

Programme Specification

1	Programme title	MSc Gestalt Psychotherapy
2	Awarding institution	Middlesex University
3a	Teaching institution	Metanoia Institute
3b	Language of study	English

4a	Valid intake dates September
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4b Mode of study	Cohort	Delivery Location	Duration
Part time	Sept	Metanoia Institute/Online	3 years

4c	Delivery method	On-campus/Online
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5. Professional/Statutory/Regulatory body (if applicable)

UK Council for Psychotherapy (UKCP)

6 . Apprenticeship Standard (if applicable)

n/a

7. Final qualification(s) available

MSc Gestalt Psychotherapy

Exit awards:

PGDip Gestalt Psychotherapeutic Counselling

PGCert Gestalt Counselling

8. Academic year effective from

2026/2027

9. Criteria for admission to the programme

Successful completion of the Integrative Humanistic Psychotherapy Studies (UKCP Preparatory Year) or an equivalent qualification.

Students can apply via RPL if they have adequate relevant training and experience to satisfy criteria.

In addition, students who have English as an additional language and do not have a prior higher education award which was taught in English are required to have an IELTS score of 7.0 (with a minimum 6.5 in each component).

Our approved Admissions and Recognition of Prior Learning (RPL) Policy and Procedures can be located here: <https://www.metanoia.ac.uk/about/policies-and-procedures/>

10. Aims of the programme

The aim of the programme is to develop the professional capacity, ethical orientation and embodied relational responsiveness required for Gestalt psychotherapy practice. The programme supports the formation of curious, culturally aware and emotionally reflexive psychotherapists, able to engage ethically and flexibly with a diverse range of clients and presenting concerns within contemporary practice contexts.

The programme will:

- Cultivate embodied awareness and relational presence, enabling students to attend to moment-to-moment experience, contact and process within the therapeutic encounter
- Develop Gestalt theoretical understanding and practice competence, supporting the integration of phenomenological, dialogical and field-sensitive perspectives in clinical work
- Foster emotional reflexivity and cultural awareness, enabling students to recognise and work ethically with difference, power and social context as they emerge in the therapeutic field
- Support ethical and professional formation, including responsibility, boundaries and accountability, in line with Gestalt values and professional standards
- Strengthen clinical responsiveness and flexibility, enabling students to engage creatively with a wide range of clients, relational dynamics and presenting concerns
- Support the development of an integrated Gestalt psychotherapist identity, grounded in reflective practice, supervision and ongoing personal and professional development

1 1 .	Programme learning outcomes
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A Knowledge and Understanding

On completion of this programme the successful student will have knowledge and understanding of:

1. The core theory and development of Gestalt psychotherapy, including its philosophical foundations, key concepts, current debates, and areas of challenge and

critique, and the capacity to engage with this knowledge in a thoughtful, questioning, and reflective manner.

2. The wider field of psychotherapy, with an understanding of how Gestalt psychotherapy relates dialogically to other therapeutic approaches, supporting reflective, ethically grounded, and contextually responsive practice with a diverse range of clients.
3. The clinical and professional competencies required for Gestalt psychotherapy practice, including ethical awareness, boundary responsibility, and an understanding of the therapeutic relationship as central and co-created.
4. Online and telephone psychotherapy, with an understanding of how Gestalt principles such as presence, contact, and awareness are enacted in mediated forms of practice, alongside the ethical considerations and limitations involved.
5. The use of digital tools in academic and clinical contexts, with a critical awareness of ethical issues, professional responsibility, and the appropriate use of artificial intelligence in ways that support, rather than replace, relational therapeutic work.
6. Professional identity and career pathways in UKCP-registered psychotherapy, including the professional, ethical and equality, diversity and inclusion competencies of the PCPB SCoPEd framework, UKCP standards, membership routes, and the responsibilities of contemporary practice.

B. Skills

On successful completion of this programme, students will be able to:

1. Use awareness of self as a therapeutic tool, demonstrating reflexive attention to embodied experience, values, and responses in contact with clients and others.
2. Evidence the ability to work relationally within the co-created therapeutic relationship, recognising intersubjectivity and the mutual influence of therapist, client, and context.
3. Evidence the ability to work safely and effectively with conflict, rupture, and repair within the therapeutic relationship, supporting relational learning and therapeutic change.
4. Apply developmental and attachment-informed understanding within a Gestalt framework to respond sensitively to relational, emotional, and interpersonal difficulties in clinical practice.
5. Support, contain, and work creatively with intense emotional experience, using Gestalt interventions that attend to pacing, safety, and relational support.
6. Engage in reflection-in-action and reflection-on-action, making effective use of supervision, feedback, and self-reflection to support ethical and responsive practice.
7. Integrate theory, research, and clinical experience to inform assessment, ethical decision-making, and relationally responsive Gestalt psychotherapy practice.
8. Critically evaluate and synthesise Gestalt-informed clinical and academic thinking, drawing on phenomenological and dialogic perspectives to produce coherent written and verbal accounts that engage ethically with research, recognise the complexity and situated nature of psychotherapy practice, and apply learning to clinical and professional contexts.
9. Critically reflect on personal and professional positionality, including cultural context and lived experience, and engage thoughtfully with dynamics of power, privilege, and marginalisation, recognising their influence on the relational field, therapeutic

process, and clinical responsibility, to support open, respectful, and non-defensive engagement in practice.

10. Apply advanced Gestalt psychotherapy skills with sensitivity and clinical judgement, integrating awareness, phenomenological inquiry, relational dialogue, and field-informed practice within complex therapeutic situations.

12. Teaching/learning methods

Teaching and Learning Methods

Knowledge and Understanding

Students gain knowledge and understanding through:

- **Face-to-face teaching with Gestalt modality specialist tutors and cross-modality tutors**, providing exposure to a range of perspectives and supporting the development of complex, critical understanding appropriate to Level 7 study.
- **Regular group tutorials with a Gestalt modality specialist tutor**, enabling students to deepen understanding, broaden perspectives, and contextualise theory and ideas within a Gestalt psychotherapy framework.
- **Regular individual clinical tutorials with a Gestalt modality specialist tutor**, ensuring consistent links between academic learning, clinical placement experience, and the student's developing identity as a Gestalt psychotherapist.
- **Online lectures delivered by visiting lecturers**, focusing on areas of contemporary relevance to psychotherapy practice across modalities, including (but not limited to) gender, race, power, oppression, and sustainability.
- **Structured gap tasks and collaborative learning activities**, designed to deepen understanding between taught sessions and to support independent and peer-based learning.
- **Optional modules in the final year**, enabling students to deepen knowledge in specific areas of interest and prepare for the next stage of professional and clinical development.

Skills Development

Students develop clinical, academic, and professional skills through:

- **Small seminar groups**, working with a consistent tutor and peer group to provide a safe and supportive environment for experiential learning, skills practice, and reflective dialogue.
- **Triad work**, enabling students to practise Gestalt psychotherapy skills with peers through direct experience, feedback, and reflection.
- **Group Process**, a core pedagogical method within gestalt psychotherapy education, supporting personal development, relational awareness, and the capacity to engage with self and others in the therapeutic field. Group Process in psychotherapy training refers to the structured use of the group itself as a learning medium, where students reflect on real-time interactions, relationships, and emotional dynamics within the group in order to develop self-awareness, relational competence, and professional practice skills essential for therapeutic work.
- **Experiential learning grounded in present-moment awareness**, with students encouraged throughout the programme to attend to embodied experience, relational process, and the use of self as central elements of Gestalt psychotherapy practice.
- **A dedicated research module (Gestalt Research Project)**, designed to develop social science research and inquiry skills relevant to early-career psychotherapists.
- **Research-informed learning outcomes embedded across earlier modules**, progressively developing students' ability to engage critically with research and integrate learning into practice.
- **An ongoing focus on positionality, cultural humility, and intersectionality**, woven throughout all modules to support ethical, reflective, and socially aware practice.
- **Formative assessment opportunities**, supporting the development of academic writing, critical thinking, and the ability to plan and produce sustained, coherent arguments.

Relational Approach to Learning

The programme is grounded in a **relational Gestalt pedagogy**, which understands learning as a co-created process emerging through contact, dialogue, and reflection within a shared learning field.

Students are placed in a **Gestalt modality based group with a consistent tutor**, fostering continuity, belonging, and relational depth across each year of the programme. This structure supports integration of cross-modality learning while maintaining a strong Gestalt orientation.

Online and distance-based teaching is designed to remain **actively relational**, beginning with carefully structured sessions that establish connection, shared agreements, and psychological safety. Learning activities are interspersed with reflective gap tasks, which

are then brought back into group dialogue to support collective reflection and meaning-making.

Blended Delivery

Learning will be delivered through a combination of face-to-face sessions and online activities (approximately 30% online) to enhance flexibility and digital literacy. Online components will include synchronous and asynchronous resources, and interactive tasks via the Virtual Learning Environment (VLE), supporting collaborative and reflective engagement.

Interactive and Experiential Learning

Face-to-face teaching will integrate theoretical input with experiential exploration, including group process, listening circles, skills practice, and authentic relational tasks. These activities are designed to develop reflexivity, relational competence, and ethical awareness.

Independent Study and Scaffolding

Students will be guided toward autonomy through structured reading lists, formative tasks, and reflective prompts. Independent learning will include critical reading, research, peer collaboration, reflective journaling, and practice-based activities, supporting higher-order skills of analysis, synthesis, and evaluation.

Research-Informed Practice

In MSc Year 2, students will undertake a small-scale research project, supported by lectures, scoping reviews, and research supervision tutorials. These activities develop research literacy and reflexivity, ensuring graduates can integrate evidence-based approaches into clinical practice.

Research Methodology and Clinical Integration

This programme employs a practitioner-researcher model, where research methodology is inextricably linked to the clinical philosophy of Gestalt psychotherapy. Students are trained to approach clinical inquiry through methodologies that are ontologically and epistemologically congruent with the Gestalt focus on the phenomenological field.

- **Core Methodological Approach:** The curriculum prioritises phenomenological field inquiry and experimental research design, acknowledging the therapist's subjectivity and awareness as an essential tool for clinical and scholarly investigation.

- **Integrating Theory and Practice:** Students develop research-informed practice where the critical appraisal of literature informs their ongoing clinical development.
- **Reflexive Inquiry:** A central pillar is the use of systematic reflexivity, where students interrogate their own therapeutic processes, ensuring that interventions are ethically sound and grounded in the Gestalt tradition.
- **Contribution to the Field:** The research project (60 credits) requires an original inquiry that contributes to the advancement of knowledge within Gestalt psychotherapy, emphasising the dissemination of findings to the wider community.

Progressive Development Across Years

MSc 1: Establishes a strong theoretical foundation and early-stage practitioner skills through seminars, skills practice, risk assessment exercises, and case study critique.

MSc 2: Builds research-informed practice and critical appraisal skills through supervised research and collaborative inquiry.

MSc 3: Offers optional modules aligned with professional goals and culminates in an integration module where students articulate their personal model of practice via written, oral, or video presentation.

Inclusivity and Accessibility

Teaching and assessment are informed by Universal Design for Learning (UDL) principles to accommodate diverse learning needs.

Feedback and Support

Formative feedback will be embedded through tutorials, peer discussions, and professional conversations, enabling students to reflect and improve continuously. Summative assessments will include essays, presentations, collaborative projects, and case study critiques, emphasising applied learning and critical engagement.

	MS c1 (PT – 60 cred its)	MSc 2 (PT – 60 credit s)	MSc 3 (PT – 60 credit s)
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¹ Approx. number of timetabled hours per week (at each level of study, as appropriate), including on-campus and online hours	4	4	4
Approx. number of hours of independent study per week (at each level of study, as appropriate)	9	4	4*
Approx. number of hours on placement (including Clinical Practice, Clinical Supervision and Personal Therapy)	11 1	309	315

*NB. These figures will vary depending on the student's rate of accruing clinical practice hours which contribute towards their 600 study hours per year. Different students will have different periods of higher frequency client work which account for the variation of the figures year on year. The numbers in the bottom row reflect the steeper hours thresholds required for students to complete that stage.

13. Employability
13a Development of graduate competencies
<p>The programme cultivates critical thinking, reflexivity, ethical maturity and integration of theory, research, and clinical practice. Experiential learning, reflective writing, supervision, and process analysis foster self-awareness, enabling trainees to examine personal values, biases, and relational patterns and apply this insight ethically in therapeutic work.</p> <p>Academically, trainees synthesise complex theoretical, philosophical, and empirical material, critically appraise sources in context, and present well-evidenced arguments through written and oral assessments. Research literacy supports ethical, evidence-informed clinical decisions, with explicit attention to cultural competence, intersectionality, power, and systemic influences, aligned with UKCP standards.</p> <p>Collaborative learning, responsible use of technology and AI, and commitment to supervision and continuing professional development prepare autonomous, reflective practitioners for safe, ethical, and socially responsible practice.</p>
13b Employability development
<p>In the final year of the training, students will undertake two Options modules in which they may choose to learn about setting up in private practice or enhance their skills and market competitiveness with the added skills of couples counselling or group work.</p> <p>Students will articulate their understanding of the professional ethical framework which underpins their practice.</p>

¹ This information will be used as part of our submission to Discover Uni (previously Unistats).

13c Placement and work experience opportunities (if applicable)

Students are required to accrue 450 clinical hours prior to qualification. Metanoia's placement service, MCPS, offers placements to trainees and they can support students to find suitable external placements in different geographical locations and online.

13d Future careers / progression

Graduates can continue their studies via a Doctorate in Psychotherapy either with Metanoia, or elsewhere.

Students can elect to take the Private Practice Option Module in MSc 3. Additional career support is provided by Metanoia's Careers Officer.

14. Assessment methods

The assessment strategy is designed to be flexible, inclusive, and varied. In MSc1 and MSc2, at least one component offers multiple formats for submission, such as written, oral, annotated, or recorded content, allowing students to select an approach suited to them. This variety supports them in developing a range of ways to express understanding and competence, enhancing post-qualification adaptability.

Additionally, MSc1 and MSc2 contain summative written tasks, scaffolded by formative assessment, academic skills support, and guidance on using AI in assessments. These short written tasks help build key skills in preparation for professional qualification.

Across MSc1, MSc2, and MSc3, compulsory oral and professional conversation assessments are included, scaffolded by formative support. These ensure students gain confidence in presenting ideas and engaging in professional dialogue—skills essential not only for psychotherapy but for adjacent roles.

The Inclusive Gestalt Clinical Competencies and Contribution to Society modules will include portfolios as assessment. These portfolios will include several components such as reflective writing and exercises, clinical and supervision logs, and supervision and placement reports, designed to develop students' clinical competencies and professional identity.

In the Researching Humanistic Practice in Context: Reflexivity, Ethics, and Inclusion module, students can choose to submit their research as a poster, presentation, or journal-style article—each supporting conference or publication skills. Posters and presentations will be showcased in a conference-style setting.

Our feedback strategy is dialogic so feedback takes place as a dialogic conversation between marker and student. This enables a relational approach to assessment criteria, giving students regular opportunities to unpick the language and expectations of criteria with markers. Feedback will usually be given by module tutor or by your class tutor. This enables tutors to scaffold learning and assessment processes very effectively through the

close relationship between learning experiences with the tutor and the dialogic assessment feedback experience.

Non-compensatable modules

Becoming a Gestalt Practitioner (20 credits)

Developing as a Gestalt Practitioner (20 credits)

Inclusive Gestalt Clinical Competencies and Contribution to Society (20 credits)

Gestalt Research Project (60 credits)

Inclusive Gestalt Clinical Competencies and Contribution to Society 2 (0 credits)

Inclusive Gestalt Clinical Competencies and Contribution to Society 3 (30 credits)

15. Programme Structure (level of study, modules, credits and progression requirements)

Indicative Part time structure – **September intake**

	Autumn Semester 1	Spring Semester 2
Level 7 (Year 1)	Becoming a Gestalt Practitioner (20 credits)	Developing as a Gestalt Practitioner (20 credits)
	Inclusive Gestalt Clinical Competencies and Contribution to Society (20 credits)	

	Autumn Semester 1	Spring Semester 2
Level 7 (Year 2)	Gestalt Research Project (60 credits)	
	Inclusive Gestalt Clinical Competencies and Contribution to Society 2 (0 credits)	

	Autumn Semester 1	Spring Semester 2
Level 7 (Year 3)	Choose two from the following:	
	<p>Advanced Literature Review in Psychotherapy (15 credits)</p> <p>Advanced Working with Groups: Theory, Process and Reflexivity (15 credits)</p>	

Belonging and Identity: Using Story, Myth and Metaphor to enhance practice
(15 credits)

Creative Writing for Therapeutic Purposes
(15 credits)

Expressive and Creative Therapies in Practice
(15 credits)

Introduction to Creative Therapies
(15 credits)

Preparing a Doctoral Proposal
(15 credits)

Preparing for Private Practice
(15 credits)

Self-directed Project
(15 credits)

Story and Metaphor in Therapeutic Process (15 credits)

Working Effectively with Couples as a Counsellor or Psychotherapist
(15 credits)

	<p>Working Therapeutically with Systems (Families, Groups and Relationships)</p> <p>(15 credits)</p>
	<p>Inclusive Gestalt Clinical Competencies and Contribution to Society 3</p> <p>(30 credits)</p>

16. Programme-specific support for learning

Teaching, learning, and assessment are designed to be inclusive and responsive, enabling a wide range of learners to engage effectively and progress successfully through the programme. Metanoia is committed to inclusive practice and to the continual development of teaching and learning approaches that support accessibility, depth of learning, and professional formation.

Students are supported through a combination of regular small-group teaching and structured tutorial provision. One-to-one and group tutorials take place at key points throughout each year, with designated tutors offering academic guidance, developmental support, and early signposting to additional resources where needed. This tutorial structure supports students in maintaining a secure learning trajectory across academic, professional, and personal dimensions of training.

The programme is further supported by a dedicated academic coordinator and a specialist Clinical Placement Team, who provide guidance and oversight for both in-house placements at the Metanoia Counselling and Psychotherapy Service (MCPS) and external placement activity. This ensures students are appropriately supported in integrating academic learning with clinical practice.

Students also have full access to Metanoia's Student Support Services, including the Learning Support and Wellbeing Team (for disability and wellbeing-related needs), academic skills and academic communication support, careers guidance, and library services. These teams work closely with programme staff to embed support within the learning experience. Academic writing support is available through dedicated resources and workshops.

Learning is supported by a specialist on-site reference library and access to a wide range of online journals and learning platforms. A dedicated virtual learning environment is provided

via Moodle, with programme- and year-specific pages offering access to teaching materials, learning resources, and communication spaces.

Metanoia Institute's and Middlesex University's Student Protection Plans can be accessed here: [Student Protection Plan](#)

17. HECos code(s)

100254 (Psychotherapy)

18. Relevant QAA subject benchmark(s)

QAA Counselling and Psychotherapy 1, 2, 3 and 4

19. University Regulations

This programme will run in line with general University Regulations: [Policies | Middlesex University](#)

20. Reference points

QAA Subject Benchmark Statement: Counselling and Psychotherapy
QAA Framework for Higher Education Qualifications (FHEQ)
UK Quality Code for Higher Education 2018 <https://www.qaa.ac.uk/en/quality-code>
UKCP Standards of Education and Training (2019) - The Minimum Core Criteria - Psychotherapeutic Counselling with Adults
HIPC-Specific Standards of Education and Training - January 2023
SCoPEd Framework: A shared framework for the scope of practice and education for counselling and psychotherapy with adults - January 2022
Metanoia Institute Education Strategy 2025

21. Methods for evaluating and improving the quality and standards of learning

The quality and standards of learning are monitored and enhanced through a range of internal and external processes operating within institutional, professional, and academic frameworks. All programmes operate within the Institute's quality assurance and enhancement structures, including regular monitoring of programme and module delivery,

annual monitoring and enhancement review processes, and oversight through Boards of Studies with student representation.

Student feedback is actively sought and utilised through multiple channels, including regular informal feedback during teaching, structured feedback forms, Programme Voice Groups, and institutional surveys conducted during the programme lifecycle. Feedback is reviewed systematically by programme teams and informs ongoing curriculum development, teaching approaches, and resource allocation.

Programme teams engage in regular teaching team meetings to review completed teaching units, plan forthcoming delivery, and share learning, resources, and good practice across programmes. Staff contribute to cross-institute module design teams during programme review, revalidation, and curriculum development processes, supporting consistency, coherence, and innovation across pathways.

Academic staff performance and development are supported through annual appraisal and review processes, peer observation of teaching, and structured observation by the Head of Programme, with written and verbal feedback provided. Staff are encouraged to engage in continuing professional development, including participation in external staff development activities and the opportunity to complete the PGCert HE in Counselling and Psychotherapy Learning and Development.

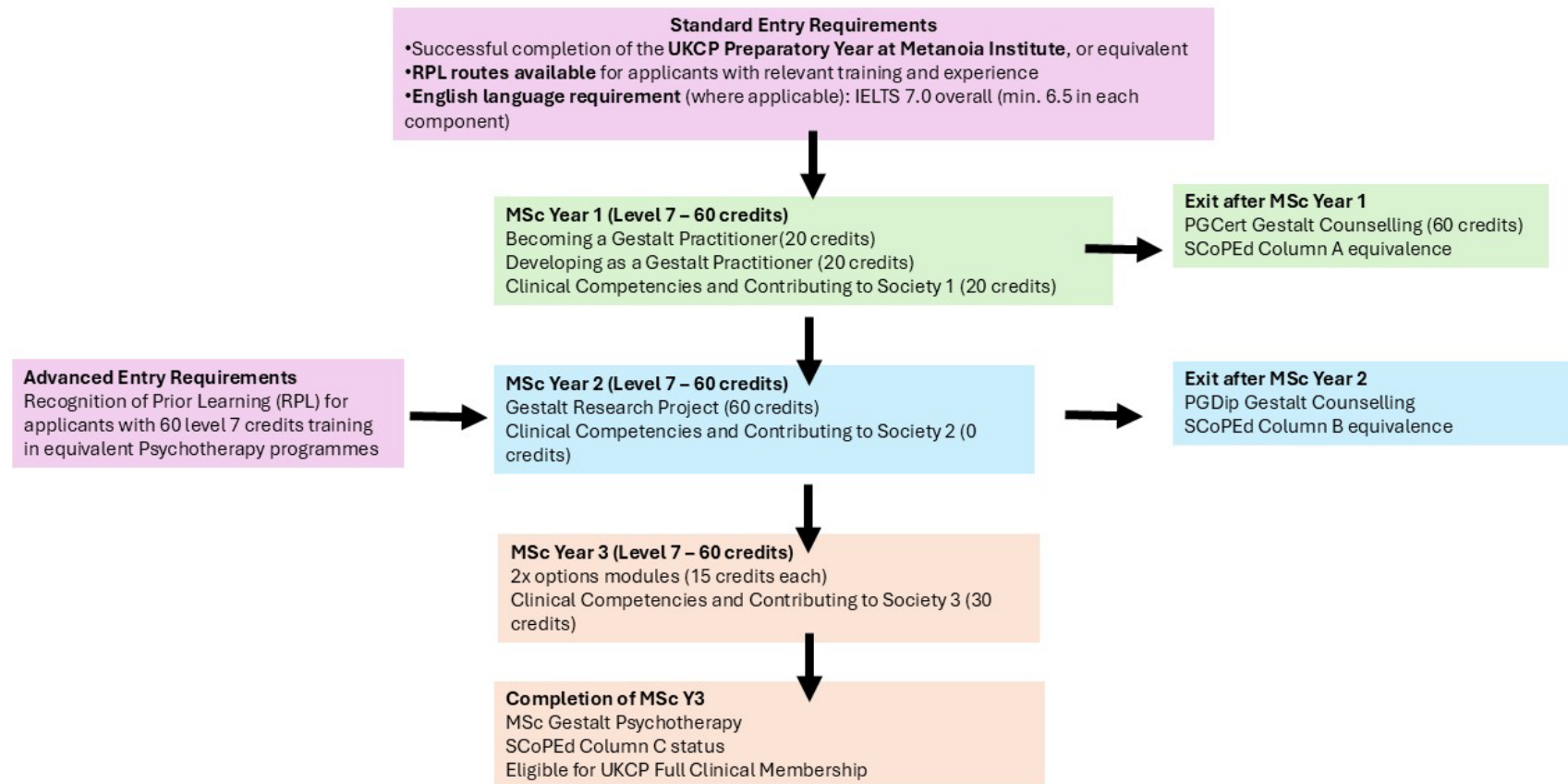
Academic standards are safeguarded through external examining processes, including moderation of summative assessments, consideration of External Examiner reports, and formal responses to recommendations. Programmes are also subject to periodic external review and reaccreditation by relevant professional bodies (e.g. UKCP quinquennial reaccreditation), with requirements embedded into curriculum design and assessment practices. Where applicable, additional pathway-specific external scrutiny (such as dissertation review and viva observation) further ensures rigour, consistency, and alignment with professional standards.

22. Other information *(if applicable)*

Students will self-fund personal therapy, supervision, and we recommend Information Commissioner's Office (ICO) membership

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Programme Structure Diagram



23. Curriculum map for MSc in Gestalt Psychotherapy

23a Programme learning outcomes

NB. T = Taught, D = Developed, A = Assessed

Programme Learning Outcome	Graduate Attributes Linked	Y1 Mod 1	Y1 Mod 2	Y1 Mod 3 (CC)	Y2 Mod	Y2 Mod 2 (CC)	Y3 Mod 1 (CC)
A. Knowledge & Understanding							
1. The core theory and development of Gestalt psychotherapy, including its philosophical foundations, key concepts, current debates, and areas of challenge and critique, and the capacity to engage with this knowledge in a thoughtful, questioning, and reflective manner.	Synthesises Information; Appraises Sources and Contexts	T	T/D	D/A	D/A	D/A	D/A
2. The wider field of psychotherapy, with an understanding of how Gestalt psychotherapy relates dialogically to other therapeutic	Appraises Sources and Contexts;	T/A	T/D/A	D/A	D	D/A	D/A

Programme Learning Outcome	Graduate Attributes Linked	Y1 Mod 1	Y1 Mod 2	Y1 Mod 3 (CC)	Y2 Mod	Y2 Mod 2 (CC)	Y3 Mod 1 (CC)
approaches, supporting reflective, ethically grounded, and contextually responsive practice with a diverse range of clients.	Relational Skills and Awareness						
5. The clinical and professional competencies required for Gestalt psychotherapy practice, including ethical awareness, boundary responsibility, and an understanding of the therapeutic relationship as central and co-created.	Self-Awareness and Reflexivity; Demonstrates Ethical & Critical Use of Technology and AI	T/A	T/D	D/A	D	D/A	D/A
6. Online and telephone psychotherapy, with an understanding of how Gestalt principles such as presence, contact, and awareness are enacted in mediated forms of practice, alongside the ethical considerations and limitations involved.	Demonstrates Ethical & Critical Use of Technology and AI	T	T/D	D/A	D	D/A	D/A
7. The use of digital tools in academic and clinical contexts,	Demonstrates Ethical and Critical	T	T/D	D/A		D/A	D/A

Programme Learning Outcome	Graduate Attributes Linked	Y1 Mod 1	Y1 Mod 2	Y1 Mod 3 (CC)	Y2 Mod	Y2 Mod 2 (CC)	Y3 Mod 1 (CC)
with a critical awareness of ethical issues, professional responsibility, and the appropriate use of artificial intelligence in ways that support, rather than replace, relational therapeutic work.	Use of Technology and AI Synthesises Information						
5. Professional identity and career pathways in UKCP-registered psychotherapy, including the professional, ethical and equality, diversity and inclusion competencies of the PCPB SCoPEd framework, UKCP standards, membership routes, and the responsibilities of contemporary practice.	Works Collaboratively Relational Skills and Awareness Socially Responsible Is a Lifelong Professional Learner	T/A	T/D/A	T/D/A	D	D/A	D/A
B Skills							

Programme Learning Outcome	Graduate Attributes Linked	Y1 Mod 1	Y1 Mod 2	Y1 Mod 3 (CC)	Y2 Mod	Y2 Mod 2 (CC)	Y3 Mod 1 (CC)
Use awareness of self as a therapeutic tool, demonstrating reflexive attention to embodied experience, values, and responses in contact with clients and others.	Self-Awareness and Reflexivity	T/A	T/D	D/A	D	D/A	D/A
2. Evidence the ability to work relationally within the co-created therapeutic relationship, recognising intersubjectivity and the mutual influence of therapist, client, and context.	Relational Skills and Awareness; Works Collaboratively	T	T/D	D/A	D	D/A	D/A
3. Evidence the ability to work safely and effectively with conflict, rupture, and repair within the therapeutic relationship, supporting relational learning and therapeutic change.	Self-Awareness and Reflexivity Relational Skills and Awareness	T	T/D	D/A	D	D/A	D/A
4. Apply developmental and attachment-informed understanding within a Gestalt framework to respond sensitively to relational, emotional, and	Synthesises Information	T	T/A	D/A	D		

Programme Learning Outcome	Graduate Attributes Linked	Y1 Mod 1	Y1 Mod 2	Y1 Mod 3 (CC)	Y2 Mod	Y2 Mod 2 (CC)	Y3 Mod 1 (CC)
interpersonal difficulties in clinical practice.							
5. Support, contain, and work creatively with intense emotional experience, using Gestalt interventions that attend to pacing, safety, and relational support.	Relational Skills and Awareness	T/D	T/D	D/A	D	D/A	D/A
6. Engage in reflection-in-action and reflection-on-action, making effective use of supervision, feedback, and self-reflection to support ethical and responsive practice.	Self-Awareness and Reflexivity	T/A	T/D	T/D/A	D	D/A	D/A
7. Integrate theory, research, and clinical experience to inform assessment, ethical decision-making, and relationally responsive Gestalt psychotherapy practice	Communicates Clearly	T	T/D	D/A	D/A	D/A	D/A

Programme Learning Outcome	Graduate Attributes Linked	Y1 Mod 1	Y1 Mod 2	Y1 Mod 3 (CC)	Y2 Mod	Y2 Mod 2 (CC)	Y3 Mod 1 (CC)
9. Critically evaluate and synthesise Gestalt-informed clinical and academic thinking, drawing on phenomenological and dialogic perspectives to produce coherent written and verbal accounts that engage ethically with research, recognise the complexity and situated nature of psychotherapy practice, and apply learning to clinical and professional contexts.	Is Research Literate Synthesises Information Appraises Sources and Contexts				T/D/A		
10. Critically reflect on personal and professional positionality, including cultural context and lived experience, and engage thoughtfully with dynamics of power, privilege, and marginalisation, recognising their influence on the relational field, therapeutic process, and clinical responsibility, to support open, respectful, and non-defensive engagement in practice.	Self-Awareness and Reflexivity Socially Responsible	T/A	T/D/A	D	D/A	D/A	D/A
10. Apply advanced Gestalt psychotherapy skills with sensitivity and clinical judgement, integrating awareness,	Demonstrates Social and	T	T/D	D/A	D	D/A	D/A

Programme Learning Outcome	Graduate Attributes Linked	Y1 Mod 1	Y1 Mod 2	Y1 Mod 3 (CC)	Y2 Mod	Y2 Mod 2 (CC)	Y3 Mod 1 (CC)
phenomenological inquiry, relational dialogue, and field-informed practice within complex therapeutic situations.	Systemic Awareness						