspect of the programme

A psychosynthesis leadership coach is generally dealing with a crisis of transition in the client. This necessitates the creation of a 'sanctuary' to review the crisis, to see its meaning and facilitate restructuring so that a new and meaningful direction may emerge

A psychosynthesis leadership coach works with Trifocal vision, where the coach sees the person as a Self in potential. So there is both (hence Bifocal) this self in potential (that which he/she aspires to be) and there is also his/her personal life, as it is today, mediated through his/her personality (which is the sum total of how this person has learned to function in the world). This concept of Trifocal Vision enables the coach to hold both the potential of the other person as well as the reality of how they act and behave now. The gap (3) between the reality (2) and the potential (1) is often large and often is experienced as too hard, too difficult or painful.

The 'Soulmaking at Work' aspect of the programme

The processes of disidentification, and of psychospiritual development, lead towards the awakening of a centre of 'pure self awareness and will'. Psychosynthesis speaks to the reality of this centre, and the training of the practitioner is facilitated by the active development of both the ability to disidentify, and of a spiritual path. This inner centre where the psychospiritual journey and its attendant existential dilemmas are suffered, brings with it insight and the 'Will to Good'. For this to happen, a safe place is needed, a sanctuary held by others who have travelled before, in interactive group-work and personal coaching sessions.

Assessment requirements for successful completion of the programme

Assessment for completion includes attendance on all parts of the module and all graded and assessed elements need to achieve at least a grade 15. An overall average for the module of over 15 does not constitute a pass academically and will be taken into account when assessing overall performance.

Assessment methods and procedures

Assessment is an integral part of learning and you may hear it referred to as formative or summative. Formative assessment is developmental in nature and is designed to give feedback to students on their performance and how it can be improved, therefore you will not receive a grade for formative assessment. Formative assessment is an important part of the learning process, and has been shown to contribute to enhancement of learning and raising of standards.

Summative assessment is designed to measure the extent to which you have achieved the intended learning outcomes of a module and therefore the appropriate grade to be awarded. The summative component of an assessment task is designed solely to measure achievement of a learning outcome. Summative assessment should assess achievement of all learning outcomes in a secure, fair and accurate manner.

Assessment may also involve self, peer or group approaches. For example, you may be asked to self-assess your own work indicating where you feel you have clearly demonstrated your understanding and also identifying areas where you can see you have room to improve.

Assessment may also be a peer process where students, individually or as groups, offer feedback on one another's work. Group assessment may also be part of your programme where part of the assessment requires you to demonstrate your ability to work as part of a group and possibly receive a group mark.

Principles of assessment

Assessment is ongoing and covers all aspects of the course. A pass is required in all taught and written and skills components of the module.

Assessments are collated from the teaching faculty to see whether the Learning Outcomes are being achieved in each component of the training.

The Aims and Learning Outcomes can be found in the Programme Specification / 'Module Narratives' appendices to this handbook.

Course components

For assessment and grading purposes, the programme has three components:

Academic Skills Component

This relates to the student's cognitive skills. The writing of term papers on the theory taught demonstrates their capacity to reflect on the theory and to research comparative literature.

Coaching Skills Component

This relates to the application of theory to practice, where the student demonstrates skills practice sessions that the theory is embodied and lived in practice.

Psychological Skills Component

A profile is gathered from the student's participation in seminars, demonstrating their degree of psychological awareness and maturity, and their interpersonal skills, as well as their capacity to engage in training material.

Units of assessment

Students are assessed on the following three broad units which tally with the course components listed above and underlie the points itemised in the Learning Outcomes across the components of the programme:

Academic skills

Knowledge and understanding: the ability to comprehend, conceptualise and integrate psychosynthesis theory and principles as well as other taught coaching models and related information. This also involves the ability to articulate and demonstrate this knowledge in written and oral form as well as in practical work.

Coaching skills

Application of practical skills: the ability to develop and apply in practice coaching skills and related inter-personal skills purposefully and constructively within a structured, contractual relationship for the well-being of the. Students' practical skills are assessed throughout the practice sessions each weekend. Assessment of practical skills also takes place via the student's participation in the seminars and workshops and the monitoring of their project work by supervisors and course tutors.

Psychological skills

Psychospiritual development and maturity: the maturing of students' emotional and psychospiritual life gained through increased awareness, the enhancement of mental and intuitive qualities, and the ability to Self-reflect and relate more congruently to intra-personal states and inter-personal engagement. It also involves a commitment to self-inquiry and the attention to moral and ethical dilemmas of Self-consciousness.

Modes of assessment

Students are assessed by the following methods:

Self-assessment

Students prepare for their summative assessment meeting with their course tutor at the end of the training by having thought through their own learning edges in relation to the course. A written self-assessment must be sent to the course tutor at least one week before the meeting is due.

Course Tutor records

The role of the course tutors is critical in the ongoing formative assessment process and in the end-of-year summative assessment process as they act as a coordinator and focal point for students' assessment in relation to the faculty. The course tutor is expected to monitor the ongoing academic, practice and psychospiritual development of the student. This is done through:

- Conscious attention to the development of the being of the student as they develop psychospiritually and build their competence as a leadership coach
- The management of all relevant personal and training information together with notes from individual meetings, conversations and formal evaluations
- The inspection of the student's portfolio to see it is kept up to date and that the student is gathering all the relevant material
- The collating of staff feedback from staff meetings and course registers.

Faculty assessments – course registers

There is a staff feedback file for each part of the training: the weekend seminars skills, training and the term papers. All staff are expected to monitor the student's progress in each aspect of the training by recording their feedback in course registers. These become a key tool for the student's assessment process as well as for staff liaison. The registers also include records of:

- Attendance on all parts of the course: records are kept, and unauthorised absences are taken into consideration, allowing for the possibility of alternative arrangements for making up lost experience
- Ethical practice: adherence to the Ethical Guidelines set out by the Institute in its Code of Ethics is a requirement.

Trainer/Tutor assessed non-written work

All face-to-face training work will be assessed according to the following criteria with each contributing to the overall grade of pass / resubmit / fail

- Engagement. The way a student demonstrates involvement with the training and a willingness to submit to the learning process
- Cognition and ability to master application. The technical ability to master the principles, models and skills being taught
- Psychospiritual Maturity. The development of emotional, psychological, and psychospiritual capacities to fulfil the learning outcomes.

Written work

The written work will be assessed according to the following grading criteria which relate to three broad aspects of the paper:

- Presentation, format and style. This refers to the 'way it looks on the page' including 'reader friendliness' and the attention to detail. This aspect accounts for roughly 5% of the grade
- Structure and development. This refers to the way the assignment has been planned and constructed in a logical or otherwise appropriate way that is 'signposted' and can be followed by the reader. This aspect accounts for roughly 5% of the grade
- Content, argument and analysis. This refers to the intended learning outcomes for the assignment, ensuring that no major, relevant or important aspects of theory have been omitted. It

also involves the general academic quality of the paper and the demonstration of sound evidence for the support of assertions where relevant. This aspect accounts for roughly 90% of the grade.

The term paper grades form the academic skills component grade. Approximately 25% of written work will be double marked. All papers, which are unnamed and identified only through student ID numbers, are marked together in a 'batch' which is calibrated by the second marker.

Self-assessment

Students prepare for their assessments at the end of the programme by having thought through their own learning edges in relation to the course. A written self-assessment must be sent to the course tutor at least one week before the assessment is due. This assessment, together with feedback from the faculty, forms the basis for a dialogue.

The self-assessment should be written by the student from a developmental perspective that does not just describe what they have done during the programme but also how they understand their progress psychologically.

Students' portfolios

Students are required to keep a portfolio from the beginning of their training where all written material can be gathered and are responsible for monitoring their portfolio records. The portfolio should include:

- Seminar notes and learnings from course components
- The term papers
- Written self-assessment

Submission, receipt, marking and return of assessment

Submission of assessed written work

Written papers should be submitted by / on the due date via email to 'student submissions' in FirstClass.

They should be clearly marked with their full title, and the word-count should be stated at the end. To ensure anonymity, you should put your full ID number at the top, but not your name.

No extensions are granted. Papers received after the due date will be held over till the due date for that paper in the following programme intake.

Marking, second marking and marking moderation

All papers are moderated. Any paper receiving a fail or 're-submit' grade is second marked.

If a pass grade is not achieved, papers may be rewritten and resubmitted for remarking on a date to be set by the course tutors.

When two markers disagree over a grade, the piece of work will be passed on to a third internal marker, along with the markers' feedback sheets. The third marker then makes a decision in relation to the first two markers. Where there is an irresolvable difficulty, the External Examiner for the programme is asked to provide external moderation.

A sample of all course work from the programme is sent to the External Examiner to ensure that. The External Examiner reviews annually a significant sample of student work, together with their grades and comments. In this way we ensure that the standard of grading and assessment

feedback is both consistent and reflects appropriately the academic level of the field and the quality of the programme, to ensure consistency of marking standards.

Return of coursework

In normal circumstances you can expect to receive a grade and feedback by email six weeks after the due date of the piece of work submitted.

External Examiners

External Examiners are one way we assure the academic quality of your programme. They are subject experts who help assure that your Middlesex award is comparable to that at other UK universities by reviewing the programme curriculum, the assessment and the learning resources. Among other things they approve all exam papers before they are taken, attend the assessment board and write a report at the end of the year. You can obtain a copy of this report by contacting Mickey Kaufmann / Helen Windsor.

You can read more about the role of External Examiners and quality assurance on the QAA website: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/what-is-quality/pages/default.aspx>

Assessment feedback

Feedback on your assessment (both formative and summative) is an essential and important part of your learning as it provides the opportunity for you to reflect on your work and to use this feedback as the basis for learning and improvement. Understanding your feedback is very important and to achieve this you are encouraged to discuss feedback with your peers, academic staff and course tutor.

This programme provides regular opportunities for formative assessment, the purpose of which is to get detailed feedback (rather than just marks) on your performance so that you can get a regular update on how you are developing and to prepare you for summative assessment (summative assessment counts towards your final grade).

Different components of the course will provide different styles of feedback. It may be informal, for example when offered and discussed in seminars and skills sessions either collectively or individually. It may also be more formal and delivered for example in written form from academic staff. Experiential exercises involve informal peer feedback. Trainers will also write feedback in the assessment portfolio after each training seminar. Feedback from the markers of the written assignments is emailed to students. Formative feedback may be sought for the written work from the Academic Skills Tutor.

Arrangements for the provision of feedback shall include the minimum provision detailed in section M of the Middlesex University Regulations:
<http://www.mdx.ac.uk/aboutus/Strategy/regulations/sectionm.aspx>

Coordination process of all units and modes of assessment feedback

All of the above units and modes of assessment are brought together by the course tutor for an assessment meeting with each student at the end of the programme. Prior to this meeting, students are expected to submit a written self-assessment to discuss. A full report on the meeting is forwarded to the academic panel which is convened for assessment purposes. This panel meets to confer the final grade for each component which includes:

- Academic Grade: covering academic skills; this is the grade of the written assignments

- The Coaching Skills Grade: course registers, trainers' reports and the student's self-assessment are considered and a pass/fail grade is conferred
- Psychological Skills Grade: encompassing psychological skills. All course registers and trainers' reports are considered and a grade is conferred.

As a result of this panel meeting, each student receives a pass/fail grade for each component of the module together with a report from the trainers. To pass the programme, students must attain a pass grade in each course component. The grades are then ratified by the Assessment Board, chaired by a representative from Middlesex University, and the final awards are conferred.

Progressing on your programme

Your programme is assigned an academic level which reflects the depth, complexity, amount of pre-requisite knowledge, and the academic skills required. To graduate you will be required to pass the graded written work at FHEQ (Framework for Higher Education Qualifications, used by Middlesex University) level 7, corresponding to Masters degree level.

Module level descriptors give further details on how a module is assigned an academic level and can be found online at: <http://www.mdx.ac.uk/regulations/moduleleveldescriptors.aspx>

Grading procedures

Students are required to gain a pass grade in each of the academic skills, coaching skills and psychological skills components to pass the programme.

All assessed work is graded by the Institute faculty. It includes written work, psychological assessment of participation in theoretical seminars and coaching skills.

Final Grade

There are no classes in the award of a PG Cert. The only outcomes are: Pass or Fail

Formal awards are those which have been agreed by the Post-graduate Certificate Assessment Board. Informal awards are those which have been graded and given by the faculty, but have not yet been approved by the Post-graduate Certificate Assessment Board.

The grading scale

This programme uses the Middlesex University 1-20 grading scale, in which grade 1 is the highest grade, 16-17 are 'Resubmit/Refer' grades, and 18-20 are 'Fail' grades.

Further administrative grades are also used to indicate deferred assessment or assessment offences. The full scale can be found in the Middlesex Regulations available on line at:

<http://www.mdx.ac.uk/regulations/>

Grade Criteria

When assigning grades to assessment the 20-point grading scale is used in relation to, and in conjunction with, the University grade criteria guide as well as module level descriptors. Grade criteria describe what standards and competencies you must achieve to get each grade and is available online at:

<http://www.mdx.ac.uk/regulations/gradecriteriaguide.aspx>

Module level descriptors are used to determine the academic level of a module and therefore also influence what standards you need to achieve to get a certain grade. These are also available on line at: <http://www.mdx.ac.uk/aboutus/Strategy/regulations/moduleleveldescriptors.aspx>

At the Institute all assessed pieces of work are graded according to the following criteria:

Resubmit/Refer: grades

Can maybe fulfil learning outcomes with some additional effort, indicated by:

- limited working grasp of concepts, core principles and their application
- limited self-reflection and psychospiritual awareness, and maturity in relation to self and others
- inadequate degree of ability in practical application; grading criteria requiring more work in order to be met

Fail: grades

Does not fulfil learning outcomes at all, indicated by:

- poor or no understanding of concepts, core principles and their application
- little or no evidence of self-reflection and psychospiritual awareness, and maturity in relation to self and others
- no evidence of ability in practical application
- Marking criteria not met in any way.

Other

'Deferred' refers to when a student has postponed a piece of work during the course of a module (Def)

Deferral

Deferral may be appropriate for some students, especially those who are less experienced, who need to take extra time to gain experience before completing the training. Students deferring will be charged a reduced registration fee for further time. In the first instance, students should talk to their course tutors about the option of deferral.

Students may also agree with their course tutors the deferral of a term paper. It should then be submitted by the due date to be agreed.

Extenuating circumstances

Any student who encounters difficulties in completing the course requirements should speak to their course tutor in the first instance. The course tutor will then endeavour to help the student determine a manageable way forward, without detriment to the academic requirements or to his/her wellbeing.

Withdrawal and re-entry

In some cases, due to personal circumstances or assessment outcomes, students choose to withdraw altogether from the training at a certain stage. An exit interview is conducted on withdrawal in order to confirm a student's status and portfolio records. Following such withdrawal, the student receives an 'exit letter' from the Institute together with a record of their academic achievement to that point.

If a student who has withdrawn from the programme wishes to re-enter the training at a later date, this will be subject to a written application and interview. In this process, consideration will be given

to the student's record on 'exit' and to any conditions which were set regarding re-entry, as well as to personal and professional developments which may have occurred for the student since the time of withdrawal.

There is no automatic right to re-entry and if a substantial period has elapsed since the time of the interview, the Institute may require the student to re-take certain elements of the course, or to undertake new elements which have been introduced to the curriculum since their withdrawal, before agreeing to re-entry.

Assessment Boards

At the end of the 5-month programme, your results will be considered by an Assessment Board and if you have successfully completed all your assessment you will be granted the final award. The membership of the Assessment Boards shall conform to that outlined in the Regulations for the relevant year (Section D1C Assessment Boards at Collaborative Institutions).

Certificates

When you graduate your final qualification certificate will be issued by Middlesex University and will have the details of your qualification. It will include the words "in collaboration with the Institute of Psychosynthesis".

Your certificate will be sent to the Institute of Psychosynthesis by Middlesex University within 4 months of the date the qualification is awarded (usually the Assessment Board date). Once it has arrived it will then be forwarded to you at the address we hold for you. It is therefore very important that you keep the Institute updated of your address details if they change at any point.

Full details of the information which will appear on your certificate are set out in the Middlesex Regulations, section E13.5: <http://www.mdx.ac.uk/regulations>

Diploma Supplement

All students are issued with a diploma supplement verified by Middlesex University which will state the Institute of Psychosynthesis as the institution where you studied. Your diploma supplement will include the programme you have taken, grades achieved and state your qualification with the classification and title but additionally it will also contain information on the nature, level, context, content and status of your studies undertaken and successfully completed. Diploma supplements are intended to help external parties such as employers or other higher education providers understand more about your programme in addition to your grade.

Academic Misconduct

Academic misconduct covers cheating in assessed work and plagiarism.

Plagiarism is the presentation by a student, as his or her own work, of a body of material (written, visual or oral) which is wholly or partly the work of another. In fact, plagiarism extends to cover one's own work previously assessed or published which is also required to be properly referenced. Taking unfair advantage over other authors, students or oneself in this way is considered by the University and the Institute of Psychosynthesis to be a serious offence. The University and the Institute will take serious action against any student who plagiarises whether through negligence, foolishness or deliberate intent. Make sure written material, ideas, theories, formulae, etc. are acknowledged through the use of quotation marks, references and bibliographies. Information on the correct way of

acknowledging work from other sources is available in this handbook under the heading 'Learning Resources – Academic Protocols...'

Please note that the Institute uses its own regulations for handling academic misconduct. More information about the appeal process is available from the Office.

For reference, Middlesex University Regulations for Academic Misconduct are set out in the Middlesex University Regulations Section F which is available on line at: <http://www.mdx.ac.uk/aboutus/Strategy/regulations/sectionf.aspx>. The terminology may not be familiar in all cases as it refers to Middlesex University staff and committees.

If you are involved in any action under these regulations and do not understand the process involved, please contact Helen Windsor as the Institute's link tutor or David Henderson as the Middlesex University's link tutor.

Complaints

Students on validated programmes have access to grievance and complaints procedures established by the Institute of Psychosynthesis. The procedures are applicable to both current and past students who are registered members of APP. They can be obtained from the administrative office. The guiding principles behind the procedures are that grievances and complaints should be:

- treated seriously and with fairness
- dealt with without undue delay, and in as straightforward a manner as possible
- treated consistently across the University or institution
- dealt with and resolved, wherever possible in an informal way
- progressed through stages leading, if necessary, to a formal stage.

If you have a suggestion or a complaint about any aspect please raise it with the person concerned in the first instance. If you are not satisfied with the outcome you should then talk to your course tutor. If necessary, the further steps of the complaints procedure may then be followed.

Students on validated programmes also have access to the Middlesex University complaints procedure, should they feel dissatisfied by the outcome of a complaint dealt with by the Institute. The complaints and grievance procedures of the Institute of Psychosynthesis must have been followed and fully exhausted before you can follow the Middlesex University "Complaints in relation to collaborative partner institutions" which can be found in the [Middlesex University regulations: www.mdx.ac.uk/regulations](http://www.mdx.ac.uk/regulations)

Appeals

Students are able to appeal against assessment board decisions and the outcome of academic misconduct cases.

Please note that the Institute uses its own regulations for handling student appeals. More information about the appeal process is available from the Office.

For reference, the Middlesex University Regulations for Appeals are set out in Section G of the Regulations which is available on line at: <http://www.mdx.ac.uk/aboutus/Strategy/regulations/sectiong.aspx>. The terminology may not be familiar in all cases as it refers to Middlesex University staff and committees.

If you are involved in any action under these regulations and do not understand the process involved, please contact Helen Windsor as the Institute's link tutor or David Henderson as the Middlesex Universities link tutor.

Professional qualification and accreditation

Accreditation

At the Institute, graduation and the requirements for accreditation converge.

In order to be registered as fully independent practitioners, graduates need to be accredited with a relevant professional organisation. The Institute is recognised as a graduating and accrediting organisation for coaching within CLCCA.

The APP is the Institute's Professional Association. In the professional world it is good practice for students with practice clients as well as qualified practitioners to be accountable to a professional body for complying with Codes of Ethics and Practice and membership of APP meets these ethical standards until Accreditation with external professional bodies is achieved.

Requirements for professional qualifications

The CLCCA oversees the supervision of students within the coaching module.

Continuing Professional Development policy

The Institute believes in the independence of its graduates and therefore supports the view that continuing professional development (CPD) should be self-determined. Given the diverse nature of individual practices and the purpose and direction that professional lives can take, the Institute wishes to be as non-prescriptive as possible.

It is expected that this continuing professional development should include some of the following elements:

- Reading and study in relevant areas to expand and build upon the practitioner's professional knowledge and expertise
- Attendance at ongoing and/or one-off training courses or workshops, and/or at professional conferences or lectures which may develop the range and level of the practitioner's awareness and knowledge regarding developing theory and current issues within their field of practice
- Postgraduate training leading to certification in senior work such as supervision, group-work and training
- Engaging in research and publishing

Alongside these educational activities the practitioner is required to attend to their own spiritual development and wellbeing and to reflect upon how this informs and relates to their professional work. The practitioner is encouraged to devote at least some of their professional development time to the study of the principles of psychospiritual leadership coaching and to reflecting upon how all of their study and learning fits within the psychospiritual context, thus updating the core model in their practice.

LEARNING RESOURCES AND GUIDELINES

Academic protocols

- Papers should be typed and double-spaced
- Students should ensure that papers are the correct length ($\pm 10\%$). A word count outside this range will affect the grade for that paper
 - word-count should be appended to all written work
- The paper should start with an introduction, a statement on how the student intends to cover the material. This gives a brief summation of the thesis the paper is exploring. The paper ends with a conclusion showing how the intention was fulfilled
- References given in the text should be in the author (date) convention: Jones (1975)
- Direct quotations should have a page number: Jones (1975, p. 8)
 - if quotes are short, they should be enclosed in single quotation marks
 - if quotes are longer than about thirty words, they should be without quotation marks separated by an indented margin
 - quotations in one text referring to another should refer to the original quotation
- References including those quoted, should be listed alphabetically by author in a bibliography at the end of the paper:
 - From a book: Author, *Book Title*, Publisher, Year
 - From a journal: Author, 'Article Title', *Journal Title*, Publisher, Year
- Models and diagrams from the training should refer to the seminar concerned

Guidelines for papers

Term papers should follow Academic Protocols with a word-count of 2,500 or 5,000 ($\pm 10\%$) and should be submitted by/on the due date. Titles are set in advance so that students may prepare for the term papers as an on-going project while participating in seminars and dialogue groups. If a pass grade is not achieved, papers may be rewritten and resubmitted for marking with the following programme intake's papers.

In their research and preparation for these papers, students should pay particular attention to the topics of study and taught abstractions in the thematic seminars. Reference should be made to the reading list and in particular to essential reading. Students should also research the classic and current literature and make references to it in their papers. At the same time, students should refer to their clients' process or their own, by including client work vignettes so that the theory is backed up by experience.

Marking of papers

Markers will not be looking for 'right answers', but for the student's capacity to integrate personal experience with psychosynthesis theory as well as theories in comparative fields. Markers will also look for the capacity to support a central thesis and come to some conclusion in relation to theory and they will also see how this is being expressed in the student's experience.

Guidelines for building a practice

The context for students working with coaching clients is the development of competence, recognised by accrediting bodies as sufficient to allow graduates to practice as independent practitioners.

Students are building towards a coaching practice during their training. If they do begin seeing clients during the training, they should not therefore expect to make a living from their practice during this period. Their caseload may be limited until accreditation is reached, whilst appropriate experience is gained.

Guidelines for self-assessment

Students are responsible for monitoring their portfolio records. What we are looking for in your self-assessment is to get a clear picture of how you are doing in your training (in no more than 2 x A4 pages, double spaced):

- What went well and what are you struggling with?
- What do you perceive your learning edges to be?
- How is the Institute is doing in regards to your training?
- Your training plans after this programme?

The self-assessment should consider the following elements:

- How active was your participation during the year and how did you engage your peers?
- How did you engage interpersonally in the group settings
- How did you engage with the experiential teaching material?
- How did you engage with the cognitive material?
- How did you handle the term papers?
- Self-assessment on each of the module competencies

The self-assessment should be written by the student from a psychospiritual development perspective i.e. not just describing what they have done during the course of the year but also how they understand their progress psychologically.

The term papers

Journal Reflection paper

With reference to your reflective journal and to the core psychosynthesis coaching model of trifocal vision, reflect upon your personal learning and coaching practice during this course.

What have been your learning edges? How does your learning about yourself inform your understanding of others? What has been the relationship between your personal development and your practice as a coach? Please include one or two case stories.

2,500 words

Final Paper

How does psychosynthesis coaching address the emerging challenges and crisis of leadership within today's organisations? In what ways do psycho-spiritual, developmental and systemic perspectives enhance the leadership coach's ability to support the development of leaders?

5,000 words

SUPPORT

Although you are expected to be independent and to take responsibility for your own academic and personal life, there is still a lot of help available to support you throughout your programme.

Academic support

Your course tutors will maintain an overview of your studies and advice can also be sought from other training staff.

Academic skills support

The Institute has an Academic Skills Tutor available to students who need support in developing skills and confidence in the research and writing of academic papers. Students who feel they may benefit from this should approach their course tutor for further information.

Other support services at the Institute of Psychosynthesis

Student office

The Administrative office is normally open from 10.00 a.m. to 4.00 p.m. for inquiries. For general administrative inquiries you may also email admin@IPL in FirstClass. This should provide a quicker response for you than if you email any one person individually, as no-one in the office works every weekday.

Counselling

For pastoral care and academic support, students should contact their course tutor.

Disability support

For students with particular learning difficulties such as dyslexia, additional support may be available from outside sources (for example the government's Access to Work programme, local authorities education departments). Please speak to your course tutor if you think this applies to you.

The Institute will always seek to make reasonable accommodation to meet the needs of students with disabilities.

Financial issues

For financial queries, please email accounts@psychosynthesis.org via FirstClass.

International student support

The Institute has always welcomed a significant number of international students, who are able to train with us because of the part-time nature of the training and because the Institute has deliberately developed a compact course-structure in order to minimise the amount of travelling needed for regional and international students.

International students are welcome to ask their course tutors, the Training Co-ordinator and the Office staff for whatever guidance or help they need. A body of practical knowledge -for example, about facilities in the local area, such as accommodation- has been built up.

Institute of Psychosynthesis Student Card

Students may apply to be issued with a Student Card from the Institute which may entitle them to certain benefits and concessions. Applications, with a passport-sized photograph, should be made to the Institute administration office. This card is not the same as the NUS Extra Card (see below).

Student Union membership

As a student on a programme validated by Middlesex University you are unfortunately not a member of Middlesex University Students' Union (MUSU). As The Institute currently does not have a Students' Union of its own, neither are you eligible to be a member of the National Union of Students (NUS). Our UK-based students are however still entitled to the following benefit:

NUS Extra Card

This is a student discount card which can be used at a very large number of retailers; please see the NUS website for further details: <http://www.nus.org.uk/en/NUS-Extra>.

The Institute has registered with the NUS and has some NUS Extra Card application forms which can be obtained from the office or on top of the bookshelves in the Library area.

PROGRAMME SPECIFICATION FOR POST GRADUATE CERTIFICATE IN PSYCHOSYNTHESIS LEADERSHIP COACHING



1. Programme title	Post Graduate Certificate in Psychosynthesis Leadership Coaching
2. Awarding institution	Middlesex University
3. Teaching institution	Institute of Psychosynthesis
4. Programme accredited by	CLCCA
5. Final qualification	Post Graduate Certificate in Psychosynthesis Leadership Coaching
6. Academic year	2015/2016
7. Language of study	English
8. Mode of study	Part-time

9. Criteria for admission to the programme

For admission to the programme, students are required to have completed the Institute's 'Fundamentals of Psychosynthesis' course, to have provided two satisfactory references, and to have demonstrated:

- A capacity to study at post graduate level
- The psychological maturity necessary to enable them to process their own psychological material in relationship to others
- A first degree in a subject relevant to this area of study, or relevant experience
- Fluency in spoken and written English sufficient for post-graduate studies

10. Aims of the programme

The programme aims to:

- 1) Provide a basic knowledge and understanding of psychosynthesis psychology and other relevant psychological theory and their application to leadership coaching so that students can analyse and articulate client-work within a psychospiritual framework
- 2) Develop students' understanding of the coaching field and its professional ethics so that they have the professional underpinning they need to be able to practice as a Psychosynthesis Leadership coach
- 3) Establish the foundations for the personal learning and development journey that will enable them to become successful leadership coaches working at a deeper level with clients
- 4) Foster, through experiential learning methods and a collaborative learning environment, high levels of self-awareness, congruence and awareness of the relational field
- 5) Develop students' basic core coaching competences to a sufficient level and develop higher level skills (such as self-assessment of their personal and professional competence, and psychological mindedness) that will help set them apart as psychosynthesis leadership coaches
- 6) Teach students how to set up a coaching practice, build a coaching alliance, plan intervention strategies and manage the practical, personal and organisational challenges of Leadership Coaching.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of:

- 1) The theories, models and techniques of Psychosynthesis developed by Roberto Assagioli and others
- 2) The leadership coaching world and a critical perspective of the variety of approaches and models available
- 3) Other psychological theories and models relevant to coaching
- 4) The ethical and professional framework of leadership coaching including its relation to other types of provision in the field
- 5) A psychospiritual context for assessing psychological and existential dilemmas in a leadership coaching context.

Teaching/learning methods

Students gain knowledge and understanding through didactic teaching, group discussion, experiential exercises, and small group work in lectures and seminars. Learning is grounded through self-reflection, private study/reading.

Assessment method

Students' knowledge and understanding is assessed by term papers. Students' theoretical understanding is also assessed through their participation in lectures and seminars, and their self-assessment is taken into account in an end-of-programme assessment meeting with their course tutor.

B. Cognitive (thinking) skills

On completion of this programme the successful student will be able to:

- 1) Apply contextual thinking to assessments and hypotheses
- 2) Reflect insightfully into their own psychological process and its meaning and significance in relation to peers
- 3) Differentiate complex ideas and processes in order to reach independent judgements
- 4) Receive and analyse material within a psychological and psychospiritual framework
- 5) Organise and articulate ideas and information in a clear and coherent fashion
- 6) Articulate effectively the processes underlying their application of theory, development of hypothesis, design and application of strategy

Teaching/learning methods

Students learn cognitive skills through participation in a variety of learning groups which have a collaborative and dynamic character, which focus primarily on the development of the capacity to explore and differentiate complex processes. They also learn cognitive skills through small practice groups, where learnings are applied in practice. The preparation of term papers provides the opportunity to develop analytical, organisational and cognitive skills and the capacity to arrive at and to articulate independent thought.

Assessment Method

Students' cognitive skills are assessed by their participation in seminars and practice groups and through the marking of term papers.

C. Practical skills

On completion of the programme the successful student will be able to:

- 1) Use Psychosynthesis Coaching Model and Trifocal Context with leadership coaching clients
- 2) Demonstrate Psychosynthesis coaching skills in observed practice sessions
- 3) Demonstrate capability to build a coaching alliance with clients
- 4) Review intervention strategies and develop creative responsiveness to coaching issues and problems
- 5) Demonstrate a capacity to relate congruently in the here and now
- 6) Use self-awareness and awareness of the relational field to work with underlying leadership coaching issues
- 7) Recognise and work with psychospiritual issues which may arise through the process of self-awakening.

Teaching/learning methods

Students learn practical skills through a series of seminars and workshops which are particularly focused on the development of skills using the psychosynthesis model of coaching and a Trifocal context, which give the opportunity for experiential learning, practice and feedback. Practice groups provide an important opportunity for students to ground their learning and reflect upon their development and also to learn from their peers and through collaboration with their peers in these groups. Interpersonal process also facilitates the learning and development of practical skills.

Assessment method

Assessment of practical skills takes place via the students' participation in the skills seminars, practice groups and workshops and the depth of practical application expressed in term papers.

D. Graduate Skills

On completion of this programme the successful student will have developed the capacity to:

- 1) Begin to work effectively in and understand processes within, teams and groups
- 2) Communicate core psychological issues effectively orally and in writing
- 3) Assess and evaluate their personal and professional competencies, and select relevant resources for on-going personal and professional development
- 4) Learn effectively both through receiving and processing information and by reflecting upon and interpreting experience
- 5) Conduct research to inform their professional knowledge and development.

Teaching/learning methods

Students acquire graduate skills through their participation in training groups, through tutorials where necessary and through their participation in the process of self-assessment. Students are taught, and required to familiarise themselves with, relevant written codes and standards of professional practice.

Assessment method

Students' graduate skills are assessed by means of written work, participation in training groups and practice groups, and participation in the assessment process.

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

12. 1 Overall structure of the programme

The Psychosynthesis Leadership Coaching Programme is a single Module organised into a series of five compulsory training units taking place on an approximately monthly basis. Each of the five units comprises three days over Friday, Saturday and Sunday, thus allowing participation for students from other regions of the UK and other countries.

The Module consists of three components:

- Taught component
- Coaching skills component
- Reading, research and written component (self study)

The training units incorporate two of the three components -the taught component and the coaching skills practice.

Within the Module, each of the component parts is compulsory. The completion of each taught component is a pre-requisite for the next. If, for unavoidable reasons, students miss a component they have the option of taking it in a subsequent Module.

The Reading, Research and Written component comprises 100 hours of private study and self-reflection, two pieces of written work, (1 x 2,500 words at the end of month 3 and 1 x 5,000 words at the end of month 5) and a written self-assessment.

12.2 Levels and modules

Note that all modules will be determined to be compulsory, designated or optional with regard to any programmes, or major/minor subjects, of which they are a part.

Compulsory: students must take all the components of the Leadership Coaching Module.

The Leadership Coaching Module has a credit value of 60 credits at level seven.

Awards: Institute of Psychosynthesis Certificate in Psychosynthesis Leadership Coaching and Post Graduate Certificate in Psychosynthesis Leadership Coaching

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

Module level	Module code
1	Psychosynthesis Core Principles and Leadership Coaching

13. A curriculum map relating learning outcomes to modules

See Curriculum Map attached.

14. Information about assessment regulations

Assessment regulations are described in this handbook and in Middlesex University regulatory guides. All components of the module must be passed in order for a student to achieve qualification. Final grades of Pass or Fail are awarded on the basis of all graded elements of the programme. All components of the course contribute towards these elements.

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

Many students entering the Leadership Coaching course are already working in a field in which they can develop or further apply their coaching practice or a specific practical project related to their studies. Others develop a project which opens up different professional opportunities. Students undertaking the course have a very diverse range of fields including occupational health, clinical psychology, education, coaching, management, medicine and journalism.

16. Future careers (if applicable)

Graduates, as part of ongoing professional accreditation, join a graduate association (APP) which provides a forum and mechanism of ongoing information and support for Continuous Professional Development. The majority of our students over the past 30 years have used their training diplomas and MAs to build significant professional careers across the UK.

17. Particular support for learning (if applicable)

There is a specialist teaching and reference library on-site. Students have the ongoing support of a named Course Tutor. For those who require support specifically at the level of academic skills, free tutorials and/or workshops are available, run by a specialist Academic Skills tutor. The Institute intends to make its learning resources available to those from a range of backgrounds and abilities. The Institute will always seek to accommodate the needs of students with disability wherever this is feasible and consistent with the need to meet academic standards.

18. JACS code (or other relevant coding system)

CA90

19. Relevant QAA subject benchmark group(s) N/A

20. Reference points

QAA framework for higher education qualifications. QAA code of practice for the assurance of academic quality and standards in higher education: collaborative provision. University policies.

University guide and regulations/ policies, guidance and requirements. Institute of Psychosynthesis student handbook. Student feedback. External examiner reports.

21. Other information

The Institute recognises a small number of other organisations as providing training which can be considered equivalent to the Institute Fundamentals of Psychosynthesis which is a pre-requisite for the Leadership Coaching course. Information about this is available on request. In exceptional circumstances, credit may be awarded for parts of the programme where equivalent learning has taken place in those organisations.

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 earlier pages of this student programme handbook, and the University Regulations.

Curriculum map for Post Graduate Certificate in Psychosynthesis Leadership Coaching

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.

Code: Module: 60 credits – Core Principles: Psychosynthesis Leadership Coaching

Programme learning outcomes

Knowledge and understanding

A1 Theories, models of Psychosynthesis

A2 The leadership coaching world

A3 Other psychological theories relevant to coaching

A4 The ethical and professional framework of leadership coaching

A5 Psychospiritual context for assessing existential dilemmas in a leadership coaching context

Cognitive skills

B1 Apply contextual thinking

B2 Reflect upon psychological process

B3 Differentiate and reach independent judgement

B4 Receive and analyse data in psychological and psychospiritual framework

B5 Organise ideas and information coherently

B6 Articulate theory process to self and others

Practical skills

C1 Psychosynthesis Coaching Model and Trifocal Context

C2 Psychosynthesis counselling /coaching skills

C3 Building coaching alliance with clients

C4 Intervention strategies to coaching issues and problems

C5 Begin to relate congruently in the here and now

C6 Self-awareness in work with underlying leadership coaching issues

C7 Recognise psychospiritual issues which may arise

Graduate Skills

D1 Begin to coach effectively in teams and groups

D2 Communicate orally and in writing

D3 Assess and evaluate personal and professional competence

D4 Learn experientially

D5 Conduct research

Programme outcomes

A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	D 1	D 2	D 3	D 4	D 5
Highest level achieved by all graduates																							
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7

Module Title	Module Code by Level	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	D 1	D 2	D 3	D 4	D 5
Module 1		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

B. Module Narrative

1.	Short code	No code
2.	Title	MODULE Post Graduate Certificate in Psychosynthesis Leadership Coaching
3.	Level	PG (7)
4.	Credit points	60
5.	Start term	September / October
6.	Subject	Psychosynthesis Core Principles and Leadership Coaching
7.	Module Leader	Roger H Evans
8.	Accredited by	Middlesex University
9.	Module restrictions	
	(a) Pre-requisite	Assessed participation on Fundamentals of Psychosynthesis course
	(b) Programme restriction	Compulsory
	(c) Level restrictions	PG only
	(d) Other restrictions or requirements	Student must meet Institute of Psychosynthesis entry requirements.

10.	Automatic deferral	Not allowed
11.	<p>MODULE AIMS</p> <p>1) Provide a basic knowledge and understanding of psychosynthesis psychology and other relevant psychological theory and their application to leadership coaching so that students can analyse and articulate client-work within a psychospiritual framework</p> <p>2) Develop students' understanding of the coaching field and its professional ethics so that they have the professional underpinning they need to be able to practice as a Psychosynthesis Leadership coach</p> <p>3) Establish the foundations for the personal learning and development journey that will enable them to become successful leadership coaches working at a deeper level with clients</p> <p>4) Foster, through experiential learning methods and a collaborative learning environment, high levels of self-awareness, congruence and awareness of the relational field</p> <p>5) Develop students' basic core coaching competences to a sufficient level and develop higher level skills (such as self-assessment of their personal and professional competence, and psychological mindedness) that will help set them apart as psychosynthesis leadership coaches</p> <p>6) Teach students how to set up a coaching practice, build a coaching alliance, plan intervention strategies and manage the practical, personal and organisational challenges of Leadership Coaching.</p>	
12.	<p>MODULE OUTCOMES</p> <p>On completion of the Module, successful students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the field of leadership coaching, including its professional framework and ethics, and be able to apply within this field the main theories and models of psychosynthesis psychology, as well as relevant theory from other branches of psychology 2. Receive and analyse data in the field of coaching, conduct research, apply contextual thinking, reflect upon psychological processes, organise ideas and information coherently and articulate theory and process clearly, both orally and in writing, to self and others, within a psychospiritual framework 3. Build a coaching alliance with clients, plan strategies for interventions with clients' coaching issues and problems and use and apply basic psychosynthesis coaching skills and models, including Trifocal context. <p>They will be increasingly developing:</p> <ol style="list-style-type: none"> 4. self-awareness in working with underlying coaching issues and problems 5. capacity to assess and evaluate their personal and professional competence and learn from their experience 6. the ability to relate congruently in the here-and-now 7. and a capacity to coach effectively in teams and groups. 	

13.	<p>SYLLABUS</p> <p>TAUGHT COMPONENTS (monthly Thematic Seminars and Skills Training)</p> <p><i>Month 1: Foundations of Psychosynthesis Leadership Coaching</i> – basics of psychosynthesis coaching; context, models and skills.</p> <p><i>Month 2: Agendas in Leadership Coaching</i> – Performance, Behaviour, Change, Development, Purpose, Meaning and Crisis. Ongoing skills practice.</p> <p><i>Month 3: Coaching Psychology and Human Development</i> – foundations for working at a deeper level with the client. Ongoing skills practice.</p> <p><i>Month 4: Practical, personal and organisational Challenges of Leadership Coaching.</i> Ongoing skills practice.</p> <p><i>Month 5: Five Dimensions of Leadership</i> – our core model of development for leaders. Ongoing skills practice.</p> <p>READING, RESEARCH AND WRITTEN COMPONENTS:</p> <p>TERM PAPER 1 – 2,500 words at end of Month 3</p> <p>TERM PAPER 2 – 5,000 words at end of Month 5</p> <p>Reading, research and written work (self study) 100 hours</p>
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14.

LEARNING, TEACHING AND ASSESSMENT STRATEGY

The module has three training components: taught, coaching skills and personal study.

Learning in the taught and coaching skills components is experiential, through a combination of thematic seminars, skills training, meditation practice training and group-work process groups. Throughout the training didactic theoretical input from trainers/ facilitators is integrated with structured exercises designed to give students a personal experience of the topic being taught, and time to reflect on and consolidate the learning gained. Two written assignments are set for this module in which students are required to demonstrate both theoretical grasp and personal and/or practical application, supported by their personal study, of the subject material covered, to the appropriate academic level.

Summative assessment

Assessment for completion of the module and achievement of the learning outcomes is drawn from assessment of:

- Students' attendance and active participation on all parts of the course
- The written assignments –term-papers, their grades and markers' comments
- Students' personal portfolios (records of coaching sessions, personal journals, records of progression and learning edges, course notes etc.)
- Students' written self-assessments and meetings with course tutors

Assessment is based on the following three broad units which also underlie the Learning Outcomes:

- Knowledge and understanding
- Psychological development and maturity
- The application of practical coaching skills

Assessments are collated from the grades and comments given to written assignments, course registers kept by the training faculty and group-work leaders, course tutors' records, and students' own written self-assessments. A pass must be obtained in all taught, practical and written components along with the achievement of the stated learning outcomes.

All work is assessed according to the Learning Outcomes for the module and grading is according to the Middlesex University grading scale and grading criteria.

Assessed and graded written components

- Term papers 1 x 2,500 words, 1 x 5,000 words

At the end of the 5 month programme the academic panel looks at the whole assessment portfolio of the student, checks if learning edges have been integrated, and makes a recommendation for the award.

Formative assessment

Informal formative assessment is an element of the Institute's experiential learning model and is ongoing, derived from peer feedback and trainers' and facilitators' responses during participation in all aspects of the course.

Feedback may be sought individually on a more formal basis, either in person or on the phone, at any stage from: trainers / facilitators, the training co-ordinator and course tutors who can access trainees' assessment e-portfolio.

With regard to written assignments, students may contact the academic skills tutor for assistance with academic skills, and/or formative assessment of drafted material.

Formally scheduled for each student is a meeting with their course tutor towards the end of the programme.

Meetings include relaying and/or discussing formative assessment.

ASSESSMENT WEIGHTING

Towards the end of June the Assessment Board meets to confer the final grade which includes consideration of the student's own self-assessment as well as their:

- Academic Grade: this is made up of the grades of the term papers
- Coaching skills grade
- Training Profile Grade: all course registers and trainers reports are considered and a grade is conferred

	As a result of this panel, each student receives a pass /fail grade for the programme together with the recommendation for the PG Cert award.						
	Seen examination		N/A				
	Unseen examination		N/A				
	Coursework		Reading, research and written work (self study) 100 hours Term Papers 1 x 2,500, 1 x 5,000 words				
16.	Timetabled examination required		NO				
17.	Length of exam		N/A				
18.	Essential Learning materials: Course materials: module handouts listed in module reading list Recommended reading: see module reading list, Appendix C						
19.	Module run:						
	Academic year	Term	Part of term	Start date	End date	Max. student numbers	Campus
	2015 -16	AUTUMN	5 MONTHS	18 SEP	10 JAN	20	Watford Way
	2016 - 17	SPRING	5 MONTHS	10 APR	10 AUG	20	Watford Way
	2016 - 17	AUTUMN	5 MONTHS	14 SEP	22 JAN	20	Watford Way
20.	Timetabling information						
	(a) Please indicate which teaching activities will be offered in this module:						
	LECTURE (LEC)				NO		
	SEMINAR (SEM)				YES Fri., Sat. and Sun of training weekends		
	FACILITATED GROUP-WORK SESSIONS				YES: Fri., Sat. and Sun of training w/es		
	PRACTICAL SKILLS TRAINING WORKSHOPS				YES On Fri., Sat. and Sun of training w/es		
	CLINICAL / CASEWORK SUPERVISION GROUPS				NO		

C. Reading List

Core course texts

Assagioli, Roberto (1974), 'The Act of Will'

Bushe, Gervase (2010), 'Clear Leadership'

Bluckert, Peter (2006), 'Psychological dimensions of Executive Coaching'

Evans, Roger (2019), "Five Dimensions of Leadership"

Firman, Dorothy (Ed) (2018), 'The Call of Self'

Laloux, Frederic (2014), 'Reinventing Organisations'

Whitmore, John (2017, 5th Ed), 'Coaching For Performance: Growing People, Performance and Purpose

Whittington, John (2016, 2nd Ed): Systemic Coaching & Constellations

Additional reading and references

Coaching and coaching psychology

- Aquilina, Eunice (2016), 'Embodying Authenticity – A Somatic Path to Transforming Self, Team and Organisation'
- Brown, Paul and Brown, Virginia (2012), 'Neuropsychology for Coaches'
- Downey, Myles (2014), 'Effective Modern Coaching: The Principles and Art of Successful Business Coaching'
- Gray, D, Garvey, B and Lane, D (2016), "A Critical Introduction to Coaching and Mentoring"
- Hall, Liz, (2013), 'Mindful Coaching: How Mindfulness can Transform Coaching Practice'
- Harrison, R (1995) "Consultants Journey"
- Heron, J. (1990) "Helping the client"
- Howard, Aubyn (2015) "Bringing a psycho-spiritual perspective to executive coaching", Paper for APECS Symposium 2015 (pdf)
- Kets de Vries, Manfred (2006): 'The Leader on the Couch'
- Machon, Andrew (2010), 'The Coaching Secret'
- O'Neill, Mary Beth (2007, 2nd edition), 'Executive Coaching with Backbone and Heart'
- Palmer, Stephen and Whybrow, Alison et al (2008), 'Handbook of Coaching Psychology'
- Passmore, Jonathan (Editor, 2014), 'Mastery in Coaching: A Complete Psychological Toolkit for Advanced Coaching'
- Peltier, Bruce (2010), 'The Psychology of Executive Coaching'
- Strozzi-Heckler, Richard (2014), 'The Art of Somatic Coaching'

Psychosynthesis, other psychology and psychotherapy

- Assagioli, Roberto (1965), 'Psychosynthesis'
- Assagioli, Roberto (1991), 'Transpersonal Development'
- Bly, Robert (1988), 'A little book on the human shadow'
- Brooks, David (2011) "The Social Animal"
- Ferrucci, Piero (1982), "What We May Be: The Vision and Techniques of Psychosynthesis"
- Fowler, James (1995), "Stages of Faith"
- Goleman, Daniel (1996) "Emotional Intelligence".
- Goleman, Daniel, (2007) "Social Intelligence"
- Graves, Clare (1970), Levels of Existence, An Open System Theory of Values, Journal of Humanistic Psychology. Fall, 1970. Vol. 10 No.2., pp. 131-155
- Hardy, Jean (1996) "A Psychology with a Soul"
- Heron, J. (1992) "Feeling and Personhood: Psychology in Another Key"
- Kahneman, Daniel (2012) "Thinking Fast and Slow"
- Knight, S. (1996) "NLP at Work: The difference that makes the difference"
- Maslow, Abraham (1968), 'Towards a Psychology of Being'
- Maslow, Abraham (1971), 'The Farther Reaches of Human Nature'
- Nevis, E.C. (1991) "A Gestalt Approach to Organisational Consulting"
- Nocelli, Petra Guggisberg (2017) 'The Way of Psychosynthesis: A complete guide to the origins, concepts, and the fundamental experiences, with a biography of Roberto Assagioli'
- Plotkin, Bill (2008), "Nature and the Human Soul"
- Rodenburg, Patsy (2008), 'The Second Circle'

Simpson, Steve; Evans, Joan and Evans, Roger (2013): Essays on the Theory and Practice of a Psychospiritual Psychology, Volume 1 (Published by The Institute of Psychosynthesis)

Simpson, Steve; Evans, Joan and Evans, Roger (2014): Essays on the Theory and Practice of a Psychospiritual Psychology, Volume 2 (Published by The Institute of Psychosynthesis)

Sorensen, Kenneth (2016), 'The Soul of Psychosynthesis: The Seven Core Concepts'

Stewart, I and Joines, V. (1987) "TA Today"

Whitmore, D. (2000) 'Psychosynthesis Counselling in Action'

Wilber, K. (2000) "A Theory of Everything"

Leadership and change

Beck, Don and Cowan, Chris. (1996) "Spiral Dynamics"

Bridges, William (1995), "Managing Transitions"

Evans, Roger and Russell, Peter, (1989), 'The Creative Manager'

Handy, Charles (2015): The Second Curve

Horowitz, Mark (2014): "The Dance of We – The Mindful of Love and Power in Human Systems"

Howard, Aubyn (2016): "The Influence of Leadership Paradigms and Styles on Innovation"; Chapter 19 in "Value Creation in the Pharmaceutical Industry", Edited by Alexander Schuhmacher, et al

Jaworski, J. (1996) "Synchronicity: The Inner Path of Leadership"

Kegan, R. and Lahey, L. L. (2009) "Immunity to Change"

Lencioni, Patrick (2002); The Five Dysfunctions of a Team

Oshrey, Barry (2007), "Seeing Systems"

Phipps, Carter (2012), "Evolutionaries"

Rooke, D. and Torbert, W.R.: Seven Transformations of Leadership, HBR April 2005

Senge, Peter, et al (2005) "Presence: Exploring Profound Change in People, Organizations and Society"

Smith, Simon (2000), "Inner Leadership"

Starkey, Ken and Hall, Carol (2012) – The Spirit of Leadership – Chapter in New Directions in Leadership Education (HBR Press)

D. Faculty and organisation biographies

The professional training staff includes trainers and supervisors who are qualified and accredited in leadership coaching psychotherapy, and are members of APP. In addition, they have all received training in the skills of training and supervision as well as serving an 'apprenticeship' alongside senior members of the faculty of the Institute. As an interdisciplinary group their backgrounds and fields of experience include: psychology, psychotherapy, education, philosophy, religious studies and management science. All trainers and supervisors abide by the Institute of Psychosynthesis' Code of Ethics and Practice for Trainers and Supervisors and are involved in on-going personal and professional development.

Institute Leadership Coaching Training Staff

Paul Elliott MA Applied Psychosynthesis, BTech, MCIPS. Paul has 28 years' experience working in front line leadership positions in four manufacturing businesses. In 2003 he left Rolls-Royce plc and started a new life and career in service of his personal development and helping organisations. He now works as a Leadership Coach and Business Consultant. His clients include Rolls-Royce plc, Airbus GMBH, Asco Industries (Belgium), Bureau Veritas in France and Scotland, Shelter Scotland, Anthony Nolan, Deutsche Bank and Fokker Technologies (Netherlands). Paul has been involved in coaching development and teaching at the Institute of Psychosynthesis since 2008. He is passionate about organisations and how they can transform themselves for the benefit of their employees, wider society and their own longevity. He has been a Non-Executive Director and Trustee of the Ebac Group Limited since 2011 having worked there as Manufacturing Director from 1991 -1998.

Joan Evans MA in Psychosynthesis Psychotherapy was trained in microbiology, studied languages and psychology and is a co-founder and director of the Institute of Psychosynthesis. She is Training Director, Chair of the Research and Development Group, and has largely been responsible for the design of its academic and training programmes as well as for research and publishing and has written several articles. She is currently engaged in editing for eventual publication, a Textbook for Training in Psychosynthesis as a psychospiritual psychology. She has been training professionals in psychosynthesis in the UK and Europe for 33 years, and has been active in the larger community steering psychotherapy training towards attaining professional status. She initiated the founding of AAPP, was the first chair of the European Federation for Psychosynthesis Psychotherapy, was Chair of HIPC and a member of the Governing Board of the UKCP from 1995 to 1998.

Roger Evans MBA, BPharm, MRPS, MA in Psychosynthesis Psychotherapy, is a co-founder and managing director of the Institute of Psychosynthesis, and a senior trainer and supervisor overseeing the development of a psychospiritual psychology with a special interest in psychological crises within the field of spiritual emergency. He was educated in psychotherapy, business administration and pharmacy, and spent more than twenty years in international management in North America and Europe. He is also the founder and Managing Director of a management consulting group, Creative Learning Consultants, which consults with both private and public sector organisations in Europe and the USA. Through his organisational work, he has developed a training in organisational consulting and coaching. He co-authored *The Creative Manager*, published in 1989.

Aubyn Howard MSc in Change Agent Skills and Strategies with The Human Potential Research Group at Surrey University (1999). Trained with the Institute of Psychosynthesis between 2000-2004, currently a supervisor for the MA in Coaching. BSc Economics, PG Certificate in Education, Certified Spiral Dynamics and NLP practitioner and an APECS Accredited Executive Coach. Was a course tutor for the Surrey University MSc in Management Consultancy. Aubyn has 30 years' experience as a management consultant, working on strategic and organisational assignments across a variety of sectors in the UK and internationally. He helps organisations bring about

transformational change by working closely with senior leadership teams, combining his skills as consultant, facilitator and coach. Previously worked in the Merchants Group for 17 years, becoming Strategy Director before going independent in 1999. Has worked with Roger Evans at Creative Learning Consultants over the last ten years on several major change implementation projects.

Anne Welsh qualified as a Psychospiritual Psychotherapist at the Institute in 1991 and is accredited with UKCP. She is now a trainer, supervisor and group facilitator at the Institute. Anne is also privileged to take Psychosynthesis into other academic psychotherapy training through Therapeutic Supervision at Ruskin Anglia University. Anne served as a director of the Institute for eight years. Alongside this she served on the Training Standards Committee of HIPC, the Humanistic and Integrative college of UKCP and sat as an Ordinary Member of the Governing Board of UKCP. She has expanded her work into the private and public sector working as a consultant for Sure Start a government initiative working to bring together professionals within Primary Care, Social Services and parents within deprived communities. She has recently expanded Psychosynthesis into the City of London, where alongside her current work at the Institute she has developed Synthesis-in-the-City. This is a centre for Personal and Professional Development offering Coaching, Psychotherapy and Training to large City financial houses. She continues in her commitment to Psychosynthesis as a Psychology for Hope in the 21st century.

ORGANISATION BIOGRAPHIES

Mickey Kaufmann – TRAINING COORDINATOR

BEd in Geography and English, MA in Psychosynthesis Psychotherapy, Cert. Life-Coaching. She is the Training Co-ordinator of the Institute since 2006, which includes co-ordinating the course tutors and ensuring smooth communication between faculty and students as well as being a member of the Faculty as teacher and supervisor. She is a training therapist; has a private psychotherapy practice in West London and works as an individual and organisational coach and supervisor. She has lived in the UK for 20 years, was born in Holland and spent the first 25 years of her working life mainly with the international environmental organisation, Greenpeace, in a variety of roles ranging from climbing chimneys, campaigning, setting up offices, running an international skill sharing and training programme, to being the executive director in Switzerland & Belgium. Her involvement with Greenpeace continues on a Board level and as consultant and coach.

Helen Windsor – INSTITUTE LINK TUTOR TO MIDDLESEX UNIVERSITY

BA (Hons) French and Spanish, PhD Latin American Studies, MA Psychosynthesis Psychotherapy. She has spent a little time living in other European countries and Latin America, and many years in an intentional community. She has worked in a variety of areas mainly involved in education and administration of projects related to personal development. Helen graduated from the Institute in 2009 and has had a part-time counselling and psychotherapy practice since 2005. She volunteers for a charity in Tower Hamlets providing low-cost long-term psychotherapy and is committed to promoting the availability of counselling / psychotherapy to people with low incomes. She is currently the part of the Institute's administrative team, Link Tutor to Middlesex University, representative to PCIPC, and a course tutor.

External Examiner

DR GWILL ROBERTS
CARDIFF UNIVERSITY