

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	Masters Degree
NQF Level of Qualification	-
Full / Part Time	Part-time
Course Title	Masters in Working with Children, Young People & Families: 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) directly working with children and/or adolescents and/or families.</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 undertaking direct work with children, young people, parents or families, for a minimum one to two days per week.</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 with children.</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 IELTS 6.5 (minimum 6.0 in each component) TOEFL IBT 91+ (min. 18 in each component). International</p>

Admissions Criteria – Master’s Degree	<p>qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate courses.</p> <p>To enrol on the Master's dissertation module, students will have successfully completed Years One and Two of the programme. (PG Cert. and PG Dip.).</p>
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SECTION B

<p>Course Aims (to be completed by department)</p> <p>To develop advanced awareness and understanding of human development, interaction, and the inter-relationship between external and internal factors, within an introductory psychoanalytic framework.</p> <p>To understand the complexities of the role of the observer and to be able to apply a developed observational stance to direct work with children, young people and families.</p> <p>To provide students with the essential, sensitive containment required for learning from experience through small seminar group teaching for observation and work discussion.</p> <p>Through observation and theoretical learning, to support students in establishing a developed understanding of the unconscious dynamics that impact on human development and behaviour.</p> <p>To introduce students to a range of child development research.</p> <p>To introduce students to psychoanalytic child psychotherapy literature and its applications to the work setting.</p> <p>To introduce students to the historical development of psychoanalytic theory.</p> <p>To develop the highly skilled capacity to integrate observation, theory and child development research in the understanding of infant/young child development.</p> <p>To extend specialist skills in reflecting on unconscious dynamics and emotional interactions that occur in groups and in the work setting.</p> <p>To develop student’s capacity to think with critical awareness about the diversity of human experience and be able to reflect upon the impact of sameness/difference in the life of the observed and the observer.</p> <p>To support students in developing a hypotheses and making links on particular themes, issues or preoccupations which arise during the course.</p> <p>To facilitate learning in conducting literature searches.</p> <p>To extend skills in writing a literature review and critically evaluating relevant literature.</p> <p>Develop a greater capacity for independent study in order to complete a Master’s level dissertation.</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 Infant Observation (covering the first 2 years of the infant's life) Student's Young Child Observation (min. of 20 weeks) Experiential Group or Experiential Event Tutorials Independent study and assignment preparation Dissertation seminars Dissertation supervision Library workshop – conducting a literature search</p>	<p>Assessment methods</p> <p>Assignments Seminar observation and feedback Tutorial observation and feedback Dissertation seminar feedback Dissertation proposal feedback Dissertation</p>
<p>Learning Outcomes</p> <p>A1 An advanced awareness and understanding of key psychoanalytic ideas about unconscious processes and their application to infant/young child observation and to the work setting.</p> <p>A2 Knowledge of the historical development of psychoanalytic theory.</p> <p>A3 An advanced awareness and understanding of the processes of infant healthy development and of some of the factors that may interfere with this process.</p> <p>A4 An advanced awareness and understanding of the processes of young child healthy development and of some of the factors that may interfere with this process.</p> <p>A5 An advanced awareness and working knowledge of group and organisational dynamics.</p> <p>A6 Knowledge of a range of child development research.</p> <p>A7 To be able to develop a hypothesis and make links on particular themes, issues or preoccupations that arise for the student during the first two years of the course.</p> <p>A8 To know how to carry out an advanced literature search at post-graduate level.</p> <p>A9 To be able to write a literature review and critically evaluate relevant literature.</p>	

B. INTELLECTUAL/COGNITIVE SKILLS	
<p>Learning methods</p> <p>Lectures Group discussion in small and large group seminars Student's Infant Observation Student's Young Child Observation Experiential Group Tutorials Private study and assignment preparation Dissertation seminars Dissertation supervision</p>	<p>Assessment methods</p> <p>Assignments Seminar observation and feedback Tutorial observation and feedback Dissertation seminar feedback Dissertation proposal feedback Dissertation</p>
<p>Learning Outcomes</p> <p>B1 The advanced ability to differentiate between, integrate and make appropriate use of psychoanalytic theory and child development research.</p> <p>B2 The advanced ability to apply theoretical learning to infant/young child observations and observations the student has made of their working life.</p> <p>B3 The advanced ability to think clearly in emotionally difficult circumstances.</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 the life of the observed and the observer.</p> <p>B5 To be able to gather understanding over time and not to form conclusions or make judgements prematurely.</p> <p>B6 The advanced awareness and understanding of the way group and institutional dynamics manifest themselves in the student's work setting.</p> <p>B7 To be able to critically appraise the literature referenced in the dissertation.</p> <p>B8 To have developed an advanced capacity for independent study.</p>	

C. PRACTICAL SKILLS	
<p>Learning methods</p> <p>Lectures Group discussion in small and large group seminars Tutorials Private study and assignment preparation Dissertation seminars Dissertation supervision</p>	<p>Assessment methods</p> <p>Assignments Seminar observation and feedback Tutorial observation and feedback Dissertation seminar feedback Dissertation proposal feedback Dissertation</p>
<p>Learning Outcomes</p> <p>C1 The advanced ability to take up an observational stance as distinct from active participation.</p> <p>C2 The advanced ability to record an observation (infant and work discussion) in detail and with sensitivity.</p> <p>C3 To be able to participate sensitively in seminar discussions on the student's own and other's observations.</p> <p>C4 An advanced capacity to reflect on how people function in a group setting, both on the course and in the student's work setting.</p> <p>C5 To be able to produce a coherent hypothesis linked with relevant evidence in a well-structured & clearly written format.</p> <p>C6 To be able to write academic papers at Masters degree level.</p> <p>C7 To be able to write a dissertation at Masters degree level.</p>	

D. KEY SKILLS	
<p>Learning methods</p> <p>Lectures Group discussion in small and large group seminars Tutorials Private study and assignment preparation Dissertation seminars Dissertation supervision Library workshop – conducting a literature search</p>	<p>Assessment methods</p> <p>Assignments Seminar observation and feedback Tutorial observation and feedback Dissertation seminar feedback Dissertation proposal feedback Dissertation</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 carry out a literature search and access literature relevant for writing the dissertation.
D3 Numeracy	Where relevant, to be cognisant of the numerical component involved in the design of the child development research studied.
D4 Problem solving	To be able to apply psychoanalytic thinking to a range of observations/work discussion material relevant to the writing of the dissertation.
D5 Working with others	To be able to work effectively with others as a participant member of seminar groups.
D6 Improving own learning and performance	To be able to use informal feedback and reflections from tutors and peers to extend understanding. To be able to use feedback from the dissertation seminars, proposal and supervision to develop thinking and writing of the dissertation. To work independently to the submission date.

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
Module one	Compulsory	M71	Infant Observation 1	-	20
Module two	Compulsory	M72	Work Discussion 1	-	20
Module three	Compulsory	M73	<u>Strand one</u> Theoretical Perspectives <u>Strand two</u> Child Development Research	-	20

Year 2 – PG Diploma					
Component No.	Compulsory/ Core	FULL Module Code	Module Title	NQF Level	Component Credits
Module four	Core	M74	<u>Strand one</u> Infant Observation 2 <u>Strand two</u> Psychoanalytic Theory	-	20
Module five	Core	M75	<u>Strand one</u> Work Discussion 2 <u>Strand two</u> Experiential Group	-	20
Module six	Compulsory	M76	Young Child Observation		20

Year 3 – Master’s Degree					
Component No.	Compulsory/ Core	FULL Module Code	Module Title	NQF Level	Component Credits
Module seven	Compulsory	M77	Dissertation	-	60

Additional Notes on Module Choices (if applicable)

Modules 1-6 must have been completed and passed before proceeding to Module 7 (Dissertation Module).



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)