

## 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>	(to be completed by department if applicable)N/A
<b>Final Award</b>	Post Graduate Certificate
<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 and 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 parents, infants and young children under five.</p> <p>Students will be currently undertaking direct work with infants or young children, parents or families, for a minimum one to two days per week.</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 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 parents, infants and young children.</p> <p>After successful interview, students 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>
----------------------------	--

--	--

**SECTION B**

<b>Course Aims</b> (to be completed by department)	
<p>To develop an awareness and understanding of human development, interactions and the inter-relationship between external and internal factors within an introductory psychoanalytic framework.</p> <p>To develop specialist skills in reflecting on unconscious dynamics and emotional interactions that occur in the work setting.</p> <p>To understand the complexities of the role of the observer as distinct from active participant and be able to apply a more observational stance to direct work.</p> <p>To increase understanding of the developing relationships of infants and young children within the family context.</p> <p>Through observation and theoretical learning, to develop an 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 provide students with the containment required for learning from experience through small seminar group teaching for observation and work discussion.</p>	
<b>Course Outcomes</b> (to be completed by department)	
<b>A. KNOWLEDGE AND UNDERSTANDING</b>	
<p>Lectures</p> <p>Group Discussion in small and large group seminars</p> <p>Student's Infant Observation</p> <p>Work Discussion</p> <p>Tutorials</p> <p>Private study and assignment preparation</p>	<p>Assessment methods</p> <p>Assignments</p> <p>Seminar observation and feedback</p> <p>Tutorial observation and feedback.</p>

Learning Outcomes

- A1** An understanding of some key psychoanalytic ideas about unconscious processes and their application to Infant Observation and the work setting in the Early Years context.
- A2** Knowledge of a range of Child Development Research.
- A3** A critical understanding of the processes of healthy development in Infancy and Early Years and some of the factors that may interfere with this process.

**B. INTELLECTUAL/COGNITIVE SKILLS**

Learning methods:

Lectures  
Group Discussion in small and large group seminars  
Tutorials  
Private study and assignment preparation

Assessment methods

Assignments  
Seminar observation and feedback  
Tutorial observation and feedback.

**Learning Outcomes**

- B1** The ability to integrate a psychoanalytic theoretical framework and child development research.
- B2** The 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
- B3** The ability to think more clearly in emotionally difficult circumstances.
- B4** The 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
- B5** To be able to gather understanding over time and not to form conclusions or make judgements prematurely.
- B6** A developed capacity for independent study.

<b>C. PRACTICAL 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</p>	<p>Assessment methods</p> <p>Assignments            Seminar observation and feedback (Work Discussion and Infant Observation)            Tutorial observation and feedback</p>
<p>Learning Outcomes</p> <p><b>C1</b> The 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 students' own and other group members' presentations of their observations.</p> <p><b>C4</b> To be able to write academic papers at post graduate level.</p> <p><b>C5</b> To be able to formulate a coherent hypothesis linked with relevant</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</p>	<p>Assessment methods</p> <p>Assignments            Seminar observation and feedback            Tutorial observation and feedback</p>
<p>Learning Outcomes</p>	
<b>D1 Communication</b>	To be able to communicate effectively, both in verbal and written form, complex ideas about unconscious processes.
<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.
<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.
<b>D6 Improving own learning and performance</b>	To be able to use informal feedback and reflections from tutors and peers to extend understanding. 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					
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)	Specialised 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					
Component No.	Compulsory/ Core	FULL Module Code	Module Title	NQF Level	Component Credits

<b>Additional Notes on Module Choices (if applicable)</b>
---

## 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)