



DIPLOMA SUPPLEMENT

1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

<p>Last name(s)</p> <p>1.1 <input style="width: 90%;" type="text"/></p> <p>Date of birth (dd/mm/yyyy)</p> <p>1.3 <input style="width: 20%;" type="text"/> <input style="width: 20%;" type="text"/> <input style="width: 20%;" type="text"/></p>	<p>First name(s)</p> <p>1.2 <input style="width: 90%;" type="text"/></p> <p>Student identification number or code (if available)</p> <p>1.4 <input style="width: 90%;" type="text"/></p>
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2. INFORMATION IDENTIFYING THE QUALIFICATION

<p>Name of qualification and (if applicable) title conferred (in original language)</p> <p>2.1 <input style="width: 90%;" type="text" value="Doctorate in Gestalt Psychotherapy"/></p> <p>Name and status of awarding institution (in original language)</p> <p>2.3 <input style="width: 90%;" type="text" value="European Accredited Psychotherapy Training Institute - Gestalt Psychotherapy Training Institute Malta"/></p> <p>Name and status of institution (if different from 2.3) administering studies (in original language)</p> <p>2.4 <input style="width: 90%;" type="text" value="Not Applicable"/></p>	<p>Main field(s) of study for the qualification</p> <p>2.2 <input style="width: 90%;" type="text" value="Gestalt Psychotherapy"/></p> <p>Language(s) of instruction/examination</p> <p>2.5 <input style="width: 90%;" type="text" value="English"/></p>
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3. INFORMATION ON THE LEVEL AND DURATION OF THE QUALIFICATION

<p>Level of the qualification</p> <p>3.1 <input style="width: 90%;" type="text" value="MQF/EQF level 8"/></p>	<p>Official duration of programme in credits and/or years</p> <p>3.2 <input style="width: 90%;" type="text" value="Four years"/></p>
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Access requirements(s)

- 3.3
- MQF Level 7 qualification of a Master in Gestalt Psychotherapy (120ECTS)
 - To be registered with the relevant national council/board
 - To be active practitioners in Gestalt psychotherapy for a minimum of 1 year since graduating with a Master Degree
 - To have undergone the Master in Gestalt Programme's Research Module or the equivalent in RAPL; to have participated in writing research articles; past or ongoing involvement in research in the field of psychotherapy.
 - To have engaged in Continuous Professional Development (CPD) as required by the regulating national board.

4. INFORMATION ON THE PROGRAMME COMPLETED AND THE RESULTS OBTAINED

Mode of study

4.1 Part-time

Programme learning outcomes

4.2 The overall objective of the doctorate programmes is to rope in and build upon contemporary efforts to ground practice and theory in scientific and academic ways framed by the philosophical roots and developments of Gestalt Psychotherapy. As gestalt psychotherapists, we are predisposed to engage in a curious stance, interested in the phenomena of the relational psychotherapeutic process that we continuously engage in, supported by ongoing evaluation and assessment. The process of psychotherapy is research-oriented by its very nature. The Doctorate programme seeks to support practitioners with practical tools to further strengthen this attitude and positioning, with the hope of bridging the gap between practice and research through coherent and rigorous methodologies.

Programme details, individual credits gained and grades/marks obtained

4.3	Modules	ECTS	Pass / Fail
	1. Contemporary debates in gestalt psychotherapy theory and methodology 1	10	Pass
	2. Qualitative research	10	Pass
	3. Academic writing 1	5	Pass
	4. Practicum 1 - Supervision in small groups	5	Pass
	5. Qualitative research in practice	10	Pass
	6. Practicum 2 - Gestalt psychotherapy and specific subpopulations	5	Pass

	7. Contemporary debates in gestalt psychotherapy theory and methodology 2	10	Pass
	8. Practicum 3 - Peer supervision groups	5	Pass
	9. Quantitative research	10	Pass
	10. Academic writing 2	5	Pass
	11. Quantitative research in practice	10	Pass
	12. Practicum 4 - Personal psychotherapy	6	Pass
	13. Publishing qualitative research article	10	Pass
	14. Publishing quantitative research article	10	Pass
	15. Doctoral thesis proposal	10	Pass
	16. Doctoral thesis research preparations	15	Pass
	17. Conducting a research for the doctoral thesis	15	Pass
	18. Doctoral thesis	30	Pass
	Grading system and, if available, grade distribution table		Overall classification of the qualification (in original language)
4.4	All modules are graded in Pass / Fail		4.5 Not Applicable
5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION			
	Access to further study		Access to a regulated profession (if applicable)
5.1	Students may further pursue their student to become Professors in the field.		5.2 N/A
6. ADDITIONAL INFORMATION			
	Additional information		Further information sources
6.1	European Accredited Psychotherapy Training Institute - Gestalt Psychotherapy Training Institute Malta is accredited by the Malta Further and Higher Education Authority – MFHEA. Licence number: 2014-FHI-020		6.2 For further information please consult the Institution's Website: www.eapti-gptim.com

7. CERTIFICATION OF THE SUPPLEMENT

Date

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Signature

7.2

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Capacity

7.3

Dr Lidija Pecotić
Head of Intuition
European Accredited Psychotherapy Training
Institute - Gestalt Psychotherapy Training
Institute Malta

Official stamp or seal

7.4

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8. INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

Information on the national education system providing a context for the qualification and the type of higher education that awarded it.

Education in Malta at all levels is governed by the Education Act, enacted in 1988 and amended in 2006 and with subsidiary legislation. It is the responsibility of the Ministry for Education and Employment (MEDE).

Early childhood education and care, available for children from the age of three months up to two years and nine months, is provided at centres run by both state and private entities. Children between the ages of two years and nine months and five years attend Kindergarten centres which are operated by the both State and non-State Schools

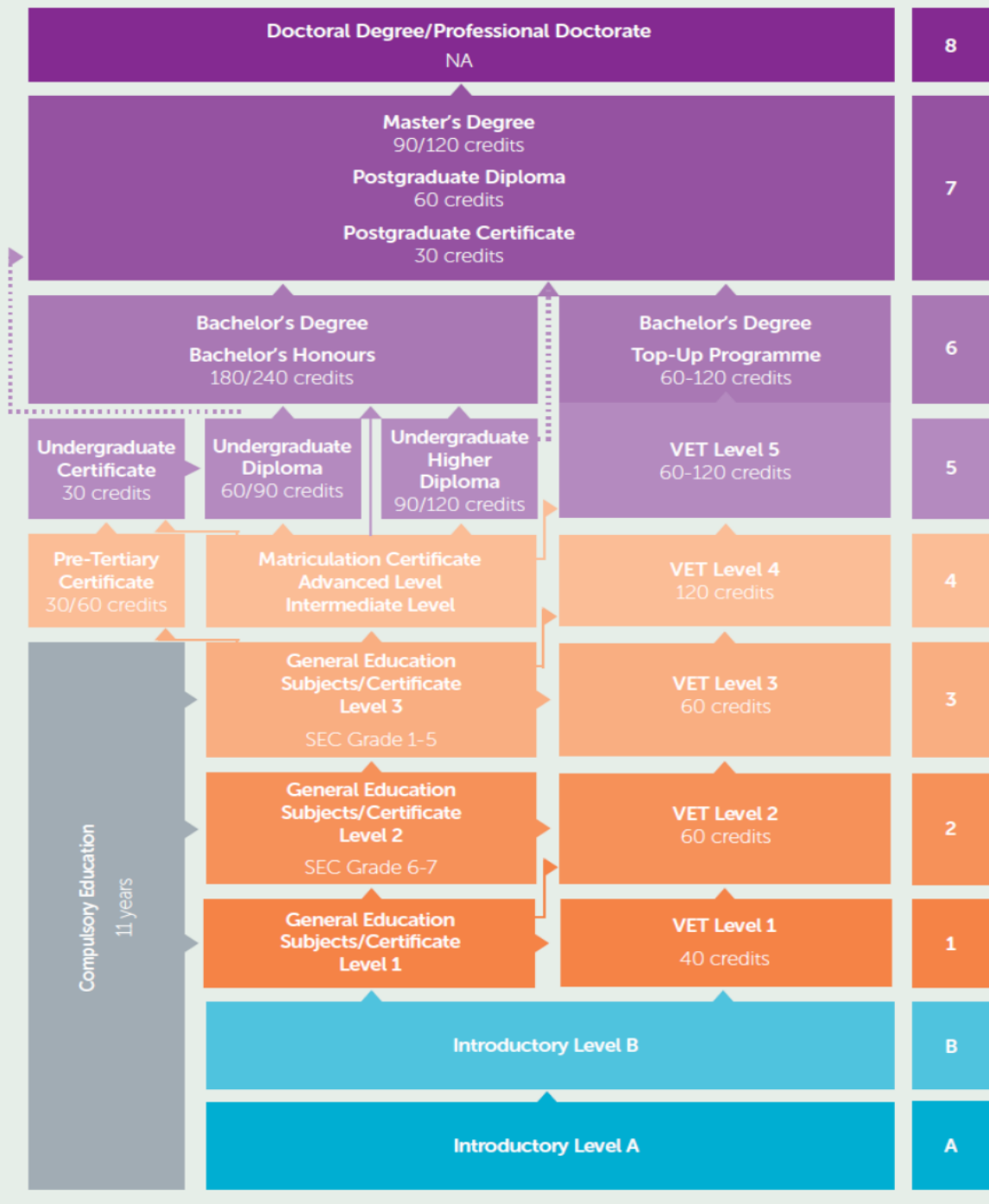
Compulsory education, which is of eleven years' duration and covers ages from 5 to 16 years, consists of two stages: primary education (from the age of 5 to 11) and secondary education (from 11 to 16 years of age). About 55% of compulsory education is provided by state schools; 35% is provided by Catholic Church schools which are largely subsidised by the state, and the remaining c. 10% are private schools that also receive indirect state support mainly through the subsidy of provision for learners with special needs, and (as from 2018-19) the provision of school transport.

Secondary education has both general academic as well as vocational/applied components. Following compulsory education, students can choose to follow a two-year programme (commonly called VI Form or equivalent) that normally leads to tertiary education, or to follow post-compulsory vocational programmes. The main provider of tertiary education is the University of Malta, a state-funded institution that offers courses up to EQF/MQF Level 8. The main providers of post-compulsory vocational education are both state funded: the Malta College of Arts, Science and Technology (MCAST) that offers a wide range of vocational courses up to EQF/MQF Level 6, and the Institute of Tourism Studies (ITS) that offers tourism-oriented courses up to EQF/MQF Level 5. Private post-secondary, further and tertiary provision is also becoming an increasingly important presence in the market, both for local as well as international students.

Lifelong learning courses for adult learners are provided both during the day and also as evening classes both in state educational institutions as well as by private providers. Some of the courses are run in collaboration with Local Councils to facilitate accessibility to adult learners. Courses cover a wide array of subjects and topics and can be followed to acquire formal qualifications or for personal self-development.

Education Structure in Malta

MQF/EOF Level



The Malta Qualifications Framework was set up in June 2007 and was first referenced to the European Qualifications Framework for Lifelong Learning in September 2009. It was last updated in 2016. The Framework Levels are the following:

8	Doctoral Degree	
7	Master's Degree Post-graduate Diploma Post-graduate Certificate	
6	Bachelor's Degree	
5	Undergraduate Diploma Undergraduate Certificate	VET Higher Diploma Foundation Degree
4	Matriculation Certificate Advanced Level Intermediate Level	VET Diploma (iv)
3	General Education SEC Grade 1-5	VET Level 3 (iii)
2	General Education Level 2 SEC Grade 6-7	VET Level 2 (ii)
1	General Education Level 1 School Leaving Certificate	VET Level 1 (i)
B	Introductory Level B*	
A	Introductory Level A*	

* These are not yet included in legislation

Annotations

- i. A Full VET Level 1 qualification should enjoy the same parity of esteem as a Full Secondary School Certificate and Profile (SSC&P) Level 1.
- ii. A Full VET Level 2 qualification should enjoy the same parity of esteem as 4 Secondary Education Certificate (SEC) subjects at Grade 6 and 7.
- iii. A VET Level 3 Qualification should enjoy the same parity of esteem as 6 Secondary Education Certificate (SEC) subjects at Grades 1 to 5.
- iv. A VET Diploma should enjoy the same parity of esteem as the Matriculation Certificate.

The Malta Qualifications Framework is the national qualifications framework for the classification of qualifications achieved in a formal, informal and non-formal learning outcome approach within set criteria of specified credits, workloads, quality assurance systems and accreditation procedures. Further information may also be found on the website of the Malta Further and Higher Education Authority: <https://mfhea.mt/>

Gestalt Psychotherapy Training Institute Malta (GPTIM)

EAPTI-GPTIM is a Higher Education Institution based on experiential, experimental and existential philosophies. The Gestalt Psychotherapy Training Institute Malta (GPTIM), as it was originally called, was formally set up on the 21st of June 1996 by Dr Lidija Pecotic, who is still its Director today. Dr Pecotic had originally opened and directed the first Gestalt school in Belgrade with students and lecturers from different parts of the ex-Yugoslavia and abroad, before the fratricidal wars of the Balkans in the 1990s. Through GPTIM, Dr Pecotic continued to support erstwhile colleagues and students throughout the successive Balkans conflicts in what were now the sundered new national realities of Croatia, Bosnia & Herzegovina, Serbia, Montenegro and Macedonia. This personal-professional network was not only a critical human and professional lifeline for the colleagues of Dr Pecotic, but one of the few effective ways how the psychological needs of hundreds of thousands of civilians traumatised by war could be addressed. Out of this work grew the Gestalt Institutes of: Serbia (which as explained, was the original Gestalt Institute since 1990, and which is still led by Dr Lidija Pecotic), Macedonia, Bosnia & Herzegovina, Croatia and Montenegro, working closely with and under the oversight of GPTIM.

In 2005 GPTIM achieved accreditation by the European Association for Psychotherapy (EAP) and the European Association for Gestalt Psychotherapy (EAGT), the first Gestalt Institute to do so, and acquired the name EAPTI-GPTIM. The EAPTI title is given to every institute in Europe that achieves EAP and EAGT accreditation. EAPTI-GPTIM actively supported the application and process for accreditation of the ex-Yugoslavia Gestalt institutes with which it was networked. Indeed, three of them have now become EAPTI: Serbia: EAPTI-Studio za edukaciju Beograd (2008); Macedonia: EAPTI-Gestalt Institute Skopje (2008) , and Croatia: EAPTI-Psihika d.o.o. (2017).

In 2018 the need was felt to formalise the academic collaboration between the EAPTI-GPTIM and its partner Gestalt Institutes around Europe. This led to the formation of the European Gestalt Psychotherapy Network, or EGN. The relationship between EAPTI-GPTIM and EGN is not that of a franchise or simply of local providers of courses accredited in Malta. EGN is a permanent transnational partnership in which EAPTI-GPTIM is the first amongst equals. It exists **only** in function of the provision of EAPTI-GPTIM courses accredited by NCFHE and delivered *tale e quale* throughout the Network. The Masters programme for which this Diploma Supplement refers is thus accredited to and run by EAPTI-GPTIM in collaboration with EGN.

In teaching, learning and practising psychotherapy, a holistic, relational, dialogic and contextual approach is central to the values and philosophy of EAPTI-GPTIM and the EGN, whereby the focus is on the total person as an individual and in relation to others and the field.

The student's personal participation in the therapeutic process is crucial. Through training his/her unique contribution is valued and refined, based on the belief that ultimately, it is the student (or trainee therapist) that is the main 'instrument' within the context of assesment, intervention and change.

The rationale is that by providing experiential learning, the student has a first-hand experience of the process of therapy and of personal growth. In parallel the student, through supervised practice and professional development, learns to apply the knowledge, understanding and skills of becoming a Psychotherapist / Gestalt Psychotherapist. Finally, through this combined process of practical experience and theory, the student is supported towards becoming equipped, rigorous and competent to assume the responsibility necessary to apply all that has been learnt to the context within which s/he will eventually work with the clients population.