

## 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

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| <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 Diploma  |
| <b>NQF Level of Qualification</b>                           | -  |
| <b>Full / Part Time</b>                                     | Part-time  |
| <b>Course Title</b>   | Masters in Working with Children, Young People & Families: 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) 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 qualifications will be checked for appropriate matriculation</p> |

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|  | to UK Higher Education postgraduate courses.<br>Completion of the P.G. Cert. |
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**SECTION B**

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| <p><b>Course Aims</b> (to be completed by department)</p> <p>To develop 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> |
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| <b>Course Outcomes</b> (to be completed by department)   |   |
| <b>A. KNOWLEDGE AND UNDERSTANDING</b>  |   |
| <p>Learning methods</p> <p>Lectures<br/>Group discussion in small and large group seminars<br/>Student's Infant Observation (covering the first 2 years of the infant's life)<br/>Student's Young Child Observation (min. of 20 weeks)<br/>Experiential Group or Experiential Event<br/>Tutorials<br/>Independent study and assignment preparation</p>   | <p>Assessment methods</p> <p>Assignments<br/>Seminar observation and feedback<br/>Tutorial observation and feedback</p> |
| <p>Learning Outcomes</p> <p><b>A1</b> 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><b>A2</b> Knowledge of the historical development of psychoanalytic theory.</p> <p><b>A3</b> 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><b>A4</b> 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><b>A5</b> An advanced awareness and working knowledge of group and organisational dynamics.</p> <p><b>A6</b> Knowledge of a range of child development research.</p> |   |

| <b>B. INTELLECTUAL/COGNITIVE SKILLS</b>  |   |
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| <p>Learning methods</p> <p>Lectures<br/> Group discussion in small and large group seminars<br/> Student's Infant Observation<br/> Student's Young Child Observation<br/> Experiential Group<br/> Tutorials<br/> Private study and assignment preparation</p>  | <p>Assessment methods</p> <p>Assignments<br/> Seminar observation and feedback<br/> Tutorial observation and feedback</p> |
| <p>Learning Outcomes</p> <p><b>B1</b> The advanced ability to differentiate between, integrate and make appropriate use of psychoanalytic theory and child development research.</p> <p><b>B2</b> The advanced ability to apply theoretical learning to infant/young child observations and observations the student has made of their working life.</p> <p><b>B3</b> The advanced ability to think clearly in emotionally difficult circumstances.</p> <p><b>B4</b> 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><b>B5</b> To be able to gather understanding over time and not to form conclusions or make judgements prematurely.</p> <p><b>B6</b> The advanced awareness and understanding of the way group and institutional dynamics manifest themselves in the student's work setting.</p> <p><b>B7</b> The developed ability to work independently.</p> |   |

| <b>C. PRACTICAL SKILLS</b>  |   |
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| <p>Learning methods</p> <p>Infant observation small group seminars<br/>           Work discussion small group seminars<br/>           Student's Infant Observation<br/>           Student's Young Child Observation<br/>           Experiential Group or Experiential Event<br/>           Tutorials</p>  | <p>Assessment methods</p> <p>Assignments<br/>           Seminar observation and feedback<br/>           Tutorial observation and feedback</p> |
| <p>Learning Outcomes</p> <p><b>C1</b> The advanced ability to take up an observational stance as distinct from active participation.</p> <p><b>C2</b> The advanced ability to record an observation (infant and work discussion) in detail and with sensitivity.</p> <p><b>C3</b> To be able to participate sensitively in seminar discussions on the student's own and other's observations.</p> <p><b>C4</b> 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><b>C5</b> To be able to formulate a coherent hypothesis linked with relevant evidence.</p> <p><b>C6</b> To be able to write academic papers at Masters degree level.</p> |   |

| <b>D. KEY SKILLS</b>  |  |
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| <p>Learning methods</p> <p>Lectures<br/>Group discussion in small and large group seminars<br/>Tutorials<br/>Private study and assignment preparation</p> | <p>Assessment methods</p> <p>Assignments<br/>Seminar observation and feedback<br/>Tutorial observation and feedback</p>  |
| Learning Outcomes   |  |
| <b>D1 Communication</b>   | To be able to communicate effectively, both in verbal and written form, complex ideas about unconscious processes. Verbal communication skills are not formally assessed.      |
| <b>D2 Information Technology</b>  | To be able to use Information Technology to locate and access literature in preparation for seminars and assignments. Information Technology skills are not formally assessed. |
| <b>D3 Numeracy</b>  | To be cognisant of the numerical component involved in the design of the child development research studied. Numerical skills are not formally assessed.                       |
| <b>D4 Problem solving</b>   | To be able to apply psychoanalytic thinking to a range of observations/work discussion presentations.  |
| <b>D5 Working with others</b>   | To be able to work effectively with others as a participant member of seminar groups/experiential group. Ability to work with others in not formally assessed.                 |
| <b>D6 Improving own learning and performance</b>  | To be able to use informal feedback and reflections from tutors and peers to extend understanding.<br>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       | M7(1)            | Infant Observation 1   | -         | 20                |
| Unit two                | Compulsory       | M7(2)            | Work Discussion 1  | -         | 20                |
| Unit three              | Compulsory       | M7(3)            | <u>Strand one</u><br>Theoretical Perspectives<br><u>Strand two</u><br>Child Development Research | -         | 20                |
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| Year 2 – PG Diploma |                  |                  |   |           |                   |
|---------------------|------------------|------------------|---|-----------|-------------------|
| Component No.       | Compulsory/ Core | FULL Module Code | Module Title  | NQF Level | Component Credits |
| Unit four           | Core             | M74              | <u>Strand one</u><br>Infant Observation 2<br><u>Strand two</u><br>Psychoanalytic Theory | -         | 20                |
| Unit five           | Core             | M75              | <u>Strand one</u><br>Work Discussion 2<br><u>Strand two</u><br>Experiential Group       |           | 20                |
| Unit 6              | Compulsory       | M76              | Young Child Observation   |           | 20                |
|                     |                  |                  |   |           |                   |
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| Year 3        |                  |                  |              |           |                   |
|---------------|------------------|------------------|--------------|-----------|-------------------|
| Component No. | Compulsory/ Core | FULL Module Code | Module Title | NQF Level | Component Credits |
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| 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)