1. **Award**   MA
2. **Route**   Transpersonal Arts and Practice
3. **Awarding Institution/Body**   University of Chichester
4. **Teaching Institutions**   N/A
5. **Programme Accredited by**   N/A
6. **UCAS code**   N/A
7. **QAA benchmarking group**   Currently no benchmarking group
8. **Validation History –** First validated in 2001, for first intake September 2001.
    Programme subject to review and revalidation after five years – 2006, deferred to 2007.

9 Programme Rationale
This programme is seen as a valuable progression in the provision of Continuing Professional Development (CPD) in the School of Social Studies, building on and extending undergraduate provision, particularly in Counselling. It contributes to the increasing rigour of standards and professional requirements in developing professional areas, providing an integrative link between related fields such as the Arts, therapies, teaching, management and health. Running over two years and two terms, the programme offers students an optimum opportunity for personal and professional development. The degree deepens and extends previous professional training in accordance with both academic and professional disciplines.
Distinctive features
* The core model for the programme is Transpersonal Study, which offers the potential for life-enhancing change in relation to personal and professional practice. This is reflected both in content and process of learning and teaching.
* The specific nature of transpersonal study is to place personal and professional development in a larger context which respects historical/traditional, Arts- based, cultural and multi-cultural perspectives.
* There is a core process model of transformative education, in the form of a reflective-practice research cycle of activities. This enables the programme to facilitate the integration of students' skills for personal, academic and professional development, both as individuals and group members.
* Innovative and advanced methods of delivery are cultivated, through the delivery of modules as intensive workshops, interspersed with periods of self-study, supported by individual learning contracts and tutorial contact.
* Creative potential is further explored through the development of an imaginative-reflective journal, through exploration of Art as epistemology, and through experiential study of creative arts therapies.

10. Aims of Programme.
The Programme aims to:
1. Develop a philosophy of enquiry through reflective practice-based research, resulting in research skills appropriate to a range of interdisciplinary and individual practices of transpersonal arts and practice.
2. Promote enquiry, reflection and critical evaluation of current research in transpersonal arts and practice
3. Encourage and foster explorations of the subject which will foster the knowledge and skills necessary to challenge boundaries at the forefront of the transpersonal arts and practice.
4. Explore the current complexities of theory/practice interface in transpersonal arts and practice.
5. Facilitate expressive collaboration with fellow students and with external agencies through extending individual competencies, in a critical context of in-depth practice-based knowledge and understanding of relationships between transpersonal arts and practices.
6. Enable and monitor the development of students' skills of personal and professional self-management and expressions of integration.

Intended Learning outcomes:- The programme provides opportunities for students to develop and demonstrate the achievement of the following:

Subject Knowledge	**Teaching and learning strategies and methods**
Imaginative psychologies: Understanding of theory and research into the field, including comparisons and critique between Psychosynthesis, Jungian, Archetypal, Imaginal and Sacred psychologies. a) Exploring various maps and models of the psyche and their developmental narratives/myths. Identifying traditional, social and cultural influences, through study of varieties of inner experience and reflections on language and perception. b) Ability to explore the impact and relevance of the alchemical tradition as a core transformative model. Identification of the elements of psycho-spiritual narrative, placing it within historical, cultural, multi-cultural and psychological contexts. Exploration of a key master-text and accompanying imagery. Experiencing Arts Therapies: Appreciation of the extended range of knowledge obtainable through participation in experiential arts therapies work supported by literature and case studies. a) Exploration of a personal myth and its embodiment via movement-based expressive arts, Authentic Movement and Dance-Movement therapy, informed by Jungian image-making. Ability to discuss and evaluate critical debates on art and the unconscious. b) Exploration of the inner nature of musical experience via reflection and improvisation. Appreciation of the contributions from ancient traditions of musical culture and the archetypal nature of sound. Ability to identify sound properties which can heal, transform, and empower individuals, strengthen groups and deepen community awareness. Integrating practice and research: a). Appreciation of the common ground between cultures in traditional cosmology, as well as critical awareness of a range of issues on the value of subjectivity. Identification of Imaginative, Transformational research strategies for reviewing current personal and professional practice in the light of traditional knowledge. Application of research strategies to current practice. b) Appreciation of how the reflective-practice research cycle informs detailed case examples of imaginative	The overall strategy is to serve the needs of mature, independent learners with professional practices, who wish to use a university setting to reflect upon practice, extend their knowledge and deepen their understanding. To enhance student subject learning, and reflection on that learning, a variety of formal and informal teaching methods are used. Faculty prepare reading guides and notes to orientate students in advance to selected topics, also as an introduction when working with visiting lecturers/practitioners. Presentations and illustrated lectures are given to the class, reviewing the preparatory work before extending it. Provision is made to develop the lectures through focussed small and large group discussions, and experiential groupwork. Faculty then prepare follow-up notes and guidelines to consolidate study. . This becomes a starting point for independent work, such as research into a particular theory, model, issue or topic. Students are supported in the development of peer-group contact between sessions, with special emphasis on email and a student web-site. **Assessment** Assessment methods are in line with the revised modular scheme, with special emphasis on diversity and appropriateness to the transpersonal base of the programme. Methods are as follows: Essays,which are developed through individual tutorial support, each with a personally selected focus reflecting how subject knowledge has developed during the module, and is being integrated. Performance/presentation to express the range and integration of learning on the module, supported by written reflective and analytical review of the work Short research report in conference poster format, integrating practice and research. Seminar paper of work-in-progress on a larger scale research report.

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transformative research. Identification of major questions concerning the nature of knowledge and how it is created. The development of progressive focussing on an individual research project.

Intellectual/practical skills

The reflective-practice research cycle which informs the degree identifies seven core research skills, integrally underpinned by seven practical study skills and seven self-management skills:

1. Ethical problem-finding, resulting in the ability to identify worthy and salient issues;
supported by - Resources awareness, with particular reference to IT; supported by Personal responsibility - ethical awareness, active participation and accountability.

2. Problem-definition - framing issues in research terms, including operationalising;
supported by - Resources utilisation - quality, appropriateness and scope in information-gathering; supported by - Self-Direction - a reflective, questioning, proactive attitude, initiative.

3. Creative problem-solving - selecting and piloting appropriate methods; supported by -
Critical connections - concept-formation, open-ended exploration of links and themes in the material; supported by - Imagination and creativity - divergent thinking, educated intuition, play.

4. Analytical heuristics - planning and sequencing appropriate practical strategies;
supported by - Critical analysis - discriminating, appreciation and weighting of issues and debates; supported by - Convergent thinking - organising, prioritising, time management.

5. Feedback flexibility - monitoring and adjusting work in the light of critique and events; supported by - Crafting - progressive development of projects through reworking, editing, use of feedback; supported by - Collaboration - flexible self-monitoring, group/team work, use of feedback.

6. Problem-solving alternatives - generating alternative solutions, supported by - Challenging - creating critique through interrogating assumptions at all levels, supported by, Management of complexity - tolerance of ambiguity, plurality, 'edge of chaos'.

7. Research communication - presentation

Teaching and Learning strategies and methods

The reflective-practice research cycle is the core method of transformative education which informs the entire programme, module by module. Students are introduced to the cycle from the beginning of the first module, as a way of approaching their studies, and it is brought to life through examples and applications at all levels.

Each module requires that students keep an on-going imaginative-reflective journal in which they record their experiences on the course in a variety of ways (readings, quotes, discussions, poems, drawings etc) and anchor their insights. They are taught to use, reflect on and cultivate their practical skills - eg by making and annotating diagrams of the cycle and practising applying it to their own problems in studying or researching,. Discussion of the journals forms a regular part of sessions, and it is considered the 'raw materials' for the assessment.

Assessment

The assessment strategies for the practical skills element of the programme are again reflective of the integrated transpersonal base. Each of the assessments noted above under 'subject knowledge' requires evidence of the use of the skills cycle. This is reflected in the assessment criteria for each module, which explicitly relate to and require use of the skills:

1. Range and relevance of knowledge of the major concepts of the area of study without significant omissions, errors or irrelevancies
2. Command of complex issues, ideas and debates at the forefront of the discipline
3. Level of originality, individual thinking and challenges to boundaries
4. Level of critical analysis, argument and informed judgement
5. Links made between theory and application, in personal/professional practice
6. Degree to which reflexive analysis of process is integrated
7. Quality and coherence of presentation, including balance of elements, style and appropriate communication with the audience.

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and defence of project to critical friends; supported by - <u>Debating</u> - engaging in academic discourse at an appropriate level; supported by - <u>Communication</u> - at different levels, to different audiences, as appropriate.

Transferable Skills
As a direct expression of the integrated values and concerns of transpersonal study, the reflective-practice research cycle is taught as an integrated model in which each skill is simultaneously of specific value to the programme, and has transferable value for the student's wider life.

Hence, research skills apply not only to the eventual development of an MA thesis, but foster the cultivation of an enquiring, creative and systematic set of attitudes to personal and professional life.

The intellectual/practical study skills apply to all forms of continuing professional development and lifelong learning, whilst the practical self-management skills have psychological value as desirable self-development in all life situations.

The 21 skills listed above well cover such transferable skills as:
Initiative, efficiency, and related skills of personal responsibility and mature learning.
Information and communication technology skills, with gathering of research material in a rigorous and ethically sound manner.
Problem-solving skills, including reading and discussing material in a critical manner, and applying a range of perspectives in an illuminative manner,
Interaction skills, including working co-operatively in groups
Communication skills, including communicating ideas professionally
Intrapersonal skills, including synthesis of personal values from a range of sometimes conflicting theoretical bases, and application of and reflection on theory in the light of personal experience.

Overall, the core transferable skill, therefore, is that of integration.

Teaching and learning strategies and methods
In transpersonal practice the individual is trained in reflexive and relational skills which privilege considered ethical enquiry and response.   These transferable skills identify what has come to be called the reflective practitioner, and, increasingly, the scholar-practitioner, able to 'learn by enquiry' (Clarkson, 1995) and to perceive practice as research, research as practice.

Please see knowledge and practical areas above for details of the teaching of the reflective-practice research cycle through reflective journal-sketch book development.

Assessment
Please see knowledge and practical areas above for details of the integration of skills into assessments..

Professional/attributes

Teaching and learning strategies and methods

Only where professional awards are being made (i.e.) not employment skills. N/A - all students on the programme are already professionally qualified.	**Assessment**

12. Quality indicators

The quality of this programme is monitored by the following methods:
Student feedback, both formal and informal: Tutors develop close liaison and contact with students, eg asking for a formal feedback letter after the first workshop meeting, invitation for student feedback through the learning and teaching process, which encourages self and other reflection and feedback, completion of a final feedback form at the end of the module, which is sent directly to the programme co-ordinator.

Programme Board - a termly meeting between teaching staff, plus student representatives. The Programme Board reports to the Modular Scheme Management Group.

Prior to the Board, there are Team meetings in which module leaders liaise with the programme co-ordinator and discuss ideas, issues, concerns and plans.

The programme co-ordinator liaises with the Co-ordinator of the Post-graduate Awards Scheme. Who is kept informed about overall evaluations and any issues arising.

Module leader reports, based on staff and student evaluations, are presented to the Programme Board with action plans to change/enhance the module.

Student progression and achievement statistics
Student feedback during academic advising tutorials
Annual monitoring process
Programme review process
Peer evaluation of teaching
Internal moderation of student work
The external examiner's report
Informal meeting with the external examiner prior to the examination board.

13. Admission Requirements

Candidates wishing to follow the full MA programme are normally required to have an undergraduate degree and a further professional qualification. The subject area and field are less relevant than candidates' interests in and ability to explore and apply the course material to their individual practice.   Hence, Arts, Humanities or Sciences degrees may be relevant, and are expected to be at first or upper second level.   The degree should be accompanied by qualified status in a recognised practice; for example, as teacher, practising Artist/performer, arts therapist, counsellor/psychotherapist, minister, social worker, nurse, occupational therapist, manager, consultant, alternative or complementary practitioner. Applicants without a recognised professional training will also be considered provided they have a strong academic background and provide evidence of a personal practice which is informed through substantial, relevant self-study. Although the degree draws upon both expressive and fine arts, it does not make assessments via performance criteria, so no special arts training is required.

In common with other MA Routes the general principle of admission is that the University has a reasonable expectation that the candidate will be able to fulfil the objectives of the

programmes of study and achieve the standard required for the award. Thus, applicants without a degree but with a professional qualification, extensive and/or senior administrative experience may be considered for entry under APEL (Accreditation of Prior Experiential Learning, the general principles of which are described in the PGAS Digest, 2000). Decisions on the suitability of a candidate whose application is being considered under APEL are taken in conjunction with the Co-ordinator of the Postgraduate Awards Scheme.

All suitable applicants are interviewed, and applicants without an undergraduate qualification or equivalent are required to submit a portfolio of evidence of prior formal and/or experiential learning, described in the MA validated document. Active steps are taken to ensure equality of opportunity for all applicants

14. Award requirements (includes interim awards)

All awards are made in line with the University Post-Graduate Modular Award Scheme. Each successful module is graded as Pass or Distinction, and is worth 20 M level points. Each module can stand alone, with credit being accumulated and transferred.

The Post-Graduate Certificate in Transpersonal Arts & Practice is an interim award possible, following successful completion of the first year/three modules of the programme. The Certificate may be awarded at Distinction level if two of the three modules have been passed with Distinction.

The Post-Graduate Diploma in Transpersonal Arts & Practice is an interim award possible, following successful completion of the second year/six modules of the programme. The Diploma may be awarded at Distinction level if four of the six modules have been passed with Distinction.

The MA Transpersonal Arts & Practice is awarded following successful completion of the Dissertation Module, which is a double module, taking two further terms of study and worth 40 M points. The MA may be awarded at Distinction level if the Dissertation has been awarded a Distinction and two modules, at least one of which is at Diploma level, have also been passed with Distinction.

15. Standard Diagram - route requirements

Master of Arts diagram

MA Level

Dissertation Requirements	Award Requirements
The Dissertation is developed as a double module, over two terms. Normally, one term is spent in groups on Research Proposal Development Seminars (four half-day tutor-supported sessions) resulting in the presentation for formative feedback of a 1500 word research proposal. On the basis of this an individual supervisor is chosen. One term of individual Research Development Tutorials - normally 8 hours contact.	Dissertations are graded Pass or Distinction. The MA may be awarded with Distinction if the Dissertation plus two modules, at least one at Diploma level, are passed at Distinction level.
The Dissertation must be not more than 20,000 words. Up to 25% of the whole can be practical research elements such as Creative Arts Therapies or arts presentations, provided this is discussed in detail with the supervisor so that the assessment criteria can be qualified to respond appropriately to the mode and content.	The following list are the required
The criteria are a fully elaborated version of the reflective-practice research	

cycle, with which the students have become familiar over their modular study.   These are used to support the development of the thesis.

1.Range and relevance of knowledge of the major concepts of the area of study without significant omissions, errors or irrelevancies.
Ethical problem finding - identification of an area worthy and appropriate to investigate;
Resources awareness - with particular reference to IT, a comprehensive literature search has been made.
(Personal responsibility - ethical awareness, active participation, accountability)

2. Links made between theory and application, in personal/professional practice.
Problem definition - issues are framed and operationalised in research terms, locating the researcher within the process;
Resources utilisation - precise links are made with existing known studies or other relevant literature, critically summarising key debates and identifying the problem-space to be investigated.
(Self-direction - a reflective, questioning, proactive attitude, initiative)

3. Level of originality, individual thinking and challenges to boundaries.
Creative problem-solving - Choice of methodology is appropriate and well-defended in relation to a wide range of qualitative, transpersonal and transformative approaches;
Critical connections - there is evidence that research decisions have been made on the basis of extensive critical explorations of a wide range of possible, creative solutions.
 (Imagination and creativity - divergent thinking, educated intuition, play)

4. Level of critical analysis, argument and informed judgement.
Analytical heuristics - the strategies and techniques for data collection and analysis have been planned, sequenced and applied appropriately in relation to analysis of project requirements;
Critical analysis - there is evidence of discrimination in the teasing out of findings, of the ability to analyse evidence from different sources and relate it to the findings, and appropriate identification and weighting of issues and debates.
 (Convergent thinking - organising, prioritising, time management)

5. Degree to which reflexive analysis of process is integrated.
Feedback flexibility - the project integrates self-reflexive reporting on piloting, monitoring and adjusting in the light of critique/new events throughout the process of research, including the management of the unexpected, accidental and problematic;
Crafting - there is evidence of re-working, crafting and editing over time in the light of feedback
 (Collaboration - flexible self-monitoring, group/team work, use of feedback)

6. Command of complex issues, ideas and debates at the forefront of the discipline.
Problem-solving alternatives - Alternative interpretations of events and evidence have been generated, and alternative solutions to problems suggested, using theory to inform and situate the findings within responsible, ethical and transformative practice;
Challenging - Critique has been created through interrogating assumptions at different levels of enquiry and domains of discourse, and there is speculation on the implications of the findings.
 (Management of complexity - tolerance of ambiguity, plurality, 'edge of chaos').

learning outcomes:
1. demonstrate and apply appropriate research skills to transpersonal arts and practices
2. critically analyse and make informed judgements about current developments in transpersonal studies and communicate them to specialist and non-specialist audiences
3. the ability to challenge and contest boundaries at the forefront of transpersonal study, for example, through self-directed application of knowledge gained, eg, of new technologies
4. Understand, challenge and contribute to the complexities of theory/practice interfaces in transpersonal arts and practice
5. Create and present, via appropriate media of expression, works of transpersonal arts and practice, individually and collaboratively that demonstrate originality and a critical awareness of current issues in transpersonal studies, particularly those associated with transpersonal arts and practice.
6. Demonstrate expressions of integration in self-management, awareness and appreciation of

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7. Quality and coherence of presentation, including balance of elements, style and appropriate communication with the audience. Research communication - the Dissertation is presented and submitted in accordance with accepted conventions of academic writing and presentation, with written elements of publishable quality and practical research elements of equally high standard in relation to the medium of expression; Debating - The project engages throughout with lively academic discourse at an appropriate level. (Communication - at different levels, to different audiences, as appropriate)	domains of enquiry.

Diploma Level

Module Imaginative Psychologies b) Archetypes and Alchemical Transformations	**Module** Experiencing Arts Therapies b) Music & the Psyche: Exploring Healing, Tradition & Community through Musical Experience	**Module** Integrating Practice & Research b) Spirit of Enquiry: Befriending Research & Publication	**Progression Requirements** Recommendation from Route Co-ordinator, as a result of feedback and discussion with student. Normally, no more than one Fail and resubmission in module work. --------------------------- **Award Requirements** Pass six modules, with no more than two fails and resubmissions.

Certificate Level

Module Imaginative Psychologies a) Arts of Vision and Super-Vision	**Module** Experiencing Arts Therapies b) Embodying personal Myth: Discovering Unconscious Life through Movement-based Expressive Arts	**Module** Integrating Practice and Research a) Anima Mundi: Hermes and the Soul of the World	**Progression Requirements** Recommendation from Route Co-ordinator, as a result of feedback and discussion with student. ------------------------- **Award requirements** Pass three modules, with no more than one fail and resubmission.

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