

## 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 Adolescents: 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 of prior experience (paid or voluntary) directly working with adolescents.</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 adolescents, 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 adolescents.</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.).
----------------------------	---

**SECTION B**

<p><b>Course Aims</b> (to be completed by department)</p> <p>To develop advanced awareness and understanding of adolescent development, and the complex inter-relationship between external and internal factors affecting human development, within an introductory psychoanalytic framework.</p> <p>To develop advanced understanding of the emotional and psychological difficulties typically faced by adolescents by making critical use of an applied psychoanalytic framework that acknowledges the role of bio-social factors in adolescent development.</p> <p>To introduce students to psychoanalytic literature and psychoanalytic child psychotherapy literature and its applications to work with adolescents.</p> <p>To consider the diversity of human experience and be able to critically reflect upon the impact of sameness/difference in working life.</p> <p>To develop advanced awareness and understanding of the adolescent process, and the complex inter-relationship between external and internal factors affecting human development, within an applied psychoanalytic framework.</p> <p>To deepen understanding of the emotional and psychological difficulties typically faced by adolescents by making critical use of an applied psychoanalytic framework relevant to the work role and setting.</p> <p>To understand the complexities of the role of the observer and be able to use observational experience to 1) make use of a self-reflective stance in active working relationships and 2) make meaningful links between adolescence and the processes of development observed in young childhood.</p> <p>To develop a deepening understanding of the unconscious dynamics that impact on working relationships and on institutions and networks, and on the individual's role in those dynamics.</p> <p>To develop the capacity to engage critically with primary texts in psychoanalytic literature and psychoanalytic child psychotherapy literature and make meaningful applications to work with adolescents relevant to role and setting.</p> <p>To extend specialist skills in reflecting on unconscious dynamics and emotional interactions that occur in groups and in the work setting.</p> <p>To think critically and with depth about 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.</p>
--

To develop a hypotheses and make links on particular themes, issues or preoccupations which have arisen during the course.

To facilitate learning in conducting literature searches.

To extend skills in writing a literature review and critically evaluating relevant literature.

Develop a greater capacity for independent study in order to complete a Masters level dissertation.

<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 Institutional Observation Student's Young Child Observation Tutorials Private study and assignment preparation 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 adolescent development and to adolescent disorder.</p> <p><b>A2</b> An advanced awareness and understanding of the ways in which a psychoanalytic framework of thinking can be applied to experiences in ordinary working life</p> <p><b>A3</b> A critical understanding of key psychoanalytic ideas relevant to working with adolescents, as encountered in selected psychoanalytic and child psychotherapy texts.</p> <p><b>A4</b> Knowledge of key psychoanalytic ideas relating to unconscious processes in organisations.</p> <p><b>A5</b> An advanced understanding of the processes of working in teams and networks supporting adolescents, and factors that may interfere with this.</p> <p><b>A6</b> An advanced understanding and awareness of the processes of young child healthy development and the processes at play in a nursery setting</p> <p><b>A7</b> A developed understanding of the student's own contribution to unconscious processes in a group.</p> <p><b>A8</b> A developed understanding of the processes at work in institutional settings as experienced in the observer role.</p> <p><b>A9</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>A10</b> To know how to carry out advanced literature searches.</p> <p><b>A11</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>Lectures Group discussion in small and large group seminars Tutorials Private study and assignment preparation 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>B1</b> An advanced ability to understand adolescent experience, including adolescent disorder, using both a psychoanalytic framework and an awareness of bio-social factors.</p> <p><b>B2</b> An advanced ability to make links between theoretical learning and experience in the observer role, and between theoretical learning and self-reflective observation of interactions in working life.</p> <p><b>B3</b> The ability to think more clearly in emotionally difficult circumstances in working relationships with adolescents.</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 working relationships and in the roles of those observed and the observer.</p> <p><b>B5</b> An advanced awareness and ability to understand the ways in which unconscious processes in teams and institutions are affected by, and affect, those working within them.</p> <p><b>B6</b> The skilled ability to integrate psychoanalytic theory and experience in a work role or setting not based in psychoanalytic practice.</p> <p><b>B7</b> An advanced ability to apply theoretical learning to Young Child observations, and to be able to use observational experience to make use of a self-reflective stance in active working relationships with adolescents.</p> <p><b>B8</b> An advanced understanding of the way group and institutional dynamics manifest themselves in the student's work setting, and their role within these dynamics.</p> <p><b>B9</b> The ability to think independently and to collaborate in complex networks working under pressure, using an understanding of an applied psychoanalytic framework.</p> <p><b>B10</b> To be able to critically appraise the literature referenced in the dissertation.</p> <p><b>B11</b> To have developed an advanced capacity for independent study.</p>	

<b>C. PRACTICAL SKILLS</b>	
<p>Learning methods</p> <p>Institutional Observation small group seminars  Work discussion small group seminars  Young Child Observation small group seminars  Large group lectures  Institutional observations in working organisations  Work setting  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 in detail and with sensitivity, whether in an observer role or in making self-reflective observations in work interactions with adolescents.</p> <p><b>C3</b> The skilled ability to generate learning from experience in small group seminars by engaging actively and openly with the presentations of other students.</p> <p><b>C4</b> To be able to make critical links between didactic teaching in large groups and experiential learning in small groups</p> <p><b>C5</b> To be able to integrate learning from different modules of the course studied during the course.</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 academic papers at post graduate level.</p> <p><b>C8</b> To be able to write a dissertation at Master’s degree level.</p>	

<b>D. KEY SKILLS</b>	
<p>Learning methods</p> <p>Lectures Group discussion in small and large group seminars Tutorials Private study and assignment preparation 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>
<b>Learning Outcomes</b>	
<b>D1 Communication</b>	To be able to communicate effectively, in written form, complex ideas about unconscious processes.
<b>D2 Information Technology</b>	To be able to use Information Technology to carry out a literature search and access literature relevant for writing the dissertation.
<b>D3 Numeracy</b>	To be cognisant of the numerical component involved in the design of research findings as encountered in papers on the bio-social aspects of adolescence.
<b>D4 Problem solving</b>	To be able to apply psychoanalytic thinking to a range of observations/work discussion material relevant to the writing of the dissertation.
<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 feedback from the dissertation seminars, proposal and supervision to develop thinking and writing of the dissertation. To work independently to the submission date.

## SECTION C

### Course Structure

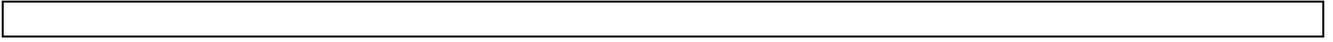
Please note that for PG courses, the status of each module on exit awards (e.g. PGDip and PGCert on a Masters degree) should be indicated by adding additional columns

<b>Year 1 – PG Certificate</b>					
<b>Component No.</b>	<b>Compulsory/ Core</b>	<b>FULL Module Code</b>	<b>Module Title</b>	<b>NQF Level</b>	<b>Component Credits</b>
Module one	Compulsory	M33(1)	Institutional Observation 1	-	20
Module two	Compulsory	M33(2)	Work Discussion 1	-	20
Module three	Compulsory	M33(3)	<u>Strand one</u> Theoretical Perspectives <u>Strand two</u> Applying a psychoanalytic framework to working life	-	20

<b>Year 2 – PG Diploma</b>					
<b>Component No.</b>	<b>Compulsory/ Core</b>	<b>FULL Module Code</b>	<b>Module Title</b>	<b>NQF Level</b>	<b>Component Credits</b>
Module four	Compulsory	M33(4)	<u>Strand one</u> Working with Teams and Networks <u>Strand two</u> Psychoanalytic Theory	-	20
Module five	Core	M33(5)	<u>Strand one</u> Work Discussion 2 <u>Strand two</u> Experiential Group	-	20
Module six	Compulsory	M33(6)	Young Child Observation		20

<b>Year 3 – Master’s Degree</b>					
<b>Component No.</b>	<b>Compulsory/ Core</b>	<b>FULL Module Code</b>	<b>Module Title</b>	<b>NQF Level</b>	<b>Component Credits</b>
Module seven	Compulsory	M33(7)	Dissertation	-	60

<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)