

Programme Specification

1.	Programme title	MSc Integrative Psychotherapy: A Transtheoretical Approach
2.	Awarding institution	Middlesex University
3a	Teaching institution	Metanoia Institute
3b	Language of study	English

4a	Valid intake dates and mode of study
	September

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
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7. Final qualification(s) available
MSc Integrative Psychotherapy: a Transtheoretical approach Exit awards: PGDip Integrative Counselling: a Transtheoretical Approach PGCert Integrative Counselling: a Transtheoretical Approach

8. Academic year effective from	2026/2027
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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 integrative clinical judgement required for transtheoretical psychotherapy practice. The programme supports the formation of critically reflexive, culturally responsive and relationally grounded psychotherapists, able to draw flexibly and coherently on multiple therapeutic traditions to respond to the complex and diverse needs of clients within contemporary professional contexts.

The programme will:

- Develop integrative clinical thinking and reflexive judgement, enabling students to synthesise knowledge from multiple theoretical traditions and apply it ethically and responsively in clinical practice
- Cultivate relational attunement and presence, supporting authentic, empathic and co-constructed engagement with clients across diverse presenting concerns
- Support ethical and culturally responsive practice, enabling students to critically consider social, systemic and cultural factors, including power, privilege, non-discrimination and under-representation, within therapeutic work
- Strengthen the integration of theory, research and practice, enabling students to apply transtheoretical principles flexibly and coherently in response to complex clinical presentations
- Foster professional and ethical formation, including accountability, boundaries, and reflective use of self, supervision and personal therapy
- Support the development of an integrated transtheoretical psychotherapist identity, grounded in reflective practice, supervision and ongoing personal and professional development

11. Programme learning outcomes

A Knowledge and Understanding

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

1. The theoretical underpinnings, ongoing landscape, and potential controversies in Integrative psychotherapy, taking a critical approach to this knowledge.
2. A range of psychotherapeutic models and approaches, enabling them to develop a flexible and reflexive approach to practice with a range of clients.
3. The clinical, practice-based competencies required to be an ethical psychotherapist.
4. The role of social and environmental forces such as power and privilege in shaping and contributing to psychotherapy experiences, and how one would work to address these as integrative practitioners.
5. Digital tools, critiquing both the ethical and effective use of artificial intelligence in both academic and clinical work.
6. Career pathways open to them as a counsellor or psychotherapist and how these relate to the regulating bodies.
7. Professional identity 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 completion of this programme the successful student will be able to:

1. Critically analyse and utilise skills of therapeutic awareness of self in engagement with clients and others.
2. Reflexively analyse, and work within intersubjectivity and the co-created nature of the therapeutic relationship, to understand and shape relational and therapeutic dynamics.
3. Critically appraise own skills in working with conflict and rupture safely, fostering repair and therapeutic growth.
4. Critically evaluate developmental concepts in addressing relational and attachment-based challenges in clinical practice.
5. Critically apply and adapt therapeutic approaches to facilitate and/or contain the intense emotions that may emerge within a highly charged therapeutic encounter.
6. Demonstrate sustained, critical reflexivity in both reflection-in-action and reflection-on-action to enhance professional practice.
7. Construct therapeutic formulations that integrate theory, research, and clinical insight to guide and evaluate practice.
8. Critically appraise and apply research methodologies and findings to inform evidence-based psychotherapeutic practice.

9. Select, synthesise and critically evaluate evidence and arguments from diverse sources to construct sustained and coherent arguments informed by current research developments.
10. Critically reflect on personal positionality, intersectionality and cultural context, and evaluate systemic dynamics of privilege, discrimination and under-representation, analysing how these shape clients, therapists and the therapeutic relationship.

12. Teaching/learning methods

Students gain knowledge and understanding through:

- Face to face contact with both generalist and modality specialist tutors to give access to a range of perspectives. This will enable them to construct complex knowledge and understanding as expected of Level 7
- Regular group tutorials with a modality specialist tutor to deepen understanding, broaden perspectives and contextualise ideas within their modality
- Regular 1:1 clinical tutorials with a modality specialist tutor to ensure constant links between their growing knowledge and understanding from modules and their ongoing development as a clinician
- Online lectures by visiting lecturers who specialise in areas of psychotherapy that are cross modal and of importance in the current landscape. For example, gender, race, discrimination, sustainability.
- Gap tasks and collaboration to deepen understanding between contacts with tutors.
- Optional modules in the final year that are carefully designed to enable students to specialise in an area in preparation for the next steps in their career

Students learn skills through:

- Working in small seminar groups with a consistent tutor and peer group each semester to safely practice and unpick skills
- Triad work to practice their skills with peers
- Group Process - 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.
- Dedicated module (Integrating Research and Practice in Psychotherapy) to develop social science research skills relevant to an early-career Psychotherapist
- Research learning outcomes in earlier modules to prime research skills
- Positionality, cultural humility and intersectionality as ongoing themes through all modules
- Formative assessment opportunities to develop the skills needed to plan and produce a sustained and coherent argument

Relational approach:

Our programme is designed to strike a balance between small group, face-to-face provision and the benefits of exposure to multiple perspectives through contact with a range of academics and peers. Psychotherapy education is designed to deeply develop its students though, so our approach remains relational throughout. Students have a modality

base group and tutor, who they connect with throughout each year, to enhance belonging and to create continual links back to their modality after cross modality provision. Our distance modules are also relational in nature, beginning with carefully designed sessions to create connections and encourage relational interactions online. Our distance modules are designed with gaps between online contact in which students engage in group or individual tasks, which are then brought back to the group to explore and discuss in a relational manner.

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 linked to the Transtheoretical integrative philosophy. Students are trained to approach clinical inquiry through methodologies that accommodate the complexities of integrating diverse theoretical models.

- **Core Methodological Approach:** The curriculum prioritises pluralistic methodologies and comparative case study analysis, acknowledging the therapist's capacity to synthesize diverse clinical data as an essential tool for investigation.
- **Integrating Theory and Practice:** Students are supported in developing a practice where the critical appraisal of evidence informs complex, integrative therapeutic decision-making.
- **Reflexive Inquiry:** A central pillar is the use of systematic reflexivity, ensuring that the student's integration of different theories is both ethically sound and conceptually coherent.
- **Contribution to the Field:** The research project (60 credits) requires an original inquiry that contributes to the advancement of knowledge within Transtheoretical psychotherapy.

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.

	MSc1 (PT – 60 credits)	MSc2 (PT – 60 credits)	MSc3 (PT – 60 credits)
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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)	111	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>
13c Placement and work experience opportunities (if applicable)

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

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 Trans-theoretical 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 Integrating Research and Practice in Psychotherapy 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

Identity and Relationality in Integrative Trans-theoretical Practice (20 credits)

Developing Trans-theoretical Integrative practice (20 credits)

Inclusive Transtheoretical Clinical Competencies and Contribution to Society 1 (20 credits)

Integrating Research and Practice in Psychotherapy (60 credits)

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

Inclusive Transtheoretical 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)	Identity and Relationality in Integrative Transtheoretical Practice (20 credits)	Developing Transtheoretical Integrative practice (20 credits)
	Inclusive Transtheoretical Clinical Competencies and Contribution to Society 1 (20 credits)	

	Autumn Semester 1	Spring Semester 2
Level 7 (Year 2)	Integrating Research and Practice in Psychotherapy (60 credits)	
	Inclusive Transtheoretical 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> <p>Belonging and Identity: Using Story, Myth and Metaphor to enhance practice (15 credits)</p> <p>Creative Writing for Therapeutic Purposes (15 credits)</p> <p>Expressive and Creative Therapies in Practice (15 credits)</p> <p>Introduction to Creative Therapies (15 credits)</p> <p>Preparing a Doctoral Proposal (15 credits)</p> <p>Preparing for Private Practice</p>	

	<p>(15 credits)</p> <p>Self-directed Project (15 credits)</p> <p>Story and Metaphor in Therapeutic Process (15 credits)</p> <p>Working Effectively with Couples as a Counsellor or Psychotherapist (15 credits)</p> <p>Working Therapeutically with Systems (Families, Groups and Relationships) (15 credits)</p>
	<p>Inclusive Transtheoretical Clinical Competencies and Contribution to Society 3 (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.

17. HECos code(s)	100254 (Psychotherapy)
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18. Relevant QAA subject benchmark(s)	QAA Counselling and Psychotherapy 1, 2, 3 and 4
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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.

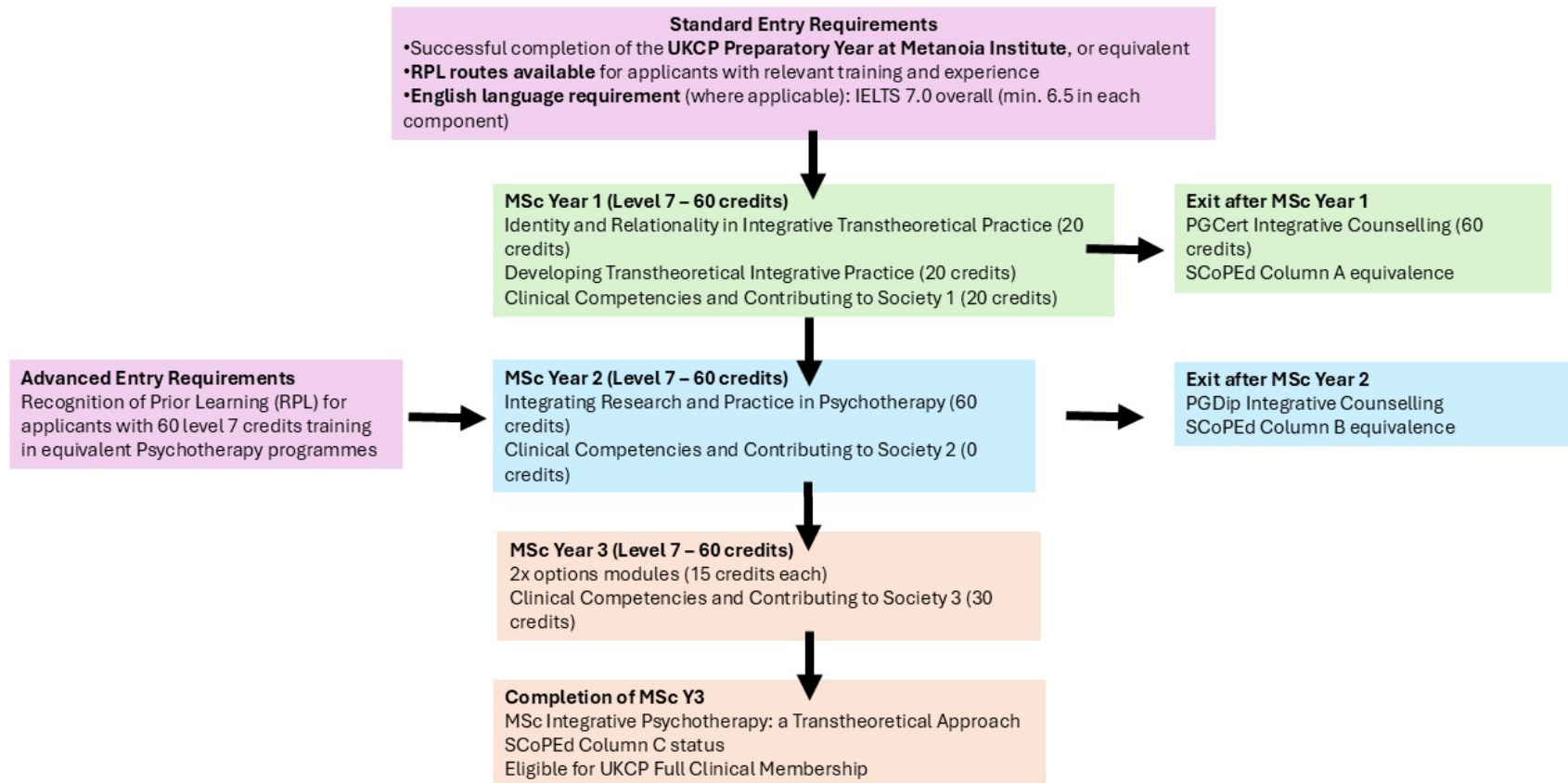
Academic standards are safeguarded through external examining processes, including moderation of summative assessments, consideration of External Examiner reports, and formal responses to recommendations. Programmes are also subject to periodic external review and reaccreditation by relevant professional 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 Integrative Psychotherapy: a Transtheoretical Approach

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 and Understanding On completion of this programme the successful student will have knowledge and understanding of:							
1. The theoretical underpinnings, ongoing landscape, and potential controversies in Integrative psychotherapy, taking a critical approach to this knowledge.	Information synthesis and integration	T / A	T / A		D		
2. A range of psychotherapeutic models and approaches, enabling them to develop a flexible and reflexive approach to practice with a range of clients.	Socially responsible	T / A	T / A				
3. The clinical, practice-based competencies required to be an ethical psychotherapist	Relational skills and awareness	T / A	T / A	T / A	D	D / A	D / A

4. The role of social and environmental forces such as power and privilege in shaping and contributing to psychotherapy experiences, and how one would work to address these as integrative practitioners.	Demonstrates social and systemic awareness	T / A	T / A		D / A		
5. Digital tools, critiquing both the ethical and effective use of artificial intelligence in both academic and clinical work.	Demonstrates ethical and critical use of technology and AI		T	T/A	D		
6. Career pathways open to them as a counsellor or psychotherapist and how these relate to the regulating bodies	Is a lifelong professional learner		T	T/A		D/A	D/A
7. Professional identity 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. (clinical practice competencies)	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							

On completion of this programme the successful student will be able to:							
1. Critically analyse and utilise skills of therapeutic awareness of self in engagement with clients and others (graduate attribute- self awareness and reflective capacity)	Self-awareness and reflective capacity	T / A	T / A	T / A		D / A	D / A
2. Reflexively analyse, and work within intersubjectivity and the co-created nature of the therapeutic relationship, to understand and shape relational and therapeutic dynamics (Self- awareness and reflective capacity)	Self-awareness and reflective capacity; Works Collaboratively	T	T/D	D/A	D	D/A	D/A
3. Critically appraise own skills in working with conflict and rupture safely, fostering repair and therapeutic growth (self-awareness and reflective capacity)	Self-awareness and reflective capacity	T	T	T / A		D / A	D / A
4. Critically evaluate developmental concepts in addressing relational and attachment-based challenges in clinical practice.	Information synthesis and integration		T / A				
5. Critically apply and adapt therapeutic approaches to	Information synthesis and integration	T/D	D	D/A	D	D/A	D/A

facilitate and/or contain the intense emotions that may emerge within a highly charged therapeutic encounter.							
6. Demonstrate sustained, critical reflexivity in both reflection-in-action and reflection-on-action to enhance professional practice.	Works collaboratively		T / A	T / A	D	D / A	D / A
7. Construct therapeutic formulations that integrate theory, research, and clinical insight to guide and evaluate practice	Information synthesis and integration	T	T		D / A		
8. Critically appraise and apply research methodologies and findings to inform evidence-based psychotherapeutic practice.	Research literacy	T/A			T / A		
9. Select, synthesise and critically evaluate evidence and arguments from diverse sources to construct sustained and coherent arguments informed by current research developments.	Research literacy	T/A			T / A		
10. Critically reflect on personal positionality, intersectionality and cultural context, and evaluate systemic dynamics of privilege, discrimination and	Demonstrates social and systemic awareness		T	T/A		D / A	D / A

under-representation, analysing how these shape clients, therapists and the therapeutic relationship.							
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