

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 Certificate
NQF Level of Qualification	-
Full / Part Time	Part-time
Course Title	Masters in Working with Adolescents: A Psychoanalytic Observational Approach
QAA Benchmark Group	Counselling & Psychotherapy
2nd QAA Benchmark Group	-
3rd QAA Benchmark Group for Joint Schemes	-
JACS Code	-
Revision Date	-
Admissions Criteria	<p>Candidates will have at least one year full-time equivalent experience (paid or voluntary) directly involved with adolescents in a professional/work role.</p> <p>Candidates will need to demonstrate an interest in learning about emotional development, observation and psychoanalytic thinking.</p> <p>Candidates will be currently involved in direct work with adolescents, either paid or as a recognised volunteer, for a minimum one to two days per week, and be committed to continuing to work with adolescents throughout the course.</p> <p>Candidates will either have a first degree, or the equivalent, or be able to demonstrate that they can meet the academic demands of the course.</p> <p>Candidates 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</p>

	91+ (min. 18 in each component). International qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate courses.
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SECTION B

Course Aims (to be completed by department)
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To develop awareness and understanding of adolescent development, and the complex inter-relationship between external and internal factors affecting human development, within an introductory psychoanalytic framework.

To develop an 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.

To develop an understanding of the role of the observer and be able to use observational experience to make use of a self-reflective stance in active working relationships with adolescents.

To develop understanding of the unconscious dynamics that impact on working relationships with adolescents and on the institutions and networks around them.

To introduce students to psychoanalytic literature and psychoanalytic child psychotherapy literature and its applications to work with adolescents.

To consider the diversity of human experience and be able to critically reflect upon the impact of sameness/difference in working life.

Course Outcomes (to be completed by department)	
A. KNOWLEDGE AND UNDERSTANDING	
Learning methods Lectures Group discussion in small and large group seminars Student's Institutional Observation Tutorials Private study and assignment preparation	Assessment methods Assignments Seminar observation and feedback Tutorial observation and feedback
Learning Outcomes A1 An understanding of key psychoanalytic ideas about unconscious processes and their application to adolescent development and to adolescent disorder. A2 An understanding of the ways in which a psychoanalytic framework of thinking can be applied to experiences in ordinary working life A3 An understanding of the processes at work in institutional settings as experienced in the observer role.	
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 An ability to understand adolescent experience, including adolescent disorder, using both a psychoanalytic framework and an awareness of bio-social factors. B2 An 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. B3 The advanced ability to think more clearly in emotionally difficult circumstances in working relationships with adolescents. B4 The ability to critically and sensitively consider 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. B5 An ability to understand the ways in which unconscious processes in teams and institutions are affected by, and affect, those working within them.	

C. PRACTICAL SKILLS	
<p>Learning methods</p> <p>Institutional Observation small group seminars Work discussion small group seminars Large group lectures Institutional observations in working organisations Work setting Tutorials</p>	<p>Assessment methods</p> <p>Assignments Seminar observation and feedback Tutorial observation and feedback</p>
<p>Learning Outcomes</p> <p>C1 To be able to take up an observational stance as distinct from active participation.</p> <p>C2 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>C3 To be able to generate learning from experience in small group seminars by engaging actively and openly with the presentations of other students.</p> <p>C4 To be able to make critical links between didactic teaching in large groups and experiential learning in small groups.</p> <p>C5 To be able to formulate a coherent hypothesis.</p> <p>C6 To be able to write academic papers at post graduate level.</p>	

D. KEY SKILLS	
<p>Learning methods</p> <p>Lectures Group discussion in small and large group seminars Tutorials Private study and assignment preparation</p>	<p>Assessment methods</p> <p>Assignments Seminar observation and feedback Tutorial observation and feedback</p>
Learning Outcomes	
D1 Communication	To be able to communicate effectively, both in verbal and written form, complex ideas about unconscious processes.
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.
D3 Numeracy	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.
D4 Problem solving	To be able to apply psychoanalytic thinking to a range of observations/work discussion presentations where challenging experiences with adolescents are under discussion.
D5 Working with others	To be able to work effectively with others as a participant member of seminar groups.
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.

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)