

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	Post Graduate Diploma
Full / Part Time	Part-Time
Course Title	Masters in Working with Infants and the Early Years: A Psychoanalytic Observational Approach
QAA Benchmark Group	Counselling and 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 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 infants or young children, 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 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

Course Aims (to be completed by department)
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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.

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.

To develop specialist skills in reflecting on unconscious dynamics and emotional interactions that occur in the work setting.

To provide students with the essential, sensitive containment required for learning from experience through small seminar groups for observation and work discussion.

Through observation and theoretical learning, to develop a specialist understanding of the unconscious factors that impact on parent, infant and toddler development and behaviour.

To introduce students to psychoanalytic parent-infant/toddler literature and its applications to the work setting.

To introduce students to a range of Child Development Research.

To enhance the student's highly skilled capacity to integrate observation and theory in the understanding of infant/young child development.

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.

To develop student's understanding of infant and young children's behaviour, play and communications, including early identification and assessment of difficulties.

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.

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 Student's Young Child Observation (min. 20 weeks) Experiential Group or Experiential Event</p>	<p>Assessment methods</p> <p>Assignments Seminar observation and feedback Tutorial observation and feedback</p>
<p>Learning Outcomes</p> <p>A1 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>A2 Knowledge of a range of child development research.</p> <p>A3 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>A4 An increased ability to integrate psychoanalytic theory and child development research</p> <p>A5 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>A6 The ability to gather understanding over time, to avoid rushing to action, or premature judgements.</p> <p>A7 An increased ability to formulate ideas and express them clearly verbally and in writing.</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 Experiential Group or Experiential Event Tutorials Private study and assignment preparation</p>	<p>Assessment methods</p> <p>Assignments Seminar observation and feedback Tutorial observation and feedback</p>
<p>Learning Outcomes</p> <p>B1 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>B2 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>B3 The advanced ability to think more 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. To apply this to interventions with families with infants and young children</p> <p>B5 To be able to gather understanding over time and not to form conclusions or make judgements prematurely.</p> <p>B6 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>B7 A developed capacity for independent study.</p>	

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

D. KEY SKILLS	
<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 style="text-align: center;">Learning Outcomes</p> <p>D1 Communication To be able to communicate effectively, both in verbal and written form, complex ideas about unconscious processes.</p> <p>D2 Information Technology 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.</p> <p>D3 Numeracy To be cognisant of the numerical component involved in the design of the child development research studied.</p> <p>D4 Problem solving To be able to apply psychoanalytic thinking to a range of observations/work discussion presentations.</p> <p>D5 Working with others To be able to work effectively with others as a participant member of seminar groups.</p> <p>D6 Improving own learning and performance To be able to use informal feedback and reflections from tutors and peers to extend understanding. To autonomously work to assignment submission dates.</p>	

Additional Notes on Module Choices (if applicable)

Students will have completed the Year One/ PG Certificate seminars (Modules 1, 2 & 3) but may not have submitted their academic assignment for Module 1 if there has been a significant delay in starting their Infant Observation. In this case, students will not have met the necessary requirements for completing the academic assignment. Students will need to continue on to Year Two/ PG Diploma. in order not to disrupt their two-year Infant Observation.

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)