

## 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>	The Tavistock and Portman NHS Foundation Trust
<b>Professional accreditation by</b>	
<b>Final Award</b>	MA
<b>NQF Level of Qualification</b>	N/A
<b>Full / Part Time</b>	Part Time
<b>Course Title</b>	From Safeguarding to Permanence – Psychodynamic & Systemic Therapeutic Practice with Children in Complex Settings (M22)
<b>QAA Benchmark Group</b>	The QAA benchmark statement for Counselling & Psychotherapy 2013 has been taken into account
<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>	March 2015
<b>Admissions Criteria</b>	<p>Applicants will have:</p> <ol style="list-style-type: none"> <li>1. Completed the PGDip year of M22 and the Postgraduate Certificate Child, Adolescent and Family Mental Well-being: Multidisciplinary Practice (D24) or equivalent.</li> <li>2. An appropriate professional qualification relevant to their chosen career or evidence of other appropriate, relevant professional experience.</li> <li>3. At least three years practice experience since qualification, preferably more.</li> <li>4. A first degree, degree equivalent or evidence of other relevant post registration education/experience.</li> <li>5. To be in full-time or part-time posts in which they are working with children and/or families experiencing difficulties, be they behavioural, emotional or psychological (this may include managing, teaching or supervising staff) where the candidate has a remit to make a difference in their work (as candidates will be required to bring examples of their work for discussion and reflection).</li> </ol>

	<p>6. After successful interview students will need to complete a Satisfactory Disclosure and Barring Service (DBS) check to take up a place (this is undertaken by the Trust).</p> <p>7. Met clinical eligibility admission criteria at interview.</p> <p>Students that apply to enter stages of the programme may be admitted through normal Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes, or through an approved articulation agreement. Therefore such applicants must be able to demonstrate and evidence that they have the required learning outcomes as listed in the modules for which they are seeking exemption.</p> <p>In the case of applicants whose first language is not English, the University's English Language requirements as detailed on the website at time of application must be met – see <a href="http://www.uel.ac.uk/international/application/english-language-requirements/">http://www.uel.ac.uk/international/application/english-language-requirements/</a></p> <p><b>Selection</b></p> <p>By:</p> <p>(a) Supporting statement</p> <p>(b) A satisfactory written reference from the student's workplace supporting their application and from D24 tutor/another relevant reference pertinent to working with children, young people and or families (as applicable)</p> <p>(c) By interview.</p> <p>Staff members from the Tavistock Clinic undertake interviews.</p>
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**SECTION B**

<b>Course Aims</b>	
	<p><b>PGDip</b></p> <p>To develop an understanding of the fundamental importance of thinking about and keeping as central the need for permanence in all stages of work with children and families <u>whether this be in foster placements, with families or any other setting acknowledging that permanence can be achieved in a range of settings and that the option chosen should depend on the best interests of the individual child.</u></p>
	<p>To develop clinical skills in order to improve the quality of engagement with families and children both in the birth family context and with alternative carers and families.</p> <p>To increase research-based and theoretical knowledge about children's development from birth to adolescence and apply this to ensure decision-making is both timely and informed by children's developmental needs.</p>

To provide a framework for thinking about the assessment of risk and increase confidence and skills in professional judgement especially in situations where anxiety is high.

Develop a rigorous theoretical framework for understanding and working with complex child care whether as a practitioner, supervisor, manager or consultant.

### MA

Develop an understanding of the relationship between child care practice and the organisational context with particular emphasis on the unconscious dynamics of organisations and organisational culture and narratives.

Develop skills to undertake comprehensive literature searching and develop the skills and confidence to employ critical thinking and critique a range of research evidence.

Develop advanced clinical skills through the undertaking of a clinical placement within the Trust and apply knowledge in the assessment, formulation and intervention with families in therapeutic work.

Increase knowledge about theoretical principles in relation to people and organisations and develop authority and confidence in a leadership role.

Develop confidence and skills in presenting complex cases from their home organisation and clinical placement to a reflecting team.

<b>Course Outcomes</b>	
<b>A. KNOWLEDGE AND UNDERSTANDING</b>	
<p>Learning methods</p> <p>Lectures. Group discussion in seminars. Exploration of therapeutic practice in clinical supervision and clinical seminars. Tutorials. Private study, assignment preparation.</p>	<p>Assessment methods</p> <p>Written assignments Seminar observation and feedback Supervisor clinical assessment Research sessions</p>
<p>Learning Outcomes</p> <p><b>A1</b> Theories and research about child development and undertaking developmentally informed assessments.</p> <p><b>A2</b> Theories and research about the aetiology of abuse and its impact on developmental outcomes for children.</p> <p><b>A3</b> Theoretical knowledge about legislation and policy pertaining to CAMHS and children’s social care and its effects on multi-agency working and working in partnership.</p> <p><b>A4</b> Theoretical concepts relevant to working effectively with children and families where abuse has occurred.</p> <p><b>A5</b> The capacity to use theoretical frameworks to inform the assessment of and support to families and their ability to manage the needs of traumatised/attachment disordered children placed in their families.</p> <p><b>A6</b> To develop theoretical and experiential knowledge about working with diversity and the perspectives of service users and other disciplines.</p> <p><b>A7</b> To demonstrate a sound understanding of a diversity of theoretical models for the effective supervision and management of child care practice and associated risk and apply these to a range of practice contexts.</p> <p><b>A8</b> To demonstrate a sophisticated understanding of theoretical principles and experiential knowledge about the functioning of organisations and the impact and management of traumatised children and abusive family dynamics on professional systems and practice to inform one’s own practice and support that of others.</p> <p><b>A9</b> To critically evaluate social and institutional theory/policy and apply this learning in order to examine the relationship between children, carers, practitioners and organisations.</p>	

<b>B. INTELLECTUAL/COGNITIVE SKILLS</b>	
<p>Learning methods</p> <p>The reflective opportunities generated by clinical placement and supervision Group discussion in seminars Preparation of assignments.</p>	<p>Assessment methods</p> <p>Written assignments (formative and summative) Seminar observation and feedback Supervisor clinical assessment Research sessions</p>
<p>Learning Outcomes</p> <p><b>B1</b> To identify and critically examine the multitude of complexities involved in childcare work for instance, family histories and patterns, internal worlds, relationships, cultural sensitivity, subjectivity and contexts.</p> <p><b>B2</b> The capacity to analyse practice data and make use of this in formulating and evaluating practice.</p> <p><b>B3</b> The integration of practice data and theory leading to the capacity to conceptualise and develop hypotheses with regard to complex problems in relation to children and families.</p> <p><b>B4</b> The capacity to reflect and use personal experience as a tool for learning and intervention in familiar and unfamiliar settings.</p> <p><b>B5</b> A practical understanding of how policy, research and enquiry are used to create and interpret knowledge in the relevant disciplines.</p> <p><b>B6</b> The ability to conceptualise the tasks of pre and post placement work in the light of complex family dynamics, and internal and external pressures.</p> <p><b>B7</b> The ability to use theory at a sophisticated level to understand and interpret conscious and unconscious dynamics impacting on relationships and as a tool to aid communication, supervision and management of others where appropriate.</p> <p><b>B8</b> The ability to evaluate and critique relevant research, synthesise and apply findings to practice.</p> <p><b>B9</b> To analyse the circularity of the impact of work with complex children and families and institutional dynamics on each other and to use this understanding to critically evaluate the effectiveness of service delivery.</p>	

<b>C. PRACTICAL SKILLS</b>	
Learning methods	Assessment methods
Supervised work from clinical placement Research sessions	Case discussion in supervision and assignments Clinical assessment.
Learning Outcomes	
<b>C1</b>	Develop theoretically and evidenced-based/informed therapeutic practice with traumatised children in complex families.
<b>C2</b>	Develop the capacity to work with, and in, complex processes of change and reflect on one's own contribution to relationship dynamics with service users and other professionals when undertaking assessments of and intervening with children at risk or in need.
<b>C3</b>	Recognise the impact and interplay between professional and personal experience.
<b>C4</b>	Develop the capacity to work with and assess complex processes of change, while maintaining respect for family history and resourcefulness and keeping issues of risk central.
<b>C5</b>	The development of use of self as a clinical tool and the exploration of different forms of clinical intervention including intensive individual supervision to develop one's own contribution to supervisory practice within complex child care work through the clinical placement and the capacity to provide it to others.
<b>C6</b>	The capacity to engage parents, children and families, demonstrating increasing agility and sensitivity to a wider range of more complex dynamics and communications at work.
<b>C7</b>	The capacity to manage oneself in highly charged situations and the ability to tolerate and work with uncertainty and conflict.
<b>C8</b>	The capacity to deal with complex issues systematically and creatively, ensuring sound judgements are made in the absence of all information and clearly communicating conclusions to families, colleagues verbally and in writing.
<b>C9</b>	Manage and work with risk and uncertainty at a personal and organisational level, developing increased autonomy as appropriate.

<b>D. KEY SKILLS</b>	
<p>Learning methods</p> <p>Group participation Presentations; verbal and written Researching and writing assignments using electronic data bases in the library</p>	<p>Assessment methods</p> <p>Assignments- written, formative and summative, clinical and case presentation Presentation and engagement capacities assessed in clinical work</p>
<p>Learning Outcomes</p>	
<p><b>D1</b> Communication</p> <p><b>D2</b> Information Technology</p> <p><b>D3</b> Numeracy</p> <p><b>D4</b> Problem solving</p> <p><b>D5</b> Working with others</p> <p><b>D6</b> Improving own learning and performance</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

From Safeguarding to Permanence – Psychodynamic & Systemic Therapeutic Practice with Children in Complex Settings (M22) MA (60 credits at Level 7) <b>or</b> Equivalent Accredited Certificated Learning or Accredited Experiential Learning equivalent to 60 credits at Level 7.
<b>Year 1</b> (refer to programme specification for PGDip)

<b><u>PG Cert in Child, Adolescent and Family Mental Well-being: Multi-disciplinary Practice (60 credits at Level 7) or Equivalent Accredited Certificated Learning or Accredited Experiential Learning equivalent to 60 credits at Level 7.</u></b>						
<b>Year 1</b>						
<u>Component No.</u>	<u>Compulsory/ Core</u>	<u>FULL Module Code</u>	<u>Module Title</u>	<u>NQF Level</u>	<u>Component Credits</u>	
<u>1</u>	<u>Compulsory and Core</u>	<u>Module A</u>	<u>Developmentally Informed Assessments</u>	<u>7</u>	<u>20 credits</u>	
<u>2</u>	<u>Compulsory</u>	<u>Module Ba or ModuleBb</u>	<u>Maltreatment: Assessment &amp; Interventions or Understanding Maltreatment in Looked After Children, Adoption and Foster Care</u>  <u>NB. Only one of the above options Ba, or Bb is selected</u>	<u>7</u>	<u>20 credits</u>	
<u>3</u>	<u>Compulsory and Core</u>	<u>Module C</u>	<u>Therapeutic Clinical practice</u>	<u>7</u>	<u>20 credits</u>	<u>PGDip on successful completion of 120 credits (including 60 credits from D24)</u>
<b>Year 2</b>						
<u>Component No.</u>	<u>Compulsory/ Core</u>	<u>FULL Module Code</u>	<u>Module Title</u>	<u>NQF Level</u>	<u>Component Credits</u>	
1	Compulsory	Module D	Organisational Context of Complex Child Care	7	30 credits	
2	Compulsory	Module E	Advanced Therapeutic Clinical Practice	7	30 credits	MA awarded on successful completion of 180 credits

<b>Additional Notes on Module Choices</b> (if applicable)
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## SECTION D

### Web page address:

<http://www.tavistockandportman.nhs.uk/training/courses/safeguarding-permanence-%E2%80%93-psychodynamic-and-systemic-therapeutic-practice-children>

### Rules of assessment

Students are assessed academically and in respect of their clinical practice.

Over the year students undertake Modules D and E, which include a written assignment per Module and assessment of clinical practice by their clinical supervisor.

Module D: Organisational Context of Complex Child Care Practice: A 6,000 word analysis of an aspect of complex childcare practice and process within an organisation. This will be due at the end of the Module.

Module E Therapeutic and Clinical Practice: A 7,000 word extended clinical practice research paper drawing on cases from the student's clinical practice, including a literature review of evidence-based interventions relevant to the cases discussed. A clinical assessment of supervised clinical work is undertaken. **Both the academic and clinical aspects of the assessment need to be passed and are non-compensable.** Assessment will be at the end of the academic year.

This programme aims to use assessment as a way of enhancing and consolidating learning and developing capability, not only as a way of testing knowledge and skills. There are no exams.

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able to fully engage with all assessment within the programme