

## 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>	Masters Degree
<b>NQF Level of Qualification</b>	-
<b>Full / Part Time</b>	Part-time
<b>Course Title</b>	Masters in Working with Infants and the Early Years: 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 – onto the PG Certificate/PG Diploma</b>	<p>Students will have at least one year full time equivalent experience (paid or voluntary) directly working with parents, infants and young children under five.</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 parents, infants and/or young children under five 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. This may be through well established work experience in this field.</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 to UK Higher Education postgraduate courses.</p>

<b>Admissions Criteria</b>	To enrol on the Masters dissertation module, students will have successfully completed Years One and Two of the programme (P.G. Cert. and P.G. Dip.).
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**SECTION B**

<p><b>Course Aims</b> (to be completed by department)</p> <p>To develop an advanced awareness and understanding of human development, interactions 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 be able to apply a developed observational stance to direct work with infants and young children within the family context.</p> <p>To develop specialist skills in reflecting on unconscious dynamics and emotional interactions that occur in the work setting.</p> <p>To provide students with the essential, sensitive containment required for learning from experience through small seminar groups for observation and work discussion.</p> <p>Through observation and theoretical learning, to develop a specialist understanding of the unconscious factors that impact on parent, infant and toddler development and behaviour.</p> <p>To introduce students to psychoanalytic parent-infant/toddler literature and its applications to the work setting.</p> <p>To introduce students to a range of Child Development Research.</p> <p>To enhance the student's highly skilled capacity to integrate observation and theory in the understanding of infant/young child development.</p> <p>To enable Early Years' professionals to develop an advanced understanding of the psychological problems which can affect parents, infants and young children within a family context.</p> <p>To develop student's understanding of infant and young children's behaviour, play and communications, including early identification and assessment of difficulties.</p> <p>To increase student's skilled capacity to respond to families where problems include attachment and parent-infant relationship difficulties, and other emotional problems common to this age group.</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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<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 Infant Observation  Student's Young Child Observation (min. 20 weeks)  Experiential Group or Experiential Event  Dissertation seminars  Dissertation supervision  Library workshop – conducting a literature search  Independent study</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><b>A1</b> An advanced awareness and understanding of key psychoanalytic ideas about unconscious processes and their application to Infant Observation and the work setting in the Early Years context.</p> <p><b>A2</b> Knowledge of a range of child development research.</p> <p><b>A3</b> An advanced awareness and understanding of the processes of healthy development in Infancy and Early Years and some of the factors that may interfere with this process.</p> <p><b>A4</b> An increased ability to integrate psychoanalytic theory and child development research</p> <p><b>A5</b> An advanced ability to apply understanding gained through infant observation and theoretical understanding to the Early Years' work context, to enhance the quality of their practice.</p> <p><b>A6</b> The ability to gather understanding over time, to avoid rushing to action, or premature judgements.</p> <p><b>A7</b> An increased ability to formulate ideas and express them clearly verbally and in writing.</p> <p><b>A8</b> 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><b>A9</b> To know how to carry out an advanced literature search at post-graduate level.</p> <p><b>A10</b> To be able to write a literature review and critically evaluate relevant literature.</p>	

<b>B. INTELLECTUAL/COGNITIVE SKILLS</b>	
<p>Learning methods</p> <p>Dissertation seminars Dissertation supervision Independent study</p>	<p>Assessment methods</p> <p>Dissertation seminar feedback Dissertation proposal feedback Dissertation</p>
<p>Learning Outcomes</p> <p><b>B1</b> The advanced ability to differentiate between, integrate and make use of psychoanalytic theory and child development research in the Early Years work context.</p> <p><b>B2</b> The advanced ability to apply theoretical learning to infant observations and observations the student has made of their working life, to enhance their interventions with parents, infants and pre-school age children</p> <p><b>B3</b> The advanced ability to think more 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. To apply this to interventions with families with infants and young children</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> An increased ability to apply theoretical learning to infant observations and observations the student has made of their working life, to enhance their interventions with parents, infants and pre-school age children.</p> <p><b>B7</b> To be able to critically appraise the literature referenced in the dissertation.</p> <p><b>B8</b> To have developed the advanced capacity for independent study.</p>	

<b>C. PRACTICAL SKILLS</b>	
<p>Learning methods</p> <p>Infant observation small group seminars            Work discussion small group seminars            Experiential Group or Experiential Event            Tutorials            Dissertation seminars            Dissertation supervision            Independent study</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><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 group members' presentations of their observations.</p> <p><b>C4</b> The advanced ability to apply the observational stance to their professional practice, being able to reflect on the appropriate role to take up when intervening with parents, infants and pre-school age children.</p> <p><b>C5</b> To be able to write academic papers at post graduate level.</p> <p><b>C6</b> To be able to produce a coherent hypothesis linked with relevant evidence in a well-structured &amp; clearly written format.</p> <p><b>C7</b> To be able to write a dissertation at Masters level.</p>	

<b>D. KEY SKILLS</b>	
<p>Learning methods</p> <p>Infant Observation small group seminars  Work Discussion small group seminars  Infant Observation in family homes  Work setting  Tutorials  Dissertation seminars  Dissertation supervision  Library workshop – conducting a literature search  Independent study</p>	<p>Assessment methods</p> <p>Assignments  Seminar observation and feedback (Work Discussion and Infant Observation)  Tutorial observation and feedback  Dissertation seminar feedback  Dissertation proposal feedback  Dissertation</p>
<p>Learning Outcomes</p>	
<p><b>D1 Communication</b></p>	<p>To be able to communicate effectively, in written form, complex ideas about unconscious processes.</p>
<p><b>D2 Information Technology</b></p>	<p>To be able to use Information Technology to carry out a literature search and access literature relevant for writing the dissertation. Information Technology skills are not formally assessed.</p>
<p><b>D3 Numeracy</b></p>	<p>Where relevant, to be cognisant of the numerical component involved in the design of the infant and child development research studied. Numerical skills are not formally assessed.</p>
<p><b>D4 Problem solving</b></p>	<p>To be able to apply psychoanalytic thinking to a range of observations/work discussion material relevant to the writing of the dissertation.</p>
<p><b>D5 Working with others</b></p>	<p>To be able to work effectively with others as a participant member of seminar groups. Ability to work with others in not formally assessed.</p>
<p><b>D6 Improving own learning and performance</b></p>	<p>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.</p>

## 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	M9(1)	Infant Observation 1	-	20
Module two	Compulsory	M9(2)	Work Discussion 1	-	20
Module three	Compulsory	M9(3)	<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	M9(4)	<u>Strand one</u> Infant Observation 2 <u>Strand two</u> Specialist Psychoanalytic Theory	-	20
Module five	Core	M9(5)	<u>Strand one</u> Work Discussion 2 <u>Strand two</u> Experiential Group	-	20
Module six	Compulsory	M9(6)	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	M9(7)	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)