

## 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

<b>Awarding Body/Institution</b>	University of Essex
<b>Teaching Institution</b>	Tavistock & Portman NHS Foundation Trust
<b>Professional accreditation by</b>	N/A
<b>Final Award</b>	Post Graduate Certificate
<b>NQF Level of Qualification</b>	-
<b>Full / Part Time</b>	Part-time
<b>Course Title</b>	Masters in Working in Education: A Psychoanalytic Observational Approach
<b>QAA Benchmark Group</b>	Counselling & Psychotherapy
<b>2<sup>nd</sup> QAA Benchmark Group</b>	-
<b>3<sup>rd</sup> QAA Benchmark Group for Joint Schemes</b>	-
<b>JACS Code</b>	-
<b>Revision Date</b>	-
<b>Admissions Criteria</b>	<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 learning about emotional development, observation and psychoanalytic thinking.</p> <p>Students will be currently working in an education setting and directly involved with pupils, for a minimum of one to two days per week, and will be committed to continuing to work in an education setting for the duration of the course.</p> <p>Students will either 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 their work in an education setting.</p> <p>After successful interview, students 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 IELTS 6.5 (minimum 6.0 in each component) TOEFL IBT</p>

	91+ (min. 18 in each component). International qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate courses.
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**SECTION B**

<b>Course Aims</b> (to be completed by department)
<p>To develop 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 understanding of the complex 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 a critical 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 of the complex unconscious dynamics that impact on working relationships, groups and networks within education settings.</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>

<b>Course Outcomes</b> (to be completed by department)	
<b>A. KNOWLEDGE AND UNDERSTANDING</b>	
<p>Learning methods</p> <p>Lectures Group discussion in small and large group seminars Student's Institutional Observation 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><b>A1</b> An awareness and understanding of some key psychoanalytic ideas about unconscious processes and their application to teaching and learning.</p> <p><b>A2</b> A critical understanding of the ways in which a psychoanalytic framework of thinking can be applied to experiences in ordinary working life in schools and other education contexts</p> <p><b>A3</b> A critical understanding of the processes at work in institutional settings as experienced in the observer role.</p>	
<b>B. INTELLECTUAL/COGNITIVE SKILLS</b>	
<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>
<p>Learning Outcomes</p> <p><b>B1</b> The ability to understand the teaching/learning relationship, including factors that enhance and hinder this, using both a psychoanalytic framework and an awareness of bio-social factors.</p> <p><b>B2</b> The ability to make links between theoretical learning and experience in the observer role, and between theoretical learning and self-reflective observation of interactions in working roles in education.</p> <p><b>B3</b> The highly skilled ability to think more clearly in emotionally difficult circumstances in working relationships with pupils and students.</p> <p><b>B4</b> The ability to consider sensitively the diversity of human experience and be able to critically reflect upon the impact of sameness/difference in working relationships in schools and education settings and in the roles of those observed and the observer.</p> <p><b>B5</b> The ability to understand the ways in which unconscious processes in groups, classrooms and education institutions are affected by, and affect, those working within them.</p> <p><b>B6</b> The developed capacity for independent study.</p>	

## C. PRACTICAL SKILLS

### Learning methods

Institutional Observation small group seminars  
Work discussion small group seminars  
Large group lectures  
Institutional observations in working organisations  
Work setting  
Tutorials

### Assessment methods

Assignments  
Seminar observation and feedback  
Tutorial observation and feedback

### Learning Outcomes

- C1** The ability to take up an observational stance as distinct from active participation.
- C2** The ability to record an observation in detail and with sensitivity, whether in an observer role or in making self-reflective observations in interactions with pupils in a working role.
- C3** The skilled capacity to generate learning from experience in small group seminars by engaging actively and openly with the presentations of other students on the course.
- C4** The skilled capacity to make critical links between didactic teaching in large groups and experiential learning in small groups.
- C5** To be able to write academic papers at post graduate level.
- C6** To be able to formulate a coherent hypothesis linked with relevant evidence.

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

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

<b>Year 2</b>					
<b>Component No.</b>	<b>Compulsory/ Core</b>	<b>FULL Module Code</b>	<b>Module Title</b>	<b>NQF Level</b>	<b>Component Credits</b>

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

<b>Additional Notes on Module Choices (if applicable)</b>

## 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)