

# MSc Professional Development (DTA)

## Developmental Transactional Analysis



### Are you a coach, consultant, educator, facilitator, trainer, mediator or in a similar role?

Lynda Tongue (TSTA-org) is proud to be offering the MSc Professional Development (Developmental Transactional Analysis). This programme is offered by the International Centre for Developmental Transactional Analysis (ICDTA), and is accredited through a UK university (details currently being finalised). Attendance at workshops, submission of portfolios (one of which is a learning record to cover 8 months) and accumulation of hours of application and supervision are required elements of the programme.

Also suitable for those already at Certified Transactional Analyst (**CTA**) status who want recognition of prior learning to add an MSc.

And for those with CTA in any field who wish to add CTA (Organisational) alongside getting an MSc – and without repeating the full CTA training

Currently, Lynda runs Triangle TA Group (TTAG) and delivers three workshops of two days duration a year. Lynda is based in Torquay, Devon and there are centres in Hertford and St Andrews also providing the MSc qualification. Workshops are a mixture of theory input, practical application through exercises and discussion, and group supervision. Participants are expected to be applying what they learn within their professional roles as developers of others, and to obtain regular supervision of this work.

Those who specialise can add their specialisation to the title of their award – for example, MSc Professional Development (Developmental Transactional Analysis Coaching), (or DTA Teaching, Facilitating etc).

The **Coaching option** fulfils most of the requirements for the **EMCC** EIA (European Mentoring & Coaching Council European Individual Accreditation) at Master Practitioner Level. Practitioner Level accompanies the post graduate certificate that can be obtained by those not seeking the full MSc.

The **Manager option** can lead to Chartered Manager status at the Chartered Management Institute for those with at least 3 years managerial experience. There is also an option for ILM (Institute of Management and Leadership) recognition.

All hours of training, supervision and professional application that count towards the MSc will also meet the requirements for the Certified Transactional Analyst (**CTA**) standard, which is an optional extra. Students who have already acquired hours of training, supervision and professional application may be given credits for these, subject to relevance and recency.

The programme is run as a multi-level experience so can be attended whether you have a little or a lot of prior TA exposure. Students can opt for Post Graduate Certificate, Post Graduate Diploma, or the full MSc.

**Costs** – Psychological Intelligence CIC (PIFCIC) is in contract with the Professional Development Foundation (PDF) which in turn is in contract with the UK university. PDF are currently in negotiation with a new university and the overall cost has not yet been finalised. You will have fees for the workshops, supervision, assessment of portfolios and registration with the university to consider. Please be in touch to discuss further.

### **Student Eligibility**

- Aimed at those already working in a developmental context
- Example roles are: trainers; coaches; facilitators; mediators, teachers and social workers etc
- Will already be qualified in their professional role
- Students will need to demonstrate they are able to undertake the practical work required during the programme
- For those who have attended TA programmes in other fields who want to apply their TA in an organisational setting. We will seek to allow accreditation for hours previously accrued where possible; the important point will be that the student demonstrates attainment of the standard required
- For those in possession of accreditation at CTA in any field – may qualify you for 50% of the requirements for the MSc, subject to producing a portfolio of suitable evidence showing how the MSc learning outcomes (which match the CTA competencies) have been met within a developmental context

### **Programme Content Guidelines**

Please note that the following summaries are taken from the MSc and International Centre for Developmental Transactional Analysis (ICDTA) Professional Qualifications handbooks. See the relevant handbook for full details: the summaries are presented here for guidance only.

Note also that, apart from modules marked #, students choose optional modules that fit with the work they are doing – there is no requirement to undertake projects simply to

obtain the qualification. Those marked # are core elements that are relevant in all DTA application.

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