

Psychological Therapies with Children, Young People and Families(M34)

This programme is only offered at: **Tavistock and Portman NHS Foundation Trust.**

Final award	MA / PGDip
Intermediate awards available	Postgraduate Certificate in Child, Adolescent and Family Mental Well-Being: Multidisciplinary Practice (D24) Postgraduate Diploma
UCAS code	N/A
Details of professional body accreditation	-
Relevant QAA Benchmark statements	N/A
Date specification last updated	July 2013

Profile

The summary - programme advertising leaflet

Programme content

The CAMHS review (DfCSF 2008) identified the need to develop specialist practitioners to work in Child, Adolescent and Family Mental health (CAMH), informed by the best available evidence. Government initiatives, such as Children's IAPT (Improving Access to Psychological Therapies) (NWW IAPT 2010) point to the need to skill up and develop more specialist psychological therapists to deliver psychological therapies in CAMH, in line with those developed to work in adult services (IAPT) (DCSF2010).

This course has been explicitly developed in response to the policy evidence and initiatives above, through discussions with the CAMHS workforce Leads and in the light of the establishment of new posts and a market drive for multimodal best evidence based interventions. It is designed to equip people for a role that has become recognised in policy and in practice as increasingly needed in the CAMHS workforce. It will train professionals who want to work therapeutically in child mental health settings with children, parents, young people and families. It will provide foundations in developmental theory, key presenting issues in CAMHS, an understanding of systemic, psychoanalytic and other (evidence based) modalities and offer a range of supervision and forums for case presentation in which students will develop practice based capabilities in a number of specialist areas of assessment, therapeutic understanding and psychological therapeutic practice. It is intended to develop capable and skilled child adolescent and family mental health specialist practitioners, whose training will be informed by a range of evidence based psychological therapies for use in child, adolescent and family mental health work.

Over the course of the two years, students will be trained in and develop an in-depth knowledge, skills and capabilities in the use of at least two evidence based therapeutic treatments (e.g. Cognitive Behavioural Therapy, Systemic Therapy, Brief Psychodynamic Approaches, Parenting strategies: Webster Stratton, Triple P, Strengthening families strengthening communities, Families and Schools Together (FAST), Parent and couple work, Mentalisation based approaches (Anna Freud Centre), Group approaches, Interpersonal therapy. Practitioners will learn to be adept at working in and with universal services offering both targeted services to vulnerable children and in conjunction with others, specialist services for those with complex, severe or persistent problems. Their training will equip them to work effectively within universal services, in community based CAMHS offering specialist provision; personalised assessment and treatment for children with significant needs, accessible and responsive to children, young people, service user, their parents and or carers needs. Trainees will learn through immersion in CAMH specialist workshops to be able to provide targeted early interventions for vulnerable children and young people i.e. infants at risk, looked after children, children with autism, children who are refugees, children from black and minority ethnic backgrounds, children with learning difficulties, substance misusing young people, adolescents at risk from self harm, children in contact with the youth justice system, children whose parental circumstances make them vulnerable (mental ill health or substance misuse).

The course is organised within a psychodynamic and systemic theoretical framework and draws on relevant research evidence, practical clinical experience and legislation. It aims to develop sophisticated observational and assessment skills for use in therapeutic practice work with children, young people and families and in use with inter-professional colleagues and agencies the practitioner comes into contact with. The course draws on students' personal and practice experience and facilitates the integration of relevant theoretical ideas and research in order to advanced clinical and supervisory practice.

The course encourages the development of critical analysis and an awareness of self in relation to the integration of theory and practice. Anti-oppressive practice forms an integral part of the teaching on the course. Particular attention is paid to anti-oppressive practice, first by examining the place of difference in the development of self, and later reflecting on the impact of difference, power and oppression in clinical and professional relationships. The course is underpinned by the Common Core of Knowledge and Skills central to The Every Child Matters agenda which is shaping child care policy and practice in England and Wales and CAMHS common core functions (Skills for Health/DOH 2007). It is designed to provide an advanced level of study for Counsellors, Social workers, Child and adolescent primary mental health care workers, CAMHS practitioners, Nursing practitioners and Fostering and adoption staff and Carers.

The course would be suitable for practitioners in Counselling, Social work, nursing, CAMHS, CPMHW, Education and other childcare/family settings and welcomes applications from the statutory, voluntary and private sectors.

Professional accreditation

We are actively seeking the optimal route for this. The process for registration of therapeutic practitioners is currently being re-organised. The most likely routes for accreditation are through at least one of the following: Health Professions Council (HPC), British Association for Counselling and Psychotherapy (BACP), United Kingdom Council for Psychotherapy

(UKCP), or possibly Association of Clinical Psychologists (ACP). Professional accreditation would take place on successful completion of the units over the three years with the award of MA. Student for accreditation may in addition need to demonstrate sufficient hours in clinical work and supervision, some of which will be taken within the course and some by students in their own clinical placements.

Psychological Therapies with Children, Young People and Families at UEL/Tavistock and Portman NHS Foundation Trust

The unique character of the course is rooted in the following:

- A specific and integrated multimodal theoretical framework drawing upon psychodynamic and systemic theory for understanding, safeguarding and promoting good developmental outcomes and emotional and psychological well being for children, young people and families.
- A multidisciplinary (MDT) course with candidates drawn from the range of disciplines, in which this rich wealth of experience is used to promote greater understanding of the issues in MDT and interagency work and explore the difficulties and potential of inter-professional and multi agency work with children, young people and families.
- The use of a range of different teaching methods, such as application seminars, child observation, family observation and work practice discussion seminars, training in specific therapeutic/psychological therapy modalities and immersion in the clinical work of specialist CAMH workshops through which the course draws upon and integrates the individual's practice experience with relevant theory and research.
- A focus on the organisational dynamics of child and family care and mental health practice in the interagency context.
- A focus on developing highly capable skilled and reflective practitioners, able to apply ideas, work creatively and offer authoritative leadership in complex and changing environments.

Admission requirements

1. To have successfully completed the D24 Postgraduate Certificate in Child, Adolescent and Family Mental Well-being – Multidisciplinary Practice or completed a successful AP(E)L application.
2. Normally, an appropriate professional qualification relevant to their chosen career.
3. Normally, at least two years practice experience since qualification, preferably more.
4. Normally 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 (this may include managing, teaching or supervising staff) as candidates will be required to bring examples of their work for discussion and reflection.
6. Students wishing to undertake M34 will be required to demonstrate that they have had personal experience of some form of psychotherapy, prior to the 2nd and 3rd years of the course and or will be expected to undertake therapy during the lifetime of the course.

English Language Requirements

In the case of applicants whose first language is not English, then the normal requirement for postgraduate courses is IELTS 6.5 TOEFL IBT 91 + (min 18 in each component) depending on the course; UEL and the Trust also accept other English language requirements including country specific examinations. International qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate courses.

All applicants are sent a detailed written account of the course and an application form.

Selection By:

- a. Application form
- b. A written reference from the student's workplace supporting their application and another relevant reference
- c. By interview. Candidates are required to bring to the interview a written account of a piece of work with a child, young person or family which they will be expected to discuss

All interviews are undertaken by staff members from the Tavistock Clinic. Applicants are expected to submit photocopies of their professional and academic qualifications at interview. In addition all students offered a place are required to have an enhanced CRB check which will be arranged the Trust.

International qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate courses.

Students that apply to enter stages of the course may be admitted through normal Accreditation of Prior Experiential Learning (APEL) or Accreditation of Prior Certificated Learning (APL) processes, or through an approved articulation agreement. It should be noted that given the developmental nature of this course in order for students to make a claim for Accreditation of Prior Learning (APEL or APL) they will have to both demonstrate and evidence that they have achieved the learning outcomes of any particular unit of the course for which they are seeking exemption and that in the opinion of the Course Tutors, that the APEL/APL being applied for, does not disadvantage the student in terms of future learning on the course

Programme structure

The MA (180 M level credits) is part – time, one day per week and organised in three terms per academic year. The course is completed after 3 years. The PG Dip can be awarded after two years (120 M level credits). The PG Cert in Child, Adolescent and Family Mental Well-Being: Multidisciplinary Practice can be awarded after one year (60 M level credits).

Learning environment

This taught course consists of the following: lectures, observation seminars, application seminars, supervised work discussion seminars of therapeutic practice undertaken in work placement, Specific therapeutic/psychological therapy training, attendance at specialist CAMH workshops, tutorials, an experiential group. In addition, students are expected to attend in the first year a non assessed 3 day group relations conference exploring inter-agency work in child and family settings; Interagency Working: Exploring its complex realities

Assessment

Candidates are assessed academically and in respect of their clinical practice, through the two years and units of the course

Year 1 comprises D24 the Postgraduate Certificate in Child, Adolescent and Family Mental Well-Being: Multidisciplinary Practice which is a common year one provision for 5 courses.

In **Year 2** there are three written assignments, again linked to specific curriculum areas in Units D, E and F. Written Assignments in Units D, E and F are given a percentage mark. There are two clinical assessments linked to Units D & E (All assessment needs to be passed)

Unit D: Therapeutic skills and evidence base – A 3500 word clinical paper. This paper will concentrate primarily on 1 or 2 cases assessed and worked with 70%

Unit Tutor clinical assessment 30%

Unit E: Developing Skills in Specialist Areas of Child and Adolescent Mental Health Practice - A 4000 word Clinical paper/Critical case study of a case from within this specialism informed by relevant clinical and research evidence. 70%

Clinical assessment by Supervisor 30%

Unit F: Research for clinical practice: understanding, appreciation and application of research for use in clinical work - A 4000 word Critical Literature review of evidence base in relation to one modality or CAMH speciality 100%

In **Year 3** there are two written assignments, again linked to specific curriculum areas in Units G and H but equally linked to significant independent research and study consolidating the learning of the three years (incorporating the first year D24). Written Assignments in Units G is given a percentage mark. The mini dissertation in Unit H is also given a percentage point. There are two clinical assessments linked to Units G & H (All assessment needs to be passed)

Unit G: Therapeutic skills and evidence base - A 5000 word clinical paper. This paper will concentrate on 1 or 2 cases. It will demonstrate the student's ability to make a case formulation and will also give the opportunity to describe how the student uses a particular evidence based therapeutic modality/psychological therapy to engage the client. 70%

Unit Tutor clinical assessment 30%

Unit H: Developing and enhancing Skills in Specialist Areas of Child and Adolescent Mental Health Practice - A 5000 word mini- dissertation, which will within the appendices incorporate a Professional development portfolio/project drawing together learning and emerging professional identity 70%

Clinical assessment 30%

This course aims to use assessment as a way of enhancing and consolidating learning and developing clinical capability, not only as a way of testing knowledge and skills. The mini dissertation is undertaken in the third year. There are no exams.

Relevance to work/profession

The candidates' professional practical work experience is the basis for much of the learning. This is evidenced in the work discussion seminars, CAMH specialist workshops, psychological therapy training and supervision of work where the students work (undertaken in their own work placement) are required to apply theory, research, research evidence(i.e. NICE guidelines) legislation and other relevant research to cases with which they are working in their agencies. All of the assignments are based on the students work experience.

Thesis/Dissertation/project work

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Added value

1. The opportunity for candidates to engage in multi-disciplinary and multi-agency learning and share inter-professional experience in the context of policy imperatives regarding integrated children's services (ICS)
2. The Tutors are working practitioners: Tutors include practising psychiatrists, clinical and educational psychologists, social workers, nurses, child and adolescent psychotherapists, psychologists, family therapists. Many of them work in other clinics, hospitals or therapeutic settings. Training is designed to provide a space in which individuals may learn to think, to experiment, and to develop a greater capacity for observation, reflection and analysis.
3. Different opportunities to learn from experience and different training forums have been designed to provide a space in which individuals may learn to think, to experiment, to consider the personal/professional interface of such work and to develop a greater capacity for observation and reflection.
4. Expert research: the training we provide is further enriched by the strength of our research activities. Many of the staff that teach and practice at the Clinic, are actively involved in research activities and are recognised nationally and internationally as experts in their field subject.
5. Supervised Clinical work: Students who undertake clinical training in the 2nd and 3rd year do supervised clinical work either in The Tavistock & Portman NHS Foundation Trust or in another institution. Clinical trainees are responsible to a senior member of staff for all the clinical work they do in connection with their training and provided with supervision on their work.
6. Training in evidence based psychological therapies in work with children, young people and families.
7. Flexible and relevant learning: the course has been developed to meet the needs of those who work in the CAMH mental health field, or whose work contains a mental health dimension. Our aim is to provide a rich resource for a wide range of professionals, disciplines and those working in relevant voluntary sector organisations.

Your future career

The course equips students with the knowledge, skills and independent capabilities for advancement in specialist clinical work, management and or consultancy in working with children, young people and families in Universal, Targeted as well as Specialist settings.

How we support you

Prior to commencing the course students are invited to an induction to explore the components of the course, the study skills that will be required and developed and any other practical issues that may need to be addressed prior to starting the course proper. This will include an introduction to the library, with further tutorials on databases planned into the course timetable and others available from library staff on request. Over the first year (D24) candidates are allocated a personal Tutor and supported via regular tutorials in the first year (approx 1-2 per term).

The second year begins with a 3 day Clinic wide Introductory Event that takes place before the commencement of first term. Here students are inducted into the clinical, administrative and governance processes of the clinic. Students will be required to prepare Reflective Commentary 1 for the Introductory Event. The preparation of the Reflective Commentary is an opportunity for students to reflect on the learning in Year 1 and identify areas of consolidation and those requiring further development. The Reflective Commentary will form the basis of a seminar discussion in the Introductory Event and will be made available to your clinical supervisor. This event is compulsory to those wishing to commence the second year.

In the second and thirds year students receive weekly clinical supervision on their work within/outside of the Tavistock Clinic associated with the specialist CAMH clinical workshops. They will also receive supervision and work discussion in relation to the specific psychological therapy training they will undertake. In the second year they will undertake a research unit that expands their understanding and use of research, research relevant to therapeutic practice and the use of psychological therapies in CAMH. They will have termly meetings in a group with the course leader.

There are also regular course committees whereby the candidates can engage in a dialogue with staff about the course programme.

The library provides an excellent service for candidates studying in the field of child care/mental health including electronic access to journals, with a personal named librarian for students on this course.

Bonus factors

The opportunity to undertake supervised work practice seminars with a range of highly skilled professionals in the Tavistock Centre, which has an international reputation for its clinical work in the field of child, adolescent and adult mental health.

In 2006-07 the trust implemented MOODLE. MOODLE is a virtual learning environment accessible to students on courses validated by the trust's university partners. Each academic course has been allocated a MOODLE page which contains substantial information and resources. Students can hold virtual meetings in chat rooms and debate over a longer period of time using the discussion forum. MOODLE represents a significant technological advance

for the Trust and offers excellent support to students, particularly those studying part time or at a distance. Students also have access to UEL libraries.

This stimulating and creative course offers a unique opportunity for qualified professionals working in all branches of the caring professions with children, young people and families to engage in study for a higher academic award and to develop specific knowledge, skills and capabilities to enable them to be able to offer timely high quality evidence based services, high quality assessment, therapeutic interventions and practice; packages of care and treatment practice (informed by NICE guidelines where available), working in alliance with the children, young people, families, parents and carers, where ever possible. They will be able to offer effective services with proven positive outcomes for young people; be able to assess the impact of interventions measuring outcomes and review and amend practice accordingly.

Ultimately it is anticipated this training will attract a professional award – subject to accreditation and validation.

The course encourages the development of critical analysis and an awareness of self in relation to the integration of theory and practice. Anti-oppressive practice forms an integral part of the teaching on the course.

The multi-professional nature of both the course membership and teaching staff encourages collaborative links with other agencies and disciplines.

The course as a whole enables advanced and intensive learning, including research, to be rooted in professional practice and contribute to the professional development, capabilities and therapeutic approaches' of the individual - In an educational environment that integrates clinical theoretical underpinnings with adult learning theories and the student's experience, opportunities are created to make connections between experience, application and conceptualisation.

Excellent library facilities are available.

Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- Develop an authoritative understanding of child and family development theories and research, including presenting issues which affect mental health and well being.
- Develop a detailed and authoritative knowledge, understanding and applied use of theoretical concepts relevant to different psychological therapeutic approaches and interventions, in working effectively with children, young people and families, where mental health difficulties exist. Professional practice seminars which will draw on students' practice experience and develop their capacity to both reflexively think about their experience and apply theory to their practice.

- Undertake observational Studies of infants', young children and or families will draw upon psychodynamic and systemic theory and develop observational capabilities and enhance students understanding of child and family development.
- Facilitate the integration of relevant theoretical ideas and research in order to develop through work discussion groups advanced therapeutic practice capabilities and skills in work with children young people and families.
- Explore, learn and share different professional/agency perspectives in multidisciplinary groups. As part of the course there is an opportunity to attend a specially designed multidisciplinary group relations conference, 'Inter-Agency Working: Exploring its Complex Realities'.
- Understand the nature of the practitioner's role and use of self in relation to: the child/parent/family; in differing interagency contexts and underpinning policy and legal frameworks.
- To develop a rigorous and advanced understanding of assessment strategies, clinical packages informed by psychodynamic and systemic ideas. Training in particular in evidenced based modalities of treatment and understanding knowledge skills and capabilities in working with targeted groups of vulnerable children and families.
- In the 3rd year the opportunity to develop further skills in another psychological therapy and specialist area of CAMH work and explore and consolidate these skills and emerging professional identity through advanced independent research.
- Enhance and develop professional expertise particularly in working with unconscious and systemic processes.
- Develop informed and skilled inter-professional and inter-agency practice.
- Work skilfully with diversity.

What will you learn?

Knowledge

- Theories and research about child, adolescent and family development.
- Theories and research about the aetiology of childhood and adolescent mental health difficulties and its impact on developmental outcomes for children. Factors relevant to these forms of presentation and also how these may be related to the manifestations of these disorders across the life span.
- Knowledge of assessment and diagnostic criteria for various key presenting issues seen in children, adolescents, and adults.
- Knowledge of multi-disciplinary and multi-agency systems and the various roles, responsibilities and specialisms of other professionals.
- Evidence of the ability to make links with observation and to present thoughts and ideas logically and coherently.
- Theoretical concepts relevant to different therapeutic approaches and modalities and interventions, relevant to working effectively with children young people and families where mental health difficulties exist.
- Theoretical knowledge about legislation and policy pertaining to CAMHS and its effects on multi-agency working and working in partnership.
- Theoretical and experiential knowledge about working with diversity.
- Theoretical and experiential knowledge about the functioning of organisations and multi-agency dynamics and the impact and management of child and adolescent mental health work on professional systems and practice.

- To develop a critical understanding of the psychodynamic and systemic therapeutic theoretical frameworks and models and of their application to work with children, adolescents and families
- Theories and research about child , adolescent and family development.
- Theories and research about the aetiology of abuse and its impact on developmental outcomes for children
- Theoretical concepts relevant to working effectively with children and families where there are concerns about emotional and psychological well being and knowledge of relevant legislation and policy framework re CAMHS and of services provided to children.
- Theoretical and experiential knowledge about working with diversity.
- Theoretical and experiential knowledge about the functioning of institutions and the impact and management of child and family dynamics on professional systems and practice.

Thinking skills

- The capacity to analyse practice data in all its forms.
- The integration of practice data and theory leading to the capacity to conceptualise and develop hypotheses based on different theoretical models.
- Skills in devising a coherent treatment plans.
- Skills in effectively describing issues to professionals and clients in appropriate language.
- Skills in summarising assessments and developing formulations from the evidence
- A capacity to use appropriate language and to make sense of a client's communications.
- The capacity to reflect and use personal experience as a tool for learning and intervention.
- The ability to use theory to communicate with, supervise, consult and train others.
- The ability to critically review, evaluate and utilise evidence based published material.
- The ability to use theory to communicate with (and supervise) others.

Subject-Based Practical skills

- Develop theoretically and evidenced based child and adolescent mental health assessment and
- triage skills/in order to assess needs and identify appropriate ways to meet these needs.
- Develop knowledge of and skills in the use of particular therapeutic modalities and have a sophisticated understanding of psychodynamic and systemic theory.
- Understand and recognise presenting issues and be clear about treatment choice
- Demonstrate the capacity to work with the social, cultural and ethnic background of the child and
 - family/parents
- Develop clearly formulated analytical arguments, including strategies for future intervention and
- Treatment and the ability to identify universal, targeted and clinical interventions.
- To develop a critical understanding of the specific issues pertinent to the specialist area of clinical work studied and develop a critical awareness of the latest

developments in theory, research and evidence-based practice for working with the selected specialist client groups and vulnerable children and families.

- Ability to Identify gaps in the provision of services for children and young people at risk of mental health difficulties, and their families and think about how these might be met.
- Develop skills and capabilities in supervision, liaison, consultation and in creating and providing
- brief training packages.
- To develop a critical awareness of the different professional identities, roles and responsibilities of those involved in child care and child mental health practice and the complexities of interdisciplinary and interagency work in the context of an integrated service agenda.
- Develop capacity to work with unconscious processes in individual, group and organisational contexts.
- Develop an awareness of service user and carer involvement, the issues this raises and the capacity to use both to inform service design.
- Recognise the impact and interplay between professional and personal experience.
- Develop effective multidisciplinary communication and working capabilities.
- Develop the skills of others.
- Knowing the limits of one's therapeutic skills, and understanding what is not achievable as well as what is, and who else might be able to intervene.
- Demonstrate a sound grasp of research methods, in particular those exploratory and qualitative approaches appropriate to work in the child and adolescent mental health field.
- Critically evaluate theory and apply this knowledge to questioning existing and CAMH therapeutic practice and evidence bases
- The ability to manage conflicting points of view and tensions between discourses, uncertainty, conflict, dilemmas and difficulties.
- Develop the skills of others

Skills for life and work (general skills)

- Effective communication skills – verbal and written
- Skills in analysis and conceptualisation
- The ability to manage appropriate boundaries.

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:

- 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 course is 180 credits at M level.

Year 1 D24 Postgraduate Certificate in Child, Adolescent and Family Mental Well-being: Multidisciplinary Practice

Successful completion of Year 1 confers 60 credits and the PG Cert

Year 2

There are three compulsory assessed units of 20 credits each. They consist of the following credits:

Unit D: Therapeutic skills and evidence base seminar (runs weekly over 3 terms) includes weekly seminars exploring the fundamentals of clinical assessment and skills in engaging clients through both clinical and theoretical presentations, role plays and reporting of work undertaken in their practice settings. Students will learn to apply research evidence (e.g. as in NICE guidelines) to their clinical thinking and work with clients and others. More specific specialist training in a specific therapeutic modalities/psychological therapy will be provided.

Unit E: Developing Skills in Specialist Areas of Child and Adolescent Mental Health Practice (runs weekly over 3 terms) and will involve joining on the CAMH specialist clinical workshops at the Tavistock clinic. The workshops serve as a multi-disciplinary forum for trainees and staff who share an interest in the complexities of therapeutic interventions with a particular client group. Participants meet weekly to present cases, apply theory, discuss papers, extend their knowledge and skills, and develop models of best practice and research interests.

Unit F: Research for clinical practice: understanding, appreciation and application of research for use in clinical work (runs over 3 terms weekly) The seminars will focus on the relationship between child adolescent and mental health care research and professional therapeutic work in this field and the research evidence base for different child and adolescent therapeutic interventions will be introduced and reviewed.

Successful completion of Year 2 confers another 60 credits and the PG Dip (120 credits)

Year 3

There are two compulsory assessed units of 30 credits each. They consist of the following credits:

Unit G: Therapeutic skills and evidence base (runs over 3 terms weekly) this unit will build on skills gained in the Assessment and Engaging Clients unit in year 1, as well as in the Research unit, and to apply this learning in delivering evidence based therapeutic

interventions. It will further develop the students the ability to use current evidence and diagnostic criteria to develop hypotheses and make sense of a client's presenting issues, to make formal assessments, case formulations and treatment plans. More specific specialist training in a specific therapeutic modalities/psychological therapy will be provided.

Unit H: Developing and enhancing Skills in Specialist Areas of Child and Adolescent Mental Health Practice (runs over 3 terms weekly) Students will as in year 2 attend a CAMH speciality workshop at the Tavistock Centre on a weekly basis. They will have the opportunity to hear presentations of cases, as well as presenting their own clinical cases. Students will receive clinical supervision either individually and in groups of this case work. There will, in addition, be a series of theoretical seminars to supplement and support the learning in the workshop, exploring theoretical approaches to the specialist area and research relevant to this. These seminars will also aim to integrate the knowledge skills and capabilities developed over the three years, identifying the students' Professional development; drawing together learning and emerging professional identity. Student will be expected to present a 5000 word mini- dissertation, which will within the appendices incorporate a Professional development portfolio/project drawing together learning and emerging professional identity.

Successful completion of years 1, 2 & 3 confers 180 credits and an MA.

Typical duration

The MA course is normally undertaken over the course of three academic years although there is a maximum period of 6 years

How the teaching year is divided

The teaching year begins in October and ends in June and is divided into three 10 week academic terms. Students maybe expected to continue undertaking clinical work outside these term times to meet both clinical need and the required number of clinical hours required for units when specified.

What you will study when

Level	Unit Title/Year	Credits	Status
	Year 1 Pathway: PG Cert in Child, Adolescent and Family Mental Well-being: Multidisciplinary Practice		
M	Unit A Therapeutic Practice, Concepts and Contexts: applications for practice in working with children, young people and families with emotional and mental health difficulties	20	<i>Core</i>
M	Unit Bb Family Observation and systemic theory	20	<i>Core</i>
M	Unit C Introduction to child development research and presenting issues	20	<i>Core</i>
	Experiential group		<i>Non credit rated Core</i>

	<i>Working Conference</i> <i>Interagency Working: Exploring its complex realities (3 day group relations conference)</i>	<i>Non credit rated</i>	<i>Core</i>
	Year 2		
M	Unit D Assessing and Engaging clients: Evidence based practice.	20	Core
M	Unit E Developing Skills in Specialist Areas of Child and Adolescent Mental Health Practice	20	Core
M	Unit F Research for clinical practice: Understanding, appreciation and application of research for use in clinical work	20	Core
	Year 3		
M	Unit G Therapeutic skills and evidence base	30	Core
M	Unit H Developing and enhancing Skills in Specialist Areas of Child and Adolescent Mental Health Practice	30	Core

Requirements for gaining an award

In order to gain a Postgraduate Certificate, you will need to obtain 60 credits at Level M and have attended the 3 day group relations working conference.

In order to gain a Postgraduate Diploma, you will need to obtain 120 credits at Level M

In order to obtain a Masters, you will need to obtain 180 credits at Level M. These credits will include a 60 credit level M core unit of advanced independent research.

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

Knowledge is developed through:

- Lectures
- Group discussion in seminars
- Group work
- Supervision of clinical practice in seminars/workshops
- Tutorials
- Experiential group
- Private study, assignment preparation

Thinking skills are developed through:

- The reflective opportunities generated by child and family observation
- Group discussion in seminars and groups
- Experiential group
- Clinical supervision
- Role play and therapeutic modality training
- Preparation of seminar presentations and assignments
- Attending the Working Conference

Practical skills are developed through:

- Supervision of clinical work from work setting
- Supervised clinical work as both as a CAMH workshop member and in relation to specific modality training/psychological therapy training
- Child observation/family observation
- Role play, practical assessments in clinical seminars'
- Specific modality training and clinical work

Skills for life and work (general skills) are developed through

- Group participation
- Presentations verbal and through the use of audiovisual media
- Researching and writing assignments

Assessment

Knowledge is assessed by

- Assignments; essays, case studies, clinical papers, reflective commentaries, literature review, mini dissertation
- Seminar observation and feedback
- Tutorial/supervisor observation and feedback

Thinking skills are assessed by

- Assignments; essays, case studies, clinical papers, reflective commentaries, mini dissertation and process recordings and video transcripts
- Seminar observation and feedback
- Tutorial/supervisor observation and feedback
- Observation of contribution to and participation in clinical workshops

Practical skills are assessed by

- Case discussion in supervised work practice seminars and assignments
- Clinical assessments
- Role play
- Tutorials

Skills for life and work (general skills) are assessed by

- Assignments
- Presentation and engagement capacities can be assessed in groups and clinical work

Quality

How we assure the quality of this programme

Before this programme started

- Before this course started the University checked that:
- there would be enough qualified staff to teach the course
- adequate resources would be in place
- the overall aims and objectives were appropriate
- the content of the course met national benchmark requirements
- the course 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 course approval which involves convening a panel of academic experts including some subject specialists from other institutions. Each panel scrutinises available documents and talks to the staff who will teach the course before deciding whether it can be approved

How we monitor the quality of this programme

The quality of this course 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 an Review and Enhancement Process is drawn up by the staff who teach the course that is reviewed at departmental and faculty level.

Once every five years the University undertakes an in-depth review of the whole subject area. This is undertaken by a panel that includes at least three 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 course has a course committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the course (e.g. library/technician staff). The committee is responsible for the quality of the course. It oversees preparation of the Review and Enhancement Process and proposes changes to improve quality. The course/subject area committee plays a critical role in the University's quality assurance procedures.

The role of external examiners

The standard of this course is monitored by two external examiners. External examiners have two primary responsibilities:

- To ensure the standard of the course
- 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 regulations are followed
- Providing feedback to the University 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:

- Feedback from student representatives on course committee
- Anonymised Unit and Course evaluation forms at the end of units/years
- Staff & student plenary session

Students are notified of the action taken through:

- Circulating the minutes of the course committee
- Regular verbal feedback via the programme coordinator

Listening to the views of others

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

- An Annual Quality Assurance report to GSCC who will provide feedback in respect of the programme's performance in relation to developing professional competence.
- The Social Work Board of Studies holds consultative meetings with employers and service users to review programme performance.

Further Information

Where you can find further information

Further information about this programme is available from:

- The UEL web site www.uel.ac.uk
- UEL Manual of General Regulations and Policies www.uel.ac.uk/qa/manual/
- UEL Quality Manual www.uel.ac.uk/qa/qualityass_resp.htm
- The Tavistock & Portman NHS Trust website www.tavistockandportman.nhs.uk
- [The Tavistock & Portman NHS Trust programme website](#)