

Programme Specification

1.	Programme title	MSc Person-Centred Psychotherapy		
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	
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 Person-Centred Psychotherapy Exit awards: PGDip Person-Centred Counselling PGCert Person-Centred Counselling				

8. Academic year effective from	2026/2027
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9. Criteria for admission to the programme
<ul style="list-style-type: none"> • 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
<p>The aim of the programme is to support and facilitate the development of self-directed person-centred practitioner-researchers. The programme nurtures empathic, unconditionally regarding psychotherapists who live more authentically, peacefully, and in harmony with themselves, with others, and with the natural world, and who engage ethically and reflexively with clients and the wider professional and social context.</p> <p>The programme will:</p> <ul style="list-style-type: none"> • Cultivate empathic and unconditional regard, enabling students to approach themselves and others with acceptance, openness and non-judgmental presence • Foster self-directed learning and reflexivity, supporting ongoing personal and professional growth through critical reflection, supervision, and engagement with research • Develop relational attunement and authentic presence, enabling students to co-create therapeutic relationships that are respectful, responsive, and empowering • Integrate theory, research and practice, supporting students to apply person-centred principles flexibly and coherently across diverse clinical and community contexts • Support ethical and socially responsible practice, encouraging students to engage with cultural, social, and environmental considerations in their work • Strengthen the formation of a person-centred professional identity, grounded in reflective practice, personal development, and commitment to living more authentically, peacefully, and in harmony with themselves, others, and the natural environment

11. Programme learning outcomes
A Knowledge and Understanding

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

1. Themselves as authentic, responsible, reflexive self-directed individuals and person-centred practitioner-researchers.
2. The philosophical, theoretical and political underpinnings, ongoing landscape, debates and growing edges of Person-Centred approaches, with a reflexive and critical approach to this knowledge.
3. A range of Person-Centred approaches, enabling them to establish, maintain and develop empathic and unconditionally regarding, flexible and reflexive relationships with themselves, others.
4. The differences between Person-Centred approaches and other approaches, critically evaluating this radical and revolutionary non-directive approach to psychotherapy, learning and living, and reflecting on the contrast with diagnostic models and the language of psychopathology.
5. The ways power, privilege, oppression, marginalisation and other social and environmental forces are experienced by themselves and others in training, in the therapeutic relationship, in workplaces and beyond and how we as person-centred practitioners might work to address this.
6. Research methodologies, research design and implementation as an ethical, reflexive person-centred practitioner-researcher.
7. Digital tools in psychotherapy, critically examined through a Person-Centred philosophical, ethical, political, and environmental lens.
8. 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 completion of this programme the student will be able to:

1. Critically and reflexively assess own skills and values as a responsible and reflexive self-directed person-centred practitioner-researcher.
2. Critically and reflexively assess their ability to establish, maintain and develop a therapeutic relationship that facilitates the client's process of self-actualisation.
3. Assess their personal congruence and expression of authenticity in their own life, and their ability to establish, maintain and develop an authentic relationship with others.
4. Assess their ability to establish, maintain and develop an empathic and unconditionally regarding relationship with themselves and others.

5. Critically reflect on their personal positionality, intersectionality, and cultural context and how this relates to their ability to be in relationship with themselves, others and the natural world.
6. Critically engage with research as both consumers and creators, to inform and enhance learning, self-development and practice.

12. Teaching/learning methods

Students gain knowledge and understanding through:

- Self-directed enquiry as individuals and as a peer group
- Rigorous self-assessment, the giving and receiving of tutor and peer feedback, and critical reflection on that feedback for future learning direction
- Engagement with a range of learning resources related to the theoretical works of Carl Rogers and other person-centred and experiential theoreticians
- Engagement with a range of learning resources related to power, privilege, oppression, marginalisation, intersectionality, and cultural context
- The application of the person-centred relationship conditions and critical reflection on this experience
- Supervised practice of person-centred relationships with clients.
- Face to face contact with modality specialist tutors. This will enable them to construct complex knowledge and understanding as expected of Level 7
- Experience of self-development in different settings – self-designed and chosen activities, seminar groups, personal development groups, large encounter group, individual therapy, individual supervision
- Regular group seminars 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 Person-Centred practitioner
- Online lectures by visiting lecturers who specialise in areas of psychotherapy that have been identified by students and staff as areas they would like to learn and experience more about.
- Self-directed CPD choices
- Optional Person-Centred modules in the final year that are carefully designed to enable students to broaden and deepen their Person-Centred practice.

Students learn skills through:

- Self-directed enquiry as individuals and as a peer group.
- The concrete application of the conditions and critical reflection on this experience
- Experience of working in small seminar groups with a consistent modality specialist tutor and peer group each year to safely practice and reflect on their ability to be authentic and in an empathic and unconditionally regarding relationship with self and others.
- Experience of empathy labs, triad work and 'goldfish bowls' with peers
- supervised practice of person-centred relationships with clients.
- Group Process in small groups and large encounter group. 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.

- Solidarity Circles in small and large groups.
- Dedicated module (Person-Centred Research Project) to develop research skills relevant to an early-career practitioner-researcher.

Person-Centred approach:

Our programme is based upon the person-centred approach which applies to learning as well as to psychotherapy. We are committed to a self-guided way of learning on the basis of empowerment and the 'freedom to learn' as postulated by Carl Rogers and to self-evaluation while meeting the requirements within professional and institutional frameworks. We recognise the potential tensions and incongruences that may arise from this approach and will critically reflect on these as a learning community. This programme was put together using person-centred teaching and learning principles from Freedom to Learn (Rogers, 1983), Learning and Being in Person-Centred Counselling (Merry, 2020), Art Therapy: The Person Centred Way (Silverstone, 1993) and The Humanistic Psychology of Carl Rogers (Joseph, 2025).

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 Person-Centred philosophy. Students are trained to approach clinical inquiry through methodologies that are congruent with the non-directive, empathic nature of the approach.

- **Core Methodological Approach:** The curriculum prioritises empathic inquiry and heuristic methods, acknowledging the therapist's internal frame of reference as an essential tool for clinical and scholarly investigation.
- **Integrating Theory and Practice:** Students are supported in developing a practice where the critical appraisal of literature informs their ongoing presence and development.
- **Reflexive Inquiry:** A central pillar is the use of systematic reflexivity, where students interrogate their own processes, ensuring that their work remains grounded in the core conditions and the Person-Centred tradition.
- **Contribution to the Field:** The research project (60 credits) requires an original inquiry that contributes to the advancement of knowledge within Person-Centred 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)
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

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.

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.

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.

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

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)
<p>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.</p>
13d Future careers / progression
<p>Graduates can continue their studies via a Doctorate in Psychotherapy either with Metanoia, or elsewhere.</p> <p>Students can elect to take the Private Practice Option Module in MSc 3. Additional career support is provided by Metanoia's Careers Officer.</p>

14. Assessment methods
<p>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.</p> <p>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.</p> <p>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.</p> <p>The Inclusive Person-Centred 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.</p> <p>In the Person-Centred Research Project 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.</p> <p>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</p>

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

Me in the Person-Centred Approach (20 credits)

My Person-Centred Approach (20 credits)

Inclusive Person-Centred Clinical Competencies and Contribution to Society 1 (20 credits)

Person-Centred Research Project (60 credits)

Inclusive Person-Centred Clinical Competencies and Contribution to Society 2 (0 credits)

Inclusive Person-Centred 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)	Me in the Person-Centred Approach (20 credits)	My Person-Centred Approach (20 credits)
Level 7	Inclusive Person-Centred Clinical Competencies and Contribution to Society 1 (20 credits)	

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

	Autumn Semester 1	Spring Semester 2
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Level 7 (Year 3)	<p>Choose at least two from the following:</p> <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 (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>
Level 7	<p>Inclusive Person-Centred 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
<ul style="list-style-type: none">• 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

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.

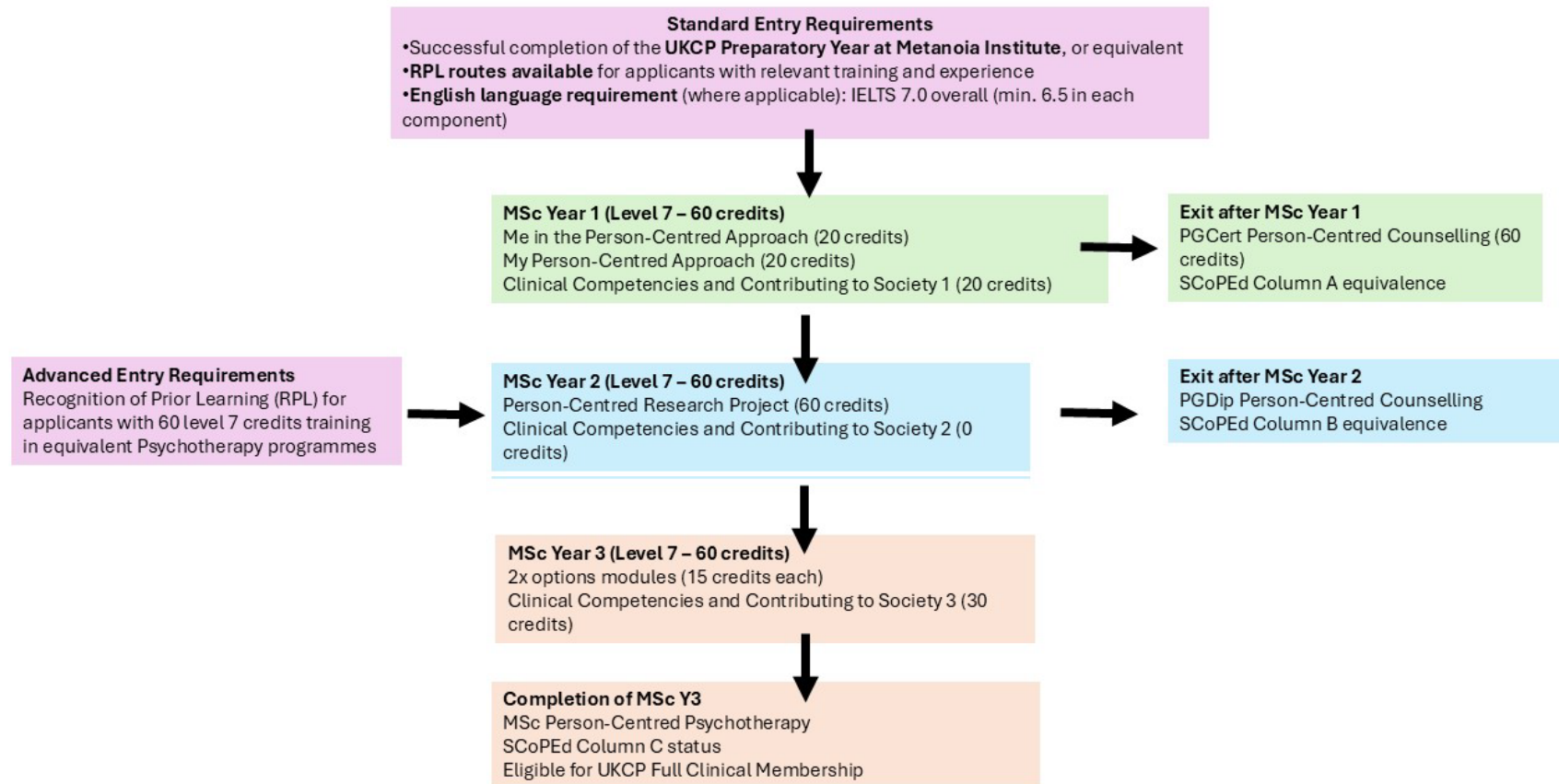
Academic standards are safeguarded through external examining processes, including moderation of summative assessments, consideration of External Examiner reports, and formal responses to recommendations. Programmes are also subject to periodic external review and reaccreditation by relevant professional 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 Person-Centred 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)
Themselves as authentic, responsible, reflexive self-directed individuals and person-centred practitioner-researchers.	Socially Responsible	T/A	T/D/A			D/A	D/A
The philosophical, theoretical and political underpinnings, ongoing landscape, debates and growing edges of Person-Centred approaches, with a reflexive and critical approach to this knowledge.	Appraises Sources and Contexts	T/A	T/D/A		D/A		
A range of Person-Centred approaches, enabling them to establish, maintain and develop empathic and unconditionally regarding, flexible and reflexive relationships with themselves, others.	Self-Awareness and Reflexivity	T/A	T/D/A				
The differences between Person-Centred approaches and other approaches, critically evaluating this radical and revolutionary non-directive approach to psychotherapy, learning and living, and reflecting on the contrast with diagnostic models and the language of psychopathology.	Communicates Clearly	T/A	T/D/A		D/A		
The ways power, privilege, oppression, marginalisation and other social and environmental forces are experienced by themselves and others in training, in the therapeutic relationship, in workplaces and beyond and how we as person-centred practitioners might work to address this	Social and Systemic Awareness	T/A	T/D/A		D/A	D/A	D/A
Research methodologies, research design and implementation as an ethical, reflexive person-centred practitioner-researcher	Is Research Literate		T/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)
Digital tools in psychotherapy, critically examined through a Person-Centred philosophical, ethical, political, and environmental lens.	Demonstrates Ethical and Critical Use of Technology and AI Synthesises Information	T	T/D	T/D/A		D/A	D/A
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
Critically and reflexively assess own skills and values as a responsible and reflexive self-directed person-centred practitioner-researcher.	Socially Responsible	T/A	T/D/A		D/A	D/A	D/A
Critically and reflexively assess their ability to establish, maintain and develop a therapeutic relationship that facilitates the client's process of self-actualisation.	Self-Awareness and Reflexivity	T/A	T/D/A			D/A	D/A
Assess their personal congruence and expression of authenticity in their own life, and their ability to establish, maintain and develop an authentic relationship with others.	Self-Awareness and Reflexivity	T/A	T/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)
Assess their ability to establish, maintain and develop an empathic and unconditionally regarding relationship with themselves and others.	Self-Awareness and Reflexivity	T	T/D/A			D/A	D/A
Critically reflect on their personal positionality, intersectionality, and cultural context and how this relates to their ability to be in relationship with themselves, others and the natural world.	Demonstrates Social and Systemic Awareness	T/A	T/D/A		D/A	D/A	D/A
Critically engage with research as both consumers and creators, to inform and enhance learning, self-development and practice	Research Literacy, Ethics and Application		T/D		D/A		