Programme Specification

1.	**Programme title**	MSc Transactional Analysis 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 (Integrative pathway) 4 years (CTA pathway)

4c	**Delivery method**	On-campus/Online

5. Professional/Statutory/Regulatory body (if applicable)
UK Council for Psychotherapy (UKCP) European Association for Transactional Analysis (EATA) registration as Certified Transactional Analyst CTA(P) (for the CTA pathway)

6.	**Apprenticeship Standard** (if applicable)	n/a

7. Final qualification(s) available
MSc Transactional Analysis Psychotherapy (Integrative) MSc Transactional Analysis Psychotherapy (CTA) Exit awards: PG Diploma in Transactional Analysis Counselling PG Certificate in Transactional Analysis Counselling

8. Academic year effective from	2026/27

9. Criteria for admission to the programme
• Completion of the Integrative Humanistic Psychotherapy Studies UKCP Preparatory Year (or equivalent) • Completion of the TA101 – the introduction to Transactional Analysis short course • Student can apply via RPL if they have completed adequate training and have sufficient experience to satisfy criteria (including having been signed off as ready to start a clinical placement)

- Students for whom English is not their first 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/

10a. Aims of MSc Transactional Analysis Psychotherapy (Integrative)

The aim of the programme is to develop the professional capacity, ethical orientation and reflexive clinical judgement required for Transactional Analysis psychotherapy practice. The programme supports the formation of curious, culturally aware and emotionally reflexive psychotherapists, able to work ethically and flexibly with a wide range of clients using a Transactional Analysis approach within contemporary professional contexts.

The programme will:

- Develop advanced understanding of Transactional Analysis theory and philosophy, including core concepts, contemporary developments, and critical debates, enabling students to practise with theoretical rigour and reflexive awareness
- Cultivate therapeutic awareness of self, including ego state awareness and use of self in relationship, to support ethical, attuned and effective engagement with clients
- Strengthen relational and intersubjective practice, enabling students to work skilfully with co-created relational dynamics, including conflict, games, enactments and relational rupture, in ways that promote safety, repair and therapeutic growth
- Support integrative and dialogical clinical thinking, enabling students to relate Transactional Analysis to other psychotherapeutic models and perspectives and to respond flexibly to complex and diverse presentations
- Develop ethical and professional competence, including critical engagement with professional standards, regulatory frameworks, risk, boundaries and accountability within contemporary psychotherapy practice
- Foster critical awareness of social, cultural and systemic context, enabling students to examine how power, privilege, oppression and marginalisation shape therapeutic processes, relationships and outcomes
- Support research literacy and evidence-informed practice, enabling students to integrate research, theory and clinical insight into formulation, intervention and evaluation of practice
- Promote ethical and critical engagement with technology, including digitally mediated psychotherapy and the responsible use of digital tools and generative AI in academic and professional contexts
- Support the formation of a coherent Transactional Analysis psychotherapist identity, grounded in reflective practice, supervision, personal therapy and ongoing professional development

10b. Aims of MSc Transactional Analysis Psychotherapy (CTA)

The aim of the programme is to develop the professional capacity, ethical orientation and reflexive clinical judgement required for Transactional Analysis psychotherapy practice. The programme supports the formation of curious, culturally aware and emotionally reflexive psychotherapists, able to work ethically and flexibly with a wide range of clients using a Transactional Analysis approach within contemporary professional contexts.

The programme will:

- Develop advanced understanding of Transactional Analysis theory and philosophy, including core concepts, contemporary developments, and critical debates, enabling students to practise with theoretical rigour and reflexive awareness

- Cultivate therapeutic awareness of self, including ego state awareness and use of self in relationship, to support ethical, attuned and effective engagement with clients
- Strengthen relational and intersubjective practice, enabling students to work skilfully with co-created relational dynamics, including conflict, games, enactments and relational rupture, in ways that promote safety, repair and therapeutic growth
- Support integrative and dialogical clinical thinking, enabling students to relate Transactional Analysis to other psychotherapeutic models and perspectives and to respond flexibly to complex and diverse presentations
- Develop ethical and professional competence, including critical engagement with professional standards, regulatory frameworks, risk, boundaries and accountability within contemporary psychotherapy practice
- Foster critical awareness of social, cultural and systemic context, enabling students to examine how power, privilege, oppression and marginalisation shape therapeutic processes, relationships and outcomes
- Support research literacy and evidence-informed practice, enabling students to integrate research, theory and clinical insight into formulation, intervention and evaluation of practice
- Promote ethical and critical engagement with technology, including digitally mediated psychotherapy and the responsible use of digital tools and generative AI in academic and professional contexts
- Support the formation of a coherent Transactional Analysis psychotherapist identity, grounded in reflective practice, supervision, personal therapy and ongoing professional development
- Prepare students to meet the formal requirements for CTA accreditation, including engagement with EATA standards and the competencies required for UKCP-registered Transactional Analysis psychotherapy practice

11a. Programme learning outcomes for MSc Transactional Analysis Psychotherapy (Integrative)

Knowledge and Understanding

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

1. Transactional Analysis as a psychotherapeutic modality, including its philosophical foundations, core theoretical concepts, ongoing developments, and potential critiques and controversies within contemporary practice.

2. The relationship between Transactional Analysis and a broad range of psychotherapeutic models and perspectives, enabling a flexible, integrative and dialogical approach to psychotherapy practice.

3. The ethical and clinical responsibilities of psychotherapists, including professional standards, regulatory frameworks, and the requirements for ethical and accountable Transactional Analysis practice.

4. The influence of social, cultural, political and relational contexts—including power, privilege, oppression and marginalisation—on psychotherapeutic processes and outcomes, and their relevance to Transactional Analysis practice.

5. The role of research, evidence-informed practice, and critical inquiry in the development, evaluation and ongoing evolution of Transactional Analysis psychotherapy.

6. The ethical use of digital tools and generative artificial intelligence in academic, professional and clinical contexts, including the opportunities, risks and limitations associated with digitally mediated psychotherapy.

7. 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.

Skills

On completion of this programme the student will be able to:

1. Critically analyse and skilfully utilise therapeutic awareness of self, including ego state awareness, in engagement with clients and others.

2. Reflexively analyse and work within the intersubjective and co-created nature of the therapeutic relationship to understand and shape relational dynamics.

3. Critically appraise and respond to conflict, games, enactments and relational rupture in ways that promote safety, repair and therapeutic growth.

4. Apply and critically evaluate developmental and attachment-based concepts to address relational challenges within Transactional Analysis practice.

5. Facilitate, contain and work therapeutically with intense affect and emotionally charged material arising within the therapeutic encounter.

6. Engage in sustained reflection-in-action and reflection-on-action, making effective use of personal therapy and supervision to support ethical, resilient and competent professional practice.

7. Integrate Transactional Analysis theory, research evidence and clinical insight to inform formulation, intervention and evaluation of practice.

8. Develop and utilise research skills appropriate to an early-career psychotherapist, selecting, synthesising and critically evaluating evidence from diverse sources to construct coherent, sustained and well-reasoned academic and professional arguments.

9. Critically reflect on personal values, assumptions, positionality and intersectionality, and analyse how dynamics of power, privilege and marginalisation shape therapeutic relationships and practice.

10. Apply ethical principles, professional standards and critical judgement to complex clinical situations, including those involving risk, technology, boundaries and competing responsibilities.

11. Evidence advanced Transactional Analysis competencies, including the ability to work effectively with groups, relationships, and community or organisational contexts, and to contribute ethically to collaborative and social innovation initiatives.

11b. Programme learning outcomes for MSc Transactional Analysis Psychotherapy (CTA)

Knowledge and Understanding

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

1. Transactional Analysis as a psychotherapeutic modality, including its philosophical foundations, core theoretical concepts, ongoing developments, and potential critiques and controversies within contemporary practice.

2. The relationship between Transactional Analysis and a broad range of psychotherapeutic models and perspectives, enabling a flexible, integrative and dialogical approach to psychotherapy practice.

3. The ethical and clinical responsibilities of psychotherapists, including professional standards, regulatory frameworks, and the requirements for ethical and accountable Transactional Analysis practice.

4. The influence of social, cultural, political and relational contexts—including power, privilege, oppression and marginalisation—on psychotherapeutic processes and outcomes, and their relevance to Transactional Analysis practice.

5. The role of research, evidence-informed practice, and critical inquiry in the development, evaluation and ongoing evolution of Transactional Analysis psychotherapy.

6. The ethical use of digital tools and generative artificial intelligence in academic, professional and clinical contexts, including the opportunities, risks and limitations associated with digitally mediated psychotherapy.

7. 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.

8. The formal requirements and standards governing the award of Certified Transactional Analyst (CTA) status within the European Association for Transactional Analysis (EATA).

Skills

On completion of this programme the student will be able to:

1. Critically analyse and skilfully utilise therapeutic awareness of self, including ego state awareness, in engagement with clients and others.

2. Reflexively analyse and work within the intersubjective and co-created nature of the therapeutic relationship to understand and shape relational dynamics.

3. Critically appraise and respond to conflict, games, enactments and relational rupture in ways that promote safety, repair and therapeutic growth.

4. Apply and critically evaluate developmental and attachment-based concepts to address relational challenges within Transactional Analysis practice.

5. Facilitate, contain and work therapeutically with intense affect and emotionally charged material arising within the therapeutic encounter.

6. Engage in sustained reflection-in-action and reflection-on-action, making effective use of personal therapy and supervision to support ethical, resilient and competent professional practice.

7. Integrate Transactional Analysis theory, research evidence and clinical insight to inform formulation, intervention and evaluation of practice.

8. Develop and utilise research skills appropriate to an early-career psychotherapist, selecting, synthesising and critically evaluating evidence from diverse sources to construct coherent, sustained and well-reasoned academic and professional arguments.

9. Critically reflect on personal values, assumptions, positionality and intersectionality, and analyse how dynamics of power, privilege and marginalisation shape therapeutic relationships and practice.

10. Apply ethical principles, professional standards and critical judgement to complex clinical situations, including those involving risk, technology, boundaries and competing responsibilities.

11. Evidence advanced Transactional Analysis competencies, including the ability to work effectively with groups, relationships, and community or organisational contexts, and to contribute ethically to collaborative and social innovation initiatives.

12. Teaching/learning methods (shared across both pathways)

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 at 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 consistent 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 e.g. gender, race, oppression and sustainability.
- Online components will include synchronous and asynchronous resources, and interactive tasks hosted on the VLE (Virtual Learning Environment), supporting collaborative and reflective engagement.
- In room teaching will integrate theoretical input with experiential exploration, including group process, skills practice, fish bowl exercises and relevant relational exercises. 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.
- Gap tasks and collaboration to deepen understanding between contacts with tutors.
- Students will be guided towards Adult learning and autonomy through structured resource lists, formative tasks, reflective journaling and practice based activities, supporting higher order skills of analysis, synthesis and integration.
- In MSc 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 research based approaches into their clinical practice.
- Optional modules in the final year that are carefully designed to enable students to specialise in an area for preparation for the next steps in their career (both pathways will undertake one options module).
- For pathway two - specific exam preparation will be provided to support students in writing the 24,000 word dissertation and preparing for the 90 minute viva.

Teaching and assessment are informed by UDL (Universal Design for Learning) principles to welcome diverse learning needs. Adjustments for students with a disability will be provided in line with University policy.

Formative feedback will be embedded through tutorials (group and individual), peer discussions, and professional conversations, enabling students to reflect and improve continuously. Summative assessments

will include essays, presentations, collaborative projects and case study critiques, empathising applied learning and critical engagement.

Research Methodology and Clinical Integration

This programme employs a practitioner-researcher model, where research methodology is inextricably linked to the Transactional Analysis (TA) philosophy. Students are trained to approach clinical inquiry through methodologies that are congruent with the relational and script-based nature of TA.

- **Core Methodological Approach:** The curriculum prioritises relational and script-based inquiry as well as in-depth case study methodologies, acknowledging the therapist's capacity to analyse structural and transactional dynamics as an essential tool for investigation.
- **Integrating Theory and Practice:** Research training is embedded within the clinical obligations and review modules, ensuring that students develop a practice where the critical appraisal of evidence informs their therapeutic work at relational depth.
- **Reflexive Inquiry:** A central pillar is the use of systematic reflexivity, where students interrogate their own process within the transference and counter-transference, ensuring interventions are ethically grounded.
- **Contribution to the Field:** The research project (60 credits) requires an original inquiry that contributes to the advancement of knowledge within Transactional Analysis.

MSc Transactional Analysis Psychotherapy (Integrative)	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

MSc Transactional Analysis Psychotherapy (CTA)	MSc1 (PT – 60 credits)	MSc2 (PT – 60 credits)	MSc3 (PT – 30 credits and first half of 30 credits)	MSc3 (ext.) (PT – second half of 30 credits)
[2]Approx. number of timetabled hours per week (at each level of study, as appropriate), including on-campus and online hours	4	4	3	2
Approx. number of hours of independent study per week (at each level of study, as appropriate)	9	4	4	4
Approx. number of hours on placement (including Clinical Practice, Clinical Supervision and Personal Therapy)	105	320	320	315

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

*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 (shared across both pathways)

13a Development of graduate competencies

The training programme develops graduate attributes emphasising advanced critical thinking, reflexivity, ethical maturity, and integration of theory, research, and clinical practice. Self-awareness and reflective capacity are embedded throughout through experiential learning, reflective writing, supervision, and process analysis, enabling trainees to critically examine personal values, assumptions, unconscious biases, and relational patterns and to integrate this awareness ethically within therapeutic work.

At an academic level, trainees synthesise complex theoretical, philosophical, and empirical material, critically appraise sources within their historical and cultural contexts, and construct sustained, well-evidenced arguments through written and oral assessments. Research literacy is developed to support ethical, evidence-informed clinical decision-making appropriate to early-career psychotherapists, while explicit attention is given to cultural competence, intersectionality, power, and systemic influences on psychological distress, in accordance with UKCP ethical standards.

Collaborative learning, responsible engagement with technology and AI, and a commitment to ongoing supervision and continuing professional development support the formation of autonomous, reflective practitioners prepared for safe, ethical, and socially responsible psychotherapeutic practice.

13b Employability development

Students will be supported through online learning to set up their private practice once they have met the requirements. This will include consideration of advertising, finding a suitable space to work from and working ethically in private practice (with the support of their supervisor).

13c Placement and work experience opportunities (if applicable)

Students on MSc Transactional Analysis Psychotherapy (Integrative) are required to accrue 450 clinical hours before qualification, 160 personal therapy hours plus 75 supervision hours.
Students on MSc Transactional Analysis Psychotherapy (CTA) are required to accrue 750 clinical hours before qualification, including a minimum of 50 hours of clinical work with groups and/or relationships, in addition to 150 supervision hours plus 160 personal therapy hours.

Metanoia has their own placement service, MCPS, which offers the opportunity for a first placement to trainees. The inhouse placement team support students to find suitable external placements in different geographical locations and online.

13d Future careers / progression

Graduates may go on to work in a variety of roles, including:

- Private practice psychotherapy, offering individual, relationship or group therapy using a Transactional Analysis approach
- NHS or third-sector mental health services, subject to local recruitment pathways and role requirements
- Specialist trauma, addiction, relationship or community services, where relational psychotherapy is highly valued
- Organisational, educational or pastoral settings, supporting psychological wellbeing and reflective practice
- Further professional development roles, including supervision training, teaching, consultancy, or leadership within TA communities and psychotherapy training organisations
- Research-informed practice and contribution to the field, through engagement in psychotherapy research, writing, or professional development initiatives

- Continuing their studies via a Doctorate in Psychotherapy either with Metanoia or elsewhere
- For students undertaking the CTA pathway:
    - Further study and advanced clinical application, including opportunities in supervision and teaching.
    - Future attainment of PTSTA (Provisional Training and Supervising Transactional Analyst) status.
    - Teaching and assessing roles within CTA

Additional career support is offered by Metanoia's Career officer.

14. Assessment methods (shared across both pathways)

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 Transactional Analysis 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 Transactional Analysis 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 MSc Transactional Analysis (Integrative)

Belonging, Identity and Diversity in Integrative Transactional Analysis Practice (20 credits)

Developing Practice in Diverse and Ethical Contexts: TA (20 credits)

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

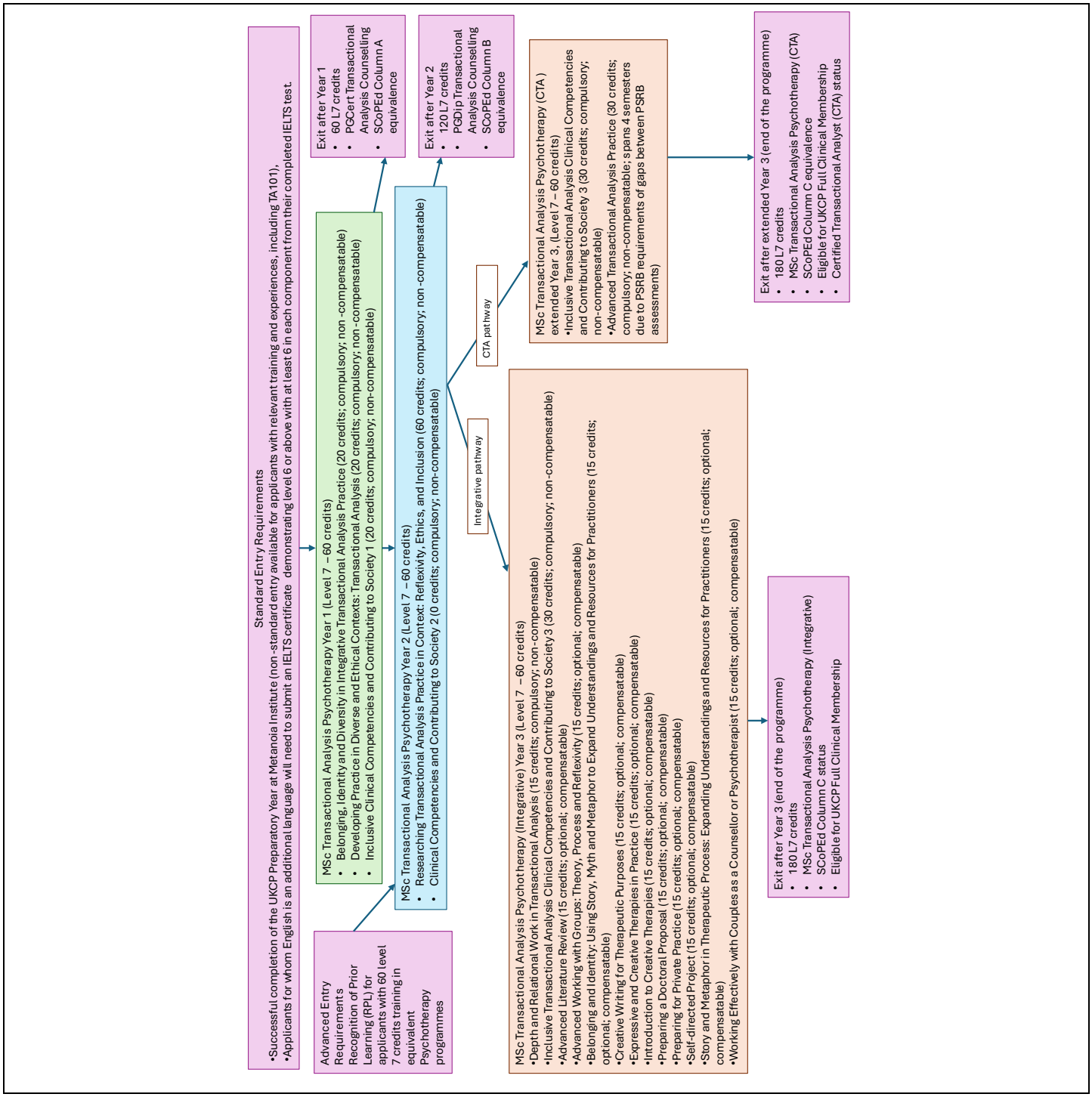
Researching TA Practice in Context: Reflexivity, Ethics, and Inclusion (60 credits)

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

Inclusive TA Clinical Competencies and Contribution to Society 3 (30 credits)
Depth and Relational Work in Transactional Analysis (15 credits)

Non-compensatable modules MSc Transactional Analysis (CTA)
Belonging, Identity and Diversity in Integrative Transactional Analysis Practice (20 credits)
Developing Practice in Diverse and Ethical Contexts: TA (20 credits)
Inclusive TA Clinical Competencies and Contribution to Society 1 (20 credits)
Researching TA Practice in Context: Reflexivity, Ethics, and Inclusion (60 credits)
Inclusive TA Clinical Competencies and Contribution to Society 2 (0 credits)
Inclusive TA Clinical Competencies and Contribution to Society 3 (30 credits)
Advanced Transactional Analysis Practice (30 credits)

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



Indicative Part time structure – September intake

Year 1 (shared for both pathways) Level 7

Module Code	Type	Module Title	Credits at FHEQ Level	Full time /Part time	Semester
1.1	Compulsory	Belonging, Identity and Diversity in Integrative Transactional Analysis Practice	20 at Level 7	Part time	1

1.2	Compulsory	Developing Practice in Diverse and Ethical Contexts: TA	20 at Level 7	Part time	2
1.3	Compulsory	Inclusive TA Clinical Competencies and Contribution to Society 1	20 at Level 7	Part time	1 & 2

Progression requirements – at least 40 credits from year 1
Year 2 (Shared across both pathways) Level 7

Module Code	Type	Module Title	Credits at FHEQ Level	Full time /Part time	Semester
2.1	Compulsory	Researching TA Practice in Context: Reflexivity, Ethics, and Inclusion	60 at Level 7	Part time	1 & 2
2.2	Compulsory	Inclusive TA Clinical Competencies and Contribution to Society 2	0 credits	Part time	1 & 2

Progression requirements – all year 1 credits; completion of Inclusive Transactional Analysis Clinical Competencies and Contribution to Society 2
Year 3 MSc Transactional Analysis Psychotherapy (Integrative) Level 7

Module Code	Type	Module Title	Credits at FHEQ Level	Full time /Part time	Semester
	Compulsory	Depth and Relational Work in Transactional Analysis	15 at level 7	Part time	1
	Compulsory	Inclusive TA Clinical Competencies and Contribution to Society 3	30 at level 7	Part time	1 & 2
	Optional	Students must choose one from the following: Advanced Literature Review in Psychotherapy (15 credits) Advanced Working with Groups: Theory, Process and Reflexivity (15 credits) 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)	15 at level 7	Part time	2

		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) Working Therapeutically with Systems (Families, Groups and Relationships) (15 credits)			

Progression requirements – all year 1 credits; completion of Inclusive Transactional Analysis Clinical Competencies and Contribution to Society 2

Year 3 MSc Transactional Analysis Psychotherapy (CTA) Level 7

Module Code	Type	Module Title	Credits at FHEQ Level	Full time /Part time	Semester
	Compulsory	Inclusive TA Clinical Competencies and Contribution to Society 3	30	Part time	1 & 2
	Compulsory	Advanced Transactional Analysis Practice	30	Part time	1 & 2

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)

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)
- QAA 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
- EATA handbook

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.

Optional for pathway one and compulsory for pathway two:

- EATA membership through IARTA (International Association for Relational TA) or UKATA (UK Association for TA)

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.

23a. Curriculum map for MSc Transactional Analysis Psychotherapy (Integrative)

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

Programme Learning Outcome (PLO)	**Graduate Attribute linked to**	Belonging, Identity and Diversity in Integrative Transactional Analysis Practice	Developing Practice in Diverse and Ethical Contexts: Transactional Analysis	Inclusive TA Clinical Competencies and Contribution to Society 1	Researching TA Practice in Context: Reflexivity, Ethics, and Inclusion	Inclusive TA Clinical Competencies and Contribution to Society 2	Inclusive TA Clinical Competencies and Contribution to Society 3	Depth and Relational Work in Transactional Analysis
K1 Transactional Analysis as a psychotherapeutic modality, including its philosophical foundations, core theoretical concepts, ongoing developments, and potential critiques and controversies within contemporary practice.	Synthesises Information; Appraises Sources and Contexts	T/D/A	T/D	D/A	D/A	D/A	D/A	D/A
K2 The relationship between Transactional Analysis and a broad range of psychotherapeutic models and perspectives, enabling a flexible, integrative and dialogical approach to psychotherapy practice.	Relational Skills and Awareness; Works Collaboratively; Socially Responsible	T	T/D	D	D/A	D	D	D/A
K3 The ethical and clinical responsibilities of psychotherapists, including professional standards, regulatory frameworks, and the requirements for ethical and accountable Transactional Analysis practice.	Self-Awareness and Reflexivity; Demonstrates Ethical and Critical Use of Technology and AI; Is a Lifelong Professional Learner	T/D	T/D	D/A	D/A	D/A	D/A	D/A
K4. The influence of social, cultural, political and relational contexts—including power, privilege, oppression and marginalisation—on	Demonstrates Cultural Humility; Demonstrates Social and	T/D	T/D/A	D/A	D/A	D/A	D/A	D/A

Programme Learning Outcome (PLO)	**Graduate Attribute linked to**	Belonging, Identity and Diversity in Integrative Transactional Analysis Practice	Developing Practice in Diverse and Ethical Contexts: Transactional Analysis	Inclusive TA Clinical Competencies and Contribution to Society 1	Researching TA Practice in Context: Reflexivity, Ethics, and Inclusion	Inclusive TA Clinical Competencies and Contribution to Society 2	Inclusive TA Clinical Competencies and Contribution to Society 3	Depth and Relational Work in Transactional Analysis
psychotherapeutic processes and outcomes, and their relevance to Transactional Analysis practice.	Systemic Awareness							
K5. The role of research, evidence-informed practice, and critical inquiry in the development, evaluation and ongoing evolution of Transactional Analysis psychotherapy.	Is Research Literate; Synthesises Information	T			D/A	D	D	D
K6. The ethical use of digital tools and generative artificial intelligence in academic, professional and clinical contexts, including the opportunities, risks and limitations associated with digitally mediated psychotherapy.	Demonstrates Ethical and Critical Use of Technology and AI	T		D/A			D	
K7. 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.	Is a Lifelong Professional Learner; Socially Responsible	T/A	T/D/A	T/D/A	D	D/A	D/A	D/A
S1 Critically analyse and skilfully utilise therapeutic awareness of self, including ego state awareness, in engagement with clients and others.	Self-Awareness and Reflexivity	T/D	T/D	D/A	D	D/A	D/A	D/A
S2 Reflexively analyse and work within the intersubjective and co-created nature of the	Relational Skills and Awareness;	T/D	T/D/A	D/A	D	D/A	D/A	D/A

Programme Learning Outcome (PLO)	**Graduate Attribute linked to**	Belonging, Identity and Diversity in Integrative Transactional Analysis Practice	Developing Practice in Diverse and Ethical Contexts: Transactional Analysis	Inclusive TA Clinical Competencies and Contribution to Society 1	Researching TA Practice in Context: Reflexivity, Ethics, and Inclusion	Inclusive TA Clinical Competencies and Contribution to Society 2	Inclusive TA Clinical Competencies and Contribution to Society 3	Depth and Relational Work in Transactional Analysis
therapeutic relationship to understand and shape relational dynamics.	Works Collaboratively							
S3 Critically appraise and respond to conflict, games, enactments and relational rupture in ways that promote safety, repair and therapeutic growth.	Relational Skills and Awareness		T/D	T/D		D	D/A	D/A
S4 Apply and critically evaluate developmental and attachment-based concepts to address relational challenges within Transactional Analysis practice.	Relational Skills and Awareness; Synthesises Information	T		D		D	D/A	D/A
S5 Facilitate, contain and work therapeutically with intense affect and emotionally charged material arising within the therapeutic encounter.	Relational Skills and Awareness	T/D	D	D/A	D	D/A	D/A	D/A
S6 Engage in sustained reflection-in-action and reflection-on-action, making effective use of personal therapy and supervision to support ethical, resilient and competent professional practice.	Self-Awareness and Reflexivity; Is a Lifelong Professional Learner	T/D	T/D	D/A	D	D/A	D/A	D/A
S7 Integrate Transactional Analysis theory, research evidence and clinical insight to inform formulation, intervention and evaluation of practice.	Synthesises Information; Is Research Literate	T/D	T/D	D/A	D/A	D/A	D/A	D/A
S8 Develop and utilise research skills appropriate to an early-career psychotherapist, selecting, synthesising and critically evaluating evidence from	Communicates Clearly; Appraises Sources and Contexts	T/A	T/A	D/A	D/A	D	D	D

Programme Learning Outcome (PLO)	**Graduate Attribute linked to**	Belonging, Identity and Diversity in Integrative Transactional Analysis Practice	Developing Practice in Diverse and Ethical Contexts: Transactional Analysis	Inclusive TA Clinical Competencies and Contribution to Society 1	Researching TA Practice in Context: Reflexivity, Ethics, and Inclusion	Inclusive TA Clinical Competencies and Contribution to Society 2	Inclusive TA Clinical Competencies and Contribution to Society 3	Depth and Relational Work in Transactional Analysis
diverse sources to construct coherent, sustained and well-reasoned academic and professional arguments.								
S9 Critically reflect on personal values, assumptions, positionality and intersectionality, and analyse how dynamics of power, privilege and marginalisation shape therapeutic relationships and practice.	Demonstrates Cultural Humility; Self-Awareness and Reflexivity	T/D	T/D/A	D/A	D/A	D/A	D/A	D/A
S10 Apply ethical principles, professional standards and critical judgement to complex clinical situations, including those involving risk, technology, boundaries and competing responsibilities.	Self-Awareness and Reflexivity	T	T/D	D/A	D	D/A	D/A	D/A
S11 Evidence advanced Transactional Analysis competencies, including the ability to work effectively with groups, relationships, and community or organisational contexts, and to contribute ethically to collaborative and social innovation initiatives.	Works Collaboratively; Relational Skills and Awareness; Socially Responsible; Demonstrates Social and Systemic Awareness			T/D/A	D	D/A	D/A	D/A

23b. Curriculum map for MSc Transactional Analysis Psychotherapy (CTA)

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

Programme Learning Outcome (PLO)	**Graduate Attribute linked to**	Belonging, Identity and Diversity in Integrative Transactional Analysis Practice	Developing Practice in Diverse and Ethical Contexts: Transactional Analysis	Inclusive TA Clinical Competencies and Contribution to Society 1	Researching TA Practice in Context: Reflexivity, Ethics, and Inclusion	Inclusive TA Clinical Competencies and Contribution to Society 2	Inclusive TA Clinical Competencies and Contribution to Society 3	Advanced Transactional Analysis Practice
K1 Transactional Analysis as a psychotherapeutic modality, including its philosophical foundations, core theoretical concepts, ongoing developments, and potential critiques and controversies within contemporary practice.	Synthesises Information; Appraises Sources and Contexts	T/D/A	T/D	D/A	D/A	D/A	D/A	D/A
K2 The relationship between Transactional Analysis and a broad range of psychotherapeutic models and perspectives, enabling a flexible, integrative and dialogical approach to psychotherapy practice.	Relational Skills and Awareness; Works Collaboratively; Socially Responsible	T	T/D	D	D/A	D	D	D/A
K3 The ethical and clinical responsibilities of psychotherapists, including professional standards, regulatory frameworks, and the requirements for ethical and accountable Transactional Analysis practice.	Self-Awareness and Reflexivity; Demonstrates Ethical and Critical Use of Technology and AI; Is a Lifelong Professional Learner	T/D	T/D	D/A	D/A	D/A	D/A	D/A
K4. The influence of social, cultural, political and relational contexts—including power, privilege, oppression and marginalisation—on psychotherapeutic processes and outcomes, and their relevance to Transactional Analysis practice.	Demonstrates Cultural Humility; Demonstrates Social and Systemic Awareness	T/D	T/D/A	D/A	D/A	D/A	D/A	D/A

Programme Learning Outcome (PLO)	**Graduate Attribute linked to**	Belonging, Identity and Diversity in Integrative Transactional Analysis Practice	Developing Practice in Diverse and Ethical Contexts: Transactional Analysis	Inclusive TA Clinical Competencies and Contribution to Society 1	Researching TA Practice in Context: Reflexivity, Ethics, and Inclusion	Inclusive TA Clinical Competencies and Contribution to Society 2	Inclusive TA Clinical Competencies and Contribution to Society 3	Advanced Transactional Analysis Practice
K5. The role of research, evidence-informed practice, and critical inquiry in the development, evaluation and ongoing evolution of Transactional Analysis psychotherapy.	Is Research Literate; Synthesises Information	T			D/A	D	D	D
K6. The ethical use of technology and generative artificial intelligence in academic, professional and clinical contexts, including the opportunities, risks and limitations associated with digitally mediated psychotherapy.	Demonstrates Ethical and Critical Use of Technology and AI	T		D/A			D	
K7. 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	D/A	D	D/A	D/A	
K8 The formal requirements and standards governing the award of Certified Transactional Analyst (CTA) status within the European Association for Transactional Analysis (EATA).	Is a Lifelong Professional Learner							T/D/A
S1 Critically analyse and skilfully utilise therapeutic	Self-Awareness	T/D	T/D	D/A	D	D/A	D/A	D/A

Programme Learning Outcome (PLO)	**Graduate Attribute linked to**	Belonging, Identity and Diversity in Integrative Transactional Analysis Practice	Developing Practice in Diverse and Ethical Contexts: Transactional Analysis	Inclusive TA Clinical Competencies and Contribution to Society 1	Researching TA Practice in Context: Reflexivity, Ethics, and Inclusion	Inclusive TA Clinical Competencies and Contribution to Society 2	Inclusive TA Clinical Competencies and Contribution to Society 3	Advanced Transactional Analysis Practice
awareness of self, including ego state awareness, in engagement with clients and others.	and Reflexivity							
S2 Reflexively analyse and work within the intersubjective and co-created nature of the therapeutic relationship to understand and shape relational dynamics.	Relational Skills and Awareness; Works Collaboratively	T/D	T/D/A	D/A	D	D/A	D/A	D/A
S3 Critically appraise and respond to conflict, games, enactments and relational rupture in ways that promote safety, repair and therapeutic growth.	Relational Skills and Awareness		T/D	T/D		D	D/A	D/A
S4 Apply and critically evaluate developmental and attachment-based concepts to address relational challenges within Transactional Analysis practice.	Relational Skills and Awareness; Synthesises Information	T		D		D	D/A	D/A
S5 Facilitate, contain and work therapeutically with intense affect and emotionally charged material arising within the therapeutic encounter.	Relational Skills and Awareness			T/D		D	D/A	D/A
S6 Engage in sustained reflection-in-action and reflection-on-action, making effective use of personal therapy and supervision to support ethical, resilient and competent professional practice.	Self-Awareness and Reflexivity; Is a Lifelong Professional Learner	T/D	T/D	D/A	D	D/A	D/A	D/A
S7 Integrate Transactional Analysis theory, research evidence and clinical insight to	Synthesises Information; Is Research Literate	T/D	T/D	D/A	D/A	D/A	D/A	D/A

Programme Learning Outcome (PLO)	**Graduate Attribute linked to**	Belonging, Identity and Diversity in Integrative Transactional Analysis Practice	Developing Practice in Diverse and Ethical Contexts: Transactional Analysis	Inclusive TA Clinical Competencies and Contribution to Society 1	Researching TA Practice in Context: Reflexivity, Ethics, and Inclusion	Inclusive TA Clinical Competencies and Contribution to Society 2	Inclusive TA Clinical Competencies and Contribution to Society 3	Advanced Transactional Analysis Practice
inform formulation, intervention and evaluation of practice.								
S8 Develop and utilise research skills appropriate to an early-career psychotherapist, selecting, synthesising and critically evaluating evidence from diverse sources to construct coherent, sustained and well-reasoned academic and professional arguments.	Communicates Clearly; Appraises Sources and Contexts	T/A	T/A	D/A	D/A	D	D	D
S9 Critically reflect on personal values, assumptions, positionality and intersectionality, and analyse how dynamics of power, privilege and marginalisation shape therapeutic relationships and practice.	Demonstrates Cultural Humility; Self-Awareness and Reflexivity	T/D	T/D/A	D/A	D/A	D/A	D/A	D/A
S10 Apply ethical principles, professional standards and critical judgement to complex clinical situations, including those involving risk, technology, boundaries and competing responsibilities.	Self-Awareness and Reflexivity	T	T/D	D/A	D	D/A	D/A	D/A
S11 Evidence advanced Transactional Analysis competencies, including the ability to work effectively with groups, relationships, and community or organisational contexts, and to contribute ethically to collaborative and social innovation initiatives.	Works Collaboratively; Relational Skills and Awareness; Socially Responsible; Demonstrates Social and Systemic Awareness			T/D/A	D	D/A	D/A	D/A