

ACCREDITATION OF PRIOR LEARNING PROCESS AND GUIDANCE NOTES

1. Introduction

These guidance notes set out the procedure for the Accreditation of Prior Learning (APL) at the Manchester Institute for Psychotherapy (MIP).

The Co-ordinator of Training and at least one other member of the training staff will be part of the process of application and vetting.

Those who might be eligible for the recognition of APL are made aware of the opportunities available and are supported throughout the process of application and assessment for recognition.

Accredited Prior Learning enables eligible students to incorporate previous relevant theoretical and/or practical learning into a programme of study and be accredited for this learning. Assessment and feedback practices, including those for the recognition of prior learning, are explicit, transparent and accessible to all intended audiences. The previous learning must be relevant to the course for which they are applying.

2. What is APL

You may have undertaken some Counselling or Psychotherapy training with an established training institute that may offer courses which are accredited by the UKCP or equivalent. With regards to overseas applications, the training institute may be recognised by their own national bodies. Where appropriate, evidence of this learning is shown in the form of relevant certification and any assignments' feedback sheets that were submitted as part of your previous accredited learning.

3. What APL can be applied for

The major accredited course at the Manchester Institute for Psychotherapy is the 4 year Diploma - Transactional Analysis from an Integrative Perspective. Thus, it will be expected that individuals may apply for APL for parts of this course.

As MIP is a training organisation of the UKCP, MIP adheres to their policies and procedures which indicate that MIP can only offer 50% APL of the 4 year course.

4. How does MIP decide whether I can be awarded APL?

Each recognition of prior learning decision is arrived by the individual mapping of either the level or module learning outcomes.

You will need to demonstrate that you can meet 100% of the learning outcomes for each module you are applying for. Learning experience must have taken place within 5 years of the start date of the diploma that you are applying for and refers to the actual date learning took place, not the date of conferment/award.

5. How do I demonstrate I have met the learning outcomes and clinical requirements?

For each learning outcome, you need to detail the module's formal assessment etc.

6. What costs are involved?

There is a £150 cost for processing the APL process which covers interviews, applications and monitoring the necessary evidencing of mapping over specific modules and learning outcomes. The £150 will be paid to the Manchester Institute for Psychotherapy. Costs will be payable upon submission of your completed APL application. Please note the fee is non-refundable should your APL application be unsuccessful.

7. How do I apply?

Applicants for APL will fill in the relevant APL application form and start the process of mapping over their previous training to the learning outcomes of the 4 year course in Transactional Analysis. The APL application process aims to:

1. Identify an applicant's skills and knowledge
2. Equate these with specific standards and requirements
3. Credit the applicant in an appropriate manner

First stage - Individual completes and sends in their APL application form to MIP.

Second stage - MIP APL team look at the application form and decide whether the individual is eligible for the recognition of prior learning and that the individual is aware of the opportunities available and support is offered to the individual throughout the process of application and assessment for recognition.

Third stage - if the MIP APL team deem the individual is eligible, or might be eligible for APL recognition, then they will be invited to an interview with the appropriate APL co-ordinator. The interview will determine your suitability for the APL onto some or part of the MIP 4 year Diploma in Transactional Analysis from an Integrative Perspective.

In the discussion, the MIP APL co-ordinator will be not only interested in your motivation and reasons for APL, but also your background and future plans. In order to prepare yourself for the discussion, we recommend you also update and submit to MIP your curriculum vitae (CV). Your CV should list in chronological order the various phases of education, working and family life and of course the previous dates and times of your last psychotherapy course at your previous training institute. The CV you produce together with application form and references will be of course vital to this discussion process and the MIP APL co-ordinator being able to assess your potential eligibility with regards to the APL process and then would be able to recommend the first steps that should be taken as you embark on this process.

Fourth Stage: After the first interview you will be required to send in the relevant evidence that you have fulfilled the learning outcomes for the particular modules that

you want the APL for (mapping across). Once that evidence has been submitted to MIP, the MIP APL co-ordinating team will look at the documentation and if suitable for APL you will progress to a second interview to discuss the documentation and possible recognition of APL.

The second interview will be mainly focussed on looking at your evidence with regards to the mapping over to programme requirements process. Once this is completed to the satisfaction of the APL co-ordinating team, then the individual will have successfully obtained the APL recognition.

8. Mapping Learning to Programme Requirements

As said above, the individual must demonstrate that your evidence of training in your previous institute reflects the learning outcomes and clinical requirements being sorted by the programme from which you are applying. We suggest you assemble your learning achievements and the description of the evidence before transferring the relevant information to your APL application form.

It is suggested that the individual puts forward a portfolio of the necessary documentation and evidence you are providing for each of the learning outcomes clinical requirements you are addressing. The better your portfolio is organised the easier it is for us to assess and the more likely it is that you will be successful.

LEARNING OUTCOMES OF EACH MODULE FOR THE FOUR YEARS OF THE TRANSACTIONAL ANALYSIS FROM AN INTEGRATIVE PERSPECTIVE DIPLOMA

YEAR 1

Module 1 - Fundamentals of TA

Learning outcomes:

1. Identify the basic concepts of Transactional Analysis.
2. Explore the centrality of the concept of contractual method to integrative Transactional Analysis.

Module 2 - The Philosophy of Integrative TA, Ego States

Learning outcomes:

1. Critically evaluate ego state theory
2. Identify the difference between overt and covert transactions

Module 3 - TA in Defence Mechanisms; Contaminations, Exclusions and Hungers

Learning outcomes:

1. Explore the notion of defence mechanisms as “creative adjustments”.
2. Critically assess the concept of resistance with reference to their own personal experience.

Module 4 - TA Theory and the use of the 3Ps

Learning outcomes:

1. Understand the notion of the 3Ps within the clinical framework and to understand them in terms of Script development.
2. How to use each concept, ie Permissions, Protection, Potency, within the therapeutic relationship in the service of cure.

Module 5 and 6 - Script Analysis and Maintenance

Learning outcomes:

1. Critically evaluate the concept of Life Script
2. Demonstrate their understanding of the intra-psychic and interpersonal theories underpinning the Script system.

Module 7 - Introduction to Clinical Competencies, Clinical Skills

Learning outcomes:

1. Critically evaluate both their own practice and the practice of others with regards to client interaction.

2. Demonstrate their understanding of the basic skills required by a beginning psychotherapist.

Module 8 Neurobiology, Human Developmental Model, Comparative Approaches to other Psychotherapy Core Concepts

Learning outcomes:

1. Identify key issues in their own developmental history
2. Critically evaluate the multi dimensional nature of the therapeutic relationship.

Module 9 - Child Developmental Model

Learning outcomes:

1. To understand at least one child developmental model.

Module 10 - Diversity

Learning outcomes:

1. Identify the major influences with regards to prejudices and discrimination.
2. Identify their own experiences regarding diversity.
3. Recognising societal influence on norms and values regarding diversity.

YEAR 2

Module 1 - Contracting and the Ethical Practitioner (supervision, assessment, placement, clinical skills and evaluation).

Learning outcomes:

1. Critically analyse the concept of the contractual method in relation to ethics and supervision, assessment and evaluation.
2. Critically evaluate the concept of the contractual method in relation to ethics, supervision, assessment and clinical skills.

Module 2 - Diagnosis and Treatment Planning

Learning outcomes:

1. To have at least one model of diagnosis and to be able to link it to treatment planning.

Modules 3, 6, 7, 9 and 10 - Approaches in TA from an Integrative Perspective - Integrative Psychotherapy - Classical School, Redecision Approach, The Relational Approach

Learning outcomes:

1. Identify the different approaches to Transactional Analysis
2. Critically evaluate the contribution made to Transactional Analysis theory by each of the approaches.

YEAR 3

Module 1 - Contracting and Ethics (2), Using Supervision Effectively, Assessments, Review of Placements and Clinical Evaluation

Learning outcomes:

1. To be able to critically analyse the concept of contractual method
2. To be able to critically evaluate the concept of contractual method.

Module 2 - Transference and Counter Transference

Learning outcomes:

1. Critically evaluate the main constructs of the model, transference and counter transference.
2. Critically assess the relevance of these concepts to their own experience both as therapist and as client.

Module 3 - Intersubjectivity

Learning outcomes:

1. To understand the context and meaning of intersubjectivity within the therapeutic setting.
2. To be able to critically assess the relevance of the concept to the student's experience both as therapist and as client.

Module 4 and Module 5 - Working with the Child and Parent Ego States

Learning outcomes:

1. On completion of these modules students will be able to identify their own specific child and parent ego state presentation.
2. Critically evaluate strategies of interventions with the Child and Parent ego states.

Module 6 - Personality Adaptations

Learning outcomes:

- 1 To be able to identify their own personality adaptations and communication styles.
2. To be able to critically explore the link between personality adaptations and life script.

Module 7 - Research Methods in Psychotherapy

Learning outcomes:

1. Critically assess the relevance of qualitative and quantitative of research in the context of their thinking, theorising and practice of psychotherapy.
2. Critically explore ethical issues within psychotherapy research.

Module 8 - Mental Health

Learning outcomes:

1. To develop basic understanding of psychiatry and the mental health system, the right of patients and the psycho-social issues involved.
2. Understand the main principles of the Mental Health Act and the procedures for compulsory admission and detention of patients.
3. Enhance working practices with mental health professionals.
4. To understand a range of mental health illnesses that can leave to involvement in the mental health system.

Module 9 - Formal Case Study and Audio Recording Evaluation

Learning outcomes:

1. The student will gain a clear understanding of pass standard requirements of case study and formal 10000 word case study if the student decides to go for UKCP accreditation after MIP graduation.

YEAR 4

Module 1 - Research Progress and Feedback and how to build a social media presence

Learning outcomes:

1. Students will have an opportunity to discuss their research area and ethical considerations.
2. Students will have an opportunity to identify and overcome practical implications regarding their research project.

Module 2 - Contracting, Supervision, Clinical Placement and evaluation

Learning outcomes

1. To understand diagnosis and practice of contracts within clinical placements, private clinical practice and supervision.

Modules 3, 4, 5, 6, 7, and 9 - Treatment of Personality Disorders - Obsessive Compulsive - Schizoid - Narcissistic - Borderline - Histrionic - DID and Passive Aggressive

Learning outcomes:

1. Diagnose and plan treatment for a variety of personality disorders
2. Critically evaluate strategies of interventions within the above personality disorders.