

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 and Portman NHS Foundation Trust
Professional accreditation by	N/A
Final Award	Graduate Certificate in The Emotional Care of Babies, Children, Young People and Families.
NQF Level of Qualification	6
Full / Part Time	Part-time (Credit Accumulation)
Course Title	The Emotional Care of Babies, Children, Young People and Families
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 need to have achieved an undergraduate award or demonstrate equivalent learning or achievement.</p> <p>Students will need to demonstrate an interest in work with children of all ages, young people and their families and have a commitment to career development in this area.</p> <p>Students will need to demonstrate an interest in learning about psychoanalytic ideas, observational practice and emotional development.</p> <p>Students will need to have the capacity for active participation in workshops and seminars.</p> <p>Students will need to be motivated for independent reading and study.</p> <p>Students will need to demonstrate that they are fluent in written and spoken English.</p> <p>Students will have to provide two references, one from the current or most recent employer or education establishment.</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>

	In the case of applicants whose first language is not English, then the normal requirement is 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.
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SECTION B

Course Aims (to be completed by department)	
<ul style="list-style-type: none"> • Acquire detailed knowledge of psychoanalytic ideas in order to understand the emotional care of babies, children of different ages, young people and their families from diverse backgrounds. • Describe data of different kinds in complex and unpredictable contexts (for example, the observational context) and have an appreciation of the uncertainty, ambiguity and limits of knowledge. • Initiate independent learning in reading, describing and beginning to critically evaluate key psychoanalytic texts and arguments made in related literature. 	
Course Outcomes (to be completed by department)	
A. KNOWLEDGE AND UNDERSTANDING	
Learning methods Lectures Group discussion in small and large group seminars Experiential workshops Student’s Young Child Observation Independent study and assignment preparation	Assessment methods Assignments
Learning Outcomes A1 Knowledge of psychoanalytic ideas to assist with understanding the emotional development of babies, children of different ages, young people and their families. A2 Understanding connections between psychoanalytic ideas and real-life observation and experience with children and families. A3 Understanding of what constitutes skilful, reflective, helpful practice in working roles with babies, children of different ages, young people and families.	

B. INTELLECTUAL/COGNITIVE SKILLS	
<p>Learning methods</p> <p>Lectures Group discussion in small and large group seminars Experiential workshops Student's Young Child Observation Independent study and assignment preparation</p>	<p>Assessment methods</p> <p>Assignments</p>
<p>Learning Outcomes</p> <p>B1 The ability to describe, comment on and begin to critically evaluate a range of different writings from psychoanalytically oriented texts and other source material.</p> <p>B2 The ability to relate observations and experiences of everyday life and relationships, particularly in relation to the work context, to psychoanalytic concepts.</p> <p>B3 The ability to establish a reflective stance in working roles with children and families, especially in complex situations of ambiguity and uncertainty.</p>	
C. PRACTICAL SKILLS	
<p>Learning methods</p> <p>Lectures Group discussion in small and large group seminars Experiential workshops Student's Young Child Observation Independent study and assignment preparation</p>	<p>Assessment methods</p> <p>Assignments</p>
<p>Learning Outcomes</p> <p>C1 The ability to actively participate in and contribute to small and large group discussions, and in so doing assist learning from experience.</p> <p>C2 The ability to write descriptive accounts of observations and interactions and begin to gain a reflective and analytic perspective on these.</p> <p>C3 The ability to write academic assignments.</p> <p>C4 Skill and reflective practice in working role with children and families.</p>	

D. KEY SKILLS	
<p>Learning methods</p> <p>Lectures Group discussion in small and large group seminars Experiential workshops Student's Young Child Observation Independent study and assignment preparation</p>	<p>Assessment methods</p> <p>Assignments</p>
Learning Outcomes	
D1 Communication	To communicate with confidence and effectiveness, both verbally and in writing complex ideas about emotional care of babies, children and young people, informed by psychoanalytic thinking.
D2 Information Technology	To use Information Technology to locate and download readings on the Tavistock's virtual learning platform
D3 Numeracy	To be aware of the ordering and sequencing of ideas, and the numerical component involved in the design of research findings cited in lectures and workshops.
D4 Problem solving	To appreciate the possibility of multiple meanings in course material concerning human relationship and communication and to reflect on issues of complexity and ambiguity.
D5 Working with others	To work effectively with others by participating in seminar discussions and by actively listening and commenting on others' contributions.
D6 Improving own learning and performance	To use formal and informal feedback on assignments and presentations from tutors and peers to extend learning. To independently work on presentations and assignments on time for 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					
Component No.	Compulsory/ Core	FULL Module Code	Module Title	NQF Level	Component Credits
Module One	Core	EC1 (1)	Understanding Children's Communication and its Meaning (Students will need to successfully complete this module before progressing to module two or three)	6	20
Module Two	Compulsory	EC1 (2)	Seeing Beneath the Surface: Developing Observational Skills	6	20
Module Three	Compulsory	EC1 (3)	Family Crises and their Consequences	6	20

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

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

Additional Notes on Module Choices (if applicable)

This course is delivered in a series of ten week modules on a credit accumulation model to give students maximum flexibility. This means that students can enrol to do individual modules over a 5 year period and in so doing, slowly accumulate credits towards an academic award. Each module is worth 20 credits. Successful completion of module one to module three (a total of 60 credits) which also can be completed in one academic year, leads to the award of Graduate Certificate. Module two and three can be done in any order following the successful completion of module one in order to receive the award of Graduate Certificate.

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)