

# Qualification Specification

## CFI Level 7 Diploma in Transpersonal Psychology



Designed and delivered by  
The British Transpersonal  
Association (BTA) and the  
Institute for Transpersonal  
Consciousness Education (ITCE)



INSTITUTE FOR  
TRANSPERSONAL  
CONSCIOUSNESS  
EDUCATION

Educational Division of  
The British Transpersonal Association

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# 610/7405/6

CFI Level 7 Diploma in Transpersonal Psychology

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## Key Facts

<b>Qualification Title</b>	CFI Level 7 Diploma in Transpersonal Psychology
<b>Qualification Number (QAN)</b>	610/7405/6
<b>Qualification Type</b>	VRQ
<b>Sector</b>	1.3 Health & Social Care
<b>Level</b>	7
<b>Rules of Combination</b>	Three compulsory units
<b>Total Qualification Time</b>	600 hours
<b>Guided Learning Hours</b>	120 hours
<b>Minimum age of learners</b>	18
<b>Assessment Methods</b>	Portfolio of evidence
<b>Grading system</b>	Pass/Merit/Distinction
<b>How long will it take to complete?</b>	This qualification can be completed over the course of 12 months.
<b>Developed by</b>	The qualification has been developed by CFI with subject-specific expertise provided by the British Transpersonal Association

## Section 1: About this Qualification

### 1.1 Why take this qualification?

The objective of the CFI Level 7 Diploma in Transpersonal Psychology is to provide an opportunity to reconnect, re-engage and deepen personal or professional inquiry into an area of transpersonal significance. It provides a structured environment in which learners can explore questions that may have stayed with them over time – or that have only recently begun to emerge – and develop a meaningful research project with the potential to contribute to the evolving field of transpersonal psychology.

The programme is designed for individuals who wish to extend their engagement with transpersonal inquiry through postgraduate-level study, combining theoretical integration, experiential reflection and independent research.

This qualification is research-led and integrative in nature, supporting both academic and applied forms of inquiry.

Learners may choose to undertake:

- A theoretical or research-based dissertation, or:
- A practice-based or applied inquiry, grounded in professional, educational or creative contexts

This approach enables learners from diverse backgrounds – including education, therapeutic practice, creative disciplines and leadership – to contribute meaningfully to the evolving field of Transpersonal Psychology.

The CFI Level 7 Diploma in Transpersonal Psychology is designed to:

- Develop advanced critical and reflective inquiry skills in relation to transpersonal psychology, enabling learners to engage with complex questions of consciousness, identity, meaning and spiritual experience
- Support the integration of theoretical, experiential and phenomenological knowledge, allowing learners to synthesise insights from neuroscience, psychology, spirituality and lived experience
- Cultivate the capacity for independent, original research or practice-based inquiry, contributing new perspectives or applications to the field of transpersonal psychology
- Deepen transpersonal awareness and reflexivity, including the ability to critically examine one's own assumptions, experiences and epistemological position

- Enable learners to apply transpersonal frameworks in professional, creative or community contexts, including therapeutic, educational, end-of-life or organisational settings
- Develop ethical, relational and epistemological sensitivity, particularly in working with expanded states of consciousness, spiritual experiences and Unexplained Transpersonal Phenomena (UTP)
- Strengthen the ability to communicate complex transpersonal ideas clearly and effectively, through written, verbal and/or creative outputs suitable for academic, professional or public audiences

The qualification will include:

- A research dissertation into a transpersonal theme chosen by the learner:
  - A theoretical or research-based dissertation, or:
  - A practice-based or applied inquiry, grounded in professional, educational or creative contexts
- Ongoing theoretical, experiential and reflective engagement with key transpersonal domains
- Individual mentorship and group supervision, supporting the development of the research process and reflective depth
- Opportunities to present, publish or apply findings, contributing to professional practice, community settings, or the wider transpersonal field

Possible research pathways may include:

- The long-term integration of spiritual emergence experiences
- The role of metaphor in healing and identity transformation
- Exploration of end-of-life experiences, including relational or shared dimensions of consciousness
- Transpersonal perspectives on trauma, dissociation and nervous system regulation
- Re-examining psychotherapy through non-linear, relational and experiential modes of knowing
- Critical and applied perspectives on psychedelic-assisted therapy and spiritual insight
- Practice-based research in creative midfielders, including mythopoetic film, narrative or artistic expression

Learners may also pursue other research themes aligned with their professional context, academic interests or personal inquiry, subject to appropriate academic supervision.

The programme encourages original, critically-grounded inquiry, supporting learners in developing work that contributes to both theoretical understanding and applied practice within transpersonal psychology.

Transpersonal psychology continues to evolve as an interdisciplinary field. This Level 7 qualification invites learners to participate in that development as researchers, reflective practitioners and contributors to an emerging body of knowledge.

## 1.2 What are the entry requirements?

The Level 7 Diploma is designed as a natural progression for graduates of the Level 6 Diploma in Transpersonal Psychology, who have already completed foundational study in areas such as neuroscience, neurobiology, spirituality, thanatology and transpersonal practice.

However, the programme also recognises that individuals from related academic or professional backgrounds may possess equivalent preparation for postgraduate study. For this reason, the Level 7 Diploma may be accessed through the following routes:

- **Progression from the Level 6 Diploma in Transpersonal Psychology:** learners who have successfully completed the Level 6 Diploma may progress directly onto the Level 7 programme.
- **Direct entry from related fields:** applicants who hold relevant qualifications or professional experience in related areas – such as psychology, counselling, philosophy, neuroscience, consciousness studies, spiritual care or other aligned disciplines – may also be considered.
- **Prior learning:** applicants may be able to demonstrate readiness for Level 7 study through evidence of prior academic work, practitioner experience, reflective writing or research engagement. Where appropriate, applicants entering through this route may also be asked to complete preparatory reading or bridging work to ensure familiarity with key transpersonal frameworks before beginning the programme.

## 1.3 What does the qualification cover?

This qualification covers the following areas:

### (1) Independent Research Project or Dissertation

A substantial written project (typically 12,000-15,000 words) demonstrating:

- A clear research question or hypothesis
- Engagement with relevant theory and existing literature
- Methodological rigour (e.g. qualitative, arts-based, heuristic, phenomenological case study)
- Critical evaluation of findings or insights
- Ethical awareness and reflexivity
- An original contribution to transpersonal discourse or practice

### (2) Advanced Theoretical Integration

Learners are expected to demonstrate the ability to:

- Critically engage with key transpersonal theories and thinkers
- Compare and integrate perspectives from psychology, spirituality and philosophy

- Develop a coherent and nuanced understanding of transpersonal frameworks

### **(3) Reflexive and Experiential Engagement**

The programme recognises the value of integrating lived experience with academic inquiry. Learners will therefore be encouraged to demonstrate:

- Integration of personal insight with scholarly exploration
- Reflexive awareness of the researcher's positionality
- Engagement with experiential forms of inquiry where appropriate

### **(4) Research Methods Component**

Qualitative and creative research approaches may include:

- Heuristic Inquiry – research as personal transformation
- Autoethnography – explored lived experience as valid knowledge
- Arts-based Research – using image, movement, voice or poetry as data
- Narrative Inquiry – story as a portal to psyche and culture
- Phenomenology – describing lived experience with precision
- Micro-phenomenology – accessing fine-grained inner experience
- Grounded Theory – allowing insights to emerge from data

### **(5) Presentation or Viva**

Learners may present their findings through:

- Oral presentation or webinar
- Recorded research presentation
- Peer or community presentations

This process emphasises the ability to communicate research clearly and translate insight into practice.

The presential part of the programme includes:

- Group supervision or seminars – 4 hours per month
- One-to-one mentorship meetings
- Tutor-led research training sessions
- Two residential retreats focused on research integration and presentation

While the independent learning hours that the qualification entails may include:

- Research and reading
- Fieldwork or applied practice
- Reflective writing
- Data collection and analysis
- Dissertation development and completion

This qualification is at Level 7 as defined by Ofqual:

[Ofqual Handbook: General Conditions of Recognition - Section E - Design and development of qualifications - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/ofqual-handbook-general-conditions-of-recognition-section-e-design-and-development-of-qualifications)

#### Knowledge descriptor (the holder ...)

Reformulates and uses practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors.

Critically analyses, interprets and evaluates complex information, concepts and theories to produce modified conceptions.

Understands the wider contexts in which the area of study or work is located.

Understands current developments in the area of study or work.

Understands different theoretical and methodological perspectives and how they affect the area of study or work.

#### Skills descriptor (the holder can ...)

Use specialised skills to conceptualise and address problematic situations that involve many interacting factors.

Determine and use appropriate methodologies and approaches.

Design and undertake research, development or strategic activities to inform or produce change in the area of work or study.

Critically evaluate actions, methods and results and their short- and long-term implications.

## 4. What are the assessment methods?

This qualification is assessed by means of:

- A portfolio of evidence throughout their time working towards this qualification. This may include:
  - Reflective essays and critical analyses
  - Literature reviews
  - Practice-based or creative outputs (where relevant to the research focus)
  - Case studies or applied reflections (where appropriate)
  - Records of supervision and reflective development
- A research dissertation or practice-based inquiry of 8,000-12,000 words, demonstrating:
  - Critical engagement with relevant literature
  - Theoretical integration
  - Reflective and/or experiential insight (where appropriate)
  - Original contribution to transpersonal psychology
- Presentation or dissemination of research, which may take the form of:

- A formal presentation
- A written or creative publication
- Application of findings within a professional or community context

There is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach. One piece of work/evidence can be used to demonstrate that multiple learning outcomes and assessment criteria from different units have been met. However, it is essential that evidence for the assessment criteria in each unit is identified individually.

See p.18 for more information on the approach to assessment for this qualification.

**Note: Plagiarism** All the learner's work you submit must be their own and not copied from anyone or anywhere else unless the source of the information is clearly referenced. This includes the use of AI (please see our AI policy for further information).

## 5. What are the progression opportunities?

This qualification is designed to enhance learners' skills and practice within their current role or prepare them for further opportunities in:

- Professional practice, including roles within therapeutic, coaching, educational, leadership or wellbeing settings
- Specialist areas of transpersonal application, such as end-of-life care, spiritual care, trauma-informed practice, or work within expanded states of consciousness
- Creative and interdisciplinary fields, including writing, film, education and research-informed creative practice
- Research and academic progression, including further postgraduate study or contribution to transpersonal and interdisciplinary research communities
- Teaching, training and facilitation, including the development and delivery of programmes informed by transpersonal perspectives

The qualification also supports learners in developing their voices as researchers, practitioners and contributors to the evolving field of Transpersonal Psychology, enabling them to apply their work in professional, academic or community contexts.

## Section 2: Units

### 2.1 Unit List

This qualification comprises three units, all of which are compulsory.

<b>Unit title</b>	<b>Ofqual ref</b>	<b>Guided Learning Hours (GLH)</b>	<b>Total qualification time (TQT)</b>	<b>Credits</b>
<b>(1) Advanced Transpersonal Inquiry and Theoretical Integration</b>	A/652/1175	40	200	20
<b>(2) Research Design and Practice-Based Inquiry</b>	D/652/1176	40	200	20
<b>(3) Dissertation or Practice-Based Research Project</b>	H/652/1178	40	200	20
<b>Qualification total</b>		<b>124</b>	<b>600</b>	<b>60</b>

# Unit 1: Advanced Transpersonal Inquiry and Theoretical Integration

<b>Unit reference</b>	A/652/1175	<b>Guided Learning Hours (GLH)</b>	40
<b>Unit level</b>	7	<b>Total Qualification Time (TQT)</b>	200
<b>Unit aim</b>	<p>This unit will develop the learner’s capacity for advanced critical and reflective inquiry within Transpersonal Psychology, through engagement with key theoretical, interdisciplinary and experiential perspectives.</p> <p>The unit also aims to support learners in identifying and refining a research focus, integrating theoretical knowledge with personal, professional or experiential insight and establishing a foundation for independent postgraduate-level inquiry.</p> <p>The unit recognises that transpersonal inquiry may involve analytical, experiential and symbolic ways of knowing, and supports learners in integrating these within a rigorous academic framework.</p>		

Learning outcomes	Assessment criteria
<p>The learner will:</p> <ol style="list-style-type: none"> <li>Understand and integrate key theoretical, interdisciplinary and experiential perspectives within Transpersonal Psychology to develop a coherent and informed foundation for independent research</li> </ol>	<p>The learner can:</p> <ol style="list-style-type: none"> <li>Critically analyse a range of relevant transpersonal theories and interdisciplinary perspectives</li> <li>Critically engage with a range of sources appropriate to the focus of their inquiry</li> <li>Synthesise theoretical, experiential and/or professional insights to develop an area of transpersonal inquiry</li> </ol>

1.4 Formulate a clear and academically-grounded research focus, demonstrating critical reflection on its relevance, context and potential contribution to the field

### **Indicative Content: theoretical and interdisciplinary perspectives**

Learners are expected to engage with a range of theoretical and interdisciplinary perspectives relevant to transpersonal psychology. These may include, but are not limited to:

- **Foundational transpersonal theories** - e.g. models of expanded states of consciousness, spiritual development and transpersonal experience.
- **Neuroscientific and neurobiological perspectives** – e.g. research into brain function, hemispheric differences and the neurobiology of spiritual or altered states.
- **Phenomenological and first-person approaches** – e.g. lived experience, micro-phenomenology and qualitative inquiry into consciousness.
- **Philosophical and consciousness studies** - .e.g perspectives on the nature of mind, self and reality (including non-reductive and interdisciplinary approaches).
- **Psychological and psychotherapeutic approaches** – e.g. depth psychology, trauma-informed perspectives and integrative or humanistic models.
- **Thanatology and end-of-life studies** – e.g. psychological, social and spiritual dimensions of death and dying, including meaning-making, grief and end-of-life experience.
- **Interdisciplinary and applied contexts** – e.g. education, creativity, narrative and practice-based or artistic inquiry.

The specific selection of theories will depend on the learner's chosen area of inquiry.

### **Indicative Content: Range of Appropriate Sources**

Learners are expected to demonstrate engagement with a range of appropriate sources relevant to their area of inquiry. These may include:

- **Academic and peer-reviewed literature** – e.g. journal articles, academic books and published research in transpersonal psychology, neuroscience and related disciplines.
- **Foundational and contemporary texts in transpersonal psychology** – e.g. key authors and theoretical works that have shaped the field.
- **Interdisciplinary research** – e.g. sources from fields such as consciousness studies, thanatology, psychotherapy, education and spiritual care.
- **Empirical and qualitative research studies** – e.g. phenomenological studies, case studies and first-person research
- **Practice-based and creative sources** (where relevant) – e.g. film, narrative, artistic work and reflective accounts relevant to the learner's professional context.

Where appropriate, learners may also draw upon first-person or experiential data, provided that this is critically reflected upon and situated within a broader academic and theoretical context.

All sources must be relevant to the research focus, critically engaged with (not simply described) and appropriately referenced using academic conventions. Learners are expected to demonstrate the ability to compare, contrast and synthesise multiple sources, identifying areas of agreement, tension and emerging insight.

### **Suggested Reading**

- Iain McGilchrist – *The Master and his Emissary*
- Lisa Miller – *The Awakened Brain*
- Andrew Newberg – *The Varieties of Spiritual Experience*
- Cassandra Vieten – *Spiritual Competencies and Transpersonal Development*
- Stanislav Grof – *The Adventure of Self-Discovery*
- William James – *The Varieties of Religious Experience*
- James Hillman – *We've Had a Hundred Years of Psychotherapy*

### **Resources**

- Recorded lectures and seminars on transpersonal psychology
- Guided reflective exercises (e.g. AIME-informed inquiry)
- Academic journals (e.g. *Journal of Transpersonal Psychology*)
- Case studies and experiential narratives

## Unit 2: Research Design and Practice-Based Inquiry

<b>Unit reference</b>	D/652/1176	<b>Guided Learning Hours (GLH)</b>	40
<b>Unit level</b>	7	<b>Total Qualification Time (TQT)</b>	200

**Unit aim**

The aim of this unit is to develop the learner’s ability to design and justify a rigorous programme of independent research or practice-based inquiry within the field of Transpersonal Psychology.

Learners will engage with appropriate research methodologies, including qualitative, phenomenological and practice-based approaches, and will critically evaluate their suitability in relation to their chosen area of inquiry.

The unit also aims to support learners in establishing a clear ethical, epistemological and methodological framework, enabling them to develop a coherent and well-founded research proposal that integrates theoretical, experiential and/or professional perspectives.

Learning outcomes	Assessment criteria
<p>The learner will:</p> <ol style="list-style-type: none"> <li>2. Design and justify an ethically-grounded research or practice-based inquiry project, demonstrating critical understanding of appropriate methodologies and their application within Transpersonal Psychology</li> </ol>	<p>The learner can:</p> <ol style="list-style-type: none"> <li>1. Critically evaluate a range of research methodologies, demonstrating their relevance and limitations in relation to the chosen area of inquiry</li> </ol> <p><i>These methodologies may include qualitative, phenomenological and/or practice-based approaches</i></p>

	<p>2. Develop a clear and coherent research proposal</p> <p><i>This should include:</i></p> <ul style="list-style-type: none"><li>• <i>Research aims</i></li><li>• <i>Clearly-defined research question(s)</i></li><li>• <i>A justified methodological approach appropriate to the inquiry</i></li></ul> <p>2.3 Critically reflect on the ethical and epistemological considerations of the proposed research, demonstrating awareness of the implications for practice, participants (where applicable) and the field of Transpersonal Psychology</p>
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### **Amplification (2.1)**

Learners are expected to critically evaluate a minimum of three research methodologies, demonstrating breadth of understanding across different approaches. This should include:

- At least one qualitative methodology (e.g. thematic analysis, narrative inquiry, case study approaches)
- At least one phenomenological or first-person approach (e.g. phenomenology, micro-phenomenology, lived experience inquiry)
- At least one practice-based or applied approach (where appropriate) (e.g. arts-based research, practice-led inquiry or creative methodologies)

Learners may evaluate additional methodologies where relevant to their research focus. Evaluation should include theoretical foundations, strengths and limitations, suitability for the chosen research question and epistemological alignment.

However, learners are not required to apply all methodologies within their own research project. Instead, they are expected to select and justify the most appropriate methodological approach for their inquiry, and demonstrate awareness of alternative approaches and their limitations.

### **Amplification (2.2)**

Research questions should:

- Be focused and clearly aligned with the research aims
- Be researchable and appropriate to the chosen methodological approach
- Demonstrate critical engagement with relevant theory and literature
- Where appropriate, allow for exploration of experiential, relational or practice-based dimensions within a structured research framework

Learners may develop a single overarching research question, or a small set of related sub-questions.

### **Suggested Reading**

- Claire Petitmengin – *Micro-Phenomenology and First-Person Inquiry*
- Clark Moustakas – *Phenomenological Research Methods*
- Linda Finlay – *Phenomenology for Therapists*
- Shaun McNiff – *Art-Based Research*
- Max van Manen – *Researching Lived Experience*
- William James – *The Varieties of Religious Experience*

### **Resources**

- Research methods workshops (qualitative, phenomenological, practice-based)
- Ethics guidance and frameworks
- Proposal templates and supervision sessions
- Example dissertations and practice-based projects

## Unit 3: Dissertation or Practice-Based Research Project

<b>Unit reference</b>	H/652/1178	<b>Guided Learning Hours (GLH)</b>	40
<b>Unit level</b>	7	<b>Total Qualification Time (TQT)</b>	200

**Unit aim**

The aim of this unit is to support the learner in undertaking a substantial, independent research or practice-based inquiry project, demonstrating advanced levels of critical thinking, integration and originality within transpersonal psychology.

Learners will apply their chosen methodological approach to evolve a defined area of inquiry, integrating theoretical knowledge with experiential, professional and/or creative perspectives where appropriate.

The unit also aims to enable learners to produce a coherent and rigorous body of work that contributes meaningfully to the field of transpersonal psychology and to communicate their findings effectively to relevant audiences.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>3. Undertake and present an independent research or practice-based inquiry project, demonstrating critical integration of theory, methodology and insight, and producing an original contribution to Transpersonal Psychology.</p>	<p>3.1 Conduct a sustained and coherent programme of research or practice-based inquiry, demonstrating effective application of appropriate methodologies and critical engagement with relevant literature and sources</p>
	<p>3.2 Synthesise theoretical, methodological and experiential and/or professional insights to produce a rigorous and well-structured body of work.</p>
	<p>3. Critically evaluate the outcomes of the research or inquiry, demonstrating originality, reflexivity and an awareness of its contribution and limitations within the field of Transpersonal Psychology</p>

**Suggested Reading**

- Donald Polkinghorne – *Narrative and Qualitative Research*
- Laurel Richardson – *Writing as a Method of Inquiry*
- Ken Wilber – *A Brief History of Everything*
- Irvin Yalom – *Staring at the Sun*
- Steven Jenkinson – *Die Wise*
- Peter Fenwick – *The Art of Dying*

### **Resources**

- One-to-one supervision and mentoring
- Peer group supervision
- Writing workshops and research clinics
- Presentation guidance
- Creative/practice-based support (film, narrative, symbolic work)

## Assessment Information

Assessment for this qualification is based on three key components, which are weighted as follows:

- A research dissertation or practice-based inquiry project **(70% of the overall grade)**
- A portfolio of supporting academic and reflective work **(20%)**
- Presentation/Viva **(10%)**

At least a **pass** grade must be achieved for each assessment criterion in order to achieve the qualification as a whole.

Assessment Criterion	Grade Descriptors			
	Distinction	Merit	Pass	Working Towards
1.1 Critically analyse a range of relevant transpersonal theories and interdisciplinary perspectives	Demonstrates a sophisticated level of critical analysis, with deep and clear insight and thorough understanding of the relationships, tensions and implications of a range of relevant transpersonal theories and interdisciplinary perspectives	Demonstrates a strong level of critical analysis, showing insight and clear understanding of the relationships, tensions and implications of a range of theories and perspectives	Demonstrates adequate critical analysis and a sufficient understanding of a range of theories and perspectives	Not yet demonstrating sufficient critical analysis or showing sufficient knowledge of the subject matter
1.2 Demonstrate engagement with a range of sources appropriate to the focus of their inquiry	Demonstrates perceptive, consistently insightful engagement with a broad range of well-chosen sources, showing the ability to synthesise, evaluate and position sources in relation to the inquiry	Demonstrates strong, often insightful engagement with a range of well-chosen sources, showing clear understanding and some synthesis across sources	Demonstrates sufficient engagement with an range of sources that are relevant and appropriate to the field	Not yet demonstrating sufficient levels of engagement and/or not yet working with an appropriate range of sources

<p>1.3</p> <p>Synthesise theoretical, experiential and/or professional insights to develop an area of transpersonal inquiry</p>	<p>Demonstrates an ability to synthesise a broad range of interdisciplinary perspectives insights with exceptional coherence and cohesion, and clearly articulate an area of inquiry</p>	<p>Demonstrates an ability to synthesise a range of interdisciplinary perspectives coherently and cohesively, and clearly articulate an area of inquiry</p>	<p>Demonstrates an ability to effectively synthesise a range of interdisciplinary perspectives, and to effectively articulate an area of inquiry</p>	<p>Not yet able to synthesise a range of perspectives appropriately, and/or not yet able to appropriately set out an area of inquiry</p>
<p>1.4</p> <p>Formulate a clear and academically-grounded research focus, demonstrating critical reflection on its relevance, context and potential contribution to the field</p>	<p>Has formulated a consistently clear and academically-grounded research focus that demonstrates exceptional understanding of, insight into and critical reflection on its relevance, context and potential contribution to the field</p>	<p>Has formulated a clear and academically-grounded research focus that demonstrates strong understanding of and critical reflection on its relevance, context and potential contribution to the field</p>	<p>Has formulated a largely clear and academically-grounded research focus that demonstrates broad understanding of its relevance, context and potential contribution, and shows evidence of critical reflection</p>	<p>Has not yet been able to formulate a clear and academically-grounded research focus, and/or has not yet shown critical reflection on its relevance, context and potential contribution.</p>
<p>2.1</p> <p>Critically evaluate a range of research methodologies, demonstrating their relevance and limitations in relation to the chosen area of inquiry</p>	<p>Demonstrates consistently insightful and clearly articulated critical evaluation of a broad range of methodologies, perceptively demonstrating their relevance and limitations to the chosen area of inquiry</p>	<p>Demonstrates effective critical evaluation of a range of methodologies, clearly demonstrating their relevance and limitations to the chosen area of inquiry</p>	<p>Critically evaluates a range of methodologies, effectively demonstrating their relevance and limitations in relation to the chosen area of inquiry</p>	<p>Is not yet able to critically evaluate research methodologies, and/or does not yet demonstrate relevance and limitations in relation of the chosen area of inquiry</p>
<p>2.2</p> <p>Develop a clear and coherent research proposal</p>	<p>Has developed a consistently clear, coherent and cohesive research proposal which makes strong and well-developed connections to, and builds upon, the work done to date</p>	<p>Has developed a clear and coherent research proposal which has clear links to the work done to date</p>	<p>Has developed a largely clear and cohesive research proposal</p>	<p>Has not yet developed a proposal which is sufficiently clear, coherent and/or appropriate</p>

<p>2.3</p> <p>Critically reflect on the ethical and epistemological considerations of the proposed research, demonstrating awareness of the implications for practice, participants (where applicable) and the field of Transpersonal Psychology</p>	<p>Demonstrates an exceptional ability to critically reflect on the ethical and epistemological considerations of the proposed research, clearly demonstrating deep awareness of a range of implications for practice, participants and the field</p>	<p>Demonstrates a strong ability to critically reflect on the ethical and epistemological considerations of the proposed research, demonstrating strong awareness of implications for practice, participants and the field</p>	<p>Demonstrates an ability to critically reflect on the ethical and epistemological considerations of the proposed research, demonstrating sufficient awareness of implications for practice, participants and the field</p>	<p>Not yet critically reflecting on the ethical and epistemological considerations of the proposed research, and/or not yet showing sufficient awareness of the implications of the research</p>
<p>3.1</p> <p>Conduct a sustained and coherent programme of research or practice-based inquiry, demonstrating effective application of appropriate methodologies and critical engagement with relevant literature and sources</p>	<p>Demonstrates an ability to conduct a programme of research or inquiry in a exceptionally well-organised, coherent and cohesive manner</p> <p>The work shows thorough understanding of, rigorous application of and critical engagement with appropriate methodologies and sources</p>	<p>Demonstrates an ability to conduct a programme of research or inquiry in a well-organised, coherent and cohesive manner</p> <p>The work shows good understanding of, application of and critical engagement with appropriate methodologies and sources</p>	<p>Demonstrates an ability to conduct a programme of research or inquiry which is appropriately consistent, organised and coherent</p> <p>The work shows effective application of and reflection on appropriate methodologies and sources</p>	<p>Not yet able to conduct a programme of research or inquiry which is sufficiently consistent, organised and coherent</p> <p>The work does not yet show effective application of and reflection on appropriate methodologies and sources</p>
<p>3.2</p> <p>Synthesise theoretical, methodological and experiential and/or professional insights to produce a rigorous and well-structured body of work.</p>	<p>Clearly and coherently synthesises a broad range of insights, and uses these to produce a body of work which shows rigour, depth and a cohesive, exceptionally well-organised structure that supports the broader inquiry</p>	<p>Effectively synthesises a broad range of insights, and uses these to produce a rigorous and well-organised body of work</p>	<p>Synthesises a range of insights to produce a body of work which shows sufficient evidence of rigor and appropriate structure</p>	<p>Not yet able to synthesise a range of insights to produce a rigorous and well-structured body of work</p>

<p>3.3</p> <p>Critically evaluate the outcomes of the research or inquiry, demonstrating originality, reflexivity and an awareness of its contribution and limitations within the field of Transpersonal Psychology</p>	<p>Critically evaluates the outcomes of the research or inquiry in an insightful and perceptive manner, showing exceptional originality, reflexivity and awareness of the work's contribution and limitations within the broader field</p>	<p>Critically evaluates the outcomes of the research or inquiry, showing strong originality, reflexivity and awareness of the work's contribution and limitations within the broader field</p>	<p>Produces critical evaluation of the outcomes of the research or inquiry which shows appropriate levels of originality, reflexivity and awareness of the work's contribution and limitations within the broader field</p>	<p>Does not yet critically evaluate the outcomes of the research or inquiry, and/or does not show sufficient originality, reflexivity and awareness of the work's contribution and limitations within the broader field</p>
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## Section 3: Delivering this qualification

### 3.1 Requirements for Centres

Centres must be approved by CFI. In order to be approved to offer this qualification, centres must have:

- Staff who are appropriately qualified and experienced
- A learning environment that combines both theoretical and practical experiences

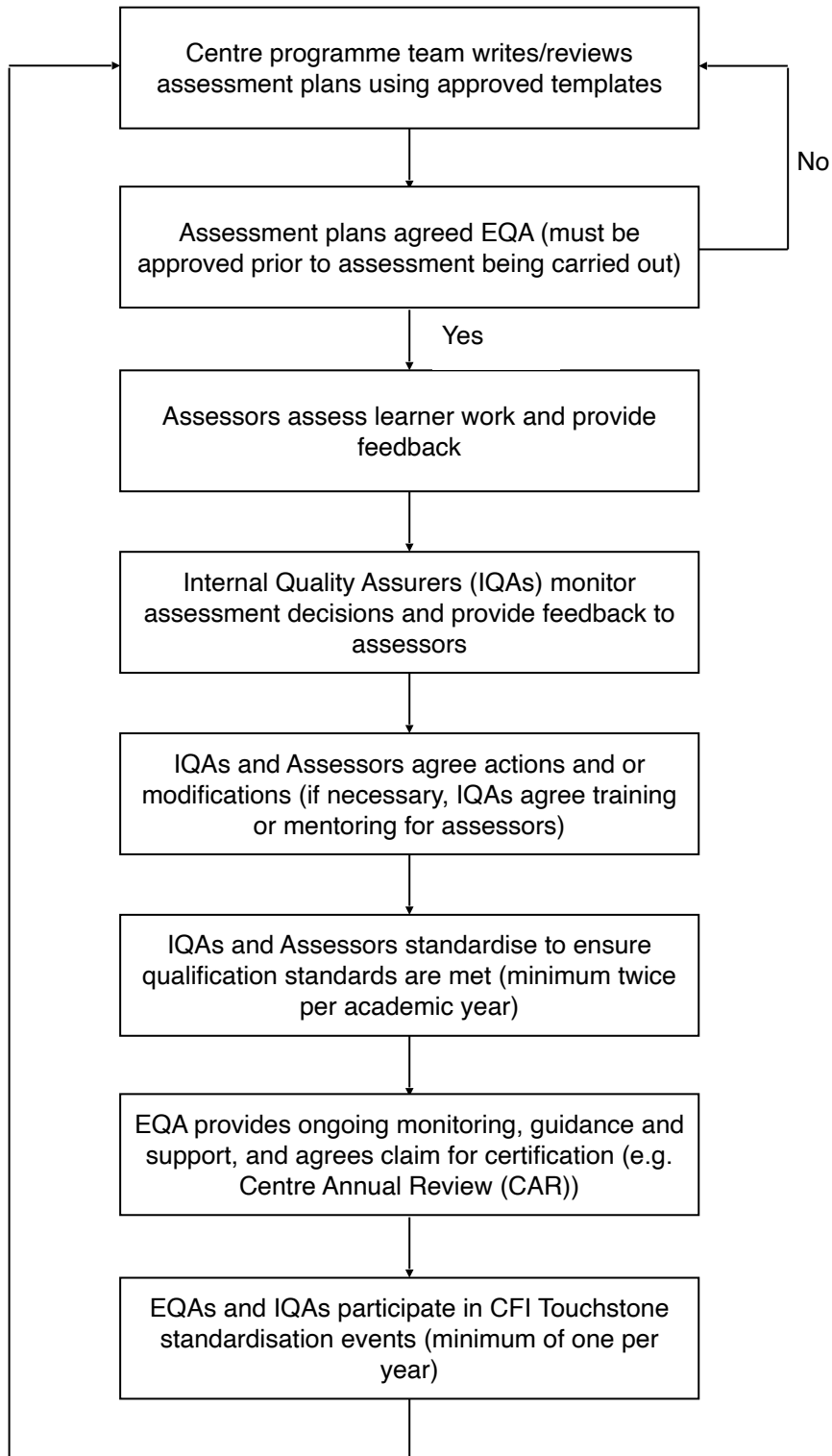
For more information about the process of becoming a centre, please contact us at [info@cfiawarding.com](mailto:info@cfiawarding.com) or refer to our Centre Handbook ([www.cfiawarding.com](http://www.cfiawarding.com)).

### 3.2 Quality Assurance

The CFI approach to quality assurance is underpinned by educational values which address the holistic development and transformation of the learner. In this qualification teaching, learning and assessment should be interconnected in order to support each individual to reach their full potential.

The primary aim of the CFI Quality Team is to support centres in delivering the best possible learning experience and high levels of achievement for learners. Centres will be allocated an External Quality Assurer (EQA) by the CFI QA Team.

Centres delivering this qualification are required to follow this CFI Quality Assurance process:



### 3.3 Assessment Planning Guidance

This qualification uses a centre-devised approach to assessment. In planning their assessments, centres should ensure that assessment activities:

- are fit for purpose
- can be delivered efficiently
- meet the assessment criteria
- permit Reasonable Adjustments to be made, while minimising the need for them
- allow each learner to generate evidence which can be authenticated
- allow the specified level of attainment detailed in this specification to be reached by a learner who has attained the required level of knowledge, skills and understanding
- allow assessors to be able to differentiate accurately and consistently between a range of attainments by learners

They should also ensure that:

- sufficient time is allowed for assessment planning
- assessment tasks do not produce unreasonably adverse outcomes for learners who share a common attribute
- methods of assessment are in line with the assessment requirements in this specification
- reasonable timescales for assessment and feedback are given to learners
- a timely quality assurance process is conducted

### 3.4 Training and Support

To support centres in carrying out high-quality assessment and quality assurance practice, the following training and support measures have been put in place for this qualification:

- All centre assessors and quality assurance staff for this qualification are required to meet National Occupational Standards for assessors and IQAs. National qualifications (NVQs) are available for these roles. CFI can also provide customised assessor and IQA education as well as review of assessor and IQA practice
- Assessors and IQAs must keep an up-to-date CPD log and be able to demonstrate the relevance of their CPD to this qualification and their role
- Handbooks, exemplars and templates are available from CFI
- Where required, a customised Quality Assurance Action and Development Plan will be provided by CFI for centres

Please note: there may be a charge for training and resources provided by CFI.

### 3.5 Policies and Procedures

Each centre is required to work in partnership with CFI to ensure that all learners have the best possible experience whilst taking this qualification and are treated fairly. Our commitment to this is supported by our Centre Handbook, which all centres should become familiar with.

CFI has policies and procedures in place to support centres and learners. All centres must also implement their own policies, which comply with CFI's requirements – these will be checked during centre approval and in subsequent centre monitoring activities. It is the centre's responsibility to make relevant policies available to learners.

Relevant policies include:

- Learner Complaints Policy: which allows learners to take action if they feel they have been treated unfairly
- Learner Appeals Policy: which allows learners to appeal decisions made by centres
- Reasonable Adjustments Policy: which allows centres to make any necessary adjustments to assessments in the light of learners' individual circumstances at the start of the programme
- Special Considerations Policy: which allows centres to request extensions for learners in light of learners' individual circumstances which have delayed their completion of the programme
- Malpractice and Maladministration Policy: which gives a framework through which concerns about the delivery and assessment of the qualification can be addressed
- Equality and Diversity Policies: which ensures centres treat learners fairly and without any bias

CFI policies and other key documents are available on our website at [www.cfiawarding.com](http://www.cfiawarding.com) or upon request via [info@cfiawarding.com](mailto:info@cfiawarding.com)