

Consultation and the Organisation

This version of the programme is no longer recruiting. Please refer to the updated programme specification of the same name.

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

Final award	D.ConsOrg (Professional Doctorate)
Intermediate awards available	N/A
UCAS code	N/A
Details of professional body accreditation	N/A
Relevant QAA Benchmark statements	N/A
Date specification last up-dated	<i>November 2011</i>

Profile

The summary - programme advertising leaflet

Programme content

The Professional Doctorate in Consultation and the Organisation is a part-time programme offering further professional development following the two-year MA in Consultation and the Organisation: Psychoanalytic Approaches (programme D10). It is however a free-standing programme and applicants who have not completed the MA in Consultation and the Organisation: Psychoanalytic Approaches, but who have equivalent qualifications and/or experience, are welcome to apply.

The programme aims to further develop consultancy skills and capacities to an advanced level and to equip students with the knowledge and skills to undertake original research in the field. It will provide the basis for a) high level professional consultancy to large and small organisations, b) a substantial input to research and scholarly contributions to the knowledge base in the field, c) leadership in the field of organisational consultancy, d) the capacity to train others in organisational consultancy. It will also provide e) opportunities for those in or seeking high level management positions to develop and deepen their understanding of intricate organisational issues. Students will be expected to undertake complex consultancy projects under supervision, to develop advanced theoretical understanding and professional skills and to through their research projects contribute to a growing body of knowledge about organisational consultancy. The academic standard of the Professional Doctorate is equivalent to a conventional PhD, but it also enables advanced and intensive learning to be rooted in professional practice and research.

Students will be joining a well-established training enterprise in Consultation to Organisations at the Tavistock Clinic and will benefit from the established expertise and from the wide range of Professional Practice undertaken at the clinic and the Tavistock Consultancy Service. They will have access to one of the most comprehensive collections of literature on psychoanalysis and human behaviour in the world.

Admission requirements

To enter the Professional Doctorate programme, students must have achieved the MA in Consultation and the Organisation: Psychoanalytic Approaches (D10) or equivalent and must be engaged in current work of an appropriate nature, ascertained at interview. This may include work as an organisational consultant, employed or self-employed, or as an employee within an organisation with managerial responsibilities. To be admitted to the doctorate, students will need to demonstrate a commitment to professional, personal and intellectual development. As the programme'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.

Students wishing to enter the Professional Doctorate programme without the MA in Consultation and the Organisation: Psychoanalytic Approaches would need either to have followed an equivalent programme to MA level and in this case they would need to demonstrate (via APL) that the programme content covered the syllabus achieved on D10, and that the quality assurance procedures in relation to the programme were equivalent.

Alternatively those wishing to enter the Professional Doctorate programme who do not have an equivalent degree must present evidence (APEL) of equivalent levels of competence in all assessed areas, including academic, professional and practice. This may include published work demonstrating professional practice and competence, curricula vitae that includes academic achievements of equivalent standards, including teaching and lecturing on equivalent and related programmes, and curricula vitae which include significant examples of consultancy work, and history of involvement and ongoing learning (CPD) in psychoanalytic, systemic and group relations interests.

In some circumstances students may wish to have credit for elements of the doctorate programme taken into consideration. Such academic credit would be dependant on the level, and quality of the programme undertaken by the student and on the quantity and quality of professional practice since then. Exemptions will not normally be given for more than one third of the programme and no exemption will be given for any part of the Research programme.

All applicants will need to have completed, or will complete by the end of the programme, a minimum of two Group Relations Conferences, at least one of which is residential, totalling a minimum of 10 days experience.

Programme structure

Overall Structure

This part-time programme has two main elements: they are the **Professional Practice Programme** and the **Consultancy Research Project** leading to the final thesis. Professional Practice is supported by the Professional Practice Seminar, the Consultation Work Discussion Seminar and individual supervision on consultancy practice, all of which are offered throughout the programme. Teaching and preparation for the Consultancy Research Project and Thesis will begin during the first year with a taught programme on Research Ethics, Design and Methodology and will be the focus of the Research Seminars in second and third years. Individual supervision of students' projects will be available throughout. In addition

students have the opportunity to review their experience of the programme and its application on an ongoing basis

Students will attend for one day per week in Year 1 while in Years 2 and 3 attendance will be fortnightly. Consultancy projects, supervision on consultancy practice and on the research project will be arranged in addition to this. The academic component of the programme including both taught elements and academic study is for two days each week. Students will be expected to be engaged in ongoing consultancy work in a variety of settings throughout the programme for three days each week.

The Professional Practice Programme

Students will be required to conduct a number of consultancy projects throughout the programme in which they will either work alone or as part of a team. Such projects may include Consultation to Staff Groups, Role Consultation, Coaching/Mentoring, Change Management projects, Leadership Development, Team Away Day Facilitation etc. and there will be an expectation that students will work in different sectors with private, independent and public organisations.

The Professional Practice Seminar together with the Consultancy Work Discussion Seminar and individual supervision on consultancy practice offer both taught and practical elements to support all of these consultancy endeavours. The Work Discussion seminar will also be available to other professionals in consultancy practice (with appropriate experience and qualification) who do not wish to follow the whole doctoral programme, who will attend for their own professional development.

The Consultancy Research Project

The Consultancy Research Project will involve an investigation informed by psychoanalytic and/or systemic theoretical frameworks, will be expected to make an original and scholarly contribution to the field of organisational consultancy or to the understanding of organisational dynamics in the form of a thesis of up to 40,000 words. It will draw on consultation work done within the professional programme. The Consultancy Research Project will be supported by a seminar series Research Ethics, Design and Methodology and by Research Seminars and individual supervision. In addition students will have the opportunity to attend an annual programme of seminars and research presentations organised for all research students at the Tavistock & Portman NHS Trust.

Review and Application Groups

The programme is completed by Review and Application groups in which students are encouraged to reflect on the learning from the programme and its application to their professional lives. In time third year students may consult to the first year Review and Application Groups.

Learning environment

As described above students are offered individual and group supervision on their consultancy work and their consultancy project. In addition there is individual tutorial

support; the tutor's role will be to oversee the development of the student in relation to the programme.

As appropriate to Doctoral level work, students are required to take the major responsibility for their learning. In Year 1 one day of independent study per week is expected, in Years 2 and 3 this will be three days per fortnight. Students are expected to carry out original research work independently and to develop their own consultancy practice. Teaching staff will enable them to develop their own ideas in small groups and in individual supervision.

Assessment

Continuous Assessment will be an integral part of each work discussion seminar, individual and team supervision. Tutors and supervisors will provide termly written reports for each student throughout the programme.

There are four assessed written submissions over the three years of the programme. The Essay, the Professional Practice Portfolio, the Research Proposal and the Thesis

The Essay - up to 4,000 words, is submitted at the end of Year 1.

Students choose their own title and write a scholarly paper that reviews the relevant theoretical literature for an area relevant to their intended consultancy project.

The Professional Practice Portfolio is submitted the end of Year 2. This contains:

- **Four** Consultancy Reports of up to 4,000 words in length. (Submitted as the work is completed, at least **two** to be submitted at the beginning of Year 2. Reports will be evaluated with feedback to students)
- Summary Reports of 1,000-1,500 words in length of **all** other consultancy projects undertaken. At least **four** such reports should be included and are submitted as the work is completed.
- A Self-Development Summary Report of up to 1,500 words

The Portfolio should contain examples of at least *four different* types of consultation and reflect work in a variety of sectors and settings and will demonstrate a capacity to work in a variety of consultative situations, utilising process consultancy skills professionally and creatively.

The Research Proposal, up to 3,000 words in length, is submitted by the end of the second term in Year 2.

The Thesis - up to 40,000 words in length is submitted at the end of the final year of the programme. As such, the thesis forms 66% of the written requirements.

Relevance to work/profession

The work undertaken on the professional doctorate will be of obvious and immediate value to students' professional development. The regular supervision and discussion of ongoing consultancy work provides opportunity for reflexive practice and development of advanced professional skills.

Thesis/Dissertation/project work

The consultancy research project as described above is an opportunity to contribute the knowledge base in the field of systems psychodynamics, consultancy and organisations. Research ideas will be developed from a wide range of possibilities and could include:

- Responses to change/innovation in organisations
- Exploration of new theoretical developments and extension of theoretical concepts
- Evaluation of interventions with innovative methodologies
- Explorations of leadership, task, organisation in the mind etc.
- Evaluation of consultation with new client groups

Added value

The Tavistock is currently engaging in discussions with other training organisations who offer related trainings in consultation and organisational development with the intention that a professional body be established to register and accredit those who have qualified from recognised training programmes in consulting to organisation. Currently no such professional body exists.

Your future career

Possession of the professional doctorate would be an advantage in applying for high level posts with a consultancy brief both nationally or internationally. Additionally the experience of having undertaken projects evaluating consultancy practice would be highly valued. Graduates might be expected to contribute to training others in consultancy skills. Similarly this doctorate would also be advantageous in applying for or being promoted to high-level managerial positions, where a capacity to understand complexity of organisational issues, together with skills in enabling development and change in an organisation would be highly relevant.

How we support you

Students are supported by their personal tutor, thesis and professional practice supervisors, work discussion and thesis seminar leaders. There is a range of support services organised by UEL which students are able to access.

Bonus factors

The Tavistock is an internationally renowned centre of excellence for psychoanalytic studies, research, and clinical work. There are also opportunities to hear speakers eminent in the field and to meet colleagues from a diversity of backgrounds who have a common interest in psychoanalytical and systemic perspectives on understanding organisations and consultation.

Small groups, together with the emphasis on review and reflection that is a central tenet of the programme provide opportunity for students to work closely together in a supportive and environment within which lasting professional relationships may be forged.

The interactive approach of the programme provides added value for organisations, as some of the projects may be developed within the context of the student's own organisation. This

consultative approach is thus available within the organisation through the student's work on the programme. Organisations may thus be willing to fund students to undertake the programme. The interactive approach is also of value to self-employed students, who will acquire a peer group and supervision opportunities for some of their work.

Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

- Aim one: In preparing the portfolio to demonstrate professional competence, students will demonstrate their capacity to undertake consultation to organisations to a high standard, and their competence in a number of other complementary skills and understanding required of professionally qualified organisational consultants and managers.
- Aim two: In undertaking preparatory studies in the research and methods of evaluation in consultancy practice, students will acquire an understanding of the field, of its intellectual context and rationale, and will acquire the necessary skills to evaluate consultancy projects.
- Aim three: In undertaking study for their consultancy research topic and thesis students will be expected to extend their theoretical knowledge in areas relevant to their topic, analyse and review the literature relevant to this, and make an original contribution to the understanding of their chosen topic. Students will also explore the implication of their findings for professional practice and will be expected to demonstrate a capacity to contribute to understanding in the field. Students' writing will add to the literature of the systems psychodynamics of organisational and management issues and consultancy practice.

What will you learn?

Knowledge

- Relevant aspects of advanced Psychoanalytic and Systemic theory as applied to organisations
- Current issues in the contemporary study of organisation
- Issues of Professional Practice for Organisational Consultants
- Consultancy in specialist settings
- Enhanced awareness of group processes and how to work with them

Thinking skills

- Enhanced capacity for reflective practice and learning by experience.
- The application of theoretical concepts to the organisational consultancy in practice.
- The application of knowledge in order to design a protocol appropriate to the chosen thesis topic.

- The appropriate interpretation and extrapolation of the outcome of the Consultancy Project.

Subject-Based Practical skills

- To write a series of reports on consultancy practice.
- To write a Proposal for a Consultancy Project
- To write a comprehensive literature review and assess the ethical considerations relevant to the chosen project.
- To set up an appropriate and practical consultancy project

Skills for life and work (general skills)

- Awareness of the importance of learning by experience
- Develop transferable skills of logical organisation and exposition
- Acquire a sophisticated knowledge of current research into consulting to organisations and apply this towards enhancing excellence in management and in consultancy practice
- Further develop high level skills in report writing and dissemination of information

Structure

The programme structure

Credit rating

Typical duration

This is a part-time programme, with a minimum duration of 45 months. The academic demands require a commitment of two days each week. Students will attend for teaching weekly in the first year, and fortnightly in years two and three. Individual supervision will be arranged in addition to this. Students will be expected to be engaged in current work of an appropriate nature, ascertained at interview. This may include work as an organisational consultant, employed or self-employed, or as an employee within an organisation, usually with some managerial responsibilities. In practice, it is likely that employed students will be working at senior or middle management levels in order that the work will provide suitable material for the programme

The maximum period of registration is six years.

How the teaching year is divided

The teaching Year begins in January and ends in December and is divided into three terms with breaks at Christmas, Easter and from July to September. There is a reading week in the middle of the summer term.

What you will study when

Year	Unit title	Status
1	Professional Practice Seminar	Core
2,3	Professional Practice Specialist Seminar	Core
1,2,3	Consultancy Work Discussion Seminar	Core
1,2,3	Professional Practice Supervision	Core
1	Research Ethics, Design and Method	Core
2,3	Research Seminar	Core
2,3	Research Supervision	Core
1,2,3	Review and Application Group	Core

Requirements for gaining an award

All supervised consultancy projects must be evaluated as satisfactory by the supervisor.

The Professional Practice Portfolio containing **four** Consultancy Reports of 4,000 words, Summary Reports (up to 1,500 words) of all other projects (**at least four**), and a Self-Development Summary Report of up to 1,500 words, must be passed at Doctoral level, as defined by the Assessment Board and specified in the Programme Handbook.

The Research Proposal outlining the intended Consultancy Research Project must be accepted by the UEL Registration Board.

The Essay must be assessed at Doctoral level

The Thesis must be passed in order to gain the award.

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

- Seminar teaching on professional practice
- Seminar teaching on Research Ethics, Design and Methodology
- In-depth study of literature pertinent to the chosen consultancy research thesis topic
- Preparation of an essay, which constitutes a comprehensive literature review of writings pertinent to the chosen topic.

Thinking skills are developed through

- Seminar teaching in which the emphasis is on the opportunity for participants to engage with issues in an atmosphere of thoughtful debate.
- Encouragement to question and formulate an individual view-point.
- The enhancement of discussion skills in seminars.
- The crucial importance of reflective practice developed within the context of regular supervision.
- Opportunity to review and reflect on the experience of the programme and its application

Practical skills are developed through

- The work of the Professional Practice Portfolio, which in addition to demonstrating a high standard of consultancy to different organisations also demonstrates ability to think creatively about the managerial issues in organisation work and to communicate to others in the field.
- Exposure to a wide range of professional consultancy practice via the Consultancy Work Discussion group
- The task of writing a Consultancy Research Project proposal
- The task of setting up and pursuing a Consultancy Research Project and evaluating its result.
- Completion of a substantial thesis

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

- Conducting a practical consultancy project, managing time, boundaries and resources.
- Allowing space for reflection on professional work, both individually and with colleagues

Assessment

Knowledge is assessed by

- The Essay
- The Professional Practice Portfolio
- The Research Proposal
- The Thesis
- Supervisors' evaluation of students' work on Consultancy Projects.

Thinking skills are assessed by

- Monitoring student's ability to engage in discussion in groups and in supervision and to demonstrate an approach that takes account of unconscious processes and the use of the self in consultancy practice.
- Regular presentations of work in progress in work discussion seminars.
- The student's developing ability to use the literature and review research in the field to further their chosen thesis topic.

Practical skills are assessed by

- The student's ability to conduct a series of different consultations in a variety of settings.
- The student's ability to organise a viable research project in a consultancy setting taking into account professional and ethical issues.
- Ability to organise and complete the thesis in accordance with the requirements.

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

- Student's ability to transfer the skills learned to their ongoing professional work
- Enhanced ability to engage confidently in sophisticated discussion in groups.

Quality

How we assure the quality of this programme

Before this programme started

Before this programme started the University checked that:

- 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 University's Quality Standing Committee

Once every six years the University undertakes an in-depth review of the whole field. This 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 research proposals
- Attending assessment boards
- Reviewing samples of student work and moderating marks
- Ensuring that 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:

- Termly programme Committee Meeting of students, staff and supervisors
- Personal communication to tutors and supervisors.
- Regular reviews in seminars

Students are notified of the action taken through:

- Circulating the minutes of the programme committee
- Communication by Personal Tutors

Listening to the views of others

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

- Staff and Candidates of other Tavistock Doctoral Programmes are invited to student presentations and provide comment
- Discussion with the External Examiners

Further Information

Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-

Where you can find further information

Further information about this programme is available from:

- The UEL web site www.uel.ac.uk
- Tavistock & Portman NHS Trust website www.tavi-port.org
- The programme handbook will be available from January 2006. (It can be viewed on Tavistock & Portman NHS Trust website 'student area')