What is Developmental Transactional Analysis (DTA)?

Developmental Transactional Analysis is TA focused on development rather than psychotherapy. There are four fields of TA application and qualification: psychotherapy (formerly clinical), educational, counselling and organisational; there are also international qualifications as trainers and supervisors of the practitioners within those four fields. We feel that the three non-psychotherapy fields have much in common so have combined them and developed competencies that apply across all TA applications, whilst also corresponding to university learning outcomes requirements. We also believe that the processes of becoming trainers and supervisors (in international TA terms becoming CTA Trainer or TSTA) are also based on the application of developmental TA rather than TA psychotherapy.

DTA uses the same TA theories as psychotherapy TA but translated to create a potent and practical approach that equips people to become more autonomous - and to help others do the same. It is ideal for anyone who has responsibilities for the development of individuals, teams and organisations or the healthy functioning of families, as well as for those who are responsible for developing practitioners who develop others.

Learning Options

We offer flexible options that include:

- face-to-face workshops in the UK
- online webinars with an international audience
- a range from TA 101 for beginners to TA 909 for advanced
Get qualifications

Our training can be attended for the personal and professional benefits of increased self-awareness and relational skills – and you can also credit it towards a range of international professional and practitioner qualifications. These are all evidence-based and include several ‘routes’ - including specialisations such as coaching that can lead to EMCC and ICF awards, management leading to Chartered Manager CMI, Certificate and Diploma for those who apply TA as a professional approach, international endorsement as a Certified Transactional Analyst; and postgraduate qualifications including an MSc. We develop tailored study routes with each student – feel free to contact us, or see www.pifcic.org for more details.

See also www.instdta.org for the Institute of Developmental TA and their FAQs. And if you are already CTA, we can help you add another field of application, or prepare for PCTAT or PTSTA.

- Designed to meet requirements for CTA and also for Certificate/Diploma/MSc in Developmental TA – and just as suitable for anyone who wants to learn more TA and how to apply it in organisational, educational and family environments.
- If you’re not convinced you want to spend 4 or 5 years getting a CTA qualification, why not study for the ICDTA Certificate in Developmental TA— it’s possible to achieve this level in about one year—and what you do will still count towards CTA if you later decide to continue your TA studies.
- Or you can pick and choose which workshops or webinars to attend and spread your studies over a longer period—join our open, multi-level groups when it suits you.

The awards and qualifications we offer focus on how you apply TA – there are no set projects to be done just to get a qualification – instead you use the TA within your normal professional context, choose which qualification and which module topic is most appropriate, and submit evidence against that, in the form of your working papers, notes, etc, with a covering TA-based commentary, to demonstrate your competence.

Learning Together

In the early years of TA development, training was not separated into different fields. Julie Hay learned her TA from a psychotherapist, alongside others with a range of interests. Over the years, the different fields of TA have been introduced and pulled further and further apart. This makes it harder for practitioners to understand how their colleagues work, causes delays in developing a professional identity, and gets in the way of adding additional competence in different contexts. To counteract this trend, we offer training in the old style, with the eventual field of practice being determined by the work-based evidence that our students generate. If you prefer to be a generalist, you can be. If you prefer to specialise – coaching, consulting, educating, etc – you can do that too. If you are already TA qualified in one field, we will help you add another.

Fees (including workbooks)

Workshops, TA 101, TA 909, Summer schools: Trainees/students: £80 per day; CTA/PCTAT/PTSTA/CTAT/TSTA £120 per day
Webinars: £40 per webinar; £60, £80, £100 for 2, 3 4 webinars in the same month.

See booking forms for further discounts, especially for those in economically-disadvantaged countries

An easy place to access booking forms is at http://www.juliehay.org/calendartravel-plans.html
**Introductory Courses (TA 101)**

TA 101 is named in line with US educational conventions where 101 means beginners! It is an officially recognised introductory course in TA that covers an internationally agreed syllabus. The content ranges across most major TA concepts so you will learn about Parent-Adult-Child, strokes, games, script and much more.

**TA 909 & Summer Schools**

The TA 909 is our new initiative from 2016, and is a somewhat jokey title that means it is intended for those at an advanced stage of their practitioner training and/or those who are seeking their qualifications as CTA Trainer or TSTA – or the equivalent or similar qualifications that we offer through the various different routes.

Like the summer schools, the TA 909 content is contracted for with participants once they have arrived. It generally includes aspects such as mock exams, teaches and supervisions in preparation for attending international TA exams or endorsement/evaluation workshops, process reviews during which we analyse our own dynamics, and theoretical discussions.

We encourage trainees/students to attend (and give them a lower fee) – they become the supervisees and the audience for the more advanced participants to practice with – and in return, they receive teaching and supervision from trainers/supervisors with whom they might not otherwise come into contact, and gain valuable development as well as being able to credit much of their involvement against the hours requirements of their own qualifications.

**Workshops and/or Webinars**

Choose to attend any or all of our series of modular workshops and webinars, run by internationally accredited TA trainers, showing how TA can be applied effectively in the development of individuals, groups, teams, families and organisations.

Linked to the requirements of the optional qualifications, these workshops and webinars are suitable whatever your current knowledge because we work on several levels: self-awareness, developing others, building your skills and preparing for TA exams (optional).

We do not provide a detailed programme in advance because content is chosen shortly beforehand to ensure that the latest thinking is included. However, we guarantee that content will be relevant for the various qualifications and awards. The content and style of training will also facilitate increased self-awareness, knowledge of TA theories and skills of context-based application. We provide comprehensive workbooks so that participants can undertake self-study afterwards.

The training gives you the chance to try out various models and techniques, learn new approaches, understand the theories, and generally increase your skills. The optional supervision is focused on the specific needs of those present and provides you with coaching or mentoring, in-depth supervision of your own work, and the opportunity to resolve personal, interpersonal or professional issues.

The webinars are run as closely as possible to the style of the workshops, in that participants can comment and question at any time, and can see other participants on webcams. These webinars are not the type of online trainings where you engage only through typed questions. We encourage participants to form groups of attendees, either by being together in one location or by connecting in chat rooms at appropriate times.

We also recommend that webinar attendance is supplemented with face-to-face workshops. Subject to the qualification sought, attendance at sessions run by non-PIFCIC trainers can usually be credited. Some PIFCIC trainers are based outside the UK, and most of us travel to run workshops in other countries from time to time.

Workshops run one weekend per month in the UK and occasionally elsewhere. Webinars run on two Friday afternoons (1600-1900 UK time) and one Saturday (0900-1200 & 1230-1530 UK time) each month. Each webinar has separate content around a monthly theme; participants can choose how many to attend. A mix of workshops and webinars is also possible.
Our TA training is led by Professor **Julie Hay** CFCIPD, MPhil, who is a Teaching & Supervising Transactional Analyst in the Organisational, Psychotherapy and Educational fields (TSTA OPE). see [www.juliehay.org](http://www.juliehay.org)

Julie has over 40 years’ experience in industry, government and the public sector, and has been teaching TA around the world for more than 25 years. She has been an ‘ordinary’ employee, a supervisor, staff representative, safety representative, manager, trainer, internal and external consultant. Julie is CEO of the non-profit educational Psychological Intelligence Foundation CIC and Managing Director of Psychological Intelligence Ltd, (formerly known as A D International) incorporating Sherwood Publishing.

She is a past president of the European and International TA associations and was given the EATA Gold Medal for services to the TA community. She was a founder and Chair of the Institute of Developmental TA, a Founding Director and President 2006-2008 of the first pan-European Board of the European Mentoring & Coaching Council, and is inaugural and current Editor of the *International Journal of Transactional Analysis Research* ([www.ijtar.org](http://www.ijtar.org) – free access upon registration online). Julie also runs the international TA Proficiency Awards, a social action scheme that brings TA to children, parents, teachers and others.

Julie has post graduate qualifications in management and for research into leadership qualities and international trainer certification in neuro-linguistic programming. She is a prolific author ([www.sherwoodpublishing.com](http://www.sherwoodpublishing.com) and [www.amazon.co.uk](http://www.amazon.co.uk)). She is now the Academic Dean of a programme of postgraduate qualifications in Developmental TA. In addition to the programmes running in the UK, she has initiated such programmes, face to face and online, in China, Poland, Romania, Russia, Serbia, Turkey and the Ukraine. She now leads a monthly interactive webinar programme with international participation. She provides face-to-face and online professional supervision as well as psychotherapy.

Julie specialises in converting therapy models for use in organisational, educational, counselling, coaching and personal development settings and is noted for her ability to take complex theories and explain them in ways that are clear, practical and stimulating. She also combines TA & NLP effectively with each other and with several other approaches including Behaviour Analysis, MBTI, FIRO, KAI, Synectics, mentoring/coaching and assessment-development centres. As a lifelong learner, Julie completed an MSc in TA Psychotherapy recently and is now obtaining a professional doctorate (DProf).

“Julie Hay . . . brought her own very grounded, no nonsense style and highlighted the pragmatic lens of TA, and once again demonstrated that a deep understanding of one framework can add a particular richness to practice.” [www.i-coachacademy.com](http://www.i-coachacademy.com)  Coaching Matters 9 May 2009

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**Visiting trainers to the Hertford workshops and the international webinars, and those who conduct the ICDTA assessments, are all internationally accredited or endorsed to teach and supervise students of transactional analysis.**

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