

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 Diploma 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. • Acquire detailed knowledge of ordinary development across the life-span and some of the factors and circumstances which lead to atypical development. • Analyse 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 critically evaluating key psychoanalytic texts and arguments made in related literature. • Apply learning from personal and professional experience, and self- awareness, to think about appropriate further training and career pathway.

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. Knowledge of ordinary and atypical development and some of the factors and circumstances which may get in the way of ordinary developmental progress. A4	
B. INTELLECTUAL/COGNITIVE SKILLS	
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 B1 The ability to describe, comment on and critically evaluate a range of different writings from psychoanalytically oriented texts and other source material. B2 The ability to relate observations and experiences of everyday life and relationships, particularly in relation to the work context, to psychoanalytic concepts. B3 The ability to maintain a reflective stance in working roles with children and families, especially in complex situations of ambiguity and uncertainty. B4 The ability to identify some factors which promote and hinder ordinary emotional development at different ages.	

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 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 and ability to think about further study and career progression.</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>
<p>Learning Outcomes</p> <p>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.</p> <p>D2 Information Technology To use Information Technology to locate and download readings on the Tavistock's virtual learning platform</p> <p>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.</p> <p>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.</p> <p>D5 Working with others To work effectively with others by participating in seminar discussions and by actively listening and commenting on others' contributions.</p> <p>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.</p>	

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) leads to the award of Graduate Certificate. Following on from this, successful completion of module four and two further optional modules (a total of 120 credits) leads to the award of Graduate Diploma. It is also possible to complete this programme of study in two academic years. The order in which students can study each module is indicated in the course diagram. Students need to successfully complete the two core modules, two compulsory modules, and two optional modules according to their choice and availability in order to achieve the award of Graduate Diploma.

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)