

Consultation and the Organisation: Psychoanalytic Approaches

This programme is only offered at: **Tavistock and Portman NHS Trust (with locations in London)**). This programme is no longer recruiting, please see new title

Consulting and Leading in Organisations: Psychodynamic and systemic approaches

Final award	MA Postgraduate Certificate
Intermediate awards available	Postgraduate Diploma
UCAS code	N/A
Details of professional body accreditation	N/A
Relevant QAA Benchmark statements	Psychology
Date specification last up-dated	September 2014

Profile

The summary - programme advertising leaflet

Programme content

This programme will be of interest to senior professionals, consultants and managers who may wish to develop consultative skills and insight into unconscious processes that effect working life. The programme has outlined aims to provide the students with various opportunities; theoretical, practical and experiential, to learn about the psycho-dynamics of work and of organisations and the individuals and the groups within them. Students will be able to study their own experiences of work in different organisational settings, as well as studying the dynamics that emerge within the programme as a temporary institution. In the first year of the programme the students own "home" institutions receive considerable attention. In the second year, the students are encouraged to develop a capacity for applying a "consultancy stance" to any work situation in which they are involved. Sponsoring organisations may therefore gain considerable benefit from their employee's participation on the programme.

Each intake the programme offers 26 places in London, and 14 in Liverpool.

Consultation and the Organisation: Psychoanalytic Approaches at UEL

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Admission requirements

1. **Academic:** Applicants are expected to have had a minimum of three years experience in their respective professions. In addition they will usually be directly involved in the

management, training or development of other professional workers or engaged in consultative work for specific organisations. As such they will usually hold first degrees or equivalents, and/or have professional experience commensurate with that level of training.

2. **Personal Suitability:** Commitment to personal as well as intellectual development is an important factor. As the course's teaching methods rely considerably on learning from experience at many different emotional, social and intellectual levels, a capacity to work in this way is essential.

At UEL we are committed to working together to build a learning community founded on equality of opportunity - a learning community which celebrates the rich diversity of our student and staff populations. Discriminatory behaviour has no place in our community and will not be tolerated. Within a spirit of respecting difference, our equality and diversity policies promise fair treatment and equality of opportunity for all. In pursuing this aim, we want people applying for a place at UEL to feel valued and know that the process and experience will be transparent and fair and no one will be refused access on the grounds of any protected characteristic stated in the Equality Act 2010.

Programme structure

The programme provides different types of experience for learning in four different “modules”:

- Module 1 THEORY
- Module 2 THE DEVELOPMENT OF CONSULTANCY SKILLS
- Module 3 EXPERIENTIAL LEARNING AND ITS APPLICATIONS
- Module 4 RESIDENTIAL GROUP RELATIONS CONFERENCE

Each afternoon (London) or block 2 days (Liverpool) of the programme will have seminars in modules 1, 2, and 3. Module 4 takes place in early September, between the two years of the programme. All students, from London and Liverpool attend this event together. The modules are designed to inform and enhance one another, providing an integrated tapestry of experience for learning.

Learning environment

In London : The programme takes place in the Tavistock Centre, where there are pleasant seminar rooms of various sizes, a Student Common Room where lockers and vending machines are provided and a convenient bookshop which stocks all programme reading lists and a broad range of relevant books. A restaurant is available on Monday, Tuesday, Thursday: 8.00 – 6.00; Wednesday and Friday: 8.00 – 5.00.

In Liverpool : The programme takes place in a suite of training rooms at Mossley House. Audiovisual equipment is available, with PowerPoint facility, and a photocopier. There is an informal coffee lounge and small cafeteria, plus a small shop in the main hospital building. There is a small collection of the core texts for the programme available in the training rooms; additionally there is a small psychotherapy library in the department. Liverpool John Moores Library is nearby, and will be available to students through the Libraries plus scheme.

Both groups have access, direct and electronic, to the newly refurbished and internationally recognised Library at the Tavistock and Portman NHS Trust, with its extensive collection of

books and journals, CD ROMs, audio and videotapes. There are listening and viewing facilities and worksuites with computer terminals and internet access.

Assessment

Students will be assessed throughout the programme. Assessment will be based on:-

A Portfolio of written work which will include:

- 1 Applications Essay (3,000 words)
- 1 Theory Essay 1 (3,000 words)
- 1 Theory Essay 2 (3,000 words)
- For the PG Certificate (60 credits)
- 1 Report on the Observations in Organisations (3,000 words, plus appendices)
- 1 Report on the External Event Planning Experience (3,000 words)
- 1 Report on Consultation Project (2,000 words)

For the PG Diploma (120 credits)

- 1 Dissertation (14,000 words)
- Will be required for the MA (120 credits)

Relevance to work/profession

At the end of the programme it is hoped that the student will have a much greater understanding of himself or herself in a working context and have a greater capacity to understand organisational, intergroup, interpersonal and intrapersonal issues that lead to functioning or dysfunctioning individuals and teams. The programme aims to develop the student's capacity to work with others and understand and find creative solutions to the inevitable problems of organisational life. The programme is relevant in any profession or organisation.

Thesis/Dissertation/project work

1. In the first year, students do an Observation in an Organisation, and write a report.
2. In the second year, students develop, plan, organise, and staff an Event for another group, and write a report.
3. In the second year, students find, develop and provide a consultation to a team group, organisation or individual, and write a report. This work is discussed in seminars throughout the year.
4. For the MA students write a dissertation (15,000 words) on this consultation project.

Added value

Students report that their capacity to function well in organisations and teams is greatly enhanced by the programme, and that their managerial and consultative skills are developed. As students come from many different professional backgrounds, and from widely differing organisations in the public, voluntary and private sector, there is opportunity to gain insight into a wide range of professional and organisational lives.

Your future career

This depends on initial position and personal aims. Following the programme:

- Some students remain employed in organisations but with enhanced capacities. This has led to promotions or new jobs with greater responsibilities and rewards in a number of instances.
- Students who are already self-employed consultants have additional skills, so have a wider choice of opportunities
- Other students move into consultancy as a new profession, on a free-lance or employed basis.

How we support you

- Each student will be allocated a tutor for the two years of the programme. The tutor's role will be to oversee the development of the student in relation to the programme, to provide support and guidance in relation to the programme.
- Many of the seminars are divided into small groups, each with a tutor, in order to provide a high level of individual attention.
- Additionally, the study groups may also provide a supportive environment through the understanding gained there.

Bonus factors

Students gain a peer group, and relationships that extend beyond the programme. There is a D10 programme Alumni group, which is active in providing additional development opportunities, as well as support and social functions.

Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

Learn about a psychoanalytic/systemic/group relations consultative approach to organisations and the individual at work. To do this, the programme aims:

- To provide teaching about the theoretical background to applying a psychoanalytic/systemic/group relations approach to organisations;
- To provide the students with various opportunities; theoretical, practical and experiential, to learn about the psycho-dynamics of work and of organisations and the individuals and the groups within them;
- To enable students to apply relevant psychodynamic, systemic and group relations understanding to their own working institutions;
- To provide students with opportunities to study their own behaviour in groups and teams;
- To promote students' self awareness;

- To awaken or develop the students' capacities to work with others to understand and find creative solutions to the inevitable problems of organisational life.
- To select the students, provide them with guidance, and assess their work fairly and with care so that they will make the best use of their academic and consultative potential.

What will you learn?

At the end of the programme it is hoped that the student will have a much greater understanding of himself or herself in a working context and have a greater capacity to understand organisational, intergroup, intragroup, and interpersonal issues that lead to functioning or dysfunctional individuals and teams.

By the end of the programme students are expected to have developed skills in conceptualising problems in organisations, in being able to facilitate understanding and functioning within their own employing organisation, and/or skills to make appropriate consultative interventions in other organisations.

Students graduating from this programme should also be familiar with psychoanalytic, systemic and group relations concepts as applied to organisations, and be able to integrate theory and practice in the organisational setting.

Structure

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels: 478

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this programme is 180 credits at M level for Masters, 120 for PG Dip and 60 for PG Cert.

All Units are Core Units.

Typical duration

Two years

How the teaching year is divided

The London programme takes place in six 10-week terms over the programme of two years. It is held on a Tuesday afternoon between 2.00 and 7.00. There are generally three seminars per afternoon of between one-and-a-quarter and one-and-a-half hours, with breaks between.

The Liverpool programme is delivered in 22 monthly block two days (Friday/Saturday) over 2 years. Fridays commence at 11.30-6.45 pm., Saturdays are 9.30-3.30 pm. Students are also required to attend the Tavistock Centre for registration at the start of the programme. Students are expected to attend for all components of the programme.

Both programmes attend a 5-day Residential Event together between year 1 and year 2 which is currently held at Lucy Cavendish College Cambridge.

What you will study when

Year	Unit Title	Credit Status	
1	Theory 1	20	Core
1	Development of Consultancy Skills 1	20	Core
1	Experiential Learning and its Applications 1	20	Core
1/2	Residential Group Relations		Core
2	Theory 2	20	Core
2	Development of Consultancy Skills 2	20	Core
2	Experiential Learning and its Applications 2	20	Core
2/3	Dissertation	60	Core

Requirements for gaining an award

TO BE AWARDED A POSTGRADUATE CERTIFICATE: Candidates must pass all course requirements, including achieving an overall mean of 50% or over in all academic submissions of the 3 required papers and reports in year one, and passing continuous assessment and attendance requirements, including attendance at the Group relations Conference, Module 4. (This is equivalent to 60 credits at Level M.)

TO BE AWARDED A POSTGRADUATE DIPLOMA: Candidates must pass all course requirements, including achieving an overall mean of 50% or over in all academic

submissions of the 6 required papers and reports in years one and two, and passing continuous assessment and attendance requirements, including attendance at the Group relations Conference, Module 4. (This is equivalent to 120 credits at Level M.)

TO BE AWARDED A MASTER'S DEGREE: To be admitted to the Master's programme, candidates must have achieved a Diploma level award, in all academic submissions of the 6 required papers and reports. Such candidates will then submit a Dissertation which must achieve a pass at MA level (50% or over). (This is equivalent to 180 Credits at Level M)

OVERALL DISTINCTION AWARD: In order for a student to be awarded an MA with distinction they need to obtain an arithmetic mean of all marks in each course year at 70% or over. This calculation will also apply for the interim awards of PG Cert and PG Dip.

Masters Award Classification

Where a student is eligible for an Masters award then the award classification is determined by calculating the arithmetic mean of all marks and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification.

- 70% - 100% Distinction
- 60% - 69% Merit
- 50% - 59% Pass
- 0% - 49% Not Passed

Assessment

Teaching, learning and assessment

Teaching and learning

Depending on the module and the learning outcomes required, different methods of teaching and learning are utilised:

- Lectures and presentations are provided by tutors; discussion is then encouraged;
- Students themselves are asked to prepare presentations which are also followed by extensive group discussion led and facilitated by a tutor;
- Small group (4-7 members) work discussion seminars are provided extensively, led and facilitated by a tutor;
- Experiential learning is encouraged and facilitated by consultative interventions by a tutor; many of the programme events are designed to exploit the potential for experiential learning;
- Observation skills are developed;
- Role play is used where appropriate.

Assessment

Students will be assessed throughout the programme. Module specifications specify the mode of assessment for each module. Assessment will be based on:-

A Portfolio of written work which will include:

- 1 Applications Essay (3,000 words)
- 1 Theory Essay 1 (3,000 words)
- 1 Theory Essay 2 (3,000 words)

For the PG Certificate.

- 1 Report on the Observations in Organisations (3,000 words plus appendices)
- 1 Report on the External Event Planning Experience (3,000 words)
- 1 Report on Consultation Project (2,000 words)

For the PG Diploma. In addition:

- 1 Dissertation (14,000 words) will be required for the MA

For the PG Diploma. In addition:

- 1 Dissertation (15,000 words) will be required for the MA

All Essays, Reports and the Dissertation will be awarded: Pass, Merit or Distinction depending on the mark awarded.

Quality

How we assure the quality of this programme

Before this programme started

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the University's quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

- Students are asked for direct feedback
- Students are asked to complete annual detailed confidential/ anonymous reports about the course and each of its teachers
- Students are also asked to nominate representatives to attend meetings of the Course Management Group

Students are notified of the action taken through:

- Their student representatives
- Correspondence from the organising tutors
- Directly from tutors in seminars

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- The External Examiner, and his/her views are listened to very carefully;
- The course is discussed very widely, informally, at academic and group relations conferences, and feedback disseminated.
- The Alumni group offers informal feedback from time to time.

Further Information

Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
Tavistock Centre, 120 Belsize Lane, London NW3 5BA	Years 1 and 2	No	Yes	Part-time; Tuesday afternoons in term-time
Mossley House, Mossley, Liverpool L18 8BU	Years 1 and 2	No	Yes	Block-Release; generally Fridays and Saturdays monthly

Where you can find further information

Further information about this programme is available from:

- The UEL web site
- The course handbook (available from October 2003, on the Tavistock website see below, 'student area')
- UEL Manual of Regulations and Policies <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/manual>
- The Tavistock & Portman NHS Trust website <http://www.tavi-port.nhs.uk>
- The Course Director and Organising Tutor (London), Deirdre Moylan, c/o the Adolescent Department, Tavistock and Portman NHS Trust; 020 7447 3781 or dmoylan@tavi-port.nhs.co.uk
- The Organising Tutor (Liverpool), Sandy Bryson, 0151 250 6128 or sbryson@globalnet.co.uk
- [Tavistock & Portman NHS Trust programme website](#)