

UNIVERSITY OF ESSEX

PROGRAMME SPECIFICATION UNIVERSITY TEMPLATE

NB: When entering data, please avoid using bullet points/numbered bullets, or any other formatting styles, ie. italics, underline or bold. It is recommended that you use plain text with paragraph returns and keep the layout as simple as possible. This will avoid any formatting problems when the programme specifications are copied into the MIS Apps database and then shown on the University website. Thank you for your co-operation.

SECTION A

Awarding Body/Institution	University of Essex
Teaching Institution	Tavistock & Portman NHS Foundation Trust
Professional accreditation by	N/A
Final Award	Post Graduate Diploma
NQF Level of Qualification	-
Full / Part Time	Part-time
Course Title	Masters in Working in Education: A Psychoanalytic Observational Approach
QAA Benchmark Group	Counselling & Psychotherapy
2nd QAA Benchmark Group	-
3rd QAA Benchmark Group for Joint Schemes	-
JACS Code	-
Revision Date	-
Admissions Criteria	<p>Students will have at least one year full-time equivalent experience (paid or voluntary) in a working role in a school or other education setting.</p> <p>Students will need to demonstrate an interest in, and aptitude for, learning about emotional development, observation and psychoanalytic thinking.</p> <p>Students will be currently working in an education setting and directly involved with pupils or students, for a minimum one to two days per week, and will be committed to continuing to work in an education setting throughout the course.</p> <p>Students will have a first degree, or the equivalent, or be able to demonstrate that they can meet the academic demands of the course.</p> <p>Students will have to provide two references, one from an employer who can give an account of the candidate's work in an education setting.</p> <p>After successful interview, candidates will need to complete a satisfactory Disclosure and Barring Service (DBS) check that is undertaken by the Trust.</p> <p>In the case of applicants whose first language is not English, then the normal requirement for postgraduate courses is</p>

	<p>IELTS 6.5 (minimum 6.0 in each component) TOEFL IBT 91+ (min. 18 in each component). International qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate courses.</p> <p>Students will have successfully completed Year One/PG Cert. (Modules 1,2,3).</p>
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SECTION B

<p>Course Aims (to be completed by department)</p> <p>To develop advanced awareness and understanding of the learning/teaching relationship and the complex inter-relationship between external and internal factors affecting human development, within an introductory psychoanalytic framework.</p> <p>To develop an advanced understanding of the emotional and psychological difficulties typically faced by pupils and students of different ages by making critical use of an applied psychoanalytic framework that acknowledges the role of bio-social factors in development.</p> <p>To develop an advanced understanding of the role of the observer and be able to use observational experience to make use of a self-reflective stance in active working relationships within education settings.</p> <p>To develop an understanding and critical awareness of the unconscious dynamics that impact on working relationships, groups and networks within education settings and their wider institutional contexts.</p> <p>To introduce students to psychoanalytic literature and psychoanalytic child psychotherapy literature and its applications to working in education.</p> <p>To consider the diversity of human experience and be able to critically reflect upon the impact of sameness/difference in working life.</p> <p>To develop the capacity to critically engage with primary texts in psychoanalytic literature and psychoanalytic child psychotherapy literature and make meaningful applications to working role in education.</p>
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Course Outcomes (to be completed by department)	
A. KNOWLEDGE AND UNDERSTANDING	
<p>Learning methods</p> <p>Lectures Group discussion in small and large group seminars Student's Young Child Observation (min. 20 weeks) Working in Teams and Networks Experiential Group or Experiential Event Tutorials Independent study and assignment preparation</p>	<p>Assessment methods</p> <p>Assignments Seminar observation and feedback Tutorial observation and feedback</p>
<p>Learning Outcomes</p> <p>A1 An advanced awareness and understanding of key psychoanalytic ideas relevant to working in education, as encountered in selected psychoanalytic and child psychotherapy texts.</p> <p>A2 Knowledge of key psychoanalytic ideas relating to unconscious processes in organisations.</p> <p>A3 An advanced awareness and understanding of the processes of working in groups and networks within education, and factors that may interfere with this.</p> <p>A4 An advanced understanding of the processes of young child healthy development and the processes at play in a nursery setting.</p> <p>A5 A developed understanding of the student's own contribution to unconscious processes in a group setting.</p>	

B. INTELLECTUAL/COGNITIVE SKILLS	
<p>Learning methods</p> <p>Lectures Group discussion in small and large group seminars Student's Young Child Observation Working in Teams and Networks Experiential Group Tutorials Private study and assignment preparation</p>	<p>Assessment methods</p> <p>Assignments Seminar observation and feedback Tutorial observation and feedback</p>
<p>Learning Outcomes</p> <p>B1 The advanced ability to integrate psychoanalytic theory and experience in a work role or setting not based in psychoanalytic clinical practice.</p> <p>B2 The advanced ability to apply theoretical learning to Young Child observations, and to use observational experience to make use of a self-reflective stance in working relationships within education.</p> <p>B3 A developed understanding of the way group and institutional dynamics manifest themselves in the student's education work setting, and the student's own role within these dynamics.</p> <p>B4 The advanced ability to consider sensitively the diversity of human experience and be able to reflect upon the impact of sameness/difference in working relationships and in the life of the observed and the observer.</p> <p>B5 The advanced ability to think independently and to collaborate in complex networks working under pressure, using an understanding of an applied psychoanalytic framework. To be able to critically appraise the literature referenced in the dissertation.</p> <p>B6 To have developed a greater capacity for independent study.</p>	

C. PRACTICAL SKILLS	
<p>Learning methods</p> <p>Work discussion small group seminars Working in Teams and Networks Student's Young Child Observation Observation Seminar Experiential Group Tutorials</p>	<p>Assessment methods</p> <p>Assignments Seminar observation and feedback Tutorial observation and feedback</p>
<p>Learning Outcomes</p> <p>C1 The advanced ability to take up and maintain an observational stance as distinct from active participation.</p> <p>C2 An advanced ability to record an observation in detail and with sensitivity, whether in an observer role or in making self-reflective observations in work interactions in education settings.</p> <p>C3 A developed ability to generate learning from experience in small group seminars by engaging actively and openly with the presentations of other students.</p> <p>C4 The skilled capacity to reflect on the individual's functioning in a group setting.</p> <p>C5 To be able to write academic papers at post graduate level.</p> <p>C6 The skilled ability to integrate learning from different modules of the course.</p> <p>C7 To be able to formulate a coherent hypothesis linked with relevant evidence.</p>	

D. KEY SKILLS	
<p>Learning methods</p> <p>Lectures Group discussion in small and large group seminars Tutorials Private study and assignment preparation</p>	<p>Assessment methods</p> <p>Assignments Seminar observation and feedback Tutorial observation and feedback</p>
Learning Outcomes	
D1 Communication	To be able to communicate effectively, both in verbal and written form, complex ideas about unconscious processes.
D2 Information Technology	To be able to use Information Technology to locate and access literature in preparation for seminars and assignments.
D3 Numeracy	To be cognisant of the numerical component involved in the design of research findings as encountered in papers concerning education.
D4 Problem solving	To be able to apply psychoanalytic thinking to a range of observations/work discussion presentations where challenging experiences with pupils in education settings are under discussion.
D5 Working with others	To be able to work effectively with others as a participant member of seminar groups/experiential group.
D6 Improving own learning and performance	To be able to use informal feedback and reflections from tutors and peers to extend understanding. To work autonomously to assignment submission dates.

SECTION C

Course Structure

Please note that for PG courses, the status of each module on exit awards (e.g. PGDip and PGCert on a Masters degree) should be indicated by adding additional columns

Year 1 – PG Certificate					
Component No.	Compulsory/ Core	FULL Module Code	Module Title	NQF Level	Component Credits
Unit one	Compulsory	D1 (1)	Institutional Observation 1	-	20
Unit two	Compulsory	D1 (2)	Work Discussion 1	-	20
Unit three	Compulsory	D1 (3)	<u>Strand one</u> Theoretical perspectives <u>Strand two</u> Applying a psychoanalytic framework to working life	-	20

Year 2 – PG Diploma					
Component No.	Compulsory/ Core	FULL Module Code	Module Title	NQF Level	Component Credits
Unit four	Compulsory	D1 (4)	<u>Strand one</u> Working with Teams and Networks <u>Strand two</u> Psychoanalytic Theory	-	20
Unit five	Core	D1 (5)	<u>Strand one</u> Work Discussion 2 <u>Strand two</u> Experiential Group		20
Unit 6	Compulsory	D1 (6)	Young Child Observation (Nursery Setting)		20

Year 3					
Component No.	Compulsory/ Core	FULL Module Code	Module Title	NQF Level	Component Credits

Additional Notes on Module Choices (if applicable)
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SECTION D

Web page address:

(completed centrally)

Rules of assessment

(completed centrally)

Requests for variations to rules of assessment must be approved by Education Committee.

(for PG programmes rules of assessment should be entered via a separate template)