

Programme Specification 2025-26

1.	Programme title	MSc Psychological Therapies and Interventions
2.	Awarding institution	Middlesex University
3a	Teaching institution	Middlesex University London
3b	Language of study	English

4a	Valid intake dates and mode of study
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Mode of Study	Cohort	Delivery Location	Duration
Full-time (FT)	Semester 1	Hendon	1 Years
Full-time (FT)	Semester 2	Hendon	1 Years
Part-time (PT)	Semester 1	Hendon	2 Years
Part-time (PT)	Semester 2	Hendon	2 Years

4c	Delivery method	On Campus/Blended Learning
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5. Professional/Statutory/Regulatory body (if applicable)
N/A

6.	Apprenticeship Standard (if applicable)	N/A
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7. Final qualification(s) available
Target Award Title(s)
MSc Psychological Therapies and Interventions
MSc Psychological Therapies and Interventions with Professional Practice
Exit Award Title(s)
PGCert Applied Psychology
PGCert Psychological Interventions
PGDip Psychological Therapies and Interventions
PGDip Psychological Therapies and Interventions with Professional Practice

8. Academic year effective from	2025-26
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9. Criteria for admission to the programme

Students should normally possess a lower second honours degree (or better) in an appropriate subject area (such as psychology, health studies, counselling, mental health, social work, nursing, education, etc.) which should include a research methods component. Students for whom English is not a first language need to have obtained a minimum overall IELTS score of 6.5, with a minimum of 6 in each component.

Principle of fair admission

The University aims to ensure that its admissions processes are fair, open and transparent and aims to admit students who, regardless of their background, demonstrate potential to successfully complete their chosen programme of study where a suitable place exists and where entry criteria are met. The University values diversity and is committed to equality in education and students are selected on the basis of their individual merits, abilities and aptitudes. The University ensures that the operation of admissions processes and application of entry criteria are undertaken in compliance with the Equality Act. We take a personalised and fair approach to how we make offers. We feel it's important that our applicants continue to aspire to achieving great results and make offers which consider pieces of information provided to us on the application form.

This includes recognition of prior learning and experience. If you have been working, or you have other learning experience that is relevant to your programme, then we can count up to 50% of the taught credits towards your entry requirements and even certain modules once you start studying. The claim for recognition will be supported with appropriate evidence and assessed by the programme team and the admissions team against individual module learning outcomes.

10. Aims of the programme

The programme aims to:

This programme aspires to empower students with the comprehensive knowledge, skills, and experience necessary to support and excel in therapy-related careers. Students will gain in-depth understanding of various approaches and techniques in psychological therapies and interventions, and learn to apply these in practice.

Students will develop and apply a range of practical therapeutic skills, while maintaining an ethical and enhanced reflective approach. These skills are highly valued in the mental health profession and can significantly enhance a graduate's employability and effectiveness in their chosen career. The programme also fosters an evidence-based mindset by teaching students to critically assess and evaluate theories and research in therapeutic psychology. This analytical approach is crucial for advancing in any therapy-related career, as it enables professionals to apply the most effective and up-to-date practices in their work. Additionally, students will acquire robust research skills, enabling them to conduct novel research in areas related to psychological therapies and interventions, enhancing oral and written communication skills in preparation for advanced studies or professional roles.

This course equips students with the academic, practical, and research capabilities required for further professional training in clinical psychology, counselling psychology, psychotherapy, and clinical research. It also prepares students for impactful careers in mental health, well-being, and social support, empowering them to make meaningful contributions in these fields.

London: It is important to note that the programme does not lead to a clinical/practitioner qualification in the UK. Dependent on the nature of the placement undertaken on MSc Psychological Interventions with Professional Practice, it may be possible to gain British Association for Counselling and Psychotherapy (BACP) student membership following successful completion of this programme.

International graduates should ensure the programme meets the relevant requirements for future registration to practice in their country of origin. This includes complying with any applicable legal, professional, or regulatory obligations.

11.	Programme learning outcomes
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Programme - Knowledge and Understanding

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

1. A range of evidence-based approaches to psychological therapies and interventions and how they are applied in practice in support of mental health and well-being, and the differences between different contexts of application.
2. The effects of experiencing psychological trauma for different groups and at different stages of the lifespan.
3. A range of intervention approaches to ameliorating the effects of psychological trauma.
4. Ethical frameworks and diversity issues in the practice of psychological therapies and interventions.
5. A range of quantitative and qualitative research methods skills in application.

Programme - Skills

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

6. Identify and critically examine evidence-based approaches and techniques underpinning psychological therapies.
7. Develop and apply effective psychological techniques and skills in a range of therapeutic approaches relevant to the localised context.
8. Apply and develop advanced psychological therapies practice competencies including effective communication with colleagues, respect for diversity, understanding of one's own level of competence and role boundaries.
9. Systematically and critically evaluate research and theories relating to psychological therapies and interventions.
10. Critically appraise research methodology and justify critiques.
11. Design, justify, conduct and communicate original research that addresses topics relevant to psychological therapies and interventions.
12. Critically determine, select and adapt evidence-based psychological interventions in complex and uncertain contexts.
13. Systematically analyse quantitative and qualitative data.
14. Develop an enhanced reflective approach to professional and personal development.

15. Develop and apply, based on practical experience, psychological knowledge in a given context to enhance the well-being of a particular population.

12. Teaching/learning methods

Students are seen as active and collaborative learning agents, and so an interactive and inclusive teaching approach will be utilised to actively engage students with the learning materials in achieving the programme outcomes. Teaching is both research-informed and practice-informed, led by both research-active academics and practitioners.

Students will gain knowledge, understanding and skills through delivery of and participation in interactive large group sessions, which will help to promote a sense of belonging and inclusivity within a larger cohort; as well as small group interactive experiential workshops, lab classes and seminars, which will help foster closer relationships, peer support and collaborations between students. The smaller group sessions will facilitate the development of stronger relationships between students and tutors which in turn supports student learning, participation and engagement. These sessions will predominantly take place on campus, with provision for some online delivery as appropriate. Students will gain knowledge, understanding and skills through participation in in-class live polls, interactive activities, student-led discussions and presentation of concepts and ideas, independently and collaboratively reflecting on and solving authentic and problem-based tasks, and developing and practising therapeutic communication skills and enhancing self-awareness. Students' directed and independent learning will be further supported through accessible study materials on the VLE including self-paced asynchronous activities and key concept videos, as well as through one-to-one and/or small group tutorials, and dissertation supervision.

Students' knowledge, understanding and skills will be assessed through a range of inclusive assessments, including authentic assessments, such as a reflective essay or report, therapeutic skills critical commentary, essay-based article, research-based journal article, report based on data analysis, narrated presentations, co-production of digital or visual output. Preparation for assessments will be supported by tutors, who will also subsequently provide constructive feedback, and students are provided with choices within their assessment, further highlighting the inclusive approach applied to teaching and learning.

Students are further supported by the fostering of a welcoming and community environment, helping them to feel safe and valued and which encourages and creates opportunities for students to share their diverse and unique perspectives and experiences. The programme leader helps facilitate a sense of belonging through regular cohort meetings and one-to-one meetings as well as some social activities.

On MSc Psychological Therapies and Interventions with Professional Practice, students will engage in practice-based learning through undertaking their supervised placements. Students will gain knowledge, understanding and skills through practical experience integrating psychological theory with therapies and interventions practice, and developing professional competencies in real-world settings.

Approx. number of timetabled hours per week including on-campus and online hours FT 9
PT 4.5

Approx. number of hours of independent study per week FT 31 PT 15.5

Approx. number of hours on placement FT 100 on MSc Psychological Therapies and Interventions with Professional Practice. PT 100 on MSc Psychological Therapies and Interventions with Professional Practice.

13. Employability

13a Development of graduate competencies

13b Employability development

The MSc Psychological Therapies and Interventions and MSc Psychological Therapies and Interventions with Professional Practice are designed to cultivate graduate competencies through a combination of theoretical knowledge, practical application, therapeutic skills development and reflective learning. Key competencies are developed and articulated as follows:

Leadership and Influence

Through group discussions, collaborative research projects, and presentations, students build confidence in articulating ideas and leading research initiatives. The independent research project fosters decision-making and project management skills essential for leadership in scientific and professional settings.

Entrepreneurship

Modules like Qualitative Psychology in Practice and Statistical Literacy for the Psychological Sciences encourage innovative thinking by exposing students to cutting-edge research techniques and enabling them to design and execute original research projects. This equips them with the entrepreneurial mindset to identify and act on opportunities in academia, healthcare, and industry.

Communication, Empathy, and Inclusion

Participatory seminars, group activities and therapeutic skills development help students hone their communication skills, ensuring they can present complex ideas clearly and inclusively in modules such as Psychological Therapies Practice with Placement, Psychological Therapies Practice, and Work-based Psychological Intervention. The programme's focus on developing therapeutic skills, understanding diverse mental health, well-being and trauma experiences enhances empathy and cultural sensitivity.

Curiosity and Learning

Students are immersed in a research-led teaching environment where curiosity is nurtured through critical engagement with current debates in psychology. Modules such as Trauma Impacts and Interventions challenge students to question assumptions and seek evidence-based conclusions.

Collaborative Innovation

Group activities, laboratory and workshop sessions provide opportunities for collaborative problem-solving. The integration of interdisciplinary modules like Psychological Therapies Practice with Placement, Psychological Therapies Practice, and Work-based Psychological Intervention and Counselling and Psychotherapy in Applied Psychology fosters innovation by combining perspectives from therapies and psychological sciences.

Resilience and Adaptability

The diverse assessment methods, including essays, lab reports, and oral presentations, require students to adapt to various challenges and develop resilience in the face of feedback and

rigorous academic demands. The self-reflective approach fostered in modules such as Psychological Therapies Practice with Placement, Psychological Therapies Practice, and Work-based Psychological Intervention further enable development of resilience and adaptability.

Technological Agility and Problem Solving

The programme places a strong emphasis on technological competency through the production of digital outputs in Trauma Impacts and Interventions. Modules such Qualitative Psychology in Practice and Statistical Literacy for the Psychological Sciences trains students to apply data analysis techniques to solve scientific problems.

Problem Solving and Delivery

Across all modules, students engage in activities that develop their ability to identify problems, evaluate solutions, and deliver impactful outcomes. The capstone research project in Research: Practice and Reporting exemplifies this competency, as students must manage the end-to-end delivery of an original scientific investigation.

This multifaceted approach ensures that graduates are equipped with the broad competencies needed to thrive in diverse professional environments.

Employability is a foundational aspect of the MSc Psychological Therapies and Interventions and MSc Psychological Therapies and Interventions with Professional Practice, integrated through strategic activities, engagement, and robust evaluation mechanisms to prepare students for further training and careers in educational, developmental, forensic, counselling, clinical or academic settings.

1. Career Readiness Activities

Career Workshops: Delivered by the university's employability service, these workshops focus on CV building, job applications, and interview preparation, tailored to career opportunities in the field of mental health, well-being, social support, healthcare and clinical research. These workshops also support students undertaking MSc Psychological Therapies and Interventions or MSc Psychological Therapies and Interventions with Professional Practice to prepare for further professional training in clinical psychology, counselling psychology and psychotherapy.

Research Showcase: Students present their research ideas, reading and projects to peers and academics, enhancing communication skills and building professional networks.

2. Professional Engagement

Learning opportunities with mental health and wellbeing professionals, and the university's employability service allow students to address real-world challenges and develop practical skills. This is further facilitated by opportunities for undergoing a work placement or implementing a work-based psychological intervention, supporting professional development and networking.

3. Evaluating Employability Development

Student Feedback: Surveys capture student reflections on employability activities, helping identify areas for improvement.

Graduate Outcomes: The university's employability service tracks employment destinations and gathers alumni feedback to evaluate career preparedness.

4. Employability Integration

Employability is embedded strategically across the programme:

Career Mapping Workshop: Early in the programme, the university's employability service guides students in identifying career goals and planning their trajectory.

Individual Consultations: Toward the end, programme leaders offer one-on-one sessions to provide career advice and guidance, refine CVs, prepare for interviews, and strategise career transitions. Programme leaders also provide academic references beyond the course, after completion.

This cohesive approach ensures graduates are equipped with the knowledge, skills, and connections to excel in their chosen fields.

13c Placement and work experience opportunities (if applicable)

N/A

13d Future careers / progression

In the UK, the MSc Psychological Therapies and Interventions and MSc Psychological Interventions with Professional Practice acts as a stepping-stone for those who wish to further refine their therapeutic knowledge and practical skills, in preparation for applying for jobs following course completion, and for those who wish to engage in further training to become a qualified practitioner. Some graduates may wish to gain further experience in the field, enabled by completing the course, by gaining relevant employment in a mental health, well-being and social support workplace setting before then going onto further training to become a qualified practitioner.

The programme is also designed for graduates aiming to progress onto Psychotherapy training, or Doctoral training programmes in Clinical Psychology or Counselling Psychology for those with British Psychological Society Graduate Basis for Chartership (BPS GBC), or to undertake a PhD. The course will also increase students' knowledge, practical skills, experience and confidence when applying for highly competitive posts such as Assistant Psychologist, Psychological Wellbeing Practitioner or Clinical Psychology Research Assistant, as well as preparation for working in the field of education, mental health, well-being and social support more generally, in both national and international contexts.

Please note, however, that the MSc itself does not lead to a therapy practitioner qualification in the UK. Dependent on the nature of the placement on MSc Psychological Interventions with Professional Practice, it may be possible to gain BACP student membership following successful completion of the programme.

14. Assessment methods

Students' knowledge, understanding and skills are assessed through a range of formative and summative methods, including student-centred authentic assessments where knowledge and practical skills are applied in ways that reflect real-world challenges and settings. These include: essay-based articles, reflective essay and or reflective report, data analysis, presentations, reflective diary, clinical case study analysis, visual/digital output and an applied research dissertation in the format of a journal article.

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

Structure is indicative for Part-time routes.

Students must take all of the compulsory modules and choose following programme requirements from the optional modules.

Non-compensatable modules are noted below.

Available Pathways

MSc Psychological Therapies and Interventions

MSc Psychological Therapies and Interventions with Professional Practice

MSc Psychological Therapies and Interventions

Year 1

Year 1 Level 7 FT and PT

Code	Type	Module Title	Credits at FHEQ Level
PSY4120	Compulsory	Psychological Therapies Practice 2025-26	30 at Level 7
PSY4223	Compulsory	Trauma Impacts and Interventions 2025-26	30 at Level 7
PSY4115	Compulsory	Counselling and Psychotherapy in Applied Psychology 2025-26	30 at Level 7
PSY4240	Compulsory	Qualitative Psychology in Practice 2025-26	15 at Level 7
PSY4230	Compulsory	Statistical literacy for psychological science 2025-26	15 at Level 7
PSY4035	Compulsory	Research: Practice and Reporting 2025-26	60 at Level 7

Year 2

Year 2 Level 7 PT

Code	Type	Module Title	Credits at FHEQ Level
PSY4035	Compulsory	Research: Practice and Reporting 2026-	60 at Level 7

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PSY4120	Compulsory	Psychological Therapies Practice 2026-27	30 at Level 7
PSY4115	Compulsory	Counselling and Psychotherapy in Applied Psychology 2026-27	30 at Level 7

MSc Psychological Therapies and Interventions with Professional Practice
Year 1

Year 1 Level 7 FT and PT

Code	Type	Module Title	Credits at FHEQ Level
PSY4130	Optional	Psychological Therapies Practice with Placement 2025-26	30 at Level 7
PSY4150	Optional	Work-based Psychological Intervention 2025-26	30 at Level 7
PSY4223	Compulsory	Trauma Impacts and Interventions 2025-26	30 at Level 7
PSY4115	Compulsory	Counselling and Psychotherapy in Applied Psychology 2025-26	30 at Level 7
PSY4240	Compulsory	Qualitative Psychology in Practice 2025-26	15 at Level 7
PSY4230	Compulsory	Statistical literacy for psychological science 2025-26	15 at Level 7
PSY4035	Compulsory	Research: Practice and Reporting 2025-26	60 at Level 7

Year 2

Year 2 Level 7 PT

Code	Type	Module Title	Credits at FHEQ Level
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PSY4035	Compulsory	Research: Practice and Reporting 2026-27	60 at Level 7
PSY4115	Compulsory	Counselling and Psychotherapy in Applied Psychology 2026-27	30 at Level 7
PSY4130	Optional	Psychological Therapies Practice with Placement 2026-27	30 at Level 7
PSY4150	Optional	Work-based Psychological Intervention 2026-27	30 at Level 7

*Please refer to your programme page on the website re availability of option modules

16. Programme-specific support for learning

All new students go through an induction programme and some have early diagnostic numeric and literacy testing before starting their programme. The university's learning support team provide one-to-one tutorials and workshops for those students needing additional support in these areas.

High quality specialist laboratories equipped with research grade software and hardware where appropriate, for formal teaching as well as self-study. Counselling cubicles are available for skills development and practice.

The university's employability service provides career and employability guidance and support and the programme leader also provides this through one-to-one discussions as well as an in-class session dedicated to careers and employability specific to the programme. Alongside the Psychological Therapies Practice with Placement module tutor(s), the employability service also provides guidance and support with placements, as well as approval.

Research activities of academic staff feed into the teaching programme, which can, on some occasions, provide an opportunity for students to work with academics on some aspect of research.

On MSc Psychological Therapies and Interventions with Professional Practice where students undertake a placement or a work-based psychological intervention, they will be supported by their placement/work-based supervisor, as well as the module leader(s), and the university's employability service.

17. HECos code(s)	100495: Counselling
17. HECos code(s)	101276: Work Placement Experience (personal Learning)

18. Relevant QAA subject benchmark(s)	
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19. University Regulations

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

This programme will run in line with general University Regulations:
<https://www.mdx.ac.uk/about-us/policies/>

20. Reference points

Internal:

Learning Framework Operationalising the Principles: for PGT, Middlesex University.

Middlesex University Regulations, Middlesex University.

Learning and Quality Enhancement Handbook, Middlesex University.

Graduate Competencies, Middlesex University.

External:

QAA Frameworks for Higher Education Qualifications.

QAA Quality Code for Higher Education.

QAA Psychology Subject Benchmark.

QAA Master's Degree Characteristics Statement.

British Association for Counselling and Psychotherapy Ethical Framework for the
Counselling Professions.

British Association for Counselling and Psychotherapy Student Membership Requirements.

Additionally:

Student PVG formal feedback and informal feedback.

External Examiner feedback and discussions.

21. Other information (if applicable)
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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.

Curriculum map for MSc Psychological Therapies and Interventions and MSc Psychological Therapies and Interventions with Professional Practice

Programme learning outcomes

Knowledge and understanding

A1	A range of evidence-based approaches to psychological therapies and interventions and how they are applied in practice in support of mental health and well-being, and the differences between different contexts of application.
A2	The effects of experiencing psychological trauma for different groups and at different stages of the lifespan.
A3	A range of intervention approaches to ameliorating the effects of psychological trauma.
A4	Ethical frameworks and diversity issues in the practice of psychological therapies and interventions.
A5	A range of quantitative and qualitative research methods skills in application.

Skills

B1	Identify and critically examine evidence-based approaches and techniques underpinning psychological therapies.
B2	Develop and apply effective psychological techniques and skills in a range of therapeutic approaches relevant to the localised context.
B3	Apply and develop advanced psychological therapies practice competencies including effective communication with colleagues, respect for diversity, understanding of one's own level of competence and role boundaries.
B4	Systematically and critically evaluate research and theories relating to psychological therapies and interventions.
B5	Critically appraise research methodology and justify critiques.
B6	Design, justify, conduct and communicate original research that addresses topics relevant to psychological therapies and interventions.
B7	Critically determine, select and adapt evidence-based psychological interventions in complex and uncertain contexts.
B8	Systematically analyse quantitative and qualitative data.
B9	Develop an enhanced reflective approach to professional and personal development.
B10	Develop and apply, based on practical experience, psychological knowledge in a given context to enhance the well-being of a particular population. (MSc Psychological Therapies and Interventions with Professional Placement only)

Programme learning outcomes - Highest level achieved by graduates

A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7

Mapping by level of study and module

Module Title	Module Code by Level of study	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
Level of study: 7																
Research: Practice and Reporting	PSY4035					X						X	X	X	X	X
Counselling and Psychotherapy in Applied Psychology	PSY4115	X	X	X	X		X	X	X	X						X
Qualitative Psychology in Practice	PSY4240					X						X			X	
Statistical Literacy for Psychological Science	PSY4230					X						X			X	
Trauma Impacts and Interventions	PSY4223	X	X	X	X		X				X					
Psychological Therapies Practice with Placement	PSY4130	X	X		X		X	X	X	X				X		X
Work-based Psychological Intervention	PSY4150	X	X		X		X	X	X	X				X		X
Psychological Therapies Practice	PSY4120	X	X		X		X	X	X	X				X		X