



# TRAINING PROSPECTUS

## Academic Year 2024-2025



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## VISION, MISSION, VALUES & PHILOSOPHY

### Vision

Our vision for Physis Scotland is to train and develop counselling and psychotherapy practitioners of the future who are highly skilled, compassionate and robust to support the increasingly complex needs of clients, whilst also offering a range of CPD and advanced training opportunities for all.

### Mission

At Physis Scotland we seek to:

- Empower our students, trainers and team to grow, blossom and thrive.
- Establish deep roots, nurture, support and 'stretch' our students throughout their training in an open, inclusive and safe environment.
- Intentionally create an environment of inclusivity and foster a culture which embraces intersectionality.
- Promote excellence in delivering the highest standards in counselling, psychotherapy and supervision training.
- Co-create the right conditions to enable our students to grow, blossom and thrive beyond what they believe they are capable of.
- Develop practitioners who are warm, compassionate, solid and robust in their clinical practice.
- Promote and adhere to the values and ethics of Transactional Analysis with integrity.
- Actively build relationships and collaborate with our Transactional Analysis community in a shared goal to continue the growth of the modality.

### Values

At Physis Scotland we seek to aspire to the following values:

- Growth: we seek to inspire the growth and development of each and every student we teach, challenging and 'stretching' our trainees within a supportive environment. In turn, Physis Scotland grows with our students, and with everything they bring to our training programmes.
- Support: we aim to strike a balance between providing the nurture and support needed to help create safety and facilitate growth, along with

providing the right level of 'stretch' and challenge to encourage each individual student's success.

- Collaboration and Community: we take pride in working collaboratively; our training programmes are ever-evolving based on discussion with our students, and on integrating the diverse range of knowledge and expertise within our staff team and wider TA Community.
- Quality: we strive to provide the highest possible quality of training to those who study with us. Our team works hard to keep our students updated with new and emerging course material and with contemporary themes and discussions in the world of Transactional Analysis Psychotherapy and Counselling.
- Respect: an OK-OK position of equality and respect is at the heart of everything we do at Physis Scotland – whether you are a student with us or a member of our staff, we will value your opinion and aim at all times to treat you with dignity, kindness and respect.

## Aims and Philosophy

Physis Scotland's commitment is to train robust, ethical, autonomous, and empowered counsellors and psychotherapists to the highest standard of professional excellence using Transactional Analysis as a theoretical model, embracing Adult learning principles.

In order to meet their full potential, we believe every human being needs to meet the six senses from the [Senses Framework](#) created by Professor Mike Nolan, 2006. At Physis Scotland, we attend rigorously to these senses in our endeavour to provide a warm, caring 'home' in an environment where:

- All students and staff feel safe and secure physically and psychologically.
- There is an equal measure of nurture, support and 'stretch'.
- All students and staff feel stimulated to work and learn together.
- All students and staff are valued equally modelling an I'm OK – You're OK relationship.
- Where learning is fun.
- Where students and staff feel motivated and inspired to attend.
- Where individuality is embraced.

- Where students and staff can grow, blossom and thrive both personally and professionally.

Physis Scotland believes that the students are at the centre of the training and the educational process. When students enter training, they bring with them their life experience, their culture and ultimately their unique view of the world. Students are encouraged to be curious about and embrace their diversity, difference, and the richness their knowledge and experience brings to the whole group in order to develop their understanding of themselves, the world and their relationship to others in the group and beyond within the framework of Transactional Analysis theory. Physis Scotland also places anti-oppressive practice at the heart of the training, reflecting the philosophy of TA. We believe accounting for the impact of power and oppression is a central part of the change process and time is spent each training weekend looking at the TA topic being explored through an intersectional lens, where students account for the social, cultural, political, economic and religious context of their clients and examine the interaction of such factors on the therapeutic process. Operational policies to reflect these concepts have been developed and implemented within the Physis Scotland infrastructure.

The TA Model of The Person is the fundamental cornerstone of our training programme, and includes TA's structural model, TA theories of motivation (for instance, the human hungers) and Script Theory. This is located within a humanistic framework which believes that people are essentially 'good' and are continually striving towards health, wholeness and self-actualisation. In keeping with TA theory and philosophy, a relational perspective on identity, the formation of the self and what it means to be human is key to the Physis Scotland philosophy. This interpersonal and relational perspective is congruent with TA theory which holds that humans are essentially relationship-seeking from birth, and that our personalities are formed and continually shaped by our interactions with others. This model of the person and the on-going nature of personality and identity development also provide a framework for placing the mutually transformative therapeutic relationship at the heart of the therapy process.

The underlying philosophy of TA is respect for the intrinsic worth and dignity of humans and their capacity to change. In keeping with this, TA therapists treat their clients as having inherent worth and deserving of respect, believing that each person fundamentally knows at some level what they most need for their growth and development. This position is paralleled with Physis Scotland students, who



have the right to such respect which will be given by all members of staff the opportunity to experience a positive and respectful relationship as a central part of the educative adult learning experience. Physis Scotland supports individual students in developing and taking responsibility for their own learning plans and in determining their own particular personal and professional path.

Physis Scotland considers the education and training of psychotherapists and counsellors to be a developmental process which is life-long and places the development of the individual, in both personal and professional contexts, as central to the process of being a psychotherapist or counsellor, and indeed of being a trainer and supervisor. Physis Scotland's aim is to develop highly competent, reflective practitioners who have a commitment to professional excellence and ongoing learning including both professional and personal development post qualification.

Personal development includes the development of personal and professional confidence and assertiveness, with an understanding of the transference issues arising in client work and their potential part in this. This is about functioning from Adult Ego State (Berne, 1961) and exhibiting the behaviours which correspond with the [Caring Conversations Framework](#) (Dewar 2009) which Physis Scotland has adopted as indicators of Adult ego state.

Trainees are expected to undertake personal therapy throughout the training process and beyond, as they value the reflective learning process and restorative relationship that therapy offers. This is an integral part of the course. Professional development includes greater sharing with, and appreciation of, other disciplines, this fosters the development of more effective ways of working and greater understanding of each other's specific contribution.

The trainers who deliver the curriculum contribute to this philosophy by the nature of their own training and their commitment to lifelong learning through participation in continuous personal and professional development. They contribute to the development of both the learning community and the professional community in which they work, by sharing with peers and students the experience and ethos of those communities.

The Physis Scotland team is incredibly well respected within the TA community in Scotland and beyond, contributing actively to the counselling and psychotherapy community both nationally and internationally. This includes presentations at conferences, publications and participation at all levels in the relevant professional bodies.

Our Training provides:

- Training at Postgraduate (Masters) level, using TA as the core theoretical model and including theory from psychodynamic, attachment, object relations, body psychotherapy, existential and other approaches.
- An emphasis not only on high standards of formal/academic training but also on the development and creative use of knowledge gained in training and practice, and of personal qualities of creativity, openness, warmth and maturity.
- An emphasis on the development and use of the psychotherapeutic relationship as the medium for change and growth, and the recognition of each person's capacity for self-healing as a sovereign individual with responsibility for their self.
- Training that reflects the belief that individual growth and healing involves the integration of body, feeling, mind, soul and spirit.
- An individually focussed training process recognising difference and diversity.
- Training aimed to facilitate the development and commitment of energy to maintain the following goals:
  - Curiosity
  - Capacity for critical self-reflection
  - Capacity for self-directed learning
  - Ability to listen and respond with compassion and respect
  - Awareness of prejudice and the ability to respond openly to issues of difference and diversity of all kinds
  - Awareness and sensitivity to the political, social, cultural, religious and spiritual contexts of people's lives
  - In-depth self-reflection



- Self-awareness and commitment to self-development

## GENERAL INFORMATION

The name 'Physis' represents the organisation's core values and beliefs:

PHYSIS (pronounced Fie-sis):

- The natural force for growth and development present in every living thing.
- The natural drive within an organism towards full realisation of its potential.
- Energy for development, integration and ultimately for transcendence.

## BACKGROUND

Physis Scotland was established in 2017, when Directors Fiona Cook and Fiona Firman set out to create an exciting new home for Transactional Analysis (TA) training. The organisation has grown and developed substantially since this time, and we now have a fantastic team of tutors, admin, academic and placement support, marketing and website support, IT, and finance colleagues who all work together to help us keep Physis Scotland buoyant and afloat, and heading in the right direction.

The TA training programme in Scotland has a long and proud history, having previously been delivered by the *Counselling and Psychotherapy Training Institute (CPTI)* and *Physis Training*.

Physis Scotland is committed to offering in depth, post graduate counselling and psychotherapy training based firmly in the humanistic and integrative tradition and centred in the core theory of Transactional Analysis.



## THE PHYSIS SCOTLAND PROGRAMME

Physis Scotland offers the highest standards of education and professional development in TA practice. The psychotherapy training programme meets the registration requirements of the UKCP under the auspices of the United Kingdom Association for Transactional Analysis (UKATA). We also offer a Counselling Diploma reaching the standards required for validation by COSCA, the Scottish Body for Counselling. The Physis Scotland TA Training Programme in Edinburgh is committed to excellence in all aspects of the development of TA Counsellors, and Psychotherapists.

## WHO ARE WE AND WHAT DO WE DO?

Physis Scotland provides educational programmes that can lead to professional recognition. These are:

- COSCA Validated Diploma in TA Counselling (a recognised Counselling Qualification with both COSCA and BACP). (Please note this is a qualification in psychotherapeutic counselling rather than a course linked to the award of CTA (Counselling) offered by EATA).
- UKCP Registration of a Psychotherapist
- Certified Transactional Analyst (CTA (P))
- COSCA Validated Diploma in Counselling Supervision

We are always willing to answer questions and provide additional information on our training programmes; please contact us by email [enquiries@physisscotland.co.uk](mailto:enquiries@physisscotland.co.uk) For a detailed specification of the main programmes, our Training Handbook is available as a PDF file on request from our Directors of Training.

All applicants for the Counselling Diploma and Psychotherapy training programmes, along will be invited to an interview, where their objectives and aims can be discussed with the Directors of Training and trainers.

## THE PHYSIS SCOTLAND TEAM

### Core Team



***Fiona Firman, PTSTA (P)***

***Partner, Director of Training and Foundation Year Core Tutor***

Fiona leads the overall development of the Physis Scotland training programme, its syllabus and accreditation with UKATA, UKCP and COSCA, and the National Counselling Society.

Fiona is passionate about teaching TA and supporting people's growth and development on a personal and professional basis through the use of TA. She is a UKCP registered psychotherapist, supervisor and an accredited COSCA Diploma trainer. Fiona co-teaches on the Foundation Year programme, as well as offering specialised CPD workshops.

In addition to leading the programme at Physis Scotland, Fiona has a private psychotherapy practice in Edinburgh where she works with individuals and couples.

Fiona has extensive experience in working with adult survivors of childhood sexual abuse within the voluntary & statutory sectors, as well as in her private practice. She also has a special interest in working with clients who have a Borderline process, &/or a formal diagnosis of Borderline Personality Disorder.

[Chrysalis Counselling & Psychotherapy](#)



***Fiona Cook, PTSTA (P)***

***Partner, Director of Training and Foundation Year Core Tutor***

Fiona is a Certified Transactional Analyst and UKCP Registered Psychotherapist, a qualified supervisor and COSCA accredited Diploma trainer. Working in partnership with Fiona Firman, Fiona co-tutors the Foundation Year and manages the Physis Scotland training programme, its syllabus and accreditation with UKATA, UKCP and COSCA, and the National Counselling Society.

Fiona has a small private practice in Edinburgh, offering psychotherapy and supervision. Fiona has a background in the NHS as a Registered Nurse Teacher and Facilitator. She also developed a successful freelance practice development consultancy business (smallchangeBIGDIFFERENCE).

Fiona is passionate about TA and having a TA presence in Scotland and uses her knowledge and experience in all aspects of her work with clients as a facilitator of personal change, transformation and enhanced autonomy.



**Jo Crichton**

**Programme Manager (Mon – Fri, 9am-1pm)**

**PA to the two Fionas' (Mon – Fri, 1.30pm – 3.30pm)**

Jo has two part-time roles with Physis Scotland. On weekday mornings Jo is Programme Manager, managing the day-to-day running of the training programme, supporting student enquiries, maintaining records and ensuring the overall smooth running of Physis Scotland's' administration. On weekday

afternoons, Jo acts as Personal Assistant to Physis Scotland's Director's, Fiona Firman and Fiona Cook. In this role Jo supports the Fionas in a variety of tasks, including diary management, appointment scheduling and responding to correspondence.

Jo is a skilled people and programmes manager, with extensive experience in the corporate sector and HR. In addition, Jo is a TA Counsellor with considerable experience in both the voluntary and her own [private practice](#).

As a graduate of Physis Scotland's Diploma programme, Jo knows the student experience inside out. She offers a warm welcome as first point of contact to all existing and new student enquiries.



**Dee Gillespie**  
**Programme and Quality Assurance Advisor**

Dee provides Programme and Quality Assurance support for Physis Scotland, assisting with the development of policies, processes development, and Physis Scotland publications.

Dee has considerable background experience in training programme administration and management and has been involved with the TA training programme in Scotland since 2008. She is an experienced TA Counsellor who has worked with several charity and voluntary counselling services, as well as currently in [private practice](#) in Edinburgh.

Dee supports Physis Scotland with the development and review of our policies, publications and overall processes, as well as being one of our team of assignment markers.

## Tutors



**Ben Groves CTA (P)**  
**Foundation Year Online – Core Tutor**

Ben is a qualified psychotherapist based in York. Having previously worked as a social worker for over 10 years, Ben started his private practice 'Flux Therapy' in 2019.

In addition to offering psychotherapy and training, Ben also offers supervision and consultancy. Ben has a deep passion for working with and helping people in the most effective ways he can.



***Ellaine Sweeting, PTSTA (P)***  
***Advanced Year 1 Core Tutor***

Ellaine is a Certified Transactional Analyst, UKCP registered psychotherapist and qualified supervisor and trainer based in Surrey. She is working towards her PhD, researching how the education and examination of Transactional Analysis (TA) psychotherapists is impacted by videoconferencing.

In her private practice, Ellaine works with clients and supervisees worldwide. She has a particular interest in weight and food-related issues and has worked with many clients in this area. Ellaine's philosophy is to facilitate and support her clients, supervisees and trainees to understand and celebrate themselves at each stage of their journey towards fulfilment, and in all aspects of their lives.

<https://ellainesweeting.co.uk/>



***Norma Mckinnon Fathi, PTSTA (P),***  
***Advanced Year 2 Core Tutor***

Norma is an experienced trainer, UKCP Registered Psychotherapist, Supervisor, and qualified Community Worker. In addition to training Advanced students on our programme, Norma is an Academic Director on an Integrative Counselling Diploma.

Norma is Cofounder and Director of an organisation that provides counselling services to Refugees and has authored articles for several publications about her clinical work with this group. Norma has additional extensive experience in managing clinical services at a national charity.



**Helen Rowland, TSTA (P)**  
**Advanced Year 3 Core Tutor, Exam Preparation Group Tutor, Reading Group Tutor, and Visiting Tutor**

Helen is a TA trainer, psychotherapist and Supervisor based in Innerleithen in the Borders. Helen is also a co-editor of the *Transactional Analysis Journal*.

Helen has been practising since 1997 and she has a special interest in cross modality and contemporary forms of psychotherapy and counselling that focus on the use of self and the therapeutic relationship. She has been practising online since 2018, offering supervision, training, and CPD in large and small groups online.

<https://helenrowland.co.uk/>



**Nea Clark, PTSTA (P)**  
**Extended Training Group Tutor**

Nea Clark is a Psychotherapist (MSc), Supervisor, Trainer, Coach and NLP practitioner based in Leeds. Nea specialises in neurodiversity and most of her clients and supervisees are diagnosed with ADHD or other neurodivergent conditions.

Nea works with adult individuals, couples and groups, supporting them to understand and embrace their personal wiring, so they can effectively minimize stress and maximize well-being.

Nea is neurodivergent herself with dyslexia and ADHD and is also a mother of a teenager who has dyslexia and ADHD.

Nea enjoys empowering neurodivergent clients and trainees to discover their own potential. She is particularly interested in supporting her clients and trainees to become more aware of what drains them and how they can soothe themselves, learning to manage their emotions and unlock brain capacity.

Nea is passionate about supporting and preparing trainees for their written and oral exams.



**Nicky Worrall, TSTA (P)**  
**Diploma in Counselling Supervision Tutor**

Nicky is a TA psychotherapist, supervisor and trainer, with a special interest in supervision.

Nicky has been in practice since 2004. She currently has a private practice based in Winchester working with clients and supervises and is a Foundation Year Tutor at Peter Symonds College. She is also a member of the UKATA Ethics

Committee.

<https://www.nickyworrallcounselling.co.uk/>



**Marguerite Sacco, PTSTA (O)**  
**Diploma in UnderSTanding Organisations Tutor**

Marguerite is a qualified TA practitioner (CTA), teacher and supervisor (PTSTA) in Organisational TA with over 20 years' experience in organisational development. Marguerite has collaborated across various sectors, including government institutions, the South African Air Force, universities, schools, finance, manufacturing, and the service industry. She has a passion for leading group sessions, fostering meaningful exchanges and facilitating learning.

Marguerite is the Vice President of the South African Transactional Analysis Association and the President-Elect of the International Transactional Analysis Association. She is a board member of a NPO working among victims of poverty and violent crime in the townships of South Africa.





**Vanessa Williams PTSTA (O)  
Diploma in UnderSTanding Organisations Tutor**

Vanessa is a qualified TA practitioner (CTA), teacher and supervisor (PTSTA) in Organisational TA. She has a passion for enabling others develop and achieve their full potential. She teaches Organisational TA and supports students along their journey towards the professional exams. Vanessa also holds an MBA and is a fellow member of the CIPD.

Alongside teaching Organisational TA, Vanessa is an organisation development consultant and executive coach. She specialises in leadership and practitioner development (HRBP, OD, Consultancy, Facilitation and Coaching) as well as soft skills training. She is also an associate trainer with Henley Business School and Roffey Park Management School.



**Bev Gibbons, TSTA  
Certificate in Group Work Tutor**

Bev has many years of experience as a trainer, supervisor and therapist in private practice.

Bev is passionate about getting TA 'out there' so that as many people as possible can have the opportunity to experience themselves positively through its great potential to transform. Bev is committed to working and developing work across all 4 TA fields, and to continuing to explore and experience the potential in relational, co-created processes.

<http://shorelinetraining.net/>



**Kelly Scharver, LPC**  
**Certificate in Couples Work Tutor**

Kelly specialises in Developmental Model couples counselling and owns a private practice in Virginia Beach, VA, USA. Kelly is one of Dr. Ellyn Bader's trainers at the Couples Institute in California. She actively uses the Bader-Pearson Developmental Model to help couples unveil what is keeping them stuck and guide them to positive growth. Kelly is passionate about working with couples and continually stretches herself personally and professionally to

enrich her skill set. Kelly has an MA in Professional Counseling and BA in Psychology and Fine Arts.

Kelly also has in-depth training in Re-decision Therapy from Vann Joines at the Southeast Institute and is trained in energy psychology protocols. She has found combining these modalities within the Developmental Model structure allows her to work deeply and effectively with couples. She has also been in partnership with her husband for over 23 years and has two daughters. When she isn't with her family or working with couples, she can be found playing beach volleyball or surfing.



**Agnieszka Carruthers**  
**Advanced Year 1 Assistant Trainer**

Agnieszka is a BACP registered counsellor working online in private practice in Cumbria. Agnieszka holds a Diploma in Transactional Analysis and a Masters in Pedagogy. Her areas of particular interest are transgenerational trauma, Eco TA and neurodivergence, specifically ADHD.

Agnieszka has a passion for art and enjoys the benefits of being outdoors.

Agnieszka currently works alongside Ellaine Sweeting, Core Tutor to our Advanced Year 1 students.



**Lisa Cherry-Byrnes**  
**Advanced Year 2 Assistant Trainer**

Lisa is a TA psychotherapeutic counsellor working in private practice in Edinburgh and Midlothian, she has been seeing clients since 2013. Lisa also holds her Diploma in Counselling Supervision and delivers 'pre-supervision' groups to help Physis TA trainees prepare for their first placements.

For the past several years, Lisa has also supported teaching on the training programme by offering observer feedback to Foundation Year and Advanced Year 1 students practising their skills, and by being one of our team of assignment markers. Lisa currently works alongside Norma McKinnon Fathl, Core Tutor to our Advanced Year 2 students.

## Visiting Tutors



**Andy Williams, TSTA (P)**  
**Visiting Tutor**

Andy is a Visiting Tutor with the Advanced Year 2 and 3 clinical years.

Andy has a passion for delivering training and workshops and has been a key speaker at several Physis "All Together Days". Andy has a strong interest in Eco-TA and taking his practice outdoors. His research interests include the supervisee's experience of supervision, Eco-TA and the management of risk in private practice. Andy has been working therapeutically since 1999 and has a [psychotherapy and supervision practice](#) in Leeds, West Yorkshire.



**Sheila Beare, PTSTA (P)**  
**Physis Scotland Alumni Community and Visiting Tutor**

Sheila supports our Physis Scotland Alumni community to stay connected and continue learning together.

Sheila is a COSCA accredited Diploma and Counselling Skills trainer. She is an experienced Transactional Analysis UKCP registered psychotherapist, supervisor and trainer, working with individuals, groups and organisations.

Sheila has a thriving full-time practice based in Markinch, Fife which she has developed since 2003.

## Student Support



**Mary O'Neill, PhD, MSc TA Counselling**  
**Academic Student Support Advisor**

Mary provides academic student support for all trainees in our core training programme. Mary is a Counsellor and EMDR accredited practitioner working in private practise in East Lothian. In addition to her UKATA Diploma in TA counselling, Mary has a Masters in TA Counselling from Queen Margaret University.

Prior to her career as a counsellor, Mary worked as a postdoctoral research fellow at the universities of Leeds and Edinburgh in the field of molecular biology and genetics. Since 2004, she has taught Physiology and Human Biology at Edinburgh college and uses her knowledge of biology to inform her work with clients who have experienced trauma.

Mary's areas of counselling and research interest are in working with clients who've experienced a hostile and stressful work environment.



**Nea Clark, PTSTA (P)**  
**Learning Student Support Advisor**

Nea offers learning support advice to all students who experience barriers to learning. Nea is a Psychotherapist (MSc), Supervisor, Trainer, Coach and NLP practitioner based in Leeds. Nea specialises in neurodiversity and most of her clients and supervisees are diagnosed with ADHD or other neurodivergent conditions.

Nea works with adult individuals, couples and groups, supporting them to understand and embrace their personal wiring, so they can effectively minimize stress and maximize well-being.

Nea is neurodivergent herself with dyslexia and ADHD and is also a mother of a teenager who has dyslexia and ADHD.

Nea enjoys empowering neurodivergent clients and trainees to discover their own potential. She is particularly interested in supporting her clients and trainees to become more aware of what drains them and how they can soothe themselves, learning to manage their emotions and unlock brain capacity.



**Lisa Cherry-Byrnes**  
**Placement Advisor**

Lisa works with Physis Scotland as the Placement Advisor to our students. She is committed to building solid working relationships with placement providers as well as working with trainees to assist at any stage of their placement journey; be it the first questions around placement, to the process of C.V. and supporting document writing and application form filling right up to queries in current

placement and the 2nd placement search.

Lisa is a TA psychotherapeutic counsellor working in private practice in Edinburgh and Midlothian, she has been seeing clients since 2013. Lisa also holds her Diploma in Counselling Supervision and delivers 'pre-supervision' groups to help Physis TA trainees prepare for their first placements.

## Marketing



### **Wendy Maltman** **Marketing Strategy**

Wendy and her team from The Malting House develop and implement the marketing strategy, branding and communications for Physis Scotland.

Established in 2003, The Malting House is a design and marketing consultancy based in Dundee. Wendy works across a range of sectors including health and wellbeing, not-for-profit, hospitality and tourism, to support her clients to reach their ambitions. Wendy is an active member of Rotary and serves as Vice Chair of Dundee Museum of Transport.

### [The Malting House](#)



### **Agnieszka Carruthers** **Social Media**

Agnieszka supports Physis Scotland by creating social media content and engaging with the public.

Agnieszka is a BACP registered counsellor working online in private practice in Cumbria. Agnieszka holds a Diploma in Transactional Analysis and a Masters in Pedagogy. Her areas of particular interest are transgenerational trauma, Eco TA and neurodivergence, specifically ADHD.

Agnieszka has a passion for art and enjoys the benefits of being outdoors. She is passionate about helping raise awareness of TA and supports Physis Scotland to do this through social media platforms.

## THE TRANSACTIONAL ANALYSIS TRAINING PROGRAMME

Our training programme is designed to offer you the broadest range of options possible. You can aim simply to complete the COSCA validated Diploma in Counselling using TA, and once you have completed the 3 years training required for the Diploma (Foundation and Advanced Years 1&2), you may decide to follow the pathway to becoming a UKCP Registered Psychotherapist and/or Certified Transactional Analyst (CTA).

On successful completion of the CTA exam, you can decide to approach the Berne Institute in Nottingham and access their APL process to receive an MSc in TA Psychotherapy, should you wish to gain this kind of academic recognition for your qualification.

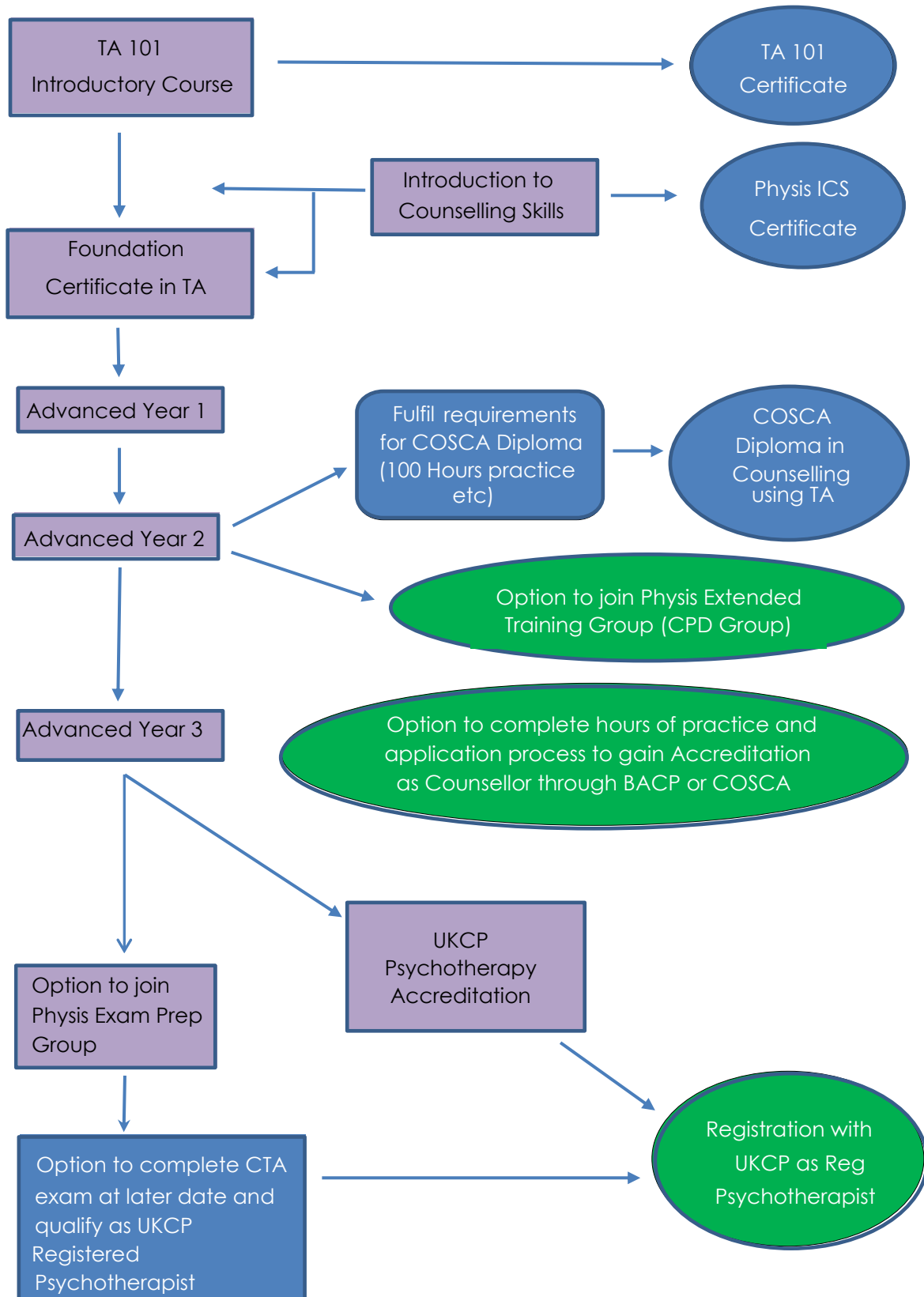
## STEPS ALONG THE WAY

- A prerequisite for entering any TA training course is completion of the 2-day TA101 Introduction to Transactional Analysis. This will introduce you to TA theory and give you a sense of the style of training that you will experience throughout your training journey.
- The Foundation Certificate course includes a three-day Introduction to Counselling Skills module. The complete Foundation Year training is twenty days. As well as the three-day introduction to TA counselling skills course there are eight weekends of training in Transactional Analysis theory and application with an emphasis on experiential learning and personal development within the training group, plus one day of "whole programme training experience" known as the Physis Get Together Day, shared with the other Physis Scotland groups.
- On successful completion of the Foundation Certificate training, measured by attendance, completion of assignments, and personal development, you may apply for advanced training for the TA Psychotherapeutic Counselling Diploma and the ultimate qualification as a UKCP Registered Psychotherapist and/or Certified Transactional Analyst. There is a total of 3 years of Advanced Training required for the CTA core training, 2 years for the Diploma. These advanced groups meet for 20 days per year including one day of "whole training programme experience".

- Counselling trainees may exit from the programme with the COSCA Diploma at the end of Advanced Year 2, if you have completed the required number of hours of practice as a trainee counsellor and successfully completed the Diploma Examination.
- Also, at any point from the start of Advanced Year 1 you may choose to aim for registration as a psychotherapist with UKCP and/or CTA qualification. Registration as a psychotherapist with UKCP, the CTA and the Diploma follow the same academic pathway throughout the first 2 advanced years of training. UKCP Registration as a Psychotherapist and/or CTA pathway adds a 3<sup>rd</sup> year of Advanced training and is completed by attendance at an Exam Preparation Group to support your journey to the final registration as a psychotherapist with UKCP and/or Certified Transactional Analyst exam.
- In either case you can complete the requirements for the COSCA Diploma along the way, obtaining a psychotherapeutic Counselling qualification recognised by COSCA and BACP, and providing a professional credential that can be useful to those setting up in private practice.
- We also offer supported pathways to becoming an Accredited Counsellor with either COSCA or BACP – this follows the same basic training programme and then support to acquire the additional hours of clinical experience after completion of the Diploma, and to complete the case study and application process required by both organisations in order to gain Accredited status.



## PATHWAYS THROUGH THE TA TRAINING PROGRAMME



## **PERSONAL THERAPY**

As soon as you have decided to continue your TA training beyond Foundation Year, you must begin your own personal therapy and have begun regular therapy before completing the Foundation Year. Attending therapy throughout your training is a requirement of all our advanced courses (40 hours per year with a UKCP registered psychotherapist, preferably offering TA psychotherapy or another form of Humanistic and Integrative psychotherapy). For those planning to become TA psychotherapists, the requirement is 40 hours therapy per year for a minimum of 4 years with a UKCP registered psychotherapist and remaining in ongoing therapy throughout the training process.

## **PRACTICAL COUNSELLING EXPERIENCE**

At some point during Advanced Year 1 you will be required, when you and your year trainer agree that you are ready and have a sufficient level of basic counselling skills, to find a voluntary placement where you can gain experience as a trainee counsellor. As soon as you start to see clients you will be required to have meetings with a clinical supervisor who will support you in developing your work as a counsellor, monitor how you are integrating theory and skills, and enable you to develop your awareness of your own and your clients' intrapsychic and interpersonal processes. Physis Scotland provides a list of qualified TA supervisors, along with updates regarding their fees and availability. Your contract for supervision is made between you and your supervisor directly.

In order to complete your COSCA Diploma you will have completed 100 hours working as a counsellor in a voluntary placement.

## **BECOMING A TRANSACTIONAL ANALYSIS PSYCHOTHERAPIST**

The Physis Scotland training programme is designed to meet the requirements of the TA validating bodies (UKATA and EATA) and to comply with the requirements of UKCP.

Eligibility for Registration as a psychotherapist with the United Kingdom Council for Psychotherapy (UKCP) is available via two routes detailed in this section:

- UKCP Registration via UKATA
- The CTA Examination

### **UKCP Registration via UKATA**

The UKATA assessment process involves both written and oral components. Once successfully completed, it will allow a candidate who meets the UKCP requirements, to be registered by UKATA as a UKCP Registered Psychotherapist, on the UKCP Register.

The written assessment is approximately 10,000 words and is based on elements of the CTA written exam (see section below). The aim of this is to allow candidates to use work completed for towards the new assessment for UKCP registration in any subsequent CTA written exam.

The written assessment will be followed by an oral assessment, both administered by Physis Scotland. Successful completion of both components allows a candidate to be registered by UKATA as a UKCP Registered Psychotherapist, on the UKCP Register.

### **UKCP Registration via EATA CTA Examination**

Registration with the UKCP as a psychotherapist can also be achieved by passing the Certified Transactional Analyst (CTA) examination set by EATA and organised in the UK by UKATA and is subject to fulfilment of practice requirements.

The CTA exam has 2 parts, first an open book written examination comprising four written sections including a case study and theory essays. On receiving a pass for your written exam, candidates attend an oral examination where they demonstrate their competence as a practising psychotherapist. Once both examinations have been passed, you will be awarded the qualification of Certified Transactional Analyst and registered by UKATA with the United Kingdom Council for Psychotherapy as a Psychotherapist. The CTA qualification will also qualify students to progress on to further training as a TA Trainer and Supervisor.

## **EXAM PREPARATION GROUP**

Psychotherapy qualification requires the completion of considerable supervised practice and for this reason the process is inevitably longer than counselling training. Psychotherapy trainees prepare for both the above UKATA and EATA UKCP written and oral exams by attending an Exam Preparation Group which runs for a full day regularly during the training year (September to July). Group size is limited, enabling a structured and focussed process to develop the skills, theoretical integration, case study presentation and oral exam practice that will be required to attain UKCP registration.

In view of the length of training necessary for the psychotherapy qualification many trainees undertake the psychotherapeutic Counselling Diploma as a steppingstone on the route thus gaining a recognised qualification in three years of training.

As a further interim qualification, trainees can access support in preparing for Accreditation as a Counsellor with COSCA or with BACP. Both organisations require that applicants have worked as counsellors for some time post Diploma and completed 450 hours of client work at the time of application for Accredited status.

## ENTRY TO COURSES

### Foundation Certificate in TA

- A prerequisite for entering any TA training course is completion of the 2-day TA101 Introduction to Transactional Analysis. This will introduce you to TA theory and give you a sense of the style of training that you will experience throughout your training journey.
- All applicants for the Foundation year of TA training will be required to complete an application form and attend for interview.
- The Foundation Year course includes a three-day introduction to counselling skills. If you have a previous counselling qualification recognised by COSCA you can apply for exemption from these 3 days.

### COSCA Diploma in Counselling using TA

- Successful completion of the Foundation Certificate
- Endorsement by the Foundation year Trainer as ready for further Counselling training
- This training is delivered at a post graduate level and the entry conditions are the same as for TA psychotherapy courses.

All TA trainees must demonstrate suitability for further training before they can be accepted into advanced training groups.

### Psychotherapy Training

- The general requirement is an honours degree or equivalent. Equivalence is applied where the applicant can demonstrate professional and life experience commensurate with practice in these professions and an ability to study at master's level.
- Suitability for counselling and psychotherapy training and practice.
- In addition, applicants should show a willingness to engage in personal development by both their engagement in the training group and by

entering personal therapy. Personal work is a requirement for all counselling and psychotherapy training courses.

### **Exceptions**

The normal requirements for entry to a training programme are detailed above. Where a prospective candidate cannot fulfil these criteria, entry may still be possible where equivalent professional and life experience is evident. All trainees are required to demonstrate during Foundation Certificate training that they have the ability to study at master's level; acceptance into advanced training is based on this.

### **Recognition of Prior Learning**

In specific circumstances, students may be eligible to apply for recognition of prior learning, following the procedures laid down in the Physis Scotland Training Handbook. Each case is assessed on its merits; the following general criteria apply:

### **TA Counselling and Psychotherapy Courses**

Completion of Foundation Year Training at another UKATA Registered Training Establishment completed within the previous three years can be recognised. We require evidence of successful course completion, marked copies of written work and a reference from the training establishment. Additional criteria may apply where the training was completed outside of the UK.

### **TA Counselling Training**

Holders of a COSCA recognised counselling certificate may claim a small discount in recognition of their prior learning. The full year's training is recommended as counselling skills will be integrated with TA theory throughout.

## **TA Training in General**

Completion of a TA101 introduction to TA is a pre-requisite for entering training. A TA101 certificate from any training establishment recognised by EATA or ITAA will be accepted subject to its completion within the preceding five years.

## **PROFESSIONAL REGISTRATION AND ACCREDITATION**

### **Diploma in Counselling using TA (COSCA)**

For accreditation as a counsellor with COSCA, both minimum practice hours and length of practice is required. Successful entrants for the COSCA Diploma will need to achieve the required practice hours before applying for accreditation. COSCA have a 2 year post qualifying period before a counsellor may apply for accreditation. Trainees may choose to use their Diploma as evidence of qualification for BACP Membership and Accreditation. BACP also have a delay post Diploma, and a requirement of completion of 450 practice hours before they will accept applications for Accreditation.

### **TA Psychotherapy**

Students who complete the psychotherapy training and pass either the UKATA UKCP Registration exam and/or the EATA CTA exam will have been required to fulfil the criteria for registration as a psychotherapist with UKCP. For details of the specific requirements for UKCP registration please see that section of our website [www.physisscotland.co.uk](http://www.physisscotland.co.uk)

## DIPLOMA IN COUNSELLING SUPERVISION

Physis Scotland offers in depth, dynamic and intensive training in the theory and practice of supervision for counsellors and psychotherapists. The course offers an opportunity to develop your skills as a supervisor whilst gaining a professional qualification.

The Physis Scotland Diploma in Counselling Supervision course is an integrative supervision training drawing on TA philosophy and based on a wide range of theories. The Diploma is COSCA validated, has Advanced Specialist Recognition with the National Counselling and Psychotherapy Society (NCPS), and is also aligned with the BACP Supervision Core Competencies. The programme is made up of 5 modules delivered over 10 days of training.

This intensive training will enable you to:

- Develop an in-depth knowledge of several models of supervision, both developmental and task focussed.
- Establish a clear ethical framework for your work as a supervisor and enable your supervisees to develop their own ethical thinking and practice.
- Understand the differences between therapeutic work and supervision and be able to work at the boundary of these aspects whilst maintaining the role of supervisor.
- Learn supervision skills for working with both novice and experienced counsellors and apply appropriate interventions to working with both groups.
- Understand and critique applications of supervision for both individual and group supervision.
- Develop your identity as a supervisor based on your own philosophy of supervision.

### Entry To Diploma in Counselling Supervision

Applicants must have a COSCA Diploma in Counselling or equivalent minimum level of counselling/psychotherapy training, have worked as a counsellor or psychotherapist for two years post Diploma qualification and completed at least





450 hours of practice as a counsellor or psychotherapist. Applicants must also be in ongoing supervision for their clinical practice.

In addition, applicants must be either practicing as a supervisor or will have the opportunity to supervise at least 2 supervisees working with adults over the duration of the course. Applicants currently not practicing as a supervisor will be supported in identifying the placement setting where they will acquire the 24 hours of supervised supervision required for the Diploma award and will have a "supervision of supervision" contract in place with a Physis Scotland approved supervisor, before commencing the training.

### **Recognition of Prior Learning**

In specific circumstances, students may be eligible to apply for recognition of prior learning, following the procedures laid down in the Physis Scotland Training Handbook. Each case is assessed on its merits. Please contact Jo Crichton, Physis Scotland Administrator by email for further information [enquiries@physisscotland.co.uk](mailto:enquiries@physisscotland.co.uk)

### **Diploma in Counselling Supervision Fees**

A total fee of £1584 (inc. VAT) is payable for the Diploma 2024/2025 course. A deposit is required to secure your place. The balance may be paid in full before the start of the course or spread over instalments. Physis Scotland offers two payment options if paying in instalments. The first is a three termly payment plan. The second is a ten-month payment plan. For individuals being sponsored through an organisation, the fee is £1944 (inc. VAT). Please note that for charitable organisations the fee is £1584 (inc. VAT).

Please note, fees for 4 hours of "supervision of supervision" are not included and are a matter for agreement directly with your supervisor. Physis Scotland holds a list of suitably qualified and experienced supervisors who are willing to supervise student supervisors on the Diploma course.



For more information, a course handbook and an application form for the Diploma in Counselling Supervision, please contact Jo Crichton by email at [enquiries@physiscotland.co.uk](mailto:enquiries@physiscotland.co.uk) or telephone 07927 557217.

## DIPLOMA IN UNDERSTANDING ORGANISATIONS

New for 2024, Physis Scotland is delighted to introduce a Diploma in UndersTAnding Organisations: A Relationship Centred Approach Using TA. The Diploma course is a collaboration between Physis Scotland and Vanessa Williams, PTSTA and Marguerite Sacco, PTSTA and will be delivered online over a ten month period each year, with sessions held on a Thursday evening, Friday daytime and Saturday morning.

The aim of the Diploma is to enable those working in organisations to enhance their effectiveness and impact in their current role and/or future career.

This two year programme is designed in two parts:

- one year of TA study, delivered over 10 online sessions, focused on **the individual and the group.**
- one year of TA study, delivered over 10 online sessions, focused on **the organisation and the system.**

Either year can be undertaken as a standalone course leading to a certificate in Organisational TA. Completing both years will lead to a Physis Scotland Diploma in UndersTAnding Organisations, providing other criteria are met.

This programme is designed to be relevant to a broad spectrum of people working in organisations, including those feeling challenged by people issues or working in managerial or leaderships role, those seeking to become more effective as leaders and those wishing to enhance your understanding of group dynamics.

Our dynamic Diploma in UndersTAnding Organisations: A Relationship Centred Approach draws on TA theories and concepts, supported by a range of other recognised organisational theories to facilitate participant's learning and growth. This programme has been designed by our highly experienced and internationally acclaimed Organisational TA practitioners with your needs in mind.

## Entry To Diploma in Understanding Organisations

This course is taught and assessed at post-graduate academic Level (e.g. Level 11 in the Scottish Framework and Level 7 in the English/Welsh Framework). While applicants *do not need to be a graduate* to apply, they will ideally have an organisational context to frame their learning (a group, business or an organisation that is familiar to you), and an understanding of the core principles and theory of TA. Ordinarily this will be obtained through the following route:

- Completion of a TA 101 course
- Successful completion of Foundation Certificate in Transactional Analysis from any registered training institutes around the globe.

For those who have not followed this route, we offer two alternative pathways:

### Pathway 1:

- Completion of a TA 101 course within the past 3 years,
- Some experience of learning in a group or other advanced professional training,
- Completion of a Foundation Certificate in TA theory.

### Pathway 2:

- Completion of a TA101 course within the past 3 years,
- Some experience of learning in a group or other advanced professional training,
- Undertaking the recommended reading (*T A Today: A New Introduction to Transactional Analysis* by Ian Stewart and Vann Joines and *Transactional Analysis for Trainers* by Julie Hay),
- Prepared written responses to 12 questions to demonstrate knowledge, understanding of core TA theory and reflected on their written answers with a programme facilitator.

## Diploma in UnderSTanding Organisations Fees

The basic annual fee for **each** year of the Diploma in UnderSTanding Organisations for 2024/2025 is £2,880 (inc. VAT). A deposit is required to secure your place. The balance may be paid in full before the start of the course or spread over instalments. Alternatively, Physis Scotland offers a 10-month payment plan to spread the cost of course fees. For individuals being sponsored through an organisation, the fee is £3,240 (inc.VAT). If your sponsoring organisation is a charity, the fee is £2,880 (inc. VAT).

For more information, a course booklet and an application form for the Diploma in UnderSTanding Organisations, please contact Jo Crichton by email at [enquiries@physiscotland.co.uk](mailto:enquiries@physiscotland.co.uk) or telephone 07927 557217.

## CERTIFICATE IN GROUP WORK

The Certificate in Group Work course is a collaboration between Physis Scotland and Bev Gibbons, TSTA and will be delivered over a three month period on a weekend using the online platform Zoom, enabling you to join us from wherever you are in the world.

The Certificate in Group work aims to enhance participants' expertise in group facilitation and training. It has been specifically designed to benefit professionals in counselling, psychotherapy, social work, teaching, HR, and all other caring fields.

It offers participants an interactive and experiential learning journey that will immerse them in principles of "we-ness," present-centred relating, and shared responsibility as outlined by Tudor and Summers (2015).

On completion of this Certificate course, you will have:

- Developed your capacity to understand and work with groups.
- Be able to apply different theories of groupwork to your particular setting/s.

- Be able to use a range of facilitation and leadership approaches in your groupwork.
- Learned about the norms and roles in groups and develop your way of working with these.
- Have a deeper understanding of unconscious group processes and how to work with them systemically.
- An understanding of the developmental process of the group, and the leadership tasks at each stage.
- Increased your knowledge of the 'I' in the 'we' and the 'we' in the 'I', that is, issues of individuation, autonomy, and interdependence to be managed in the group development process.
- Explored group dynamics and how these impact group process.
- Critically assessed different types of groups and the considerations and clinical implications for each.
- Identified the benefits and challenges of working with groups in-person and online.

The Certificate in Group Work course is delivered online over six days, spanning a three-month period.

## **Entry To Certificate in Group Work**

This course is aimed at professionals in counselling, psychotherapy, social work, teaching, HR, and all other caring fields.

To apply for the Certificate in Group Work, you need to complete and return an application form, your CV and a personal statement sharing why you are applying for the course, along with transferring your deposit in order to secure your place.

## Certificate in Group Work Fees

Certificate fee: £655 (Inc. VAT) (3 taught modules over 3 weekends). £175 non-refundable deposit plus 3 x £160 if self-funding. If you are being sponsored through your organisation, the fee is £1015 (Inc. VAT). £175 non-refundable deposit plus the remaining balance before the commencement of the course. Please note, if your sponsoring organisation is a charity, the course fee is £665 (Inc. VAT).

A deposit as indicated above is required to secure your place. The balance may be paid in full 1 week before the start of the course, or spread over 3 instalments if self-funding, paid in August, September and October. Please complete the appropriate section of the registration form to take up the instalment payments option.

For more information, a course booklet and an application form for the Certificate in Group Work, please contact Jo Crichton by email at [enquiries@physisscotland.co.uk](mailto:enquiries@physisscotland.co.uk) or telephone 07927 557217.

## CERTIFICATE IN COUPLES WORK

The Certificate in Couples Work course is a collaboration between Physis Scotland and Kelly Scharver, LPC and will be delivered over a four month period on a Thursday, Friday and Saturday daytime using the online platform Zoom, enabling you to join us from wherever you are in the world.

### What You Will Gain

The Certificate in Couples Work course is suitable for the beginner taking their first steps into this work and/or for the experienced couple practitioner who may like to incorporate this training into their existing practice.

This dynamic training will enable you to:

- Learn and apply the developmental model of couples therapy to help couples discover underlying causes of distress and evolve through life challenges.
- Build skills in assessing a couples developmental stage, setting autonomous goals, and facilitating positive growth and connection.
- Apply neuroscience and differentiation techniques to your clinical and personal life to get healing results.
- Provide couples with a different experience of couples therapy so they get unstuck and are motivated to create a new positive dynamic.

## Entry To Certificate in Couples Work

Course participants will be qualified counsellors or psychotherapists in clinical practice, or in training and seeing clients in placement. We invite students in training to discuss their attendance with their clinical supervisor and/or course tutor.

To apply for the Certificate in Couples Work, you need to complete and return an application form, your CV and a personal statement sharing why you are applying for the course, along with transferring your deposit in order to secure your place.

## Certificate in Couples Work Fees

Certificate fee: £895 (inc. VAT) (4 taught modules over 8 days). £175 deposit plus 3 x £240 if self-funding. If you are being sponsored through your organisation, the fee is £1225 (inc. VAT). £175 deposit plus the remaining balance before the commencement of the course. Please note, that if your sponsoring organisation is a charity, the course fee is £895 (inc. VAT).

A deposit as indicated above is required to secure your place. The balance may be paid in full 1 week before the start of the course, or spread over 3 instalments if self-funding, paid in October, November and January. Please complete the

appropriate section of the registration form to take up the instalment payments option.

For more information, a course booklet and an application form for the Certificate in Couples Work, please contact Jo Crichton by email at [enquiries@physisScotland.co.uk](mailto:enquiries@physisScotland.co.uk) or telephone 07927 557217.

## FEES

Physis TA Training Course Fees 2023 – 2024			
Course	Total training days	Paying by instalments	Total fee if paid annually
TA101	<b>2</b>	N/A	£240.00 (inc. VAT)
TA Foundation Year	<b>20</b> (1 year)	Yes	£2880.00 (inc. VAT)
Each Advanced Training Year (on annual basis)	<b>20</b> (1 year)	Yes	£2880.00 (inc. VAT)
Diploma in Understanding Organisations (on annual basis)	<b>20</b> (1 year)	Yes	£2880.00 (inc. VAT)
Diploma in Supervision	<b>10</b>	Yes	£1584.00 (inc. VAT)
Certificate in Couples Work	<b>8</b>	Yes	£895 (inc. VAT)
Certificate in Group Work	<b>6</b>	Yes	£655.00 (inc. VAT)

Physis Scotland is committed to making training accessible and inclusive. Students can therefore choose to pay in one annual sum, or by paying in instalments.

Course fees are reviewed annually and may be subject to change at the start of the academic year. Course fees normally increase by approximately the rate of inflation each year.



Please note, if a student withdraws from the course upon confirmation and acceptance of a place, or prior to the end of the academic year/course, they will still be liable to pay the full years course fees.

**Please ensure you have understood the total cost of the training that you plan to undertake.**

You can access a **Costing Prompt Sheet** to help you with this through our website [Course Fees and Other Costs - Physis Scotland](#)

## **OTHER COURSES**

### **Continuing professional development workshops**

Physis Scotland offers a range of one and two-day workshops aimed at anyone who is working in the field of counselling and psychotherapy. They are suitable for trainees and qualified practitioners alike, presented by experienced therapists who want to share their specialist interest or experience in a particular field. Often they do include TA theory, but usually this is at a level that will be accessible to all.

All our current CPD workshops are available to view via our website [www.physisscotland.co.uk](http://www.physisscotland.co.uk) or you can view them and book online via our Eventbrite page at <https://www.eventbrite.co.uk/>

#### **CPD workshop fees:**

Our CPD prices are as follows:

1 day workshop ranges between £100 - £125 (inc. VAT)

2 day workshop ranges between £200 - £250 (inc. VAT)

## Extended Training Group

As part of Physis Scotland's commitment to supporting our students post core training, we offer an Extended Training Group for those students looking for ways to keep on track and stay connected in a CPD group. The group meets online for 6 days over 10 months commencing in August.

Physis Scotland's Extended Training Group is open to trainees who have completed three years of core training (Foundation Year, Advanced Years 1 and 2), and either achieved or be working toward their Diploma Exam, UKCP accreditation and/or CTA.

The content of the days is contracted for at the beginning of each day, depending on the needs and wants of the group members.

### **Joining an Extended Training Group will enable participants to:**

- Develop your identity as a practitioner through presentations of theory of your own choice/interest.
- Extend your knowledge of TA and the therapeutic process through further theory input by your trainer.
- Share articles.
- Receive support if you have some written work to complete within a group setting.
- Receive supervision.
- Discuss ethical dilemmas.
- Receive group support and discussion about the Diploma Exam, UKCP accreditation and/or CTA.
- Participate in a mock exam – either candidate or examiner.

The fee for the group is £576 (inc. VAT). This may be paid in one instalment or over 3 instalments.

## FURTHER INFORMATION

Information can be downloaded from a link at the bottom of each of the webpages on our site: [www.physisscotland.co.uk](http://www.physisscotland.co.uk) Other information may be obtained from the websites of:

COSCA [www.cosca.org.uk](http://www.cosca.org.uk)

UKATA [www.uktransactionalanalysis.co.uk](http://www.uktransactionalanalysis.co.uk)

Our website and others also carry other useful contact addresses.

Questions and requests for further information should be addressed to the Directors of Training preferably by email [enquiries@physisscotland.co.uk](mailto:enquiries@physisscotland.co.uk) If you wish to discuss any aspect of training with our staff, it will be helpful if the request is made by email indicating the focus of any discussion, your telephone number and times when you can be reached.

We are happy to offer you a meeting to discuss the training programmes if you feel this could be beneficial, again if possible, please make the request by email.

## TRAINING HANDBOOK

We publish an annual training handbook detailing all aspects of the courses including curriculum, assignments, assessments and regulations governing the conduct of courses.

A copy of the Training Handbook can be sent to you by email as a PDF file. Please email your request for a Handbook.

## CONTACT US

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## PHYSIS SCOTLAND

