

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	The Tavistock and Portman NHS Foundation Trust
Professional accreditation by	
Final Award	PGDip
NQF Level of Qualification	N/A
Full / Part Time	Part Time
Course Title	From Safeguarding to Permanence – Psychodynamic & Systemic Therapeutic Practice with Children in Complex Settings (M22)
QAA Benchmark Group	The QAA benchmark statement for Counselling & Psychotherapy 2013 has been taken into account
2nd QAA Benchmark Group	
3rd QAA Benchmark Group for Joint Schemes	
JACS Code	
Revision Date	March 2015
Admissions Criteria	<p>Applicants will have:</p> <ol style="list-style-type: none"> 1. Completed the Postgraduate Certificate Child, Adolescent and Family Mental Well-being: Multidisciplinary Practice (D24) or equivalent. 2. An appropriate professional qualification relevant to their chosen career or evidence of other appropriate, relevant professional experience. 3. At least three years practice experience since qualification, preferably more. 4. A first degree, degree equivalent or evidence of other relevant post registration education/experience. 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). 6. After successful interview students will need to

	<p>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 http://www.uel.ac.uk/international/application/english-language-requirements/</p> <p>Selection</p> <p>By:</p> <ul style="list-style-type: none"> (a) Application form and supporting statement (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) (c) By interview. <p>Staff members from the Tavistock Clinic undertake interviews.</p>
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SECTION B

Course Aims
<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> <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.</p>

Develop a rigorous theoretical framework for understanding and working with complex child care whether as a practitioner, supervisor, manager or consultant.	
Course Outcomes	
A. KNOWLEDGE AND UNDERSTANDING	
<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 Viva presentation Seminar observation and feedback Supervisor clinical assessment Research sessions</p>
<p>Learning Outcomes</p> <p>A1 Theories and research about child development and undertaking developmentally informed assessments.</p> <p>A2 Theories and research about the aetiology of abuse and its impact on developmental outcomes for children.</p> <p>A3 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>A4 Theoretical concepts relevant to working effectively with children and families where abuse has occurred.</p>	

B. INTELLECTUAL/COGNITIVE SKILLS	
<p>Learning methods</p> <p>The reflective opportunities generated by clinical placement and supervision Group discussion in seminars Preparation of viva presentation and assignments.</p>	<p>Assessment methods</p> <p>Written assignments (formative and summative) Viva presentation Seminar observation and feedback Supervisor clinical assessment Research sessions</p>
<p>Learning Outcomes</p> <p>B1 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>B2 The capacity to analyse practice data and make use of this in formulating and evaluating practice.</p> <p>B3 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>B4 The capacity to reflect and use personal experience as a tool for learning and intervention in familiar and unfamiliar settings.</p> <p>B5 A practical understanding of how policy, research and enquiry are used to create and interpret knowledge in the relevant disciplines.</p>	

C. PRACTICAL SKILLS	
Learning methods	Assessment methods
Supervised work from clinical placement Research sessions	Case discussion in supervision and assignments Clinical assessment.
Learning Outcomes	
C1	Develop theoretically and evidenced-based/informed therapeutic practice with traumatised children in complex families.
C2	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.
C3	Recognise the impact and interplay between professional and personal experience.
C4	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.

D. KEY SKILLS	
<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 viva presentation Presentation and engagement capacities assessed in clinical work</p>
<p>Learning Outcomes</p>	
<p>D1 Communication <u>Communicate effectively by presenting ideas, thoughts and reflective evidence to others in a clear and concise manner, in written reports and in oral presentations.</u></p>	
<p>D2 Information Technology <u>Demonstrate an advanced ability to use information technology to access readings, journals and relevant papers</u></p>	
<p>D3 Numeracy <u>Analyse and present data where necessary where necessary, using mathematical techniques</u></p>	
<p>D4 Problem solving <u>Articulate complex issues and problems and consider interventions and solutions</u></p>	
<p>D5 Working with others <u>Recognise dynamic issues in working as part of a group or team and generate and develop ideas in a cohesive and inclusive way</u></p>	
<p>D6 Improving own learning and performance <u>Through self-directed and reflective learning plan activities and consider one's own performance</u></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

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.						
Year 1						
Component No.	Compulsory/ Core	FULL Module Code	Module Title	NQF Level	Component Credits	
1	Compulsory and Core	Module A	Developmentally Informed Assessments	7	20 credits	
2	Compulsory	Module Ba or ModuleBb	Maltreatment: Assessment & Interventions or Understanding Maltreatment in Looked After Children, Adoption and Foster Care NB. Only one of the above options Ba, or Bb is selected	7	20 credits	
3	Compulsory and Core	Module C	Therapeutic Clinical practice	7	20 credits	PGDip on successful completion of 120 credits (including 60 credits from D24)

Additional Notes on Module Choices (if applicable)

Only one of the above options in Module B is chosen by students - Ba, or Bb is selected
Maltreatment: Assessment & Interventions or Understanding Maltreatment in Looked After Children, Adoption and Foster Care

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.

As part of the Postgraduate Diploma there are two written assignments, linked to specific curriculum areas in Modules A and C. For Module Ba/Bb assessment is via a Viva presentation.

Module A Developmentally Informed Assessments: A 2,500- 3,000 word assignment based on a case study provided to the student. This will be due at the end of term one.

Module Ba: Maltreatment: Assessment and Intervention: A 20 minute Viva presentation on a recently completed assessment or intervention incorporating critical reflection of candidate's role in the work. This will take place at the end of term two.

Module Bb: Understanding Maltreatment in Looked After Children, Adoption and Foster Care: A 20 minute Viva presentation on a recently completed assessment or intervention incorporating critical reflection of candidate's role in the work. This will take place at the end of term two.

Module C: Therapeutic and Clinical Practice: A clinical assessment of supervised clinical work is undertaken by the student's clinical supervisor. The student must submit a clinical learning log of 2500 words. Both aspects of the assessment need to be passed. These are non-compensable.

Students need to complete successfully both assessments in order to pass the year.

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.

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