

**UNIVERSITY OF ESSEX**  
**PROGRAMME SPECIFICATION**

**SECTION A**

<b>Awarding Body/Institution</b>	University of Essex
<b>Teaching Institutions</b>	University of Essex and Tavistock and Portman NHS Trust
<b>Professional accreditation by</b>	N/A
<b>Final Award</b>	MA
<b>Programme Title</b>	MA in Refugee Care
<b>Relevant QAA Subject Benchmark Group(s)/Other Reference Points</b>	FHEQ M level descriptors
<b>UCAS Code</b>	
<b>Publication/Revision Date</b>	April 2004
<b>Admissions Criteria</b>	<ul style="list-style-type: none"> <li>- University degree (or equivalent), and</li> <li>- Record of relevant work/experience or serious intent to work in relevant settings</li> </ul>

**SECTION B**

<p><b>Programme Aims</b></p> <p>The uniqueness of this course is on equipping students to introduce a <i>therapeutic dimension</i> and a <i>psychosocial perspective</i> to their work with refugees (this term is used here to include asylum seekers). Thus, the usefulness of this scheme is not limited to those who intend to work psychotherapeutically (in the strict sense of the word) with refugees. It is for this reason that the title refers to <i>Care</i> rather than to 'psychotherapy'.</p> <p>The course prepares students</p> <ul style="list-style-type: none"> <li>- for work as competent, reflective and pro-active workers with refugees in a variety of work settings (from advocacy to clinical) and remits (from managerial to directly therapeutic)</li> <li>- to develop a systematic understanding of the complexities of the various interconnecting contexts involved in the refugee situation - from societal parameters to individual and family dynamics, as well as including the institutional dynamics of the refugee services, aid organisations and, importantly, of the personal dynamics of the refugee workers themselves</li> <li>- to meet the challenges imposed by those wider societal parameters (e.g. changing legislation, political priorities, public opinion) that affect refugees directly or indirectly</li> <li>- to conceptualise and formulate refugee related projects (for research and/or service purposes)</li> </ul> <p>To address these aims, the course introduces students to the theoretical, practical and experiential facets of conceptualising and working with refugees; it approaches the refugee condition from a spherical perspective whilst also providing a particular focus on the therapeutic considerations.</p> <p>Supervision provides an important forum for helping to integrate different areas of work, and for developing conceptual frameworks which facilitate the direct work with refugees. Special emphasis in supervision is given to the experiential dimension, where students are encouraged to include their own personal responses and feelings and to reflect on the impact of their own position as refugee workers both on their clients as well as on themselves.</p> <p>Research in this field is woven into the fabric of the curriculum, with written assignments designed to deepen and systematise the students' knowledge of the material presented, the work observed and their placement experiences. Emphasis is placed upon reflective and co-operative learning styles.</p>
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<b>Programme Outcomes</b>	
<p><b>A. Knowledge and Understanding</b></p> <p><u>Learning Outcomes</u> Students should gain knowledge and understanding of:</p> <p>A1. the psychological meanings of home and the implications of loss of home. A2. the systemic and dynamic complexities of the refugee condition, of the refugee needs and of the response to them. A3. the therapeutic dimension of refugee care. A4. the theory and scope of the psycho-social approach to refugee care. A5. the psychodynamic and systemic approaches to refugee care. A6. theories of trauma, Post-Traumatic Stress Disorder, resilience and Post-Traumatic Growth. A7. the wider parameters within which the refugee condition is located and constructed. A8. conceptualising research in this field.</p>	<p><b>Learning/teaching methods/strategies</b> Knowledge and understanding of these learning outcomes is acquired through the seminars, discussion in the two predominantly theoretical courses ('Therapeutic Care for Refugees' and 'Contexts of the Refugee Experience'), as well as the two predominantly practical and experiential courses ('Observation' and 'Placement'). In addition, through the supervision, assignments and dissertation.</p> <hr/> <p><b>Assessment methods</b> 5 written assignments (i.e. 4 essays and one Placement Diary) Dissertation</p>
<p><b>B. Intellectual/Cognitive Skills</b></p> <p><u>Learning Outcomes</u> Students Develop:</p> <p>B1. an ability to critically appraise explicit and implicit conceptualisations of the refugee condition within the wider societal contexts.</p>	<p><b>Learning/teaching methods/strategies</b> Knowledge and understanding of these learning outcomes is acquired through the seminars, discussion in the two predominantly theoretical courses ('Therapeutic Care for Refugees' and 'Contexts of the Refugee Experience'), as well as the two predominantly practical and experiential courses ('Observation' and 'Placement'). In addition, through the supervision, assignments and dissertation.</p>

B2 an ability to critically appraise explicit and implicit conceptualisations which inform the range of responses (i.e. opinion, policies and services) to the refugee condition.

B3 an ability to critically appraise explicit and implicit conceptualisations which inform the professional therapeutic response to the refugee condition.

B4. an ability to critically appraise the impact of race, culture and gender issues on formulations of the refugee condition and of service delivery to refugees.

B5. an ability to critically appraise the meanings and impact of trauma and resilience theories on formulations of the refugee condition and of service delivery to refugees

B6. an ability to critically appraise the meanings and impact of trauma theories on formulations of the refugee condition and of service delivery to refugees

B7. an ability to present coherent arguments.

B8. an ability to identify in material, either clinical or non-clinical, opportunities for further research, whether conceptual or empirical.

**Assessment methods**

5 written assignments (i.e. 4 essays and one Placement Diary)

Dissertation

<p><b>C. Practical Skills</b></p> <p><u>Learning Outcomes</u></p> <p>C1. Formulate a research project and implement the research skills necessary to carry it out.</p> <p>C2. Document and provide evidence for arguments, both orally and in writing.</p> <p>C3. Write structured and focused essays, with proper citations and references.</p>	<p><b>Learning/teaching methods/strategies</b></p> <p>All teaching/learning is done in seminars focused on clearly specified topics, supported by texts. Although participation is not formally assessed, it is actively sought, and our teaching style emphasizes drawing students out, inviting coherent argument. Essay preparation is supported by individual tutorials. Dissertation preparation is supported by individual supervision.</p> <hr/> <p><b>Assessment methods</b></p> <p>5 written assignments (i.e. 4 essays and one Placement Diary)</p> <p>Dissertation</p>
<p><b>D. Key Skills</b></p> <p><u>Learning Outcomes</u></p> <p>D1. Communication: An ability to write clearly, concisely and coherently</p> <p>D2. Information Technology: NA as an assessed skill.</p> <p>D3. Numeracy: NA as an assessed skill.</p> <p>D4. Problem solving: For essays and dissertations, students define a topic and formulate a method for addressing it.</p> <p>D5. Working with others: NA as an assessed skill.</p> <p>D6. Improving own learning and performance: Students</p> <ul style="list-style-type: none"> <li>• autonomously work to deadlines</li> <li>• make use of coursework feedback to refine their thinking on a topic</li> </ul>	<p><b>Learning/teaching methods/strategies</b></p> <p>D1. Teaching/learning is by seminar, in which students are encouraged to express complex ideas clearly. They must also prepare and verbally present their placement experiences in the Placement Group.</p> <p>D2. Training sessions on IT resources in psychoanalysis are provided by the University Library. Students learn to use IT search and cataloguing methods.</p> <p>D3. Guidance by special arrangement. If needed for a particular project (for example, statistics) supervision by appropriate staff in the University is available.</p> <p>D4. Support by tutorials, supervision and research Forum.</p> <p>D5. Students teach and learn from each other in the seminar setting.</p> <p>D6. Teachers provide feedback on essays; supervisors support the refinement of research proposals and their implementation.</p> <hr/> <p><b>Assessment methods</b></p> <p>D1, D4: formal assessment is only by essay and dissertation. D6 (deadlines) is in effect assessed by penalties applied to late submissions.</p>

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**SECTION C**

<b>Programme Structure</b>			
<b>Year 1</b>			
	Course	Level	Credits
	Therapeutic Care for Refugees		
	Contexts of the Refugee Experience		
	Observation		
	Placements		

## SECTION D

Web page address: <http://www.essex.ac.uk/centres/psycho>

## Rules of assessment

### MA in REFUGEE CARE Rules of Assessment 2004 – 2005

#### 1. Board of Examiners

The Board of Examiners will comprise the Course Director, an academic member of the Centre for Psychoanalytic Studies, and the External Examiner appointed by the University. Dr Nimisha Patel has already accepted (informally and in principle) to be the external examiner (she is senior lecturer in clinical psychology, University of East London and consultant clinical psychologist and head of clinical psychology at the Medical Foundation for the Care of Victims of Torture). It will be chaired by the Dean of Collaborative Education for the University or his/her nominee.

#### 2. Rules of Assessment

2.1. The course requirements consist of the following:

		Required assignments	Word Length	Weighting
Course 1	<i>Therapeutic Care for Refugees</i>	One Essay	5000	16.7%
Course 2	<i>Contexts of the Refugee Experience</i>	One Essay	5000	16.7%
Course 3	<i>Observation</i>	One Essay	5000	16.7%
Course 4	<i>Placements</i>	1. Placement diary 2. Essay	1. Of no specified length; not assessed 2. 5000	16.7%
		<b>Dissertation</b>	15000	33%

2.2. All courses are equally weighted, and the grades are aggregated and averaged. The dissertation grade is not aggregated with the essay grades.

2.3. In all cases, final authority rests with the Examination Board, which retains discretion, including taking extenuating circumstances into account.

#### 2.4. Award of an MA

2.4.1. A student may be awarded an MA if all coursework and the dissertation achieve at least 50%.

2.4.2. A student can resubmit two components on no more than one occasion by a specified date. The resubmission mark will be capped to a maximum of 50%.

2.4.3. A candidate who fails a component following a resubmission will be failed and required to withdraw from the course. (see 2.4.4.)

2.4.4. Students who wish the Board of Examiners to take account of any extenuating circumstances must

complete an extenuating circumstances form (available from the Tavistock Clinic and the Centre for Psychoanalytic Studies).

2.4.5. Graduate School regulations on the resubmission of dissertations apply.

### 2.5. Award of an MA With Distinction

An MA with Distinction may be awarded when

2.5.1. the dissertation achieves at least 70%, and

2.5.2. at least two course assessments are 70% or above, and

2.5.3. all course assessments are 50% or above.

2.5.4. If readers consider the dissertation to be of a standard of excellence that clearly merits a secure distinction, the Board may compensate a grade of 69% in one course assessment, for the purpose of awarding a distinction.

### 2.6. The Grading Scheme

70+	Distinction
61 – 69	Good Pass
50 – 60	Pass
48 – 49	Marginal (possible compensation, according to Rules of Assessment)
below 48	Fail

### 2.7. Assessment of the Course at the Tavistock Clinic

Assessment will be made by the academic services of the Tavistock Clinic, according to its rules of assessment.

## 3. Appeals

- 3.1. Any student wishing to appeal against a decision by the Board of Examiners should do so within four weeks of the notification of the result using the appropriate form obtainable from the Academic Registrar of the University of Essex.